**COMING AWAY: WINSLOW HOMER & ENGLAND**

Pre-visit Classroom Activities

**INTRODUCTION:**
These pre-museum visit classroom lessons will build students’ background knowledge and introduce students to the work, life, and legacy of Winslow Homer. In this lesson students will see how art historians and museum workers study art. Students will also learn important information about Winslow Homer’s life and travels. They will begin to think about how this affected his work over time, specifically how one’s geographical location influences their work. Throughout the programs teachers are encouraged to draw student attention to how Homer went back into his work to continuously edit and revise. This can be linked to how students can take this approach in their own work. The program is split into three parts that can be done together, separately or in any combination that works for a group of students. Total time for the pre-visit activities can be adapted to last from 15-65 minutes.

**1. INVESTIGATING ART HISTORY**
Through a series of videos and a whiteboard activity, students will gain a better understanding of the “hows” and “whys” of art conservation. “The Gale”, a featured work by Winslow Homer that will be on display, underwent significant study using both historical and scientific research methods.

<table>
<thead>
<tr>
<th>Essential Question:</th>
<th>How do we study art and the history of art? What kind of tools can we use to research art and learn from it?</th>
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<tbody>
<tr>
<td>Main Goals:</td>
<td>After the program students should be able to communicate the following idea: Students will be able to explain how professionals learn about art and how different techniques are used in art study, including both historic and scientific processes.</td>
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| Materials:          | Projector/Computer Lab  
There are videos used in this section, so it is based on preference for how the students watch the videos. |
| Schedule:           | Art Investigation (*15 minutes in classroom*)  
This program can be lengthened or shortened depending on the videos included in the lesson plan based on the list given below. This can be combined with other pre-visit activities or used on its own as a stand-alone. |
Activity:  

~15 minutes

Bring up an image of one of the paintings the students will see in the gallery, or use one that will be featured in the videos presented later on. Consider using images such as “The Gale,” “The Lifeline,” “Hark! The Lark!,” “The Croquet Players,” “The Dinner Horn,” “The Cotton Pickers,” “Summer Night,” etc.

How is Art Studied? (~5 minutes)

1) What are the tools we can use to study art?
   1. Post-Its/Whiteboards: How do we learn about art? ~5 min.
   2. Encourage both science based and history based answers.

What is the conservation process? (up to 10 minutes)

The list below is a set of videos that could be used as the basis for this program. Many of them are better suited to certain age groups and levels, so be sure to preview the videos and pick those that suit your needs. Recommended age groups are indicated at the end of the description. Some of them may need extra prompting or vocabulary help based on age level. Total time spent watching videos should be <10 minutes.

1. “The Art and Science of Conservation: Behind the Scenes at the Freer Gallery of Art” Smithsonian (4:03). This video features both historic and scientific methods, may have advanced vocabulary. (Grades 5-6)  
   <https://youtu.be/UeDG8XDr2mc>

2. “Joshua Reynolds: Evolution of a Picture - Looking at X-rays” The Wallace Collection (3:54). Features x-rays and relatively simple explanations with reasonable vocabulary. (Grades 3-5)  
   <https://youtu.be/nRHNVd2vcCk>

3. “X-Ray Reveals Secret Portrait Within A Degas Painting” GeoBeats News (1:02). Short, but effective explanation. May have challenging vocabulary. (Grades 4-6)  
   <https://youtu.be/N8fDcAvhuCI>

4. “Art Conservation Behind the Scenes” Isabella Stewart Gardner Museum (3:44). Great scientific methods, like laser cleaning, easy to follow, great breakdown of the different parts of the field. (Grades 3-6)  
   <https://youtu.be/3OjvBk2Ao9M>
5. “XRAYS : paintings : exhibition” Thames News (0:45). Very short but easy to understand. X-ray specific. (Grades 3-6)  
<https://youtu.be/oR-6XtBoy9M>

6. "Conserving Crivelli’s Saint George Slaying the Dragon” Isabella Stewart Gardner Museum (5:11). Higher level vocabulary and concepts but for a particularly interested group, excellent modern techniques and great explanations. (Grades 6+)  
<https://youtu.be/A61sMAdG6v8>

7. “The Value of Art Episode 4: Provenance” Sotheby's (5:02). A good example of why it is important to do historical research and how it impacts the art. May be nudity in one background, unclear. Recommended showing only a clip as is appropriate. (Grades 4-6)  
<https://youtu.be/K56EhgtCDj8>

8. “Testing the Mona Lisa Secrets of the Mona Lisa” National Geographic (4:00). Excellent STEM integration but lacks clarity. Mentions pregnancy, which may not be appropriate for some groups. May need to be cut short to avoid nudity. (Grades 5-6)  
<https://youtu.be/yekLJeXPJt4>

<https://youtu.be/aPVtGu-Wnvg>

**Conclusion: (~2 minutes)**

1) Discuss topics with your students such as:

   a. Why do we conserve art? What can we learn from art?
   b. What can it tell us about the history of specific paintings or artists?

State Standards: Massachusetts State Standards:

SS.3.CS.2, 3.SL.1, 4.SL.1, 5.SL.1, 6.SL.1, 3.SL.2, 4.SL.2, 5.SL.2, 6.SL2


## 2. THE LIFE AND WORK OF WINSLOW HOMER

Students will be introduced to Winslow Homer through a PowerPoint which places emphasis on the influences of his location on his work. As geography plays an enormous role in the exhibit, this is important background information.

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<tr>
<th>Essential Question:</th>
<th>How does location impact your art?</th>
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<td><strong>Main Goals:</strong></td>
<td>After the program, students should be able to communicate the following idea: Students should have a basic understanding of Homer’s life and work. They have a conceptual understanding of environment affecting art.</td>
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<td><strong>Materials:</strong></td>
<td>Projector/Computer Lab</td>
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<td>There is a PowerPoint available with this program, so it is based on preference how the students view this. Please review the PowerPoint beforehand and decide what content is appropriate for your class. Feel free to edit the content so it works for your class.</td>
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<td><strong>Schedule:</strong></td>
<td>~20 minutes, <em>in classroom</em></td>
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<td>This program can be lengthened or shortened depending on how the PowerPoint is utilized. Adjust content and time based on the needs of your group.</td>
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<td>There is an additional 2:20 video that you can include if you wish.</td>
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<td>This can be combined with other pre-visit activities or used on its own as a stand-alone.</td>
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<td><strong>Activity:</strong></td>
<td>~20 minutes</td>
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<td><strong>Introduction (~5 minutes)</strong></td>
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<td>Students are gathered around for an initial discussion.</td>
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<td>1) They are directed to read and think about the essential question.</td>
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<td>2) Examples are given of different places we live and work in our daily lives.</td>
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<td>a. Try to find both communal and individual places. (i.e. the school playground, a dance studio, your family home, your bedroom)</td>
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<td>3) Students partner up to discuss how where they live affects how they see the world.</td>
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<td>a. If students struggle, try things like: having a sibling vs being an only child; seeing snow vs not seeing snow; speaking English vs speaking another language.</td>
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Who is Winslow Homer? PowerPoint (*up to 20 minutes*)
Use the PowerPoint to direct discussion about his life, focusing especially on where he lived and how his art changed over time.

Consider emphasizing the following items:
1) The PowerPoint is set up as a timeline with a focus on location.
2) Draw student’s attention to how Homer’s move from the USA to England influenced his art, specifically noting how he focused more heavily on the struggle of humans against the natural world.
3) Direct student thought towards his continued growth as an artist during his time traveling. (more experiences = more learning)

Conclusion (*~2 minutes*)
Remind students of the essential questions and ask them to reflect on their initial answers after learning about Homer. This is also a good time to introduce the idea of coming to the gallery to see more of Homer’s work and discuss the changes in his life.

Optional Content: National Gallery of Art Video (*2:20*)
There is a video addressing a Homer painting called “Breezing Up (A Fair Wind), 1873-1876”. The video gives a good introduction to Homer and walks the viewer through how to look at and begin to think about a painting by Homer.
Please find the video here:
https://www.nga.gov/content/ngaweb/audio-video/video/breezing-up.html

**State Standards:**  Massachusetts State Standards:

SS.3.CS.2, 3.SL.1, 4.SL.1, 5.SL.1, 6.SL.1, 3.SL.2, 4.SL.2, 5.SL.2, 6.SL2

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*Coming Away: Winslow Homer and England*  November 11, 2017 – February 4, 2018

WORCESTER ART MUSEUM / worcesterart.org
# 3. Winslow Homer: Artist on the Move

Students will make their own hand bound sketchbooks. These can be used for the gallery program and may be used in post-visit activities as well. It is a great lesson in alternative sources for art supplies and a fun hands-on activity.

<table>
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<th>Essential Question:</th>
<th>How can we make our own sketchbooks?</th>
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<td><strong>Main Goals:</strong></td>
<td>After the program students should be able to communicate the following idea: Students should have a sketchbook. They can engage in a discussion about material sourcing and environment drawing.</td>
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</table>
| **Materials:**      | - 10 sheets 8.5x11" text weight paper per student.  
- 1 sheet of 9x12" construction paper per student.  
- Paper clips or binder clips. (enough for each student to have at least 2)  
- Stapler. (Plus 2-3 staples minimum per student)  
- Plastic or pink erasers. (Large size) |
| **Schedule:**       | ~30 minutes, in classroom  
This is dependent on a variety of factors, such as the age and dexterity of the students and if the students sketch after the creation of their sketchbooks.  
This can be combined with other pre-visit activities or used on its own as a stand-alone. |
| **Activity:**       | ~30 minutes  
**Introduction (~5 minutes)**  
Tell the students that they will be making their own sketchbooks. Make sure to preview the activity and go over any safety concerns as is appropriate based on age/group temperament.  
This is also a place where you could introduce the idea of artists creating and using their own materials as a way of having control over their work or due to lack of resources.  
If you would like a better idea of how to do this activity, there is an instructional youtube video here:  
How to bind a book with staples (saddle stitch binding)  
https://youtu.be/gFbk3Ypb5CY |
Creating a Sketchbook *(up to 25 minutes)*

1) Fold all sheets of paper in half horizontally, to 5.5x8.5”.

2) Place each of the folded sheets inside each other, aligning the folds by stacking them.

3) Fold construction paper in half to 6x9”.

4) Place the stacked text weight sheets into the construction paper. Open the stack by flattening the stack.

5) Hold pages together by placing a paper clip or binder clip on either side of the fold, on the top and bottom edges.

6) Turn over the book, with the construction paper cover facing up.

7) Place an eraser under the book, preparing to staple into the eraser through the book.

8) Using a stapler, align two stabiles with the fold one inch and a half from the edge of the paper.

9) Staples will stick into eraser. Pull eraser off the staple and fold staple ends with a ruler.

10) Secure staples and fold the book at the center to finish.

If the students are using these sketchbooks for the writing/drawing activity during the field trip, have them glue in their prompts. These are used during the sketching portion of the activity. The two prompts are as follows:
1. Pick a work of art from another gallery at the Worcester Art Museum. Use the space below to draw your own version of this painting. Emphasize your favorite parts! Remember to include texture and line! Use perspective! Be creative!

2. Pick a work of art from the same gallery. Describe the work in full sentences. Write at least a paragraph. Remember to talk about the size, colors, perspective, lines, textures and emotions of that work of art. Be creative!

**Conclusion (remaining time)**

Have students use the sketchbook! Encourage them to draw something they can see around them. If there is space, encourage them to move to a new spot in the room, to get a different perspective than they would normally have.

This can either be done as a use of time for students who finish early or it can be done with the whole class as a part of the activity.

<table>
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<tr>
<th>State Standards:</th>
<th>Massachusetts State Standards:</th>
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<td></td>
<td>MA Visual Art Standards: 1.7, 4.6, 4.7, 6.3, 9.2, 9.3</td>
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<td>National Core Art Standards 6th grade: VA:Re.7.1.6a, VA:Re.7.2.6a, VA:Cn11.1.6a;</td>
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<td></td>
<td>3rd Grade: VA:Cr1.2.3a, VA:Pr6.1.3a, VA:Re.7.1.3a, VA:Cn11.1.3a</td>
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</tbody>
</table>

**CONCLUSION:**

Following this pre-gallery classroom lesson, students will be prepared to visit the gallery to view and further examine Homer’s work with greater understanding and deeper perspective. Students will be increasingly able to comprehend how Homer’s work was created and how it was influenced by his travels. Additionally, if teachers decide to create sketchbooks with their students, they will have a place in which to record their observations at the museum. This will support the onsite museum program that follows.

These educational resources were developed for the Worcester Art Museum by Rachael Kane, Moggio Fellow for Diversity in the Arts, in partnership with Annie Cohn, Melissa Tribandis, Kathryn Egnaczak, and Amanda Eldridge, local teachers from the Jacob Hiatt Magnet School. Special thanks to the Anna-Maria Moggio Foundation for their generous support of education and inclusion in the museum space.