



# Teacher Resource: Who Am I?

Sponsored by the Martha Holden Jennings Foundation

# Who Am I?

This unit was developed by Ms. Jeniene Hall, a Language Arts 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 6<sup>th</sup>–8<sup>th</sup> grade students.

## Standards Being Addressed

- Visual Literacy (CCSS.ELA-Literacy.CCRA.R.7)
- Integration and Evaluation of ideas (CCSS.ELA-Literacy.CCRA.SL.2)
- Collaborative conversations (CCSS.ELA-Literacy.CCRA.SL.1)
- Presentation with supporting evidence (CCSS.ELA-Literacy.CCRA.SL.4)
- Argument Writing (Claim/Evidence/Reasoning) (CCSS.ELA-LITERACY.W.7.1)
- Narrative Writing (CCSS.ELA-LITERACY.W.7.3)
- Explanatory/Expository Text Writing (CCSS.ELA-LITERACY.W.7.2)

## Unit Goals

- Students will begin to understand how identity and persona develop.
- Students will think about what stories they want told about themselves.
- Students will think about how they can fit in without disappearing.

## Museum Visit Type and Goals

Special Exhibition: *Kehinde Wiley: A New Republic*

- Participate in scavenger hunt and compare/contrast activities related to the exhibit.

## Key Words

- Identity
- Self-concept
- Personality
- Propaganda
- Elements of Art
- Principles of Design
- Form
- Symbol
- Idea
- Interpretation
- Persuasion
- Controversy

	Lesson Title/Goals	Relationship to Unit Goals
<b>Pre-Visit</b>	Artist Study Read a short Biography of Kehinde Wiley and discuss. Practice comparing a Wiley painting to its 18 <sup>th</sup> -century namesake.	Biography will help students to think about Kehinde Wiley's identity and perspective on identity.

# Pre-Visit: Kehinde Wiley

## Step 1:

Read a short biography of Kehinde Wiley together and discuss. Here are a few possible sources:

<http://kehindewiley.com/about/>

[http://s3.amazonaws.com/brooklynmuseum.org-public/education/docs/Kehinde\\_Wiley\\_Teacher\\_Packet.pdf](http://s3.amazonaws.com/brooklynmuseum.org-public/education/docs/Kehinde_Wiley_Teacher_Packet.pdf)

Ask students the following questions:

- Wiley didn't see himself in the 18<sup>th</sup>- and 19<sup>th</sup>- century portraits. How do you think that felt? Do you have any experience with that feeling? What do you think that did to his self-esteem? What did it mean to him as an African American?
- Discuss Wiley's training, travels, and education. What impact did that have on his perspective? Why did he feel so strongly about representing contemporary people in his artwork?
- Discuss the process of "street-casting."

## Step 2:

Give each student a Venn diagram worksheet.

## Step 3:

Display the image of *Napoleon Crossing the Alps*, 1801–1805 by Jacques-Louis David. Ask the students to tell you what they see. Lead them in a discussion of what qualities David is trying to communicate about Napoleon.

## Step 4:

Ask student to identify the symbolism that points to that. Have them record their ideas on the Venn Diagram worksheet on the side labeled "David's Painting." Have the students look at the background as well as the figure.

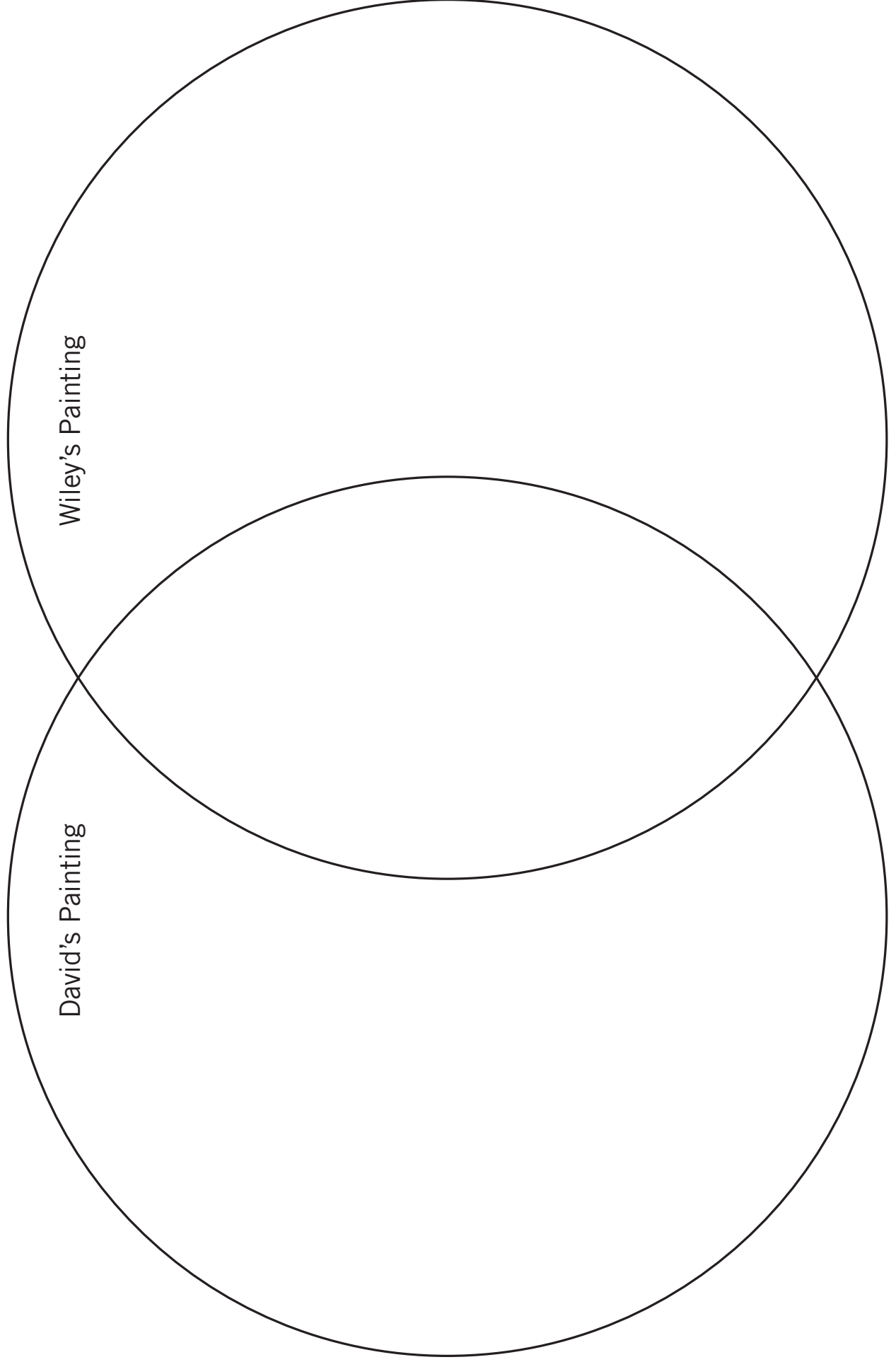
## Step 5:

Next show the students Kehinde Wiley's painting *Napoleon Leading the Army over the Alps*, 2005. Ask students to point out the symbols they can find and record them on their worksheet on the side labeled "Wiley's Painting." Lead the class in a discussion of the possible meanings of Wiley's imagery.

## Step 5:

Together, work to complete the Venn Diagram on the board to further the comparison between the two paintings. Ask the students to record both what they see (observations) and what they think (interpretations). Lead them to consider both similarities as well as differences.

# Compare and Contrast: Napoleon Crossing the Alps



David's Painting

Wiley's Painting



*Napoleon Crossing the Alps, 1801–1805, Jacques-Louis David.*



*Napoleon Leading the Army over the Alps*, 2005, Kehinde Wiley.