

## Lesson One

### Objectives

1. Students identify groups to which they belong.
2. Students identify important or well-known people, places, activities or ideas familiar to people in different cultures or groups.
3. Students identify ideas artists get from their cultures.

### Arizona Visual Arts Standards

Create: Artworlds

PO 102/202/302: Discuss how artworks are used to communicate stories, ideas and emotions.

PO 206/306: Discuss how artworks reflect ideas, images and symbols from the cultures within which they are made.

### Preparation

Preview [What Is Culture? PowerPoint](#)

Read information about two artists who are featured in the *Outsiders Within* exhibition in the “About Artist Tlizza Jaurique” and “About Artist Randy Kemp” pdf’s. Each artist is introduced briefly in the “What is Culture?” PowerPoint. Decide what other information about them you may wish to share with your students before visiting the Tempe Center for the Arts. You may wish to share additional information during or after your visit, when your students have a chance to view the artists’ work up close. Because Jaurique often borrows images from ancient Mesoamerican codices, consider locating sample images of Mayan codices.

### Resources

[What Is Culture? PowerPoint](#)

[About Artist Tlizza Jaurique \(pdf\)](#)

[About Artist Randy Kemp \(pdf\)](#)

### Mayan Culture and Codex supplementary websites

[British Museum](#)

[Encyclopedia Britannica Online](#)

[The Paris Codex: Northwestern University Library](#)

### Activities

Unit Preview: Introduce the theme in life, that “*we are all members of one or more cultures or groups,*” by naming some of the cultural and interest groups in the community or school with which students might be familiar, such as ethnic groups; religious groups; sports-centered groups; groups who share music, movie or computer game interests, etc. Explain that each group has its own special activities and may even have its own special words that are not so familiar to people outside the group. Some groups have special places where they like to get together. There may be well-known people (“stars”) admired within the group.

For example, in the American culture many celebrate the 4th of July and Thanksgiving. Some words that are important to many Americans are “liberty” and “justice.” Lots of Americans can recite the words of the Pledge of Allegiance and the Star Spangled Banner. Among important American places are the Capitol Building in Washington, DC and Liberty Island where the Statue of Liberty stands in New York harbor. A couple of people who are well-known to many people in the United States are George Washington and Barack Obama.

Introduce the theme in life, that “*artists can get ideas from several cultures,*” by explaining that many artists use ideas from the groups they belong to in their art. For example, country singers and rap artists often write about the people, places, activities and ideas of the groups they know best. Novelists often write about the cultures in which they grew up. And many painters and sculptors are inspired by the people, places, activities and ideas from their cultures.

Explain that in this unit students will learn how others have used their cultures in their artworks and will make their own culture collage showing images from the cultures or groups to which they belong. Throughout the unit, students will be focusing on the following key questions:

- How do some artists use ideas from their cultures in their artworks?
- How do artists use line?
- What does the artwork mean?
- How do artists and art specialists understand/interpret the artwork? (Secondary Students.)

Definition and Examples: Show [What Is Culture? PowerPoint](#) to introduce:

- definition of culture
- food, language and visual traditions of various cultures
- examples of well-known people, places, activities and ideas in the Valley of the Sun
- Brief introduction to Randy Kemp (Native American artist) and Tlisza Jaurique (Latina artist).

Guided Practice: Ask students to name various groups to which they belong and list well-known people, places, activities and ideas familiar to people in those groups.

Transfer to TCA: Explain that when students visit the Outsiders Within exhibition at the Tempe Center for the Arts, they will see artworks by several Native American and Latina/o artists and will be asked to look for lines in those artworks and to say what they think the artworks are about.

### **Extension Ideas**

Social Studies:

Draw connections to Native American cultures and histories in Arizona.

Draw connections to Spanish and Latina/o cultures and histories in Arizona.

### **Vocabulary**

Culture

Community

Neighborhood

Tradition

Textile

Activity

## **Assessment Guides**

**Objective 1.** Students identify groups to which they belong.

Exceeds Expectations: Student identifies three or more cultures or groups to which s/he belongs.

Meets Expectations: Student identifies two cultures or groups to which s/he belongs.

Approaches Expectations: Student identifies one culture or group to which s/he belongs.

Fails to Meet Expectations: Student lists some of his/her interests.

**Objective 2.** Students identify important or well-known people, places, activities or ideas familiar to people in different cultures or groups.

Exceeds Expectations: Student identifies EITHER a person, place, activity and idea well known within a culture or group OR identifies a person, place and activity well-known within two different cultures or groups. Student can list people, places, activities and ideas in a logical, insightful manner that supports his/her self-identification with a cultural group.

Meets Expectations: Student identifies a person, place and activity well known within a culture or group. Student can list some people, places, activities and ideas that support his/her self-identification with a cultural group.

Approaches Expectations: Student identifies a person, place or activity well known within a culture or group. Student can list only a few people places, activities and ideas within a cultural group.

Fails to Meet Expectations: Student names a culture to which s/he belongs. Student is unable to support his/her self-identification with a cultural group with details such as people, places, activities and ideas shared by that group.

**Objective 3.** Students identify ideas artists get from their cultures.

Exceeds Expectations: Student identifies ideas in artworks that each artist (Jaurique & Kemp) got from her/his culture/s and names those cultures. Student is able to support her/his opinions with logical, insightful statements.

Meet Expectations: Student identifies an idea in an artwork that either artist (Jaurique & Kemp) got from her/his cultures and names those cultures. Student is able to support his/her opinions with statements that have merit, although the connections are not completely clear.

Approaches Expectations: Student identifies a culture to which Jaurique belongs and to which Kemp belongs. Student attempts to provide statements that support his/her claims.

Fails to Meet Expectations: Student identifies a culture to which either Jaurique or Kemp belongs. Student is unable to provide supporting statements for his/her claim.