

# Activity Guide for Teachers

# WALKER



# Art Cards + Games

These cards and suggested games have been specifically designed for K–12 teachers to use to incorporate artwork into their curriculum.

This resource includes:

1. Printable templates for art cards that can be printed in color on a standard printer and cut to size using a paper cutter.
2. Five suggested games to play with the cards, designed for students in grades K–12.
3. List of references for students and teachers to learn more about the artists included in this resource.

The cards include a variety of artworks from the exhibition *This Must Be the Place: Inside the Walker's Collection* (on view beginning June 20, 2024) and the Minneapolis Sculpture Garden.

The games are designed to encourage questioning, description, and close looking at artworks to support students in making meaning from works in the Walker's collection.

Choose from the games on page 9 of this packet or use the cards to develop new games with your students.



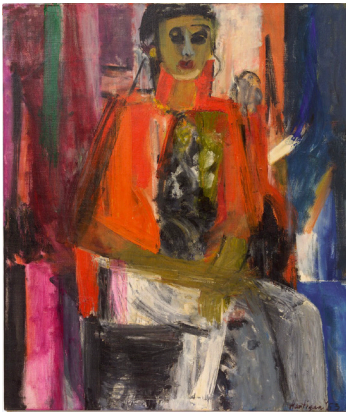
**Claes Oldenburg and Coosje van Bruggen**  
*Spoonbridge and Cherry* 1985–1988

aluminum, stainless steel, paint  
 354 x 618 x 162 in. overall  
 Gift of Frederick R. Weisman in honor of his parents,  
 William and Mary Weisman, 1988



**Katharina Fritsch**  
*Hahn/Cock* 2013/2017

fiberglass, polyester resin, paint, stainless-steel armature  
 173 ¼ x 173 ¼ x 59 in.  
 Purchased with funds provided by the Pohlad Family, the Frederick R.  
 Weisman Collection of Art, the Wilf Family Foundation, the Duncan and  
 Nivin MacMillan Foundation, and the T. B. Walker Acquisition Fund, 2017



**Grace Hartigan**  
*Greek Girl* 1953

oil on canvas  
 49 ¾ x 41 ¾ x ¾ in.  
 Gift of the artist, 1964



**Louise Nevelson**  
*Figure* 1947

terra cotta  
 21 x 11 x 8 in.  
 Gift of the artist, 1973



**Pepón Osorio**  
*100% Boricua* 1991

wood, glass, plexiglass, paper, fabric, metal,  
 plastic, found objects  
 79 ¾ x 33 ½ x 20 ½ in. overall  
 Gift of the Peter Norton Family Foundation, 1992



**Franz Marc**  
*Die grossen blauen Pferde*  
*(The Large Blue Horses)* 1911

oil on canvas  
 41 ⅞ x 71 ⅞ in.  
 Gift of the T. B. Walker Foundation, Gilbert M. Walker Fund, 1942

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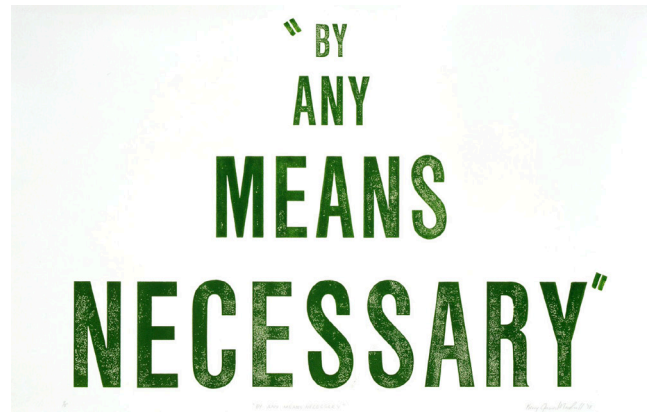
**WALKER**





**Lee Friedlander**  
*New York City* 1971

black-and-white photograph  
11 x 14 in.  
Purchased with the aid of funds from Mr. and Mrs. Julius E. Davis and the National Endowment for the Arts, 1979



**Kerry James Marshall**  
*"BY ANY MEANS NECESSARY"* 1998

relief print on paper  
25 5/8 x 40 in.  
T. B. Walker Acquisition Fund, 1999



**Lorraine O'Grady**  
*Selection from Art Is...* 1983/2009

chromogenic print  
20 x 16 in. each of 1T. B. Walker Acquisition Fund, 2012



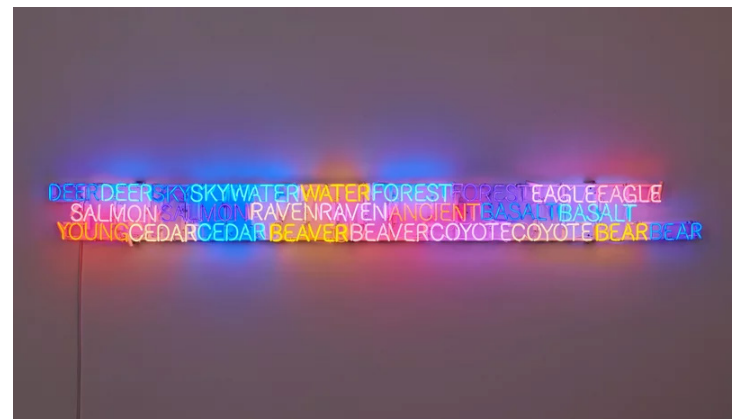
**Ursula von Rydingsvard**  
*Five Mountains* 1989

cedar, stain, graphite  
61 1/4 x 102 x 70 in. overall  
T. B. Walker Acquisition Fund, 1990



**Julie Mehretu**  
*Transcending: The New International* 2003

ink, acrylic on canvas  
107 x 237 x 2 in.  
T. B. Walker Acquisition Fund, 2003



**Marie Watt**  
*Shared Horizon (Keepers of the Western Door)* 2023

neon, glass tubing  
10 x 115 x 3 in.  
T. B. Walker Acquisition Fund, 2023

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## Art Cards Games

Try out these games with your students or invent your own!

### For Grades K–8: Guess the Artwork

Step 1: Divide students into groups of two.

Step 2: Print and cut out one set of art cards for each pair of students. Distribute the cards.

Step 3: Give students five minutes to study the cards.

Step 4: Ask each pair to take turns either posing as one of the artworks or making a gesture that reminds them of a work of their choice. The other student should mirror the pose or gesture and guess which artwork they are posing as.

### Matching Game

Step 1: Divide students into groups of three to four.

Step 2: Print and cut out one set of art cards per group.

Step 3: Make a set of five notecards with five different materials found in the artworks (for example: fabric, paint, metal, wood, paper, etc.).

Step 4: Make a set of five notecards with five different descriptive words that relate to the artworks (for example: playful, busy, smooth, etc.).

Step 5: Make a set of five notecards with five different sounds (for example: water running, cars whooshing, etc.).

Step 6: Have students look closely at the cards featuring the Walker artworks.

Step 7: Set the descriptive notecards up in the classroom at a central table or desk.

Step 8: Have each group come up and match the artworks to word cards that they think relate to the image. You may need to prompt students to imagine what an artwork might sound like, move like, etc.

Step 9: Select a few pairings and ask students to explain why they matched their artwork with a particular descriptive word.

### Find Someone Who...

Step 1: Print and cut out the art cards. Distribute one card to each student.

Step 2: Have students spread out in the classroom. Ask them to take a moment to look closely at the artwork on their card.

Step 3: Next, ask students to talk to their classmates and try to find someone who has a card with similar characteristics, such as medium (photography, painting), colors or shapes, or subject (portrait, landscape).

Step 4: After a few rounds, ask students to reflect on the experience. What similarities did you find? Did anyone disagree on what was similar?

## For Grades 6–12:

### Design Your Own Art Card

- Step 1:** Print and cut out several sets of the cards. Distribute a card to each of your students.
- Step 2:** Have students study the art cards for a few minutes. Ask them what they notice about the card they are holding.
- Step 3:** Instruct students to design an art card that features their own artwork: Ask students to draw, paint, or collage their artwork on the blank template provided in this packet.
- Step 4:** Next, have students add their name and a title.
- Step 5:** On the back of the card, have students write a short paragraph (three to four sentences) about their artwork. This could include the inspiration for the artwork or title, the material they used, or anything else they would like to share. Optional: Invite students to share their art card with a partner and tell them about their artwork.

- Step 4:** Have students create a wall label combining information from the cards with their description. Wall labels include:
- Artist's name\*
  - Artwork title\* and year the work was created\*
  - Medium (materials used in the work)\*
  - Credit line (how and when the museum acquired the piece)\*
  - Extended text (relevant background information about the artist and the artwork)
- \* This information is included on each art card.

## Art Research

- Step 1:** Print and cut out the cards. Distribute one to each student.
- Step 2:** Have students research the artist who made it.
- Step 3:** Next, have students write a three-sentence description based on their research. For example, "[Artist name] (US, b. 1973) grew up in North Carolina and attended Cooper Union in New York, where she earned a BFA in studio art. Her artwork is focused on the relationship between the modern world and the natural environment. She works with a variety of mediums, including oil paint, aluminum, and wood. "

## Resources for Further Exploration

To further support engagement with the artworks in this resource, we recommend the following references for teachers and students.

Lee Friedlander (US, b. 1934)

Friedlander's biography, National Gallery of Art, Washington, DC, <https://www.nga.gov/collection/artist-info.6514.html>

Friedlander's biography and select news coverage, MacArthur Foundation, <https://www.macfound.org/fellows/class-of-1990/lee-friedlander>

Katharina Fritsch (Germany, b. 1956)

Artist's works in the Walker Art Center's collection, <https://walkerart.org/collections/artists/katharina-fritsch>

Artist's website, <https://www.katharinafritsch.de/de>

Grace Hartigan (US, 1922–2008)

Romy Silver-Kohn, Hartigan biography, Museum of Modern Art, New York, 2021, <https://www.moma.org/artists/2520>

Hartigan's biography and interview, Smithsonian American Art Museum, Washington, DC, <https://americanart.si.edu/artist/grace-hartigan-2096>

Franz Marc (Germany, b. 1880–1916)

Heather Hess, Marc biography, Museum of Modern Art, New York, [https://www.moma.org/s/ge/collection\\_ge/artist/artist\\_id-3748.html](https://www.moma.org/s/ge/collection_ge/artist/artist_id-3748.html)

Franz Marc lesson plan, Guggenheim Museums and Foundation, New York, <https://www.guggenheim.org/teaching-materials/the-great-upheaval-modern-art-from-the-guggenheim-collection/franz-marc>

Kerry James Marshall (US, b. 1955)

Art21 videos and resources, <https://art21.org/artist/kerry-james-marshall/>

Article about Kerry James Marshall's first retrospective in 2016, <https://hyperallergic.com/310477/how-kerry-james-marshall-rewrites-art-history/>

Julie Mehretu (US, b. Ethiopia, 1970)

Art21 videos and resources, <https://art21.org/artist/julie-mehretu/>

Mehretu's biography and works in the Walker Art Center's collection, <https://walkerart.org/collections/artists/julie-mehretu>

Louise Nevelson (US, b. Ukraine, 1899–1988)

Louise Nevelson Foundation, <https://louisenevelsonfoundation.org/>

Nevelson biography, Minnesota Museum of American Art, St. Paul, <https://mmaa.org/portfolio-item/louise-nevelson/>

Lorraine O'Grady (US, b. 1934)

Article about an exhibition of Lorraine

O'Grady's artwork in 2018, <https://hyperallergic.com/473547/lorraine-ogrady-rom-me-to-them-to-me-again-scad-museum-of-art/>

Article about a retrospective of Lorraine

O'Grady's work in 2024, <https://www.wbur.org/news/2024/02/08/the-davis-museum-celebrates-the-multiplicity-of-lorraine-ogrady>

[celebrates-the-multiplicity-of-lorraine-ogrady](https://www.wbur.org/news/2024/02/08/the-davis-museum-celebrates-the-multiplicity-of-lorraine-ogrady)

Claes Oldenburg (US, b. Sweden, 1929–2022)

and Coosje van Bruggen (US, b. Netherlands, 1942–2009)

Oldenburg's biography and works in the Walker Art Center's collection, <https://walkerart.org/collections/artists/claes-oldenburg>

Siri Engberg, "Remembering Claes Oldenburg," [walkerart.org](https://walkerart.org/magazine/remembering-claes-oldenburg/), July 18, 2022, <https://walkerart.org/magazine/remembering-claes-oldenburg/>

"Conversations with Artists: Claes Oldenburg and Coosje van Bruggen," National Gallery of Art, Washington, DC, July 12, 2011, <https://www.nga.gov/audio-video/conversations-with-artists/conversations-with-artists-oldenburg-van-bruggen.html>

[van-bruggen.html](https://www.nga.gov/audio-video/conversations-with-artists/conversations-with-artists-oldenburg-van-bruggen.html)

Pepón Osorio (Puerto Rico, b. 1955)

Art21 videos and resources, <https://art21.org/artist/pepon-osorio/>

"Pepón Osorio in Conversation," New Museum, New York, September 14, 2023, <https://www.newmuseum.org/calendar/view/1921/pepon-osorio-in-conversation>

Ursula von Rydingsvard (Germany, b. 1942)

Art21 videos and resources, <https://art21.org/artist/ursula-von-rydingsvard/>

Interview with Ursula von Rydingsvard, <http://evenmagazine.com/ursula-von-rydingsvard/>

Marie Watt (US/Seneca Nation, b. 1967)

Artist's website, <https://mariewattstudio.com/>

Artist lecture, Smithsonian American Art

Museum Washington, DC, <https://americanart.si.edu/artist/marie-watt-30880>

This Activity Guide for teachers accompanies the exhibition *This Must Be the Place: Inside the Walker Collection*, on view at the Walker Art Center June 20, 2024, through April 29, 2029.

## BOOK A VISIT TO THE WALKER ART CENTER

For questions about booking a tour, visit [walkerart.org/visit/tours-field-trips/](https://walkerart.org/visit/tours-field-trips/), email us at [tours@walkerart.org](mailto:tours@walkerart.org), or call 612.375.7609.

## TEACHER RESOURCES & LESSON PLANS

For additional resources for teachers and lesson plans, visit [walkerart.org/visit/education/resources-for-teachers/](https://walkerart.org/visit/education/resources-for-teachers/).

Tour Programs are sponsored by

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The Minneapolis Sculpture Garden is a project of the Walker Art Center and the Minneapolis Park & Recreation Board.

Walker Art Center  
725 Vineland Place,  
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[walkerart.org](https://walkerart.org)

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