

Picture Study

Art

Edmonia Lewis

Picture Study

Grade(s) 1 2 3 4 5 6 7 8 9 10 11 12



About the Course

Picture study is a part of the subject of art. Applied art lessons are also provided by Alveary. Students will study 6 or more works each term in order to build relationship with each artist and the pervading styles of the period. This will enable them to recognize the artists as old friends when they happen upon them again cross-curricularly, in museums, or later on in life.



Placement & Combining Tips

There is one set of lesson plans for students in all grades. All lessons begin the same, but extensions increase the length and sophistication of the content.



Scheduling

Picture Study

| GRADE | MIN. | xWK | MORN. | TEACH. | TOPIC (S) | BOOK(S) |
|-------|------|-----|--------|--------|-----------|--------------------------------|
| 1-3 | 10 | 1 | * | T | | Art Portfolio |
| 4-6 | 15 | 1 | * | T | | Art Portfolio |
| 7-8 | 20 | 1 | * | T | | Art Portfolio |
| 9-12 | 20 | 1 | * or _ | T | | Art Portfolio Stone Mirrors |

_ = afternoon

* = morning

T = full teacher attention

■ = half teacher attention

□ = little teacher attention

Weekly View

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------|-------|---------------|-------|-----------------|
| Art Instruction | | Picture Study | | Art Instruction |



Planning & Prep

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.



Books & Resources

☐ Picture Study Portfolio by Alveary; contains all art prints needed for the year and biographical information about each artist. The Our Work packets for grades 1-8 also include the art prints.

☐ Stone Mirrors- assigned in Grades 9-12; teacher resource for Grades 1-8.

☐ Chalkboard Paint

☐ Felt Eraser

☐ Pastels

☐ Mixed Media Pad

☐ Modeling Dough



Quick Links

- ∞ [Picture Study Portfolio \(Edmonia Lewis\)](#)
- ∞ [Stone Mirrors](#)

Click [HERE](#) or scan the QR code for links.



Picture Study

How To Teach



Preparation

Read about the artist ahead of time with the bio provided and share some information about the artist's life with the students. Make sure each student has their own copy of the work.



Observe

Give students time to look closely at the work of art until they are comfortable. They should be able to see the picture in their mind's eye. Next have students discuss observations starting with what is most prominent while looking at the work. Studies show that children benefit from viewing the picture as they discuss it. Students will work on their ability to recall the details by memory in subsequent weeks.



Discuss

Continue with a Picture Talk, or natural discussion, using the provided questions in the lesson plans. The level of this discussion will be based on the age of the students. There are additional "Applied Art" questions in the Appendix that address concepts such as color, design, and shapes.



Memory Activity

The second week that you look at a work of art, students will do some kind of memory discussion or drawing as indicated in the lesson plans. It might be a drawing with chalk, modeling with clay or finding colors with pastels.



Connect

Hang the print in view. Students can record important dates on the Wall Timeline or Book of Centuries. Look for more ideas on the Extra Helpings page.

Picture Study

Click [HERE](#) or scan
the QR code for links.



Term 3

WEEK 1 Lesson 25

□ 25 Picture Talk: Edmonia Lewis

→ STUDY

Look at art quietly for a few minutes; study the work as a whole, then begin to observe details.

Picture Study Portfolio: Old Arrow Maker,
1866–1872, marble, 21 ½ x 13 ⅝ x 13 ⅝", Not on View, Smithsonian
American Art Museum, Washington D.C., US

→ NARRATE

Still looking at art, tell all you notice. Look and listen while others narrate.

→ PICTURE TALK

Continue natural discussion, using questions below to strengthen observational skills after a student has narrated their own observations of the work of art. Share about artist's life as opportunities arise. It is best if the teacher studies the questions ahead of time and applies them in natural, organic conversations, but it is fine to simply reference the lesson as well.

- Describe the different things the people are doing in this sculpture.
- Describe the fabric and textures on the figures.
- Is this sculpture realistic? Why or why not?
- Share the title of the art work. What bearing does it have on the meaning of the art?

★ TEACHER TIP: See Applied Art Questions in the Appendix to integrate art instruction concepts with your picture study lessons.

WEEK 2 Lesson 26

□ 26 Memory Discussion: Elements

→ MEMORY DISCUSSION

Think of one element in Old Arrow Makers that really stood out to you and describe it in as much detail as possible.

→ EVALUATE

Look at the sculpture. Did you mention all the details?

Picture Study Portfolio: Old Arrow Maker

→ (Grade 9+) READ, NARRATE, & DISCUSS:

Don't forget to read Stone Mirrors (~7 pages/week) this term.

Picture Study

Click [HERE](#) or scan
the QR code for links.



Term 3

WEEK 3 Lesson 27

□ 27 Picture Talk: Edmonia Lewis

→ STUDY

Look at art quietly for a few minutes; study the work as a whole, then begin to observe details.

Picture Study Portfolio: Hiawatha,
1868, marble, 13 ¾ x 7 ¾ x 5 ½", Metropolitan Museum of Art, New York,
NY, US

→ NARRATE

Still looking at art, tell all you notice. Look and listen while others narrate.

→ PICTURE TALK

Continue natural discussion, using the questions below as a guide to strengthen observational skills. Share about artist's life as opportunities arise.

- Describe this bust.
- Who do you think this is a sculpture of?
- Describe the details of the headdress, jewelry and clothing.
- Can you think of any characters from books or poetry that might fit this bust?
- Share the title of the art work. What bearing does it have on the meaning of the art?

WEEK 4 Lesson 28

□ 28 Interpreting Art

→ MEMORY DISCUSSION

Study the bust. Who is this? What do you know from previous learning about Hiawatha? What details do you notice? How does the artist portray him?

Picture Study Portfolio: Hiawatha

→ READ

Enjoy this poem of Hiawatha by Longfellow as you observe Edmonia Lewis' Hiawatha Sculpture.

∞ QR Link-Poem: The Song of Hiawatha

Picture Study

Click [HERE](#) or scan
the QR code for links.



Term 3

WEEK 5 Lesson 29

☐ 29 Picture Talk: Edmonia Lewis

→ STUDY

Look at art quietly for a few minutes; study the work as a whole, then begin to observe details.

Picture Study Portfolio: Poor Cupid,
1872–1876, marble, 27 x 13 $\frac{3}{4}$ x 12 $\frac{1}{4}$ ", Smithsonian American Art Museum,
Washington D.C., US

→ NARRATE

Still looking at art, tell all you notice. Look and listen while others narrate.

→ PICTURE TALK

Continue natural discussion, using questions below as a guide to strengthen observational skills. Share about artist's life as opportunities arise.

- Describe this sculpture in detail.
- What is this person doing?
- Can you think of any literary or historical accounts to attach this to?
- Is this person realistic looking?
- Share the title of the art work. What bearing does it have on the meaning of the art?

WEEK 6 Lesson 30

☐ 30 Memory Drawing: Chalk

→ MEMORY DRAWING:

Focusing on main lines, draw the painting from memory. Use chalk on its side and draw in mass.

☞ Supplies: Chalk and chalkboard

→ EVALUATE:

When finished, take out the print and compare it to your own work. Did you include the main architectural, landscape, and/or human features?

Picture Study Portfolio: Poor Cupid

Picture Study

Click [HERE](#) or scan the QR code for links.



Term 3

WEEK 7 Lesson 31

□ 31 Picture Talk: Edmonia Lewis

→ STUDY

Look at art quietly for a few minutes; study the work as a whole, then begin to observe details.

Picture Study Portfolio: Young Octavian, 1873, marble, 16 ¾ x 8 ¼ x 6 ¼", Smithsonian American Art Museum, Washington D.C., US

→ NARRATE

Still looking at art, tell all you notice. Look and listen while others narrate.

→ PICTURE TALK

Continue natural discussion, using questions below as a guide to strengthen observational skills. Share about artist's life as opportunities arise.

- Describe this bust.
- Have you seen something similar to this in another subject?
- Can you think of whom this may be from History or Plutarch?
- How is this bust similar or different from Edmonia Lewis's other sculptures?
- Does the space in this sculpture seem flat or three-dimensional? Why?
- Share the title of the art work. What bearing does it have on the meaning of the art?

• **COMPOSITION:** Write, tell or dictate a poem or short story about Hiawatha based on this sculpture.

WEEK 8 Lesson 32

□ 32 Modeling Sculpture

→ DISCUSS

Describe Young Octavian from memory. Do you know anything about him from history/Plutarch studies? If so, discuss what you know. Did Edmonia Lewis portray him with details of his life? Would you know this was Octavian without being told?

→ PRACTICE

Create your own version of Young Octavian using clay, modeling clay, play dough, or try a soap carving.

≈ Supplies: Clay, modeling clay, play dough, or soap.

Picture Study Portfolio: Young Octavian

Picture Study

Click [HERE](#) or scan
the QR code for links.



Term 3

WEEK 9 Lesson 33

☐ 33 Picture Talk: Edmonia Lewis

→ VIEW & DISCUSS

Look at Hagar. Describe what you see.

Picture Study Portfolio: Hagar,
1875, marble, 52 5/8 x 15 1/4 x 17 1/8", Not on view, Smithsonian American
Art Museum, Washington D.C., US

→ PICTURE TALK

Who is Hagar? Why might Edmonia Lewis feel a connection to Hagar?
Share some information from Hagar in the Bible.

∞ QR Link: Genesis 16-17

- Describe and discuss the sculpture.
- What do you notice about the clothing the woman is wearing?
- Is it historically accurate to the subject matter or to the artist's time period? (This may be easier to answer after knowing the title.)
- Describe and discuss where she is looking.
- Why did the artist choose to make her look in that direction?
- Do you see something at the woman's feet? Describe it.
- Think of a person from the Bible that might fit this description.
- Share the title of the art work. What bearing does it have on the meaning of the art?

WEEK 10 Lesson 34

☐ 34 Picture Talk: Elements

→ OBSERVE

Lay out all of the prints from this term.

→ PICTURE TALK

Study the prints. Focus on each sculpture. How does Edmonia Lewis depict action or emotion in her sculpture? Discuss similarities/differences.

Picture Study Portfolio: Old Arrow Maker, Hiawatha, Poor Cupid, Young Octavian, & Hagar

Picture Study

Click [HERE](#) or scan the QR code for links.



Term 3

WEEK 11 Lesson 35

□ 35 Picture Talk: Edmonia Lewis

→ STUDY

Look at art quietly for a few minutes; study the work as a whole, then begin to observe details.

Picture Study Portfolio: Moses (after Michelangelo), 1875, marble, 26 $\frac{3}{4}$ x 11 $\frac{1}{2}$ x 13 $\frac{5}{8}$ ", Smithsonian American Art Museum, Washington D.C., US

→ NARRATE

Still looking at art, tell all you notice. Look and listen while others narrate.

→ PICTURE TALK

Continue natural discussion, using questions to strengthen observational skills and view image. Share about artist's life as opportunities arise.

- What is this man doing?
- What do you see on his head?
- Compare this sculpture to Lewis's other works.
- Where have you seen a sculpture like this before? Compare the two. ∞ QR Link-Image: Moses by Michelangelo
- Can you think of a person from the Bible that this description might fit?
- Share the title of the art work. What bearing does it have on the meaning of the art?

• HISTORY CHARTS
Edmonia Lewis (1844–1907)
Neoclassicism (1760–1850)

WEEK 12 Lesson 36

□ 36 Exam Week

→ Answer question(s) related to course.

Questions will come from:
Lewis

Picture Study

Appendix

Applied Art Questions

We recommend first discussing the questions for each specific work of art listed in the lesson. Then, as time allows, explore some of these Applied Art questions. The Applied Art questions are listed by levels which correspond to the Art Instruction courses. It is best if the teacher studies the questions ahead of time and applies them in natural, organic conversations, but it is ok to have them nearby to draw from.

All ages may participate in the lowest level questions; then younger students may listen to the older ones discuss the more advanced questions during their extended time, if appropriate. As students practice answering the Applied Art questions they may begin naturally including them in their narrations or discussions, at which time the specific questions will become less necessary.

Levels 1-2

- What colors, shapes and lines do you see?

Levels 3-8

- Where do you see cylinders, cones and ellipses in the art work?
- Are there any vases or other vessels that appear as cylinders?
- Do you notice where cylinders appear on the human form; arms, legs, fingers, necks, torso?
- Do you see pieces of architecture or objects in the natural world that appear as cylinders in the artwork?
- Do you see any circles turned toward or away from you (ellipses)?
- Is there anything with a conical shape in the artwork; oil can, paint tube, pyramid, hat, flower?

Levels 4-8

- What applications of proportion, perspective and color do you see?
- Are items in the foreground smaller or larger compared to those in the background of the artwork?
- What primary, secondary and/or tertiary colors do you see?
- Do you spot any browns? What complementary color pairs make up those browns?
- Do you see any horizon lines?
- Can you see any lines (a.k.a., outlines of objects) that fade into a vanishing point?

Levels 7-8

- Discuss light, shade and texture in the painting.
- Where is the lightsource in the artwork? How is the light affecting the objects in the artwork?
- What do you think is creating that light; the sun, a window, lamp, candle, etc.?
- Are there reflections, highlights or cast shadows? Do any objects have multiple cast shadows?
- What do you notice about the values of the colors that you see? Can you see different tones of the same color?
- Point out all of the textures in the artwork; stone, dirt, trees, bushes, fabrics, flowers, cushions, wood grain, straw, wire, etc.
- What elements (line, space, value, shape) does the artist use to capture a texture? For example, there may be a repetition of curving lines to show the folds or to give a draping effect in fabric.

Picture Study

Examination

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- GRADE 1** • Describe Old Arrow Maker.
- GRADE 2-3** • Describe Old Arrow Maker.
- GRADE 4** • Describe Old Arrow Maker.
- GRADE 5-6** • Describe Old Arrow Maker.
- GRADE 7-8** • Describe Old Arrow Maker.
- GRADE 9** • Describe Old Arrow Maker.
 - Tell about the sculpture of Hagar.
- GRADE 10-11** • Describe Old Arrow Maker.
 - Tell about the sculpture of Hagar.
- GRADE 12** • Describe Old Arrow Maker.
 - Tell about the sculpture of Hagar.
 - Talk about the medium in which Edmonia Lewis worked.

Extra Helpings

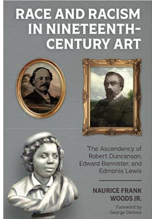
Projects & Activities

For students with a high level of interest.

Term 3

- ☐ Plan to visit a local museum or other space where an Edmonia Lewis is on display.
- ☐ Check out [Edmonia Lewis on Google Arts and Culture](#).

Books, Games, and More

| RESOURCE | INFORMATION | SCOPE | BUY/FREE |
|--|--|--------------------------|--------------------------------|
|  | <p>Race and Racism in Nineteenth-Century Art: The Ascendency of Robert S. Duncanson, Edward Bannister, and Edmonia Lewis by Naurice Frank Woods, Jr. ISBN/ASIN 978-1496834355</p> <p>→ Narrative biography of the three artists; Preview before giving to students. Only recommended for Grades 11-12.</p> | <p>Term 2 Term 3</p> | <p>\$30.00</p> |