Teacher Guide

Essential Questions:
- Why is it important to know about other cultures?
- How do we learn about our own cultures?

Discussion/Critical Thinking
- Facilitate a group discussion about the pieces by Martinez and Whitehorse using Visual Thinking Strategies and provided image sheets.
- After, have students work in pairs or groups to complete the compare/contrast think sheet.
- Use http://www.wordle.net/ (or another word cloud generating app) to input the words from each group’s list of ideas of community and culture. Create a word cloud and display it to the class.
- Talk about the word cloud you create as a group as a reflection activity.

Inquiry: Is there anything that surprises you in the word cloud? What words do you connect to? Are there any you do not connect to?

Art Making Extension
- Using the ideas generated through the discussion activities, have students brainstorm a way of symbolizing their culture using the brainstorming think sheet and then provide time for students to (have students fill in “culture”, “community” or “citizenship in the blank on the think sheet)
- Have students create a piece of art using their most successful idea. 
  Teaching Tip: ideally, provide a variety of sizes of paper and a variety of materials for students to choose from to create their piece to facilitate choice-based learning methods.
- As a reflection activity, have students create a list of five words that’s describe their artwork and/or culture
- Create a new classroom word cloud using the words from the reflection activity and display that word cloud with the artwork in the school or the classroom. (You can also display the process work by showing examples of the compare/contrast sheets and word cloud generated from ideas about the inspiration artwork)

Extension:
- The Smithsonian National Museum of the American Indian has an excellent interactive website that uses objects and art from American Indian culture to teach about the traditions, artmaking and beliefs of different tribes:
  https://americanindian.si.edu/static/exhibitions/infinityofnations/
  This is a great resource that can be used for further art interpretation, social studies connections and/or language arts integration.
**Symbol:** Something that represents something else. For example, a heart symbolizes love

**Lithograph:** “A printing technique in which the image is drawn on a very flat slab of limestone (or a specially treated metal plate). This stone is treated chemically so that ink, when rolled on to the stone, adheres only where the drawing was done. This inked image can then be transferred to a piece of paper with the help of a high pressure press.”

**Oil Paint:** A paint that uses oil as a base. This makes the paint dry very slowly.

Paint is made from pigment and a base, sometimes referred to as a vehicle. The base or vehicle is a substance that allows the paint to move on a surface and blend with other colors. You may have painted with acrylic paint, which uses water as a base. That is why acrylic paint dries so quickly!

**Yaqui:** “The Yaqui, an indigenous people of southeast Sonora, Mexico, belong to a larger ethnic group known as the "Cahita." The great majority of the Yaqui nowadays live in the same region, but other Yaqui groups have settled in Arizona owing to the great Yaqui migration at the beginning of the twentieth century. All Yaqui call themselves "Yoreme" (person or human)”
http://www.encyclopedia.com/topic/Yaqui.aspx
Navajo: “The Navajo Nation covers a territory larger than the combined states of Massachusetts, New Hampshire, and Vermont. It is the largest reservation-based Indian nation within the United States, both in land area and population. More than 200,000 Navajos live on the 24,000 square miles of the Navajo Nation. The Navajos' name for themselves is Diné, meaning "the people." “

Abstract: A non-representational image or object. Non-representational means that it does not look like anything real or recognizable.
Mario Martinez grew up in the small Penjamo area of South Scottsdale, the smallest of six Pascua Yaqui settlements in Arizona.

The Pascua Yaqui Constitution states that tribal membership consists of "all children born to members who are at least one-quarter (¼) degree Pascua Yaqui Indian Blood.

This piece of art shows a family tree. Martinez ignores the traditional structure of a family tree and uses overlapping and printmaking techniques to show a story of his family's history.

(From Bankston, 2012)

See, Think, Wonder

What do you see? What stands out the most? What do you see when you look more closely?

Why do you think Martinez used this imagery? What does he want us to know?

What do you wonder or want to know?
Emmi Whitehorse explores memory, land, and her Navajo culture through her artwork. She often uses water as a symbol.

Navajo philosophy believes in the balance of nature, beauty, humanity and the universe as part of an interconnected existence.

Emmi hopes that people look at her work "slowly".

**Why do you think she wants people to look at her artwork slowly?**

="My work is about and has always been about land, about being aware of our surroundings and appreciating the beauty of nature. I am concerned that we are no longer aware of those. The calm and beauty that is in my work I hope serves as a reminder of what is underfoot, of the exchange we make with nature. Light, space, and color are the axis around which my work evolves."

—Emmi Whitehorse, 2006

**See, Think, Wonder**

What symbols do you see?

What do you think the symbols mean or represent? Why do you think that?

What do you wonder or want to know?
Compare and Contrast:

Emmi Whitehorse’s *The Gift Giver* and

Mario Martinez’s *Scottsdale Yaquis: Generations*

What are 3 similarities that you see?

What are 3 differences that you see?

Each piece connects to the artist’s community and culture. Create a list of words that these artworks evoke, or make you think about, that connect to the idea of community and culture:
What Symbolizes _______________ to You?

Sketch three ideas below. Each idea should be unique!

1
2
3

Which idea is most successful? Why?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

How will you use this idea and symbol to create a piece of art that tells a message about______________?
Citizenship: Topic 2

Ways in which being a citizen has benefits:
How can you participate as a citizen? How and why does this inspire artists?

Teacher Guide

Essential Questions:
How can you participate as a citizen? How and why does this inspire artists?

- How does making art connect to citizenship?
- How can looking at art help you understand how to be a citizen or how is looking at art an important part of being a citizen?

Discussion/Critical Thinking:
Using the artist information sheets provided (which can be replaced or supplemented by projecting the images), facilitate a class discussion using visual thinking strategies to look closely at each painting individually. Use all or some of the essential questions listed above as guiding questions for a group discussion after viewing both artworks.

Literary Arts Connection:
Using the provided poetry worksheets, have each student choose one of the paintings and write a descriptive list poem about the piece.

Suggested reflection: In small groups of 2-4, have students share their poems. When every student has read his or her poem, one member of each group should get the supplementary reflection think sheet to create a mind map about how looking closely helps us understand more about each other and the community. Display these maps somewhere in the room so students can look at them on their own to see what other groups said. Tip: while a mind map often uses branches and the topic at the center, allow your students to creatively think of different ways to display how and what they think. This activity could also be done independently.

Art Making Extension: Create a Capriccio

Materials needed: oil pastels, paper, pencils

- Using the artworks as a starting point for representing important places, have students think of 3-6 different objects, people and places that mean something to them but they normally would not find in the same place.
- Have students practice drawing their objects, people and places.
- Demonstrate the art skill: Fold a sheet of paper in half, like a card. On the inside left side of the card, cover the surface with oil pastels (you can use one color or multiple colors). Close the card and use a pencil to draw on the cover of the card. You can trace the practice drawings on top of the cover of the card; just make sure you press firmly. When you open the card, the image you draw on the cover should be transferred to the inside right-hand side. Encourage students to think about how they want to compose their capriccio.
- Art history connection: this technique is similar to printmaking and monotypes, or printmaking where you create only one, unique print.
**Capriccio:** A picture made up of elements that do not really exist near each other, or a composite. In art this is most commonly done with buildings and ruins to make composite landscapes that show highlights of a city, like Rome.

**Grand Tour:** “Beginning in the late sixteenth century, it became fashionable for young aristocrats to visit Paris, Venice, Florence, and above all Rome, as the culmination of their classical education. Thus was born the idea of the Grand Tour, a practice which introduced Englishmen, Germans, Scandinavians, and also Americans to the art and culture of France and Italy for the next 300 years.”
http://www.metmuseum.org/toah/hd/grtr/hd_grtr.htm

**Oil Paint:** A paint that uses oil as a base. This makes the paint dry very slowly.

Paint is made from pigment and a base, sometimes referred to as a vehicle. The base or vehicle is a substance that allows the paint to move on a surface and blend with other colors. You may have painted with acrylic paint, which uses water as a base. That is why acrylic paint dries so quickly!

**Rome:** The capital of Rome, where the Vatican is; there are many ancient ruins and buildings in Rome that help us understand history and have inspired artists for thousands of years.

**Symbol:** Something that represents something else. For example, a heart symbolizes love
Write a Descriptive List Poem About…
Phillip Herbert Barnett’s County Fair

Start your poem by naming what you are looking at “What I see in _________”, and then every line after is something you see and a description of it. For example:

Line 1: What I see in my family portrait
Line 2: One father, taller than the rest
Line 3: A mother holding back a smile
Line 4: Child with freckles and a mess of curls
Line 5: House porch cracked with old white paint

What I see in County Fair

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

A descriptive list poem challenges you to see as much as possible and use your creativity to make a piece of art come to life with words! How many different observations can you write about??

Think about how you might describe this painting to someone after visiting the museum. What are the big details that jump out at you? What are the smaller details you notice after careful looking?
Write a Descriptive List Poem About…
Panini’s A Capriccio of Classical Ruins

Start your poem by naming what you are looking at “What I see in ______”, and then every line after is something you see and a description of it. For example:

Line 1: What I see in my family portrait
Line 2: One father, taller than the rest
Line 3: A mother holding back a smile
Line 4: Child with freckles and a mess of curls
Line 5: House porch cracked with old white paint

Write your poem below! Use the back of the paper if you need more room.

What I see in A Capriccio of Classical Ruins

A descriptive list poem challenges you to see as much as possible and use your creativity to make a piece of art come to life with words! How many different observations can you write about??

Think about how you might describe this painting to someone after visiting the museum. What are the big details that jump out at you? What are the smaller details you notice after careful looking?