DESCRIPTION: Discuss a variety of media and techniques while connecting with cultures from around the globe. Painting, printmaking, carving, and other approaches are featured.

OBJECTIVES:
(1) Students will describe the similarities and differences between various artworks, including media, content, emotional expression, and cultural portrayal.
(2) Students will discuss interpretations regarding the cultural groups depicted in the artworks.
(3) Students will apply various methods of communication while engaging in the artworks.

INTRODUCTORY QUESTIONS, ACTIVITY, OR REMARKS:
Welcome! What types of groups are in your life? Are you part of a group? Name the group. What kinds of things do you do in a group? How is it different from being by yourself?

GALLERY ACTIVITIES & ARTWORKS (Artworks may change):
   (1a) Activity: Discussion – What do you see? What do you think is happening? What more do you notice?
   (1b) Activity: Fake News Article - Put yourself in the role of a journalist on assignment who is reporting on these images. Write a “fake news” story about who these people are, where they came from, and what they are doing here. (See attachments for worksheet.)

(2) Dewey Blocksma, Garden Hula, 1985. Oil on canvas.
   (2a) Activity: Discussion – What do you see? What do you think is happening? What kind of group is this?
   (2b) Activity: Write a Haiku (three lines of five, seven, and five syllables) about Garden Hula. Encourage inclusion of cultural images that are shown in the artwork. Have volunteers share their writing. (See attachments for worksheet.)

(3) Selina Trieff, Preparation, 1990. Charcoal on paper.
   (3a) Activity: Discussion – What do you see? What do you think is happening? What kind of group is this?
   (3b) Activity: Make an Invite – Groups of 4: On a postcard, draw an announcement for the next performance of the four performers, writing a title and address. Next, pose to create a tableau for the performance with your group. Physically pose the new characters to create a new performance and take a photo, if possible. (See attachments for worksheet.)

CONCLUSION REMARKS/ACTIVITY:
Now that the students are more familiar with each of these artworks, ask them which group they would they would like to be part of and why.