

Comparing and Contrasting Maine with Other States

This activity was created for grades 3-5 but may be adapted for other age groups or abilities.

Ideally this activity should involve the classroom/social studies teacher *and* the art teacher. It is intended to be used with the following Museums by Mail programs:

- *19th Century Maine* (MBM 1)
- *Scenes of Our State* (MBM 2)
- *Maine Coastal Watercolors* (MBM 3)
- *Silkscreens by Frances Hamabe* (MBM 10)
- *Coastal Maine Photographs* (MBM 23)
- *Watercolors of Maine by Doris Holman* (MBM 24)

Related Material:

Guiding Questions for Looking at and Discussing Art (included)

A Brief History of Maine (included)

Elements and Principles of Art and Design (included)

List Templates (included) List 1: 1 copy per student;
List 2 & 3: 1 copy per group of four

Begin this activity by looking at the art from a MBM exhibit. Spend at least 30 minutes looking at and discussing the artwork. Encourage students to express their thoughts on what they are seeing. Guiding questions have been provided to help with this process. Maine Learning Results achievements are included for each step.

Step One

Divide the class into groups of four. In each group try to have someone who was born in another state. If there is no one that was born in another state, then each group should choose a state by looking at a map. Each group should research a brief history of Maine and the other chosen state. Review the *Brief History of Maine* as a class if needed. You may also wish to have a variety of research material available for students to use.

Students should take notes understanding that the goal of this research is to create Lists 1 and 2 below.

Step Two

Each group will make a total of three lists. The class will make one list together.

List 1 (Each student will make this list individually)

Have students name the ten most well-known things about Maine. (landscape features, animals, climate, etc.)

List 2 (Discuss and make this list as a group)

Have students name the ten most well-known things about the other state that was chosen. If the students can not determine this based on initial research inform them that it is acceptable to make an educated guess based on what they do know.

List 3 (Discuss and make list as a group)

Each group should look at List #1 (4-total) and #2 (1-total) and make a master list of all the things the states have in common. Inform the students that the states may share all ten things or none.

Class List (Discuss and make list as a class)

Reassemble the groups together as a class and review all #3 lists. What do all the states have in common? Write these attributes on the board.

Step Three

Use the final common attributes to inspire individual works of art. Explain to the students that they are to imagine a place that has those common features and to create a work of art based on those attributes.

It is suggested that students create a landscape painting or perhaps a map, but you may instead wish to encourage a different medium. Perhaps students can use found objects to create a 3-D sculpture, or they could even write a story about this place and illustrate it with colored pencils.

Students could make a diorama of their imagined place using principles of scale. Have the class paint *only* their backgrounds. The middle ground and foreground will be created as separate pieces using cardboard, paper, and constructed or found items. This makes the concept of scale a little more challenging. If you have a digital camera you can also add another dimension to the diorama by having them include a picture of themselves. This will require students to decide what they will be doing in the landscape and where they will be positioned. The photo will be taken and printed with this in mind. Students can then place themselves in their completed diorama.

Step Four

Discuss the finished artwork as a class and encourage students to explain their decision-making process.

Guiding Questions for Looking at and Discussing Art

Explain to students that they are first to look carefully at the art work. You may choose to hold up a single piece at a time or look at the exhibit as a whole.

Once the students have looked quietly you may begin to ask them questions. Inform students that the first part is non-judgmental, simply stating observations. No one is to say, "I like . . ." or "I don't like . . ." Ask them to say instead something like, "The first thing I see is . . ." or "This . . . stands out for me because of the . . ." (size, color, brightness, placement, subject, contrast, etc.)." A discussion of the *Elements and Principles of Art and Design* might help to facilitate this part of the discussion.

Now that the students have looked and analyzed, they may make judgments. The following questions will help them through this process.

- Based on your observations, what do you think the artist was trying to say?
- What do you think it means?
- How does it make you feel?
- Does it remind you of anything (another artwork, a person, something in your life)?
- What are the feelings and meanings this artwork represents?
- If you were to change something what would it be and why?
- Do you like it? Explain.

A Brief History of Maine

Elements of Art & Design

Light Either the sensation of light, a source of light, its illumination, the representation of it in a work of art, or awareness as if there were light on a subject.

Texture An element of art which refers to the surface quality or “feel” of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by the way the artist has painted certain areas of a picture.

Shape An enclosed space defined and determined by other art elements such as line, color, value, and texture. In painting and drawing, shapes may take on the appearance of solid three-dimensional object even though they are limited to two dimensions.

Line A mark with length and direction(s). An element of art that refers to an identifiable path of a point moving in space. Types of line include: vertical, horizontal, diagonal, straight or ruled, curved, bent, angular, thin, thick or wide, interrupted (dotted, dashed, broken, etc.), blurred or fuzzy, controlled, freehand, parallel, hatching, meandering, and spiraling. Often it defines a space, and may create an outline or contour, define a silhouette; create patterns, or movement, and the illusion of mass or volume. It may be two-dimensional (as with pencil on paper) three-dimensional (as with wire) or implied (the edge of a shape or form).

Space An element of art that refers to the distance or area between, around, above, below, or within things. It can be described as two-dimensional or three-dimensional; as flat, shallow, or deep; as open or closed; and as positive or negative.

Color Produced when light strikes an object and then reflects back to the eyes.

It has three characteristics:

Hue refers to the name of a color, e.g. red, blue, yellow.

Intensity refers to the purity and strength of a color, e.g. bright red or dull red.

Value refers to the lightness or darkness of a color. Value is an especially important element in works of art when color is absent.

Principles of Art & Design

Balance The way in which the elements of art are arranged to create a feeling of stability in a work. It can be described as asymmetrical, radial, or symmetrical.

Emphasis The use of any technique that stresses or gives dominance to a single feature of an artwork. Artists often use emphasized elements to direct a viewer's attention to what they consider to be the most important aspects of a composition.

Harmony A way of combining elements of art in order to accent their similarities and join the aspects of a composition into a cohesive whole.

Movement Often implied, it can be achieved by arranging the elements of art in such a way that the viewer's eye is invited to jump rapidly or glide smoothly from one to the next.

Pattern The repetition of anything in order to create a design.

Rhythm A way of combining elements of art in order to produce the look and feel of movement, especially with a visual tempo or beat.

Proportion (or scale) refers to the relationships of the size of objects in a body of work. Proportion gives a sense of size perceived as a relationship of objects; from small to large.

Contrast The use of opposing elements, such as values, colors, forms, or lines, in proximity to produce an intensified effect in a work of art. Contrast can be used to create an area of emphasis.

List 1

State: M A I N E

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List 2

State: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

List 3 (What's in common?)

States: M A I N E and _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Comparing and Contrasting Maine with Other States

Maine Learning Results: Social Studies

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A1 Researching and Developing Positions on Current Social Studies Issues

Pre-K-2

Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.

- a. Identify questions related to social studies.
- b. Follow an established procedure for locating sources appropriate to reading level.
- c. Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs.
- d. Organize findings.
- e. Share information gathered using oral and visual examples.

3-5

Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.

- a. Identify research questions related to social studies - seeking multiple perspectives from varied sources.
- b. Identify key words and concepts related to research questions, making adjustments when necessary.
- c. Locate and access information by using text features.
- d. Collect, evaluate, and organize for a specific purpose.
- e. Communicate findings from a variety of print and non-print sources.

A2 Making Decisions Using Social Studies Knowledge and Skills

Pre-K-2

Students make individual and collaborative decisions on matters related to social studies using research and discussion skills.

- a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.
- b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills, and relevant information.

3-5

Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

- a. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas, and individually and collaboratively develop a decision or plan.
- b. Make a real or simulated decision related to the classroom, school, community, or civic organization by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.

D. Geography: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

D1 Geographic Knowledge, Concepts, Themes, and Patterns

Pre-K-2

Students understand the nature and basic ideas of geography.

- c. Use basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.

Maine Learning Results: English Language Arts

B. Writing: Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

B3 Argument/Analysis

Pre-K-2

Students write to inform an audience on a specific topic.

- a. Write brief descriptions of objects, people, places, or events.
- b. Record and share, in writing, information that has been gathered.

3-5

Students write to identify and explain a position to an identified audience.

- a. Summarize information from reading, listening, or viewing.
- b. Write about a central question or idea by using relevant supporting facts and details.

C. Research: Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

C1 Research

Pre-K-2

Students answer research questions by gathering information from print and non-print sources.

- a. Follow an established procedure for locating sources appropriate to reading level.
- b. Collect information for a specific purpose.
- c. Organize findings.
- d. Share information gathered using oral and visual examples.

3-5

Students create, identify, and answer research questions by gathering information from print and non-print sources and documenting sources and communicating findings.

- a. Identify key words and concepts related to research questions, making adjustments when appropriate.
- b. Locate and access information by using text features.
- c. Collect, evaluate, and organize information for a specific purpose.
- d. Communicate findings from a variety of print and non-print sources.

E. Listening and Speaking: Students listen to comprehend and speak to communicate effectively.

E1 Listening

Pre-K-2

Students use early active listening skills.

- a. Ask relevant questions at appropriate times.
- b. Converse without interrupting.
- c. Follow one-step and two-step oral instructions.

3-5

Students apply active listening skills.

- a. Ask clarifying questions.
- b. Attend and respond appropriately to classmates and adults.
- c. Follow multi-step oral instructions.

E2 Speaking

Pre-K-2

Students use speaking skills to communicate.

- a. Make clear requests at appropriate times.
- b. Make simple presentations using eye contact.
- c. Use voice level appropriate to the situation.
- d. Share stories and information and support opinions using oral and visual examples.

3-5

Students use active speaking skills to communicate effectively in a variety of contexts.

- a. Explain ideas clearly and respond to questions with appropriate information.
- b. Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate.
- c. Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.

Maine Learning Results - Visual Arts

A. Disciplinary Literacy: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Pre-K-2

Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.

3-5

Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.

A2 Elements of Art and Principles of Design

Pre-K-2

Students identify features of composition.

- a. Identify Elements of Art: color, form, line, shape, space, texture, and value.
- b. Identify Principles of Design including pattern and balance.

3-5

Students describe features of composition.

- a. Describe Elements of Art: color, form, line, shape, space, texture, and value.
- b. Describe Principles of Design including balance, contrast, emphasis, movement, and pattern.

A3 Media, Tools, Techniques, and Processes

Pre-K-2

Students name art media and associated tools, for multiple art forms and genres.

3-5

Students describe a variety of media and associated tools, techniques, and processes, for multiple art forms and genres.

B. Creation, Performance, and Expression: Students create, express, and communicate through the art discipline.

B1 Media Skills

Pre-K-2

Students use basic media, tools and techniques to create original art works.

3-5

Students use a variety of media, tools, techniques, and processes to create original art works.

B2 Composition Skills

Pre-K-2

Students use Elements Of Art and Principles Of Design to create original art works.

3-5

Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3 Making Meaning

Pre-K-2

Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.

3-5

Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes.

C. Creative Problem Solving: Students approach artistic problem-solving using multiple solutions and the creative process.

C1 Application of Creative Process

Pre-K-2

Students identify and demonstrate creative problem-solving skills.

- a. Improvise to solve problems in the performing arts.
- b. Imagine and share possible solutions to apply to challenges in creating art.

3-5

Students describe and apply steps of creative problem-solving.

- a. Identify problem.
- b. Define problem.
- c. Generate a variety of solutions.
- d. Implement solution(s).
- e. Evaluate solution(s).

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Pre-K-2

Students observe, listen to, describe and ask questions about art forms.

- a. Describe the art form by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Ask questions about the art form to further understand how the artist created/performed the work of art.
- c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.

3-5

Students describe and compare art forms.

- a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.
- c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Pre-K-2

Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.

3-5

Students explain that the visual/performing arts help people understand history and/or world cultures.

E2 The Arts and Other Disciplines

Pre-K-2

Students identify connections between and among the arts and other disciplines.

3-5

Students describe characteristics shared between and among the arts and other disciplines

E5 Interpersonal Skills

Pre-K-2

Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

3-5

Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.