- Grade level   4th, 5th grade

- Subject area/s   Language Arts, Visual arts

- GPS/Common   **English Language Arts Common Core Georgia Performance**
  Core Standards   **Standards**
                      ELACC4W3/ELACC5W3
                      Georgia Performance Standards for Fine Arts Education
                      VA4MC.2/VA5MC.2
                      VA4CU.2/VA5CU.2
                      VA5C.1

- Objective   The student will write a developed narrative based on one of the
                      portraits by Robert Henri. The student will be able to use a variety of
                      adjectives in their written work.

- Materials   ✓ paper
                      ✓ pencil
                      ✓ handout (if desired)

- Instructions
  - Discuss portraiture as a means of capturing something about a person.
  - Looking to the examples provided of Henri's diverse Spanish portraits (see handout, below), have students come up with at least three adjectives (or more, if desired) that they believe describe each one. Put students in pairs to share their adjectives and rationale.
  - As a class, have students offer their best adjective and compile them in a list on the board.
  - Have students choose one of the five portraits that most interests them. Ask them to come up with a question they have about the person after looking at their portrait.
  - Charge students with the task of answering their own question. By writing a narrative (of your desired length), have students answer their question, creating a story with this character as the starting point. Encourage them to use the descriptive words (using the ones on the board as a starting point) to creative interesting, in-depth stories.
  - Ask students to share their finished work – either in small groups or as a class. Perhaps group students by their chosen artwork.

- If possible, display their stories along with the portraits they selected. The original questions they devised could be the title of their pieces, while also serving as a 'teaser' for others to read them.

- Evaluation
  - As students are writing and sharing their adjectives, you can carry out informal assessments
  - Evaluate the finished work of writing as a formal assessment, focusing on use of descriptive adjectives and strength of narrative, as well as other issues like syntax, grammar and spelling as you see fit.

- Accommodations
  - Provide assistance or materials for those who might have difficulty conducting research on their own or who might have limited access to the internet.
  - If one or many students are struggling, consider making this a group project, with pairs or small groups.

- Extensions
  - After hearing all the presentations, determine different ways the objects could be organized. You could even plan different 'exhibitions' based on these organizations. The MWNF has many examples of such virtual exhibitions. (See Resources.)
  - Create your *own* podcast! Record some, or all, of the presentations – perhaps you can get a spot on the morning announcements.

- Resources

  http://www.britishmuseum.org/explore/a_history_of_the_world.aspx
  The above site, part of the British Museum, offers a guide to each of the objects featured on the program. Objects are organized chronologically by theme.

  http://www.bbc.co.uk/ahistoryoftheworld/

  At the BBC site you can listen to the 15-minute podcasts (audio files) that describe each of the objects and their significance.

   http://www.discoverislamicart.org/learn/
  The Museum With No Frontiers (MWNF) is a totally online museum with a database of thousands of images and information. In addition there are new exhibitions (at http://www.discoverislamicart.org/exhibitions/ISL/), often curated with prominent museums, constantly being added. The 'learn' section is designed for students.

  http://www.discoverislamicart.org/learn/zone_en.html

  This part of the website explains to educators how to use the website for their students' benefit.

EXPRESSION AND POSE

La Madrileñita, 1910, oil on canvas.

El Tango, 1908, Oil on canvas.

Spanish Dancer Sevillana, 1904, Oil on canvas.

These are all Spanish dancers yet Henri has painted each of them in a very different way. Think of three adjectives that describe each of them.

Spanish Shepherd, 1912, Oil on canvas.

Maria y Consuelo, 1906, Oil on canvas.

Choose one of the people depicted here. Describe him/her in detail. Then make up a story about him/her. Include other characters; create a setting; set a tone.

"By my teaching I hope to inspire you to personal activity and to present your vision."

-Robert Henri