



Parent & Educator Guide

Welcome

Learning always begins at home and in 2020 and 2021, that statement took on additional meaning. Homes became classrooms and classrooms moved online. The Walters Art Museum aims to enrich the lives of students whether from home or the classroom, supporting a lifelong love of the arts through personal connection.

Walters Classroom Connect is a new multimedia learning resource that was created to support learning, wherever it happens. Comprising videos, activity sheets, and a visual narrative, Classroom Connect encourages students to be curious, question our past and present, and support observations about the world around them. Each resource is developed around a big theme found in the Walters Art Museum collection, which spans across time and place, while building visual literacy and critical thinking skills.

How to Use These Resources

This Parent & Educator Guide is written for adults interested in exploring the Art & Identity theme with a student in the sixth grade. The same resources can also be used with fifth and seventh graders. The Art & Identity theme investigates what we can learn about individual and collective identity by interrogating art. Together we ask: *How do artists help us imagine who we can be? How does an artist's identity inform their practice?*

All Classroom Connect resources may be used together or individually. While created to complement one another, students do not need to complete them in any particular order.

Educators working virtually can download each resource and add them to their preferred digital space. When teaching in person, worksheets can be printed using any home printer. Videos are hosted by the Walters and can be viewed anywhere online or downloaded for your convenience. No matter how you plan to use them, each resource will encourage critical thinking and creativity.

Each Classroom Connect resource is designed to Maryland State Department of Education grade level standards, which are outlined for each component in the pages that follow.



Curriculum and Standards Information for Educators

These resources were especially crafted for sixth grade students, integrating skills in visual arts, English language arts, and social studies. All resources use works of art from The Walters collection.

As a whole, they align with Anchor Standard 8 of the Maryland State Visual Arts Standards: *Interpret intent and meaning in artistic work*.¹

Classroom Connect resources also align with the following portions of the Maryland State Standards and Frameworks in social studies:

Standard 1.o (Civics) Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Standard 5.o (History): Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

Standard 6.o (Skills and Processes): Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.²

Further connections to specific MSDE standards in social studies, visual arts, and English language arts are listed under each component below.

¹ Maryland State Fine Arts Standards for Visual Arts, 2021, p. 8, retrieved from <https://www.msdefinearts.org/maryland-fine-arts-standards>

² Maryland Social Studies Standards and Framework—Grade 6–8, 2021, p. 1-2; 8-18, retrieved from <http://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>

What's Inside

Art & Identity for 6th graders includes three components:

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Video: Probing Power

Our chief investigator is back on the job and is trying to unearth what statues can tell us about power. Will she be able to keep on track and find all the clues—or will the art distract her from finding out the truth about power?

This video is approximately 30 minutes long. Two works of art are examined, with engaging discussions on the topics of identity, power, and community. You can watch this video with your student, or let them watch it alone and then use the questions below to have a discussion.

Tips

- If you are watching the video with your student, feel free to pause and discuss at moments that prompt questioning.
- If your student watches the video on their own, spend some time afterward discussing what they learned using the questions below as a starting point.

Discussion Questions

1. Who holds power in your community?
2. If you could create a statue, who would you choose to show?
3. Think about a statue, mural, or other piece of public art you've seen. What values were being shown in that artwork? Do you share those values?

Extra Credit

Statues are everywhere. Find a local statue and see how much you can find out together by looking closely and asking questions about what types of power are being shown.

Curricular Connections for Educators

This resource supports students meeting the following Maryland State Department of Education and Common Core Standards:

English Language Arts	CCSS.ELA-LITERACY.R.1.6.733 ³	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Science	Science & Engineering Practices ⁴	Practice 1: Asking Questions and Defining Problems Practice 3: Planning and Carrying Out Investigations
Social Studies	1.0 A.1.a 6.0 C.1.b ⁵	Content topics: Leadership and Governance in Ancient Greece & Rome C. Conflict between ideas and institutions.
Visual Arts	Anchor Standard 6 E:6-8:1 Anchor Standard 7 E:6-8:1 ⁶	Justify how museums and other venues reflect the history, values, and beliefs of a community. Explain how a person's artistic choices are influenced by culture, values, and the environment.

³ Common Core State Standards Initiative, 2021, retrieved from <http://www.corestandards.org/ELA-Literacy/RI/6/#CCSS.ELA-Literacy.RI.6>

⁴ A framework for K–12 science education: Practices, crosscutting concepts, and core ideas. (2012). Washington, D.C.: The National Academies Press, p. 42.

⁵ Maryland Social Studies Standards and Framework—Grade 6–8, 2021, p. 1; 10, retrieved from <http://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>

⁶ Maryland State Fine Arts Standards for Visual Arts, 2021, p. 6–7, retrieved from <https://www.msdefinearts.org/maryland-fine-arts-standards>

Activity: Scrutinizing Monuments

In this guided activity, take a close look at monuments and unlock the hidden stories found in statues—in and outside of the museum. Learn how to research an art object to go beyond what meets the eye. This activity can be downloaded for digital use or printed using your home and school printer.

Tips:

- While this activity is designed to be used by your student independently, you may want to check in with them to confirm that they understand the instructions and to clarify the meaning of any unfamiliar words.
- After your student has completed this activity, use the questions below to talk to them about the process of close looking and what they discovered.

Discussion Questions:

1. What did you learn?
2. How did it feel to spend an extended amount of time looking at one image?
3. How did the historical context change how you understand the image?
4. Can you think of other examples of monuments that have deeper meanings?

Extra Credit:

This activity includes an extension that asks your student to investigate an artwork of their choice. As part of their research to uncover the historical context, check out online resources from the Maryland Center for History and Culture or the Enoch Pratt Free Library. The library offers a Live Chat with a Librarian service open to any Maryland resident. Find it at prattlibrary.org.

Curricular connections for Educators

This resource supports students meeting the following Maryland State Department of Education and Common Core Standards:

English Language Arts	CCSS.ELA-LITERACY.RI.6.1 ⁷	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Science	Science & Engineering Practices ⁸	Practice 8: Obtaining, Evaluating, and Communicating Information
Social Studies	6.0 C1–2 ⁹	C.1. Analyze sources that will be helpful in answering the compelling or supporting questions. C.2. Compare experts' interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions.
Visual Arts	Anchor Standard 6 1:6-8:1 Anchor Standard 7 1:6-8:1 ¹⁰	Analyze media to compare processes used to interpret and express ideas in the visual arts and other disciplines. Make judgments and decisions to determine ways in which works of art express ideas about self, other people, places and events.

⁷ Common Core State Standards Initiative, 2021, retrieved from <http://www.corestandards.org/ELA-Literacy/RI/6/#CCSS.ELA-Literacy.RI.6>

⁸ *A framework for K–12 science education: Practices, crosscutting concepts, and core ideas.* (2012). Washington, D.C.: The National Academies Press, p. 74.

⁹ Maryland Social Studies Standards and Framework—Grade 6–8, 2021, p. 10, retrieved from <http://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>

¹⁰ Maryland State Fine Arts Standards for Visual Arts, 2021, p. 6; p. 11, retrieved from <https://www.msdefinearts.org/maryland-fine-arts-standards>

Henry Ossawa Tanner: A Visual Narrative

Uncover the story of Henry Ossawa Tanner, the first world famous Black American artist. Watch Henry grow and overcome the many barriers before him as he claims his destiny as a great artist. Henry Ossawa Tanner: A Visual Narrative was written at a Grade 4 reading level. This resource may be printed or viewed on your student's learning device.

Tips

- Ask your student to summarize the story for you after they read it.
- Have a conversation with your student about what they discovered, using the discussion questions below.

Did You Know? The act of summarizing a text after reading it helps students actively engage with the material, as well as identify main points and key details.

Discussion Questions

1. What was different about the Black American experience in Henry's time as compared to today? What is the same?
2. Henry worked hard and knew he was a great artist, even though some people didn't think so. Do you have a great dream that other people doubt?
3. Henry traveled all over the world. If you could go anywhere in the world, where would you go and why?

Extra Credit

Challenge your student to research another Black American artist (from any time period). What did their path to becoming an artist look like? You can even write and illustrate your own visual narrative of their life!

Curricular Connections for Educators

This resource supports students meeting the following Maryland State Department of Education and Common Core Standards:

English Language Arts	CCSS.ELA-LITERACY.RI.6.3 ¹¹	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Social Studies	6.o A.1 ¹²	A. Change, Continuity, and Context 1. Analyze connections among events and developments in broader historical contexts
Visual Arts	Anchor Standard 11 E:6-8:1 ¹³	Analyze how responses to art are influenced by understanding the time and place in which it was created, the available resources and cultural uses.

¹¹ Common Core State Standards Initiative, 2021, retrieved from <http://www.corestandards.org/ELA-Literacy/RI/6/#CCSS.ELA-Literacy.RI.6>

¹² Maryland Social Studies Standards and Framework—Grade 6–8, 2021, p. 15, retrieved from <http://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>

¹³ Maryland State Fine Arts Standards for Visual Arts, 2021, p. 11, retrieved from <https://www.msdefinearts.org/maryland-fine-arts-standards>

Works Cited

Common Core State Standards Initiative, 2021, retrieved from
<http://www.corestandards.org/ELA-Literacy/RI/6/#CCSS.ELA-Literacy.RI.6>

A framework for K–12 science education: Practices, crosscutting concepts, and core ideas. (2012).
Washington, D.C.: The National Academies Press.

Maryland Social Studies Standards and Framework—Grade 6–8, 2021, retrieved from
<http://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>

Maryland State Fine Arts Standards for Visual Arts, 2021, retrieved from
<https://www.msdefinearts.org/maryland-fine-arts-standards>

Share your thoughts!

We would love to hear what you and your student(s) thought about these resources. Please take 5 minutes to complete the evaluation at the link below, which can also be accessed by scanning the QR code below. If you have further thoughts to share, please feel free to email us at schoolprograms@thewalters.org.

Evaluation URL: <https://forms.gle/CXRAU4DEnTUwWweH6>



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Classroom Connect is supported by: Herman C. Bainter, The Ruth Carol Fund, The Delaplaine Foundation, The Harry L. Gladding Foundation / Mr. and Mrs. Neal D. Borden, The Goldsmith Family Foundation, Ro & Marius P. Johnson Charitable Legacy, Inc., L'Aiglon Foundation, John J. Leidy Foundation, Joseph and Harvey Meyerhoff Family Charitable Funds, Robert E. Meyerhoff and Rheda Becker, Charles A. and Lois H. Miller Foundation, National Endowment for the Humanities, PNC Foundation, Dr. John J. and Jean Peters Pilch Memorial Fund, The Ruth T. Rauch Early Childhood Program Fund, The Rauch Foundation, Nora Roberts Foundation, The Ludwig and Nancy Sternberger Charitable Foundation, Toyota Financial Services, Truist Foundation, Venable Foundation, The Women's Committee of the Walters Art Museum, and the Gladys Winter Fund for Teacher Programs.

Free admission and educational programs at the Walters Art Museum, both on-site and online, are made possible by the combined generosity of individual supporters, and grants from the City of Baltimore, Citizens of Baltimore County, Howard County Government and Howard County Arts Council, Maryland State Arts Council, and the Maryland Department of Education State Aided Institutions program.