

Below are a variety of lessons and activities that can be used after your class visits the Sheldon Statewide exhibition *Family Style*. Each is designed to help you continue conversations from your visit and provide opportunities for students to further consider the works of art and their themes across multiple content areas such as language arts, fine arts, and social studies. Suggested adaptations are provided to help you tailor the activities to the grade level of your students and to the classroom learning objectives you have set for them.

Description	Materials	Suggested Adaptations
<p><b>PRACTICE ART MAKING</b></p> <p>Create a symbolic family portrait. Remember that “family” does not only mean biological relatives, but can include loved ones, friends, teammates, or classmates. Have each student choose an object or idea that represents each member of their family. Provide materials for them to draw, paint, collage, or otherwise compose a work of art that features the special objects or ideas.</p>	<p>Drawing, painting, collaging, or other art-making materials</p>	<p><b>K–5:</b> Have students informally share and explain their portraits with one another.</p> <p><b>6–12:</b> Have each student write an essay explaining why they chose each object in their symbolic family portrait.</p>
<p><b>PRACTICE RESPECTFUL DISCUSSION</b></p> <p>Divide students into small groups to discuss different types of families or family groups, what and who defines a family, and who they consider to be part of their families. Ask students to also share which artwork(s) stood out to them and why. Emphasize respect and empathy for other people’s experiences. Follow up the small group conversations with a full class discussion.</p>	<p><i>Family Style</i> images (printed or digital)</p>	<p>Adjust the prompts and time of conversations to meet your students’ skill levels.</p> <p>Present this activity as a writing prompt. Have students list different families in their lives and describe each in a short essay or journal entry.</p>
<p><b>PRACTICE CAREFUL OBSERVATION</b></p> <p>Give each student a printout of one of the artworks from <i>Family Style</i> to take home, and ask them to hang it somewhere they can see it every day. Have them keep an observation log and add new things that they notice throughout the week. Conclude the week with a journal entry about how students interpret the work after living with it.</p>	<p>Printouts of works from <i>Family Style</i></p>	<p><b>3–5:</b> Have students ask their family members what they think about the artworks and write their responses in a journal entry.</p> <p><b>6–12:</b> Have students write journal entries about their personal interpretations before and after they take their artwork home. Ask them to assess how their interpretations changed during the week.</p>

<p><b>PRACTICE CREATIVE WRITING</b></p> <p>Write a story based on a work of art in the exhibition. Ask students to think carefully about each person (character) in the artwork. Using peer editing techniques, have students offer each other constructive feedback to refine their stories, writing, and communication skills.</p>	<p><i>Family Style</i> images (printed or digital)</p>	<p>Adjust the required length or complexity of the story to meet your students' skill levels.</p> <p>Structure the peer review process according to your students' skill levels.</p> <p><b>6–12:</b> Have students explore different literary genres (e.g. mystery, tragedy, fantasy, satire, science fiction, etc.)</p>
<p><b>PRACTICE RESEARCHING AND PRESENTING</b></p> <p>Have groups or individuals research one of the artists in the exhibition and present a summary of their findings in a PowerPoint presentation. Set a few requirements such as including other works by the same artist, highlighting what is unique about the artist, discussing what influenced the artist, and framing the artist's work in a historical context. Encourage students to consider how their appreciation or interpretation of the artist's work changed given their research, etc.</p>	<p>PowerPoint (or other digital presentation tool)</p> <p>Research resources (library; online)</p>	<p><b>K–5:</b> Create a poster board with printouts of works by several artists.</p> <p><b>6–12:</b> Have students compare multiple artists, or choose a research theme to ground their presentation (e.g. investigate artists in the context of an artistic style; relate conceptions of family depicted in the artist's work to a historical time period, etc.)</p>
<p><b>PRACTICE RESEARCHING AND PRESENTING</b></p> <p>Investigate cultural traditions or holidays celebrated around the time of your class's visit to <i>Family Style</i>. Learn more about the tradition through independent student research, art-making activities, listening to related music, or watching a video that further explores the tradition.</p>	<p>Research resources (library; online)</p> <p>Other materials will vary based on specific projects</p>	<p>Adjust the amount of independent research to meet your students' skill levels. For younger students, this prompt may take the form of a teacher sharing information with students.</p>
<p><b>PRACTICE LISTENING AND COMMUNICATING</b></p> <p>Explore personal experience alongside multiple perspectives by documenting family traditions and heritage. Have students interview a family member, caregiver, or role model about his or her childhood. Questions might inquire about favorite memories, toys and games, hobbies, childhood neighborhoods, vacations, meals, or holiday traditions, among other topics. Create a scrapbook or write a blog post or short essay to present and share the interviews.</p>	<p>Scrapbook or journaling materials</p>	<p><b>K–5:</b> Provide students with a list of questions to ask members of their family.</p> <p><b>6–12:</b> Have students compose their interview questions ahead of time and practice peer review to fine tune their questions.</p> <p><b>6–12:</b> After sharing individual projects, have a class conversation that positively reinforces differences among us and multiple perspectives.</p>