

Joslyn Art Museum Comprehensive Study Lesson Plan

Created by Angela Fischer, Kristy Lee and Mary Lou Alfieri and Laura Huntimer.

Theme: Changing Perceptions

Focus: Bob Haozous and his *Portable Pueblo* and Allan Houser

Objectives:

- Research and understand the environmental impact of recyclables such as plastic milk bottles while learning to respect the land in the same manner as American Indians.
- Critically compare and contrast artists (local versus international) as well as interpretations of similar subjects in art.
- Discover a new way to paint using music and getting away from the confines of a table.
- Appreciate the pueblo tribes' history that contributed to their culture today.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

_____ 01 Identifying similarities and differences	_____ 06 Cooperative learning
_____ 02 Summarizing and note taking	_____ 07 Setting goals and providing feedback
_____ 03 Reinforcing effort and providing recognition	_____ 08 Generating and testing hypotheses
_____ 04 Homework and practice	_____ 09 Activating prior knowledge
_____ 05 Nonlinguistic representations	

Resources:

Check out the **Teacher Support Materials** online for additional resources.

Suggested Materials: Bob Haozous' *Portable Pueblo* framed reproduction or teaching poster, easels, paintbrushes, acrylic paints, various paper, palettes, water container, paint shirts, music, images (artwork featuring or by American Indians), butcher paper, tempera paint, sponges, scissors, glue, crayons, markers, pencils, tape, graph paper, images, computer/iMovie software/Garage Band, *The Lorax* by Dr. Seuss, water bottles, Southwest map.

Vocabulary: American Indian, artificial, culture, environment, interpretation, life cycle, Native American, pueblo, racism, recycle, resource, respect, stereotype, tribe.

Procedure:

- **Engage:** Write Native American or American Indian on the board. Ask students to share things that come to mind and make a list. Older students, read *Indian Speak* by Bob Haozous. Enhance the discussion with various images such as *Apache Pull Toy*.
- **Art Talk:** The student will compare and contrast local artist Sidney Buchanan and Bob Haozous to gain better understanding of the artists. Discuss how their surroundings/environment may have influenced their artistic vision. Visit the Peter Kiewit Foundation Sculpture Garden and then step inside Joslyn Art Museum to compare both artworks in person.
- **History:** Who are Bob Haozous and Allan Houser? Discuss its beginnings and significance. Refer to the **Bibliography, Videos and Webology** in **Teacher Support Materials** for additional information.
- **Aesthetics:** Study Allan Houser's *Peaceful Serenity* and Jacques Lipchitz's *Hagar*. Discuss their similar theme of mother and child. Talk about how their interpretations are similar or different.

- **Production:** Beyond the Melody. Get students up away from the desks to start painting. They will be inspired by music and paintings featuring or painted by American Indians. Review the lesson taught by artist, Jeri Martinez at the November 2009 Thursdays for Teachers. Refer to Beyond the Melody in **Teacher Support Materials** for additional information.
- **Close:** After studying American Indian artists Bob Haozous and Allan Houser, look at the list on the board, identify any stereotypes and as a group, discuss why they are incorrect. Talk about how stereotypes are not the way we should see each other, how they promote racism and how they create a divide among people.

Extensions:

- **Cultural Connections:** Portable Pueblo. Introduce students to *Portable Pueblo* by Bob Haozous. Review the lesson taught by Anita Lafferty at the November 2009 Thursdays for Teachers. Refer to Portable Pueblo in **Teacher Support Materials** for additional information.
- **Fine Arts:** Refer to the Language Arts 2 activity. Have students create a PSA using a variety of technology-based methods. Start with signs using recycled materials to talk about the problem. Then move on to creating either a podcast or iMovie. Post to the school's web site and/or Teacher Tube to share with the school.
- **Language Arts 1:** Show students an image of *Artificial Cloud* by Bob Haozous who expressed through this artwork that someday we'll have to create our own environment. Have students write a story set in the future with the premise that people will have to create our own environments because their ancestors destroyed all resources.
- **Language Arts 2:** Read Dr. Seuss's book *The Lorax* to students. Brainstorm a list of natural resources and have students star important ones to them. Discuss various environmental issues around these resources. Divide the class up into small groups and have them pick one problem to write solutions for it. Take the project one step further and create a community service-learning project to gain an understanding of our effect on the environment. This is a lead-in to the Fine Arts activity.
- **Math:** Have students coordinate efforts to collect the milk bottles at lunch. The students will create charts, tables and graphs to keep track of the number of milk bottles the school uses on an average day, week and project the yearly estimated bottles used. Research how this will impact the environment. Create a presentation to start a recycling project in the school.
- **Science:** Life cycle of a water bottle. Talk to students about how American Indians pay attention to and respect the environment. Hand out various water bottles to the students (as a way to divide them into groups). Then have some groups focus on the life cycle of a water bottle when it is recycled and have other groups focus on the life cycle of the water bottle when it is *not* recycled. Share results with the class.

Selected References: Go online to **Teacher Support Materials** and review the **Bibliography, Webology** and **Videos**.

Portable Pueblo
Bob Haozous
Southwest Contemporary Art

by Anita Lafferty

Introduction to Theme

Bob Haozous is a sculptor who has successfully fused Native American imagery with form to create spectacular contemporary Native American sculptures. Bob Haozous' work focuses on self identification. Individuals must identify and know their traditions and culture to look deeper into themselves and emerge with a distinct and definite contemporary identity in the ever changing times of today's society. Bob Haozous is the son of respected artist Allan Houser.

Portable Pueblo represents the tribes in the Southwest known as the Pueblo people. There are 19 different pueblo tribes located in New Mexico that spread along the Rio Grande River and 1 pueblo tribe located in Texas. Pueblo tribes have a unique culture that incorporates Roman Catholic religious beliefs gained during the Spanish Inquisition intertwined with traditional cultural beliefs. Many pueblo tribes continue to live in traditional homes and celebrate feast days of patron saints and important days such as harvest and hunting. Pueblo people continue to live and thrive in their cultural beliefs while embracing the modern society.

Standards

- Students will describe the contributions from the cultural and ethnic groups that make up our national heritage-Native Americans.
Example Indicators:
 - Identify regional characteristics- ie: Pueblo tribes
 - Identify contributions of important men and women from different cultural and ethnic groups
- Students will describe the interaction between Native Americans and their environment.
Example Indicators:
 - Explain how Native Americans used the resources for daily living
 - Identify different types of shelter used by Native Americans
 - Describe the daily life of Native Americans
- Students will identify the geographic and human characteristics of the regions of the United States.
Example Indicators:
 - Name and Identify the Southwest region in the United States
 - Identify the states in the Southwest region
 - Identify geographic and historic features unique to the Southwest region
- Students will recognize and compare people from varied backgrounds and cultures. (Contributions, History, Similarities/Differences)

Literature

The Pueblos (True Books, American Indians) by Alice K. Flanagan
Pueblo People: Ancient Traditions, Modern Lives by Marcia Keegan
Arrow to the Sun by Gerald McDermott
If You Lived With The Hopi Indians (If You.) by Anne Kamma
Children of Clay: A Family of Pueblo Potters by Rina Swentzell
The Pueblo Indians by Pamela Ross
Coyote and the Butterflies by Joe Hayes adapted by Joseph Bruchac
Pueblo Boy: Growing Up in Two Worlds by Marcia Keegan
Pueblo Girls: Growing Up in Two Worlds by Marcia Keegan
Tales of a Pueblo Boy by Lawrence Jonathan Vallo
Taos Pueblo: Painted Stories by Jonathan Warm Day
Coyote: A Trickster Tale from the American Southwest by Gerald McDermott
When Clay Sings by Byrd Baylor
Corn is Maize by Alike
Encyclopedia of American Indian Contributions to the World by Keoke & Porterfield

Websites

<http://www.bobhaozous.com/index.html> Webpage about Bob Haozous

http://teacher.scholastic.com/activities/explorer/native_americans/mission_pueblos.asp engage students in an interactive “mission” to learn more about Southwestern Cultures

Word Study

pueblo
adobe
kiva
Rio Grande River
pottery
corn

Activities

1. Have students identify Southwest region on map.
2. Have students research type of environment and weather pertinent to the Southwest- explain that the type of environment determines lifestyle including homes
3. Show pictures of pueblos and explain adobe and pueblo. Utilize nonfiction books to examine pictures and descriptions of pueblo people of the southwest.
4. Have students utilize nonfiction books to identify important aspects of culture and tradition such as food, holidays/celebrations, homes, clothing, contributions, etc.

5. Using large sheet of butcher paper have students outline a pueblo. Using tempera paint and sponges have students paint pueblo orange and brown. Remind students that windows and doors should be incorporated into picture. With adult supervision cut out doors and window to open. In doors and windows place pictures and small descriptions of daily living of pueblo people. Students could also write a comparison of daily lifestyle from the past to the present.
6. Have students research Pueblo Pottery and famous potters (i.e. Maria Martinez)
7. Students can make their own pottery utilizing pueblo designs.
8. Students can create cut out pop up pueblo village.
9. Students can create a pueblo village from various sized boxes

Southwest Map



The southwest includes New Mexico and Arizona as the core states of the southwest. Small sections of Utah, Colorado and Texas are inhabited by Southwestern tribes as well. The southwest is homeland of the largest tribe in the United States- the Navajo Tribe. The pueblo people make up a major population of the Southwest as well. Pueblo is a general term that encompasses 20 individual, different and unique villages.

Joslyn Art Museum

WORKSHOP – Beyond the Melody

Beyond the Melody

Art is not just brush to paper (canvas). Art is space, line and interpretation. Here the artist will learn how to react, using their whole body.

This is an exercise I use and come back to time and time again. It's to get the artist to a place beyond that first stroke, without a plan. You will be reacting to the note of the music, maybe rotate your canvas several times during the hour and then move into painting, defining areas for darks, then lights, all will have a limited palette, complimentary or harmonious. Others will use a grayscale palette. This class moves fast and to the beat of the music

It's fun, some may hesitate, but in the end they feel lifted and with practice end up with an eye for abstract.

Presenter:

Jeri Martinez

In 1985, I began to prepare for retirement from my graphic design job, by attending art club meetings, painting workshops, by entering art show competitions through the clubs and by setting definite goals. As I progress, I started to participate in local art/craft shows, experimenting in all mediums. With each subject I desired to paint, I selected the different medium (WC, Acrylic, Pastel, Oil and Fabric painting) to keep the challenge fresh, as well as the response or that element of surprise going for me.

With each participation of the shows, I took note as to why I sold and did not sell. Networking was key to helping me improve the presentation of my booth as well as pushing me to improve, as well as setting more goals to add abstraction to my artwork.

Four years ago. my goal to join a gallery became real. I became a member of the Passageway Gallery through the contacts I had made at the workshops as well as the art shows. I now show my artwork throughout the year at the Passageway, as well as participate in the Summer Arts Festival and the higher end Art Shows.

My God blessed me with this talent and I plan on striving to improve with every stroke.