



## **Classroom Extension Activities**

### **Our Northwest Home: K-2**

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In the classroom, students will prepare for and build on their museum experience by reviewing museum expectations, practicing close viewing of works of art, and using images to make inferences about time and place.

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## **Museum Manners**

**Whole class, 10-45 minutes**

**Before museum visit**

**Learning Target:** Students will be able to name behavioral expectations for their museum field trip. [If using extension: Students will connect those expectations to their school's rules.]

**Standards:**

WA State Social Studies

C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community.

C1.1.2 Apply the key ideal of the public or common good within the context of the school community.

C1.2.1 Recognize the key ideal of public or common good within the context of the community.

**Materials:**

"Our Class' Visit to TAM" Social Story (provided)

Large paper (optional, one per group of 4 students)

Markers or crayons (optional)

**Preparation:**

If using lesson extension, draw a line down the middle of each piece of large paper. On one side of the line, write your school's name. On the other side of the line, write "Tacoma Art Museum."

**Lesson Procedure:**

Gather students on the rug or a similar space where they can all see the board. Project "Our Class' Visit to TAM" and read it together.

Ask students to identify an expectation or rule for their museum visit from the social story. (For example: don't touch the art, pay attention to the educator, ask questions, etc.) Discuss why you think that rule might be in place. (For example: you could break the art if you touch it, and we want to make sure that the art is there for other students to enjoy, too.) Repeat with other expectations from the social story.

**Extension:**

Discuss the rules of your school that your students are familiar with. Divide students into small groups (approximately 4 students). Have each student group choose a rule from your school (or assign a rule to each group). Give each group a large piece of paper. On the side of the paper with the school name, they will write (as developmentally appropriate) and illustrate the school rule. (For older students, you may have them write why the rule is in place.) On the side of the paper with "Tacoma Art Museum," they will write (as developmentally appropriate) and illustrate an expectation or rule at TAM that is similar to their school rule.

Post the groups' work around the classroom and/or have them present to the class.

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## Close Viewing: Illustrations

**Whole class or small group, 15-30 minutes**

**Before and/or after museum visit**

**Learning Target:** Students will analyze the visual art in a picture book and compare their predictions with the story.

### **Standards:**

CCSS ELA

RL.7

(K) Describe the relationship between illustrations and the story in which they appear.

(1) Use illustrations and details in a story to describe its characters, setting, or events.

(2) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

### **Materials:**

Picture book (suggested books: *Dragonfly Kites* by Tomson Highway, *Triangle* by Mac Barnett, *Call Me Tree* by Maya Christina Gonzalez)

### **Lesson Procedure:**

Select a picture book to read with your class. Find a page in the book with little or no text, but a vivid illustration. (Alternately, look at the front cover or title page.) Show this page so that all students can see it, explaining that you will be looking at this illustration to figure out what the story is about.

First, have students quietly look at the image for at least 30 seconds. After 15 seconds or so, you may prompt them with instructions such as:

- Have your eyes start at the top of the picture and slowly work their way down to the bottom
- Have your eyes start at the left side of the picture and slowly work their way across
- Look carefully at what is in the corners of the picture
- Look carefully at what is in the center of the picture

Then, use Visual Thinking Strategies questions to help students analyze the image.

- Ask, "What do you notice?"
  - Call on one student to point out something they notice in the art.
- Ask, "What do you see that makes you say that?"
  - Ask that same student to describe why they said what they did. (For example, "It looks like clouds because the shapes are fluffy and layered.")
  - Paraphrase what the student said – this is a good opportunity to incorporate target vocabulary, make connections with other learning or what other students said, and check for understanding.
- Ask, "What else can we find?"
  - Call on another student to point out something they notice, and repeat the process, asking them to describe their reason.
- Repeat until at least 5 students have had the chance to share something they noticed.

Once students have had the chance to closely look at the image, now start to connect the image to the story. Have students discuss with a partner their predictions about the story, then share out a few predictions with the class.

Read the picture book out loud to the students.

To wrap up the lesson, discuss the accuracy of their predictions. Were they correct in guessing what the story was about? How did the illustration connect to the overall story?

**Extensions:**

Repeat the lesson with different books, or even with the same book using different page spreads. You may also choose to repeat this lesson structure in different settings – for example, as a whole-class lesson and also in differentiated reading groups.

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## Historic Images

**Whole Class, 20 min. – 1 hour**

**Before or after museum visit**

**Learning Target:** Students will use historic images to make inferences about time and place.

### Standards:

WA State Social Studies:

SSS2.1.2 Use texts, audio, visuals, or other evidence to identify the main ideas or key details to study life outside of school.

SSS2.2.5 Ask and answer questions about explanations.

### Materials:

- Two photographs or historic images related to current history/social studies unit for projection on the screen/board (see notes after lesson for suggested images from TAM's collection)
- Chart paper (two pieces)
- Graphic organizers (three per student pair) or student notebooks (optional, for extension)
- Additional photographs/images, printed out, with information written on back (half as many as students in the class) (optional, for extension)

### Preparation:

Copy the following graphic organizer onto each of two pieces of chart paper

<b>Who?</b>	<b>What?</b>
<b>When?</b>	<b>Where?</b>
<b>Why?</b>	<b>What else?</b>

### Lesson Procedure:

Project one image so the whole class can see. First, allow students to quietly look at the image for at least 30 seconds. After 15 seconds or so, you may prompt them with instructions such as:

- Have your eyes start at the top of the picture and slowly work their way down to the bottom
- Have your eyes start at the left side of the picture and slowly work their way across
- Look carefully at what is in the corners of the picture
- Look carefully at what is in the center of the picture

Ask, “who is in this image?” Record student answers in the “Who?” box of your graphic organizer. For each answer, ask students, “What do you see that makes you say that?” and encourage them to justify their answer with details from the image. You may also want to make connections between previous social studies learning and student answers.

*Example conversation:*

*Teacher: Who is in this image?*

*Student: Farmers!*

*Teacher: What do you see that makes you say “farmers?”*

*Student: It looks like they’re in a field, and they are all wearing overalls and carrying pitchforks.*

*Teacher: You’re noticing the tools in these people’s hands. I remember we were reading last week about different tools that farmers in Washington state use to do their jobs.*

Once you have a good number of answers in the first box of your graphic organizer, ask, “What are these people doing?” As before, record student answers and have students justify their responses by asking “What do you see that makes you say that?”

Repeat the process for each box of the graphic organizer:

- Who is in this image?
- What are they doing?
- When do you think this picture was taken/created?
- Where do you think this happened?
- Why do you think these people are doing what they’re doing?
- What else can we find?

*Note: for one or more of the questions, you may choose to have students think-pair-share before having a whole-group discussion.*

Reveal the location, date, and context of the image. Discuss student answers – what changes about how you see this image now that you know its context? (You may choose to have students think-pair-share before the whole-group discussion.)

Project another image. Repeat the process with this new image. For this image, you may choose to hand out copies of the graphic organizer and have students copy responses, or copy the whole graphic organizer in a notebook.

### **Extension:**

Post additional images around the room (half as many images as students in the room). Divide students into pairs or, if needed, groups of three. Either distribute three copies of the graphic organizer to each student group, or have each student/group copy the blank graphic organizer three times in a notebook.

Have each student group start at a different image. Allow students approximately 5 minutes to look at the image and fill out their graphic organizer for that image. After about 5 minutes, have student groups rotate to the next image and repeat the process. After about 5 minutes, have student groups rotate to the next image and repeat the process a third time.

After the third image, have students turn over the image and read the location, date, and context of the image. Allow a few minutes for groups to prepare for presenting their image to the class. Each student group will show their image to the class, give the historical context, and share one or two things in each box of their graphic organizer.

Have each student group bring their final image with them as the class gathers back together. Allow a few minutes for groups to prepare for presenting their image to the class. Each student group will show their image to the class, along with sharing one or two things in each box of their graphic organizer.

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### **Suggested Images**

[Dorothy Smith, \*Construction in Black and White\*.](#)

[Matika Wilbur, \*Qwalsius\*.](#) (The person pictured, whose name is Qwalsius, is the artist who carved the Welcome Figure statue in the background. This image was taken in Tollefson Plaza in downtown Tacoma, across the street from TAM.)

[Imogen Cunningham, \*Under the Queensboro Bridge\*.](#)

[Matika Wilbur, \*Darkfeather, Eckos, and Bibianna Ancheta \(Tulalip Tribe\)\*.](#)