



Teacher Resource:

Portraits

Sponsored by the Martha Holden Jennings Foundation

Portraits

This unit was developed by Ms. Nancy Garand, a Social Studies teacher at Harvard Elementary School, as a part of a collaboration project between the Toledo Museum of Art and area educators. The unit consists of pre- and post- visit lesson plans to accompany a museum field trip. It is intended for 6th–8th grade students.

Standards Being Addressed

- Visual Literacy (CCSS.ELA-Literacy.CCRA.R.7)
- Collaborative conversations (CCSS.ELA-Literacy.CCRA.SL.1)
- Civic participation and skills (CCSS.SS,CCSS.16)
- Visual Literacy (CCSS.ELA-Literacy.CCRA.R,7)
- Evaluate (CCSS.ELA-Literacy.CCRA.SL.2)
- Present and provide evidence (CCSS.ELA-Literacy.CCRA.SL.4)

Unit Goals

- Students will begin to think about how they want to identify themselves.
- Students will think about what contributes to an identity.
- Students will think about how others see them.
- Students will think about what describes them.

Museum Visit Type and Goals

- Portraits tour with imbedded close looking and describing exercises

Key Words

- Identity
- Modern images
- Classic
- Persona
- Adjectives
- Describe
- Close looking

	Lesson Title/Goals	Relationship to Unit Goals
Pre-Visit	Did You See That? Develop close looking and description skills.	Students will need to look closely and describe images.
Museum Visit	<ul style="list-style-type: none"> • Portraits Tour: 25 Adjectives • Character Development 	Students will look closely at and describe a painting. Students will use descriptive vocabulary to describe the painting.
Post-Visit	<ul style="list-style-type: none"> • Identity 	Students will think critically about how they want to be perceived.



Pre-Visit: Did You See That?

Step 1:

Show students a detail-rich image (on computer or overhead). They will need to look closely for one minute.

Step 2:

After a minute, take the image away and ask the students to list as many details as possible on their papers. Give them approximately 1 minute to do this. Call time and ask them to put pencils down.

Step 3:

Put the image back on display and as a class review the lists. Have students call off the items on their lists.

Step 4:

Students will score their lists, 1 point for each correct listed item, 5 points for a unique item.

Step 5:

Discuss the lists as a class. What were the most commonly listed items? What was it that made those details distinctive? Were there common errors? What surprised you about this activity? How do you think you could improve your performance next time?



Post Visit: Identity

Step 1:

In the classroom, following a visit to view portraiture at the museum, students will be given time to answer the following question: *How do you want to identify yourself?* Students will brainstorm and discuss what they learned from the TMA collection and how such things as stance, props, clothing, facial expressions, hair, etc. provides identity.

Step 2:

Next, ask the students to organize the ideas they generated brainstorming to write a 2-3 paragraph answer to the question. Encourage them to be as detailed as possible in their descriptions and to use evidence to explain how the stance, props, clothes and expressions they've chosen convey a message about their individual identity.

Step 3:

Then take pictures of the students in the way they feel they want to show themselves.