PICTURES AND WORDS

ENJOY
EXPLORE
EXPRESS
LOOK
EXPERIENCE
FIND
DELIGHT
DISCUSS
EXPERIMENT
LEARN
PLAY
AMAZE
DISCOVER
IMAGINE
PICTURES AND WORDS

THIRD GRADE
PICTURES AND WORDS
THIRD GRADE

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Edos people. Standing Male Figure, 16th century. A230. Photo © 2019 The Barnes Foundation
Sign for a Locksmith, 18th century, France. 01.16.07. Photo © 2019 The Barnes Foundation
INTRODUCTION
ABOUT PICTURES AND WORDS

Pictures and Words is the Barnes Foundation’s interdisciplinary outreach program for third-grade students in the School District of Philadelphia and Camden Catholic Partnership Schools. Using the Barnes collection with literacy-based strategies that connect to Pennsylvania Core Standards and New Jersey Student Learning Standards, the program is designed to introduce students to looking at and responding to art.

THE PROGRAM COMPRISES
- An initial interactive classroom lesson led by a Barnes educator
- A structured visit to the Barnes Foundation, including a gallery lesson and dance workshop led by Barnes educators
- A second classroom lesson led by a Barnes educator
- Free busing, teaching materials, and admission to the Barnes Foundation

TEACHING RESOURCES INCLUDE
- This binder, which explains all phases of the program and provides lesson plans, suggestions for extending your students’ learning, and a glossary
- One teaching poster with approaches and activities for you to use in introducing your students to the Barnes collection

PROGRAM SCHEDULE
1. Completion of the pre-visit activity
2. Visit by a Barnes educator to your classroom
3. Field trip to the Barnes Foundation
4. Completion of the post-visit activity
5. Second visit by a Barnes educator to your classroom
6. Completion of the online teacher survey

The success of the program depends on participating teachers leading the pre- and post-visit lessons in this binder before both outreach visits. Information about the pre- and post-visit activities is provided in the First Classroom Lesson and Second Classroom Lesson sections of this binder.

We look forward to seeing you and your students soon!

With best wishes,

Your colleagues in the Education Department
at the Barnes Foundation
The Barnes Foundation gratefully acknowledges our donors for their generous support of pre-K through 12 education outreach programs in Philadelphia and Camden, New Jersey.

The 25th Century Foundation
Beneficial Foundation
Katherine Brittain Bradley
Christian R. and Mary F. Lindback Foundation
Robert Cohen and Deborah Peikes
Connelly Foundation
Dolfinger-McMahon Foundation
James Fernberger and Mary Walto
Greater Philadelphia Cultural Alliance

Hamilton Family Charitable Trust
Anne and David Hilton
Louis Nayovitz Foundation
Philadelphia Cultural Fund Youth Arts Enrichment
Jerome R. Schwartz
Joan and Bernard Spain
Stavros Niarchos Foundation
Syde Hurdus Foundation
Anonymous (2)

The Barnes smART Fund for Education, established by GSK, is an endowment that provides generous annual support for K–8 education outreach programs in the School District of Philadelphia.

Subaru of America, Inc. generously supports education outreach programs in Camden, NJ, and provides a vehicle for Barnes educators to use for travel to Philadelphia and Camden schools.

Education outreach programs for School District of Philadelphia students are generously supported by gifts made through the Educational Improvement Tax Credit (EITC) program. The Barnes gratefully acknowledges the following donors for their support:

Philadelphia Insurance Companies
Elliott-Lewis

THE BARNES FOUNDATION
To register for the Pictures and Words program, fill out the visit request form online.

Go to barnesfoundation.org/teachers and select Request a Visit.

CONTACT INFORMATION
Education Department
The Barnes Foundation
2025 Benjamin Franklin Parkway
Philadelphia, PA 19130
education@barnesfoundation.org
215.278.7308
barnesfoundation.org/teachers
The Barnes Foundation was established by Dr. Albert C. Barnes in 1922. He built his art gallery in an arboretum (a large garden where many varieties of plants are carefully selected and grown) in Merion, Pennsylvania, a suburb of Philadelphia. The Barnes Foundation’s art collection contains paintings, sculptures, furniture, textiles, and jewelry from around the world: Africa, China, France, Pennsylvania, the American Southwest, and beyond. In his gallery, Dr. Barnes arranged works of art into groups, which he named “ensembles,” based on aspects of art (line, light, color, and space). Each ensemble is designed to reveal ways in which the works of art are both similar to each other and unique. In May 2012, the Barnes Foundation opened a new building to house the collection in Philadelphia, making the art more accessible to students and visitors from all over the world.
The Pictures and Words program has three main parts: a classroom lesson led by a Barnes educator, a field trip including a dance workshop, and a classroom lesson after the field trip. Because this is a literacy and art program, we expect that you will complete pre- and post-visit activities with your students. This checklist helps you plan for the program.

BEFORE THE FIRST CLASSROOM LESSON

☐ Pick dates for
  • The classroom lesson (up to 30 students*)
  • The field trip
  • The follow-up classroom lesson
  *The program can accommodate more than 30 students, but you will need to reserve additional time slots.

☐ Reserve lunchroom.
  (See guidelines for reserving lunchroom in this binder. If lunchroom is not reserved in advance, then students must eat outside.)

☐ Schedule the bus with a company from the list provided. Busing is paid for by the Barnes.

☐ Give your students photo releases to take home. Parents need to know that we take photographs to document our program for funders and use them in print and on the website. Students whose parents have not granted permission for photos will not be prevented from doing the program.

☐ Display the teaching poster in your classroom.

☐ Lead the pre-visit lesson using the Student Reading Sample provided.

☐ Make sure the Barnes educator has a place to hang up the poster to use during the classroom lesson.

DURING THE FIRST CLASSROOM LESSON

The Barnes educator provides background on Dr. Barnes and the Foundation, takes students through a close looking exercise with a work of art, and engages students in an art-making activity.

While the Barnes educator is leading the lesson, please

☐ Help hand out materials and encourage students to participate.

☐ Take photographs to document the program.

(continued)
AFTER THE FIRST CLASSROOM LESSON
After the lesson, reflect on the experience with your students. Tell them that they will soon be visiting the Barnes and will see some of the art they studied in person.
☐ Review guidelines for visiting the Barnes (in this binder) with your students.

BEFORE THE FIELD TRIP
☐ Confirm visit date with chaperones.
☐ Review guidelines for visiting the Barnes with chaperones. Chaperones are expected to help students on the trip.
☐ Make sure photo releases are signed.
☐ Make sure principal letter is signed.
☐ Split each class into two groups to prepare for the trip.
☐ Prepare name tags for students.

DURING THE FIELD TRIP
☐ Assist Barnes educators with the rules and activities.
☐ Assist with bathroom visits or sick students.

AFTER THE FIELD TRIP
☐ Lead the post-visit lesson using the Hero Avatar Worksheet.
☐ Keep the completed worksheets for students to use during the second classroom lesson with the Barnes educator.

DURING THE SECOND CLASSROOM LESSON
The Barnes educator does an art project and asks students to recall what they did in their post-visit lesson as inspiration for their work.
While the educator is leading the lesson, please
☐ Help hand out materials and encourage your students to participate.
☐ Take photographs to document the program.

AFTER THE SECOND CLASSROOM LESSON
Fill out the teacher evaluation that you receive via email and provide feedback on the program.
To be done before the Barnes educator visits the classroom for the first time.

THE ART OF BENIN

Teacher: Classroom teacher
Lesson time: 45 minutes
Materials: Student reading sample, question worksheet, Barnes art poster

OBJECTIVES

Students will
• Read a short passage, discover key details in text, and answer questions in writing.

OVERVIEW

Explain that the students will be going on a field trip to the Barnes Foundation, where they will see many different kinds of art. Today, they will read about one sculpture in the collection, a work from Nigeria that appears on the poster.

OPTIONAL ACTIVITY

Use these questions as prompts for a short journal-writing exercise.
• What are you excited to see at the Barnes Foundation?
• What type of art do you like?
This 16th-century bronze sculpture, called *Standing Male Figure*, is from the Edo, or Bini, people of the Kingdom of Benin, in an African country now known as Nigeria. The Edo belonged to the Benin Empire, which dates back to before the 11th century. This sculpture was made by a guild of metal casters called the Igun Eronmwon. Their job was to create sculptures, jewelry, and plaques for the Oba, or king. These art pieces were used to record special ceremonies or events, show military strength, or represent the strength of the king during sacred rituals. In Benin, there were no written languages, and these bronze sculptures were used to tell the history of the Edo. Sculptures like this one might have been seen at an altar or used to decorate the royal palace.

The Edo created this sculpture using the lost wax method, a technique that dates back to the 13th century. In this technique, the sculptor carves designs in clay then pours hot metal on top of a mold so the metal can take its form.

*Edo peoples. Standing Male Figure, 16th century. Benin City, Nigeria*
How did the sculpture end up at the Barnes Foundation?

Many Benin sculptures were taken by British soldiers in 1897 after they invaded the kingdom. The British looted the palaces of Benin and took treasures back to Europe, where they ended up in the hands of art dealers.

The figure is part of the art collection at the Barnes Foundation, which was founded by Albert C. Barnes. Dr. Barnes grew up very poor in Philadelphia and became a millionaire by inventing a medicine mostly used to fight eye infections in babies. He used his money to start the Barnes Foundation, a school for art with a collection of paintings and other types of art. His collection of African art was important to him, and he thought that his African sculpture would help promote his goals for increasing the awareness and value of art and education. While Dr. Barnes did not loot the palaces of Benin himself, he bought this work from a dealer that had other art pieces that came from British involvement.
STUDENT READING SAMPLE:  
QUESTION WORKSHEET

NAME

DIRECTIONS:
After finishing the Student Reading Sample Standing Male Figure, answer these questions.

What is the main idea of the passage? Underline or list three facts that support it.

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

ILLUSTRATE THE PASSAGE. DRAW PICTURES THAT SHOW WHAT EACH PARAGRAPH EXPLAINS.
GUIDELINES FOR VISITING THE BARNES
FOR STUDENTS AND CHAPERONES

For the best possible experience, review these guidelines with students and chaperones before your field trip to the Barnes. Your visit will last approximately two hours, with a one-hour lesson in the collection and a one-hour workshop with a teaching artist. Students should arrive 15 minutes before the start time to store coats and bags and get ready. No large bags, coats, food, water, or pens are allowed in the galleries.

FOR STUDENTS
We are looking forward to your visit to look at and learn about art. Follow these gallery rules when you visit:

• No running.
• Do not touch any of the art.
• Look out for furniture in the gallery. It’s art, too! Please don’t touch.
• Look for the dark line on the floor. Stay behind the line while you look at art.
• Be kind to your classmates. Don’t yell or push. Listen quietly to them. We can always learn from each other.
• Use your eyes to look at the works of art, and tell us what you see. We want to know what you think!

FOR CHAPERONES
So that students have the best experience, remember:

• We need one chaperone per 10 students to assist with the visit.
• Students are divided into groups of no more than 15 students to tour the collection. Chaperones are expected to stay with the students during the entire trip.
• Help students follow gallery rules.
• Enjoy looking and learning alongside the students but don’t give them answers.
• Avoid side conversations during the tour: all cell phones must be turned off.
• You will need to store your coat and bags before going in the gallery when you arrive. Small purses are permitted, but large ones must be stored in a coat bin or locker.

THE BARNES FOUNDATION
GALLERY VISIT
GUIDELINES FOR VISITING
Q: What will the field trip be like?
A: Students will experience an hour-long interactive lesson in the Barnes collection. They will see four galleries, looking at artworks in depth. After the gallery lesson, students will participate in a one-hour workshop with a teaching artist.

Q: Where is the Barnes Foundation?
A: Unless otherwise indicated, all visits take place at the Philadelphia campus of the Barnes Foundation, located at 2025 Benjamin Franklin Parkway, Philadelphia, PA 19130.

Q: Is there a drop-off spot for school buses?
A: Yes: on Pennsylvania Avenue between 20th and 21st streets.
   If you are using a navigation system (GPS) or looking online for driving directions, enter the address 2024 Pennsylvania Avenue, Philadelphia, PA 19130.

Q: When should we arrive?
A: Your group should arrive 15 minutes before your scheduled start time. Your guide will meet you in the lobby.

Q: Can our bus park at the Barnes Foundation?
A: No. The City of Philadelphia doesn’t allow buses to park on city streets. The Philadelphia Parking Authority has designated the Callowhill Bus Center (at Callowhill and 2nd Street) as the parking location for buses visiting the Barnes. For information about the Callowhill Bus Center, visit discoverphl.com/travel-trade/transportation-and-bus-parking.

Q: What if I need to reschedule or cancel our visit?
A: To reschedule or cancel your visit, call 215.278.7308 as far in advance as possible.
   Due to high demand for this program, the Barnes may not be able to reschedule your visit.

Q: What if I need to change the number of children or adults in our reservation?
A: Check with the Education Department. We have a maximum ratio of two chaperones to 15 students.

Q: What if we are running late?
A: Call 215.278.7308 and tell a staff member that you’re running late.

Q: How can I contact the Education Department?
A: Email education@barnesfoundation.org or call 215.278.7308.
Q: What are the rules we should follow in the galleries?
A: • Walk.
   • Speak quietly.
   • Stay a safe distance from the art (behind the dark line on the floor).
   • Don’t touch paintings, decorative objects, or furniture. Anything behind the line is part of the collection.
   • Only use pencils (no pens or markers) to take notes.
   • We allow photography but only without a flash and under the direction of your guide. Please check in with your guide about when to take photos during the tour.
   • Stay with your guide. Groups may not walk through the galleries unescorted.
   • Turn off cell phones. You can use them in the lobby and court but not in the galleries.
   • With the exception of service dogs, animals are not allowed in the building.
   • Wear name tags.

Q: Can we eat lunch at the Barnes?
A: Yes, but the lunchroom must be reserved in advance as there is limited seating.

Q: What can we bring?
A: Coats, backpacks, messenger bags, and large purses are not allowed in the galleries.
   Security reserves the right to determine what is and is not allowed in the galleries.

Q: What should I tell chaperones?
A: Chaperones must stay with the group and help students obey the gallery rules.
   Chaperones should expect to check their coats and bags.

Q: Can I guide my own students?
A: No. The Barnes prohibits lecturing or tours led by anyone other than graduates of the Barnes educational program.

Q: Can my students self-tour after the guided tour?
A: No. Students are not allowed to self-tour after their program. High school students (eighth grade and up) may self-tour in the special exhibition gallery with their tickets. Contact the Education Department about our exhibition schedule at education@barnesfoundation.org or look online at barnesfoundation.org.
HOW TO RESERVE THE LUNCHROOM

The Barnes Foundation lunchroom seats up to 60, but it must be reserved in advance of your field trip. This room is available for 30-minute intervals only, and you must use the room during the time designated by the Barnes educator. We recommend that you store your students’ lunches in one large box and place the box next to the coat bin when you arrive.

Reserve the lunchroom during the required pre-meeting, or contact your Barnes educator at education@barnesfoundation.org.
RULES OF THE GALLERY

**DO**

- WALK
- TALK ABOUT ART

**DON’T**

- RUN
- TOUCH THE ART
Amedeo Modigliani. Redheaded Girl in Evening Dress (Jeune fille rousse en robe de soir) (detail), 1918. BF206. Photo © 2019 The Barnes Foundation
To be done after the field trip and before the Barnes educator visits the classroom for the second time.

HERO AVATAR

Teacher: Classroom teacher  
Lesson time: Approximately 45 minutes  
Materials: Hero Avatar Worksheet, crayons, colored pencils

OBJECTIVES

Students will

• Write a story from their imaginations about a hero character.  
• Draw their character using elements of color and line while considering how the hero’s pose represents characteristics.

OUTLINE

1. Remind students of the Benin bronze sculpture from the Barnes Foundation.  
   What does the pose tell you about the character? What is he holding?
2. Tell students they are going to create their own hero avatar.  
3. Have students use the Hero Avatar Worksheet to describe and plan their avatar.  
   Use the Hero Avatar Playing Card to create the final design.
4. Save the worksheets for the Barnes educator.  
   Students will create this avatar in the second classroom lesson.
HERO AVATAR WORKSHEET

DIRECTIONS:
Help create your Hero Avatar by answering the questions below.

1. What is your avatar’s power?

2. What would your avatar wear to give them power? Why?

3. What color or patterns would best represent power for your avatar?

4. If your avatar was faced with a problem, how would they solve it?
Create a Hero Avatar Playing Card

Artist (Your name): ____________________________

THE BARNES FOUNDATION

SECOND CLASSROOM LESSON
HERO AVATAR PLAYING CARD
To be done after the field trip and after the second classroom lesson by the Barnes educator.

**PARTS OF A STORY ACTIVITY**

*Teacher:* Classroom teacher  
*Lesson time:* 30 minutes  
*Materials:* Students’ sculptures from second classroom lesson, pencil, crayons, graphic organizer, one of the three artworks from the Barnes Foundation included in this lesson plan

**OBJECTIVES**

By discussing a story, book, or theme, students learn and understand the parts of a story—beginning, middle, end, character, and setting. Students create an original artwork and place that work within a story, indicating whether it comes at the beginning, middle, or end. Students learn the roles of authors and illustrators and how they collaborate when creating stories.

**OUTLINE**

**Activity 1**

1. Explain to students the roles of an author and illustrator:  
   - An author writes the story.  
   - An illustrator creates the images for the story.

2. Choose a story, book, or theme that you may be working on in class.

3. Ask students to re-create their favorite scene or character in the story.

4. Encourage students to think of themselves as authors and to use descriptive words to write about their character and setting.

5. Encourage students to think of themselves as illustrators and to include details in their drawings.

6. Ask students to share and explain their writings and illustrations.

7. Display students’ artworks in the classroom.
Activity 2
1. Using their sculpture from the second classroom lesson, have students create a story for their character.
2. Using the graphic organizer from this binder, ask students to place their character in the middle of the story and describe what is happening to that character.
3. Ask students to describe what happens to that character before and after that point—that is, at the beginning and the end of the story.
4. Display sculptures and stories together.

Activity 3
1. Show students one of the three Barnes Foundation artworks and help them identify the story using these guiding questions:
   • What is happening in the artwork?
   • Is there a character? Who could this character be?
   • What does this character’s pose communicate to you?
   • Is the artist showing us an image that is inside or outside?
   • What is the setting?
   • What details in the painting support your observations?
2. Using the graphic organizer, ask students to decide if the story in the artwork is the beginning, middle, or end.
3. Create a story using the artwork on the graphic organizer.
GRAPHIC ORGANIZER

NAME

DIRECTIONS:
In the boxes below, draw a background or setting for your character.
Use the lines to write a short story, song, or comic about your character.
© 2019 Succession H. Matisse / Artists Rights Society, New York
IDENTIFY THE STORY

Chinese, Tang dynasty (618–906 CE).
*Head of a Bodhisattva (detail),*
early 8th century. A142. Photo © 2019
The Barnes Foundation
CONNECTIONS TO
THE CURRICULUM

PENNSYLVANIA CORE STANDARDS

1.3 Reading Literature
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to a sequence of events.

1.4 Writing
CC.1.4.3.M Write narratives to develop real or imagined experiences or events.

1.5 Speaking and Listening
CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.
CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NATIONAL VISUAL ARTS STANDARDS

VA: Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Pr6.1.3.a Identify and explain how and where different cultures record and illustrate stories and history of life through art.

VA: Re7.1.3.a Speculate about processes an artist uses to create a work of art.

NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
   A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LITERACY ACTIVITIES: STANDING MALE FIGURE

BRAINSTORM WEB

DIRECTIONS:
Look at the poster of the Benin Standing Male Figure. Finish the thought that is in the rectangle. Write your ideas in the circles.
LITERACY ACTIVITIES: STANDING MALE FIGURE

LUNE POEM

DIRECTIONS:
Look at the sculpture to complete this poetry activity.

IN THIS BOX, WRITE SEVERAL FACTS ABOUT THIS WORK OF ART:

IN THIS BOX, WRITE SEVERAL FEELINGS OR OPINIONS YOU HAVE ABOUT THIS WORK OF ART:

Write several words from the “facts” box:

________________________________________________________________________

________________________________________________________________________

Write several words from the “feelings and opinions” box:

________________________________________________________________________

________________________________________________________________________

Write several words that connect the ideas from both boxes:

________________________________________________________________________

THE BARNES FOUNDATION
OPTIONAL RELATED READING

The following books relate well to the lesson for Pictures and Words.


<table>
<thead>
<tr>
<th>Glossary Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td>In a drawing, painting, or print, the area that appears farthest away from the viewer</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>A person or animal who plays a role in a story or work of art</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>When light reflects off an object, color is what the eye sees</td>
</tr>
<tr>
<td></td>
<td>• The primary colors are red, yellow, and blue; all other colors are created by mixing these three colors</td>
</tr>
<tr>
<td></td>
<td>• The secondary colors are orange, purple, and green; these colors are created when the primary colors are mixed</td>
</tr>
<tr>
<td></td>
<td>• Cool colors include blue, green, and purple</td>
</tr>
<tr>
<td></td>
<td>• Warm colors include red, orange, and yellow</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>The arrangements of lines, colors, and forms</td>
</tr>
<tr>
<td><strong>Contour</strong></td>
<td>An outline, especially of a curving or irregular figure</td>
</tr>
<tr>
<td><strong>Dialogue</strong></td>
<td>A conversation between two or more people</td>
</tr>
<tr>
<td><strong>Elements (of art)</strong></td>
<td>The basic components used by artists to produce art, including color, value, line, shape, form, texture, and space</td>
</tr>
<tr>
<td><strong>Expression</strong></td>
<td>A way of showing mood or feeling with your face</td>
</tr>
<tr>
<td><strong>Fiction</strong></td>
<td>Something told that is made up, not fact</td>
</tr>
<tr>
<td><strong>Foreground</strong></td>
<td>In a drawing, painting, or print, the area that appears closest to the viewer</td>
</tr>
<tr>
<td><strong>Guild</strong></td>
<td>An association of artisans or merchants who oversee practice of their craft or trade in a particular area</td>
</tr>
<tr>
<td><strong>Imagery</strong></td>
<td>Language that describes how someone or something looks, sounds, feels, smells, or tastes</td>
</tr>
<tr>
<td><strong>Inference</strong></td>
<td>A deduction or guess you make based on facts and/or opinions</td>
</tr>
<tr>
<td><strong>Light</strong></td>
<td>Illumination coming from a natural or artificial source. A natural source of light is the sun; an artificial source of light is a lightbulb</td>
</tr>
<tr>
<td><strong>Line</strong></td>
<td>An identifiable path of a point moving in space that can vary in width, direction, and length</td>
</tr>
<tr>
<td><strong>Main idea</strong></td>
<td>The theme or lesson of the story or art</td>
</tr>
<tr>
<td><strong>Middle ground</strong></td>
<td>In a drawing, painting, or print, the area between the foreground and the background</td>
</tr>
<tr>
<td><strong>Nonfiction</strong></td>
<td>Factual or proven to be true; not fiction</td>
</tr>
<tr>
<td><strong>Oba</strong></td>
<td>A Bini title for certain royal rulers</td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>The main story</td>
</tr>
<tr>
<td><strong>Prediction/predict</strong></td>
<td>Foretelling what will happen; to declare or foretell what will happen</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td>The order in which things happen or are connected</td>
</tr>
<tr>
<td><strong>Space</strong></td>
<td>The distance or time between two points, objects, or events</td>
</tr>
<tr>
<td><strong>Visualize</strong></td>
<td>To form a mental picture of something</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


Produced by the Education Department of the Barnes Foundation
Text by Jihan Thomas, Pre-K–12 Outreach Program Specialist
Layout by Skelton Sprouls

Photos of works of art in the Barnes collection are © 2019 The Barnes Foundation
HOW TO USE ART POSTER

Teacher: Classroom teacher
Lesson time: 45 minutes
Materials: Art poster, character activity worksheet

OBJECTIVES
Students will
• Discover how artwork can tell a story by examining details the artist put into a sculpture from the Barnes Foundation.
• Analyze the artwork as a character in a story and imagine a story for that character.

OUTLINE
Using the poster, ask students questions that are on the back:
• Describe the Benin sculpture to another student.
  What do you think this sculpture is made of? What about the sculpture makes you say that?
• What colors do you see?
• How can the material affect the color?
• Where do you see light hitting this sculpture?
• Where do you see shadows? What does this tell you?
• Where do you see lines? Where do the lines make a pattern?
• Which type of lines do you see in the sculpture?
• Trace the contour of the sculpture with your hand.
• Look at the front and back of the sculpture, what do you see on the front that is also on the back?
• What is different on the front than the back?
• Where would you put a sculpture like this? Why?

Use the background information to provide some information about the Benin Kingdom and bronze sculpting.

Using the Character Activity Worksheet, analyze this artwork in terms of character by determining what he is holding, who he is, and what he does, and then draw a picture of what he might do.

Write a short story based on this character.
**ART TELLS A STORY: STORY MAP**

**TITLE:** Standing Male Figure  
**ARTIST:** Edo peoples

<table>
<thead>
<tr>
<th>WHAT IS HE HOLDING?</th>
<th>WHO IS THE CHARACTER?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT DOES HE DO?</th>
<th>DRAW A PICTURE OF WHAT THIS CHARACTER MIGHT DO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>