Hi!

Things are kind of a mess in the world right now. You can’t be at school with your friends and teachers. Being away from people who lift you up is hard.

We hope that these artworks can give you a way to get creative, connect with something in the wider world, or just keep your beautiful brain busy. Use the activities in any order. All activities work with all artworks - there’s no wrong way to use this packet.

Consider taking a picture of your work and emailing it to your teachers. They might like to see what you’ve created.

With our best,
Elizabeth and Christine, Teachers at SAAM
Look Closely & Sketch with Words

1. Choose an artwork that grabs your attention. Look at every part of the artwork.
2. Using the space below, sketch the five most important parts of the artwork.
3. Use words to describe the parts of the artwork. Write the words on the parts of your sketch so that they match where those parts appear in the artwork.
4. Add five more parts to your sketch. Describe them with words, too.

Art-making Idea: Imagine that this artwork is like a photo you took on your phone, just one part of a much bigger scene. With your imagination, zoom out from the scene in this artwork.
   • What's been left out?
   • What's beyond the edges of the picture, in the parts we can’t see?
Draw a zoomed out version of the artwork. Ask someone at home to tell you what they think is happening in your drawing. Is that the same story they might tell about the original artwork?
Make a Claim

1. Choose an artwork that grabs your attention. Look slowly, trying to find something that you didn’t notice at first. Then sketch the five parts that seem most important in the box below.
2. What is this artwork about? What big idea is represented? Write a “Claim” above the box.
3. What makes you say that? Add the parts of the artwork that support your “Claim” to your sketch below.
4. What don’t you know? What “Question” would you ask to better understand the artwork? Ask someone else in your house what they think!

**Claim:** I think this artwork is about...

**Support:** Here are parts of the artwork that support my claim...

**Question:** A question I would ask to better understand this artwork is...
Take Multiple Perspectives

1. Choose an artwork that has multiple people in it. Look at every part of the artwork.
2. What’s the big idea? Write your claim in the space below.

3. Choose three perspectives, or three people who might have an opinion about that big idea. Describe each person in the outside circle. (These people could be in the artwork, people in your life, or people from your imagination.)
4. For each person, imagine stepping into their shoes. How would that person feel about the artwork? About the big idea? Write your thoughts from that perspective in the inner circle.
5. Review your notes. Whose perspectives are most different? What would those people say to each other?
Uncover Connections

1. Choose three artworks that grab your attention. Look at them closely.
2. How might these artworks be connected? In the space below, explain three big ideas that might connect the artworks to one another.

   Big Idea 1:
   Big Idea 2:
   Big Idea 3:

3. Choose one of the big ideas you wrote about above. Circle that big idea and then respond in the boxes below.

| What **color** best represents that big idea? |  
| Write that color below or fill the box in with that color. |

| What **symbol** best represents that big idea? |
| Draw that symbol in the box at right. |

| What **image** best represents that big idea? |
| Draw a new picture in the box at right. |
Create Your Own Exhibit

Create an at-home exhibit about your people - your friends, your family, the people who lift you up.

1. Who are at least three people who lift you up? Write their names below.

2. What's a positive memory or core value that connects you with those people? Write those below.

3. Gather or create objects that connect to that core value. These can be images, photos, clothing items, whatever you have in your home or mind.

4. What do other people need to know about each of these objects so that they can understand the community that lifts you up? Write 1-2 sentences describing the person, the memory, or the object on small pieces of paper (or your phone).

5. Arrange your objects in a way that you find beautiful or meaningful. Consider what happens when you put two objects next to one another: how does their meaning change?

6. Consider giving a tour of your exhibit to your family, friends or teachers. Can you use video chat to connect to people far away?

7. Document your project. What’s something you learned? Something you better understand about your community?

**Art-making Idea:** While you’re looking closely at the objects that tell stories about you, sketch one small part of each object. Challenge a person in your house to find the object you sketched.
### Word Pool Poem

Start by choosing an artwork that seems confusing. Look closely. Beginning with Box 1, fill in the boxes in order from 1 to 5. *You can do this activity with someone else in your house, too. Just take turns filling in the boxes.*

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<td><strong>4.</strong> Now that I’ve had time to think, an answer to my question might be...</td>
<td><strong>1.</strong> A question I have about this artwork is...</td>
<td><strong>2.</strong> Here are all of the colors I see...</td>
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<tr>
<td><strong>5.</strong> Using <em>only</em> the words I’ve written on this sheet, a poem about the artwork is...</td>
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<td><strong>3.</strong> Words that come to mind when I look at this artwork are...</td>
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Write a Postcard

1. Choose an artwork that shows a place you might like to visit. Look carefully at it, imagining that you are standing in this place.
   - How do you feel, standing here?
   - What’s the temperature? Hot? Cold?
   - What’s going on all around you? What do you hear?
   - How did you get here? What might you do next?

2. Write a postcard, or short note, that you might mail to a friend to tell them about your experience in this place.

   To: _______________________
   Address: __________________
   _________________________
   _________________________

Art-making Idea: Write your postcard to describe the scene as clearly as possible. Pass your postcard to another person in your house and challenge them to draw the scene, as you described it. Compare their drawing to the original artwork.

THEN

Challenge someone else to describe another artwork to you. Draw only what they tell you to draw. Compare your drawing to the original artwork.
Mickalene Thomas
Born: Camden, New Jersey 1971

*Portrait of Mnonja*, 2010
Rhinestones, acrylic, and enamel on wood panel
96 x 120 in. (243.8 x 304.8 cm.)
Museum purchase through the Luisita L. and Franz H. Denghausen Endowment
2011.16
© 2010, Mickalene Thomas
Jacob Lawrence
Born: Atlantic City, NJ 1917, Died: Seattle, WA 2000

The Library, 1960
Tempera on fiberboard
24 x 29 7/8 in. (60.9 x 75.8 cm.)
Gift of S.C. Johnson & Son, Inc.
1969.47.24
Albert Bierstadt
Born: Solingen, Germany 1830, Died: New York City 1902

*Among the Sierra Nevada, California*, 1868
Oil on canvas
Overall: 72 x 120 1/8 in. (183 x 305 cm.) Frame: 96 1/4 x 144 3/8 x 7 1/4 in. (244.5 x 366.7 x 18.4 cm.)
Bequest of Helen Huntington Hull, granddaughter of William Brown Dinsmore, who acquired the painting in 1873 for "The Locusts," the family estate in Dutchess County, New York
1977.107.1
Carmen Lomas Garza
Born: Kingsville, TX 1948

Camas para Sueños, 1985
Gouache on paper
Sheet: 28 1/8 x 20 1/2 in. (71.4 x 52.1 cm.) Sight: 23 x 17 1/2 in. (58.4 x 44.3 cm.)

Museum purchase through the Smithsonian Latino Initiatives Pool and the Smithsonian Institution Collections Acquisition Program

1995.94
© 1985, Carmen Lomas Garza
Lily Furedi
Born: Budapest, Hungary 1896, Died: New York City 1969

*Subway*, 1934
Oil on canvas
39 x 48 1/4 in. (99.1 x 122.6 cm.)
Transfer from the U.S. Department of the Interior, National Park Service
1965.18.43