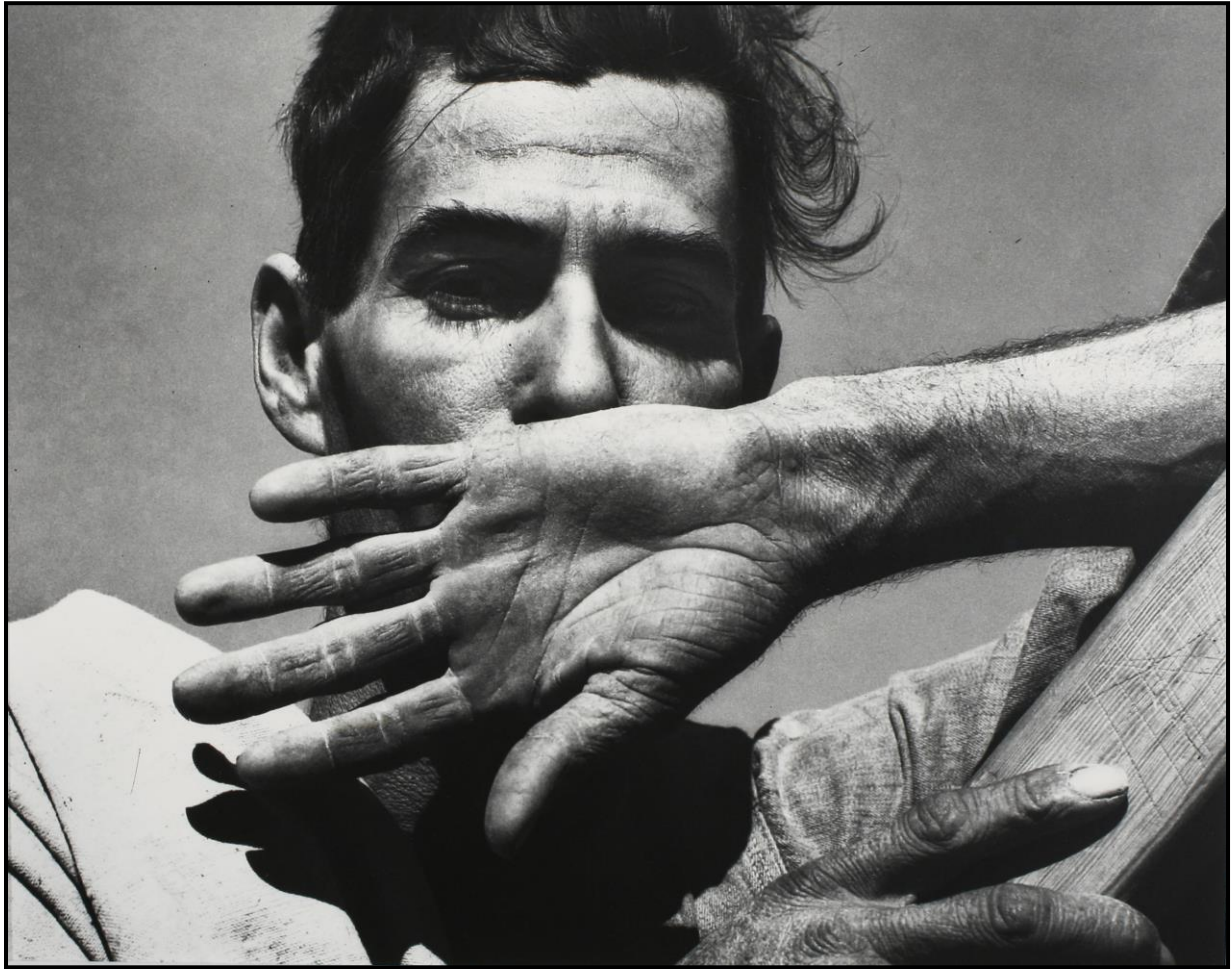


BOCA RATON MUSEUM OF ART



Dorothea Lange

American, born in Hoboken, New Jersey (1895-1965)

***Migratory Cotton Picker, Eloy, Arizona*, 1940**

Gelatin silver print, 10 ½ x 13 3/8 inches

Permanent Collection 1992.015

Museum Purchase

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Visual Arts

Skill: critical analysis

Motivation: A trip to the museum

Materials: personal connection worksheet

Vocabulary: critical analysis, portrait, critique, abstract, realistic

Visual Arts Standards

- Grade K: VA.K.F.1.2/VA.K.H.1.1/VA.K.S.3.4
- Grade 1: VA.1.C.1.2/VA.1.C.2.1/VA.1.C.2.2/VA.1.C.3.1/VA.1.3.2/VA.1.H.1.1/VA.1.H.1.2/VA.1.H.2.1
- Grade 2: VA.2.C.1.2/VA.2.C.3.1/VA.2.C.3.2/VA.2.H.1.1/VA.2.H.2.1/VA.2.S.1.3/VA.2.S.1.4
- Grade 3: VA.3.C.1.2/VA.3.C.2.1/VA.3.C.2.2/VA.3.C.2.3/VA.3.C.3.2/VA.3.C.3.3/VA.3.H.1.1
- Grade 4: VA.4.C.1.1/VA.4.C.1.2/VA.4.C.2.2/VA.4.C.3.1/VA.4.S.1.4
- Grade 5: VA.5.C.1.2/VA.5.C.3.3/VA.5.S.1.4

Florida Standards:

- Grade K: LAFS.K.RL.1.1/LAFS.K.RL.1.3/LAFS.K.RI.3.8
- Grade 1: LAFS.1.RL.1.1/LAFS.1.RL.1.2/LAFS.1.RL.1.3/LAFS.1.RL.2.4/LAFS.1.RL.3.7
- Grade 2: LAFS.2.RL.1.1/LAFS.2.RL.3.7/LAFS.2.RI.2.4/LAFS.2.RI.3.7
- Grade 3: LAFS.3.RL.1.1/LAFS.3.RL.2.4/LAFS.3.RL.2.6/LAFS.3.RI.1.1/LAFS.3.RI.2.6
- Grade 4: LAFS.4.RI.1.1/LAFS.4.RI.2.4/LAFS.4.RI.3.7/LAFS.4.L.3.6
- Grade 5: LAFS.5.RI.1.2/LAFS.5.RI.2.4/LAFS.5.L.2.3/LAFS.5.L.3.6

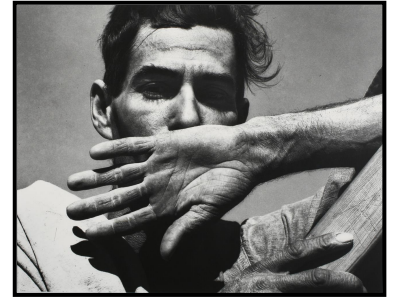
Aim: How do we describe the characteristics of *Migratory Cotton Picker* by Dorothea Lange?

Procedure:

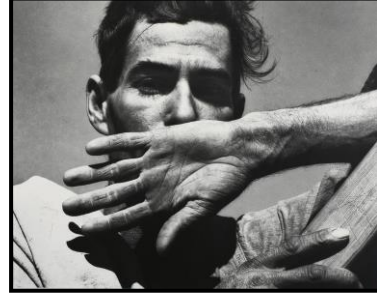
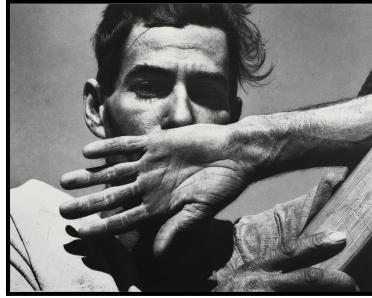
- Define and discuss critical analysis.
- Introduce or review the vocabulary.
- Point out that the artist was born in Hoboken, New Jersey.
- Elicit information about New Jersey from the class (location, climate, capital city).
- What type of image is this (portrait)?
- What can we tell about a person by looking at a portrait?
- Ask where they have seen portraits before (at home, at school, at a museum).
- Why do people have their portraits prepared (special occasion, fun or tradition).
- Briefly discuss the concepts of realistic art and abstract art.
- Ask the group whether or not the portrait is more realistic or more abstract.
- Do you detect any energy or movement in the portrait? Describe and explain.
- Discuss the pose, background, accessories and the sitter's expression.
- What can you infer about the sitter from his portrait?
- Elicit the moods that the portrait evokes from the viewers (serious, happy or sad).
- Have the class describe the colors (bright, dull or pale).
- Do the colors or the lack of color have an effect on your mood?
- Ask the group what the artist's mood might have been when he created the portrait.
- Have the students describe the shapes in terms of lines (straight, curvy or diagonal).
- List some ways you would like your portrait created (poses, clothing and setting).
- Use the personal connection worksheet to record the memories evoked by the portrait.

Summary: Elicit critiques of the piece (I liked or disliked the portrait because ...).

Follow up: Compile a list of some famous people who have had their portraits created.



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Permanent Collection 1992.015

Museum Purchase

Language Arts

Skill: Vocabulary - adjectives

Motivation: Museum trip

Materials: index cards

Vocabulary: adjective, noun, classify, category

Florida Standards

- Grade K: LAFS.K.RL.2.4/LAFS.K.RL.2.5/LAFS.K.W.1.2
- Grade 1: LAFS.1.RL.1.1/LAFS.1.W.1.2
- Grade 2: LAFS.2.RL.1.1/LAFS.2.RL.2.4/LAFS.2.W.1.2
- Grade 3: LAFS.3.RI.2.4/LAFS.3.RL.1.1/LAFS.3.RL.3.7/LAFS.3.W.1.2
- Grade 4: LAFS.4.RI.2.4/LAFS.4.W.1.2
- Grade 5: LAFS.5.RI.2.4/LAFS.5.W.1.2

Aim: How do we use adjectives to describe *Migratory Cotton Picker* by Dorothea Lange?

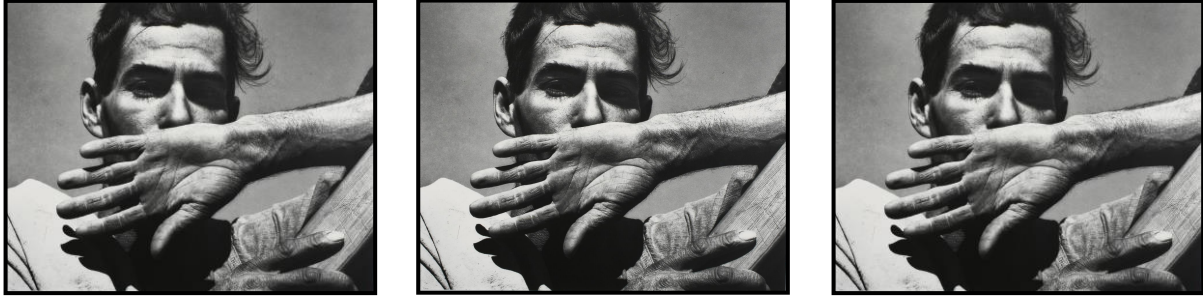
Procedure:

- Define adjectives: an adjective is a word that describes a noun.
- Review nouns: nouns are people, places or things.
- Give a few examples of adjectives and elicit a few more from the class.
- Introduce/review and discuss the vocabulary.
- Record the following elicited adjectives on index cards:
 - a) texture (smooth, rough, thick, soft or hard).
 - b) shapes (circles, rectangles, geometric or organic).
 - c) colors (bright, dull, warm or cool).
 - d) moods evoked (happy, sad, serious.).
 - e) lines (straight, curvy or diagonal).
 - f) symmetry
 - g) setting (time of day, season, location, etc.).
 - h) energy (intensity, movement, etc.).
- Have the students classify the adjectives on the index cards into categories.

Summary: List adjectives that describe your characteristics.

Follow Up: Pair with a friend and share your descriptive adjectives. Are they similar or different?

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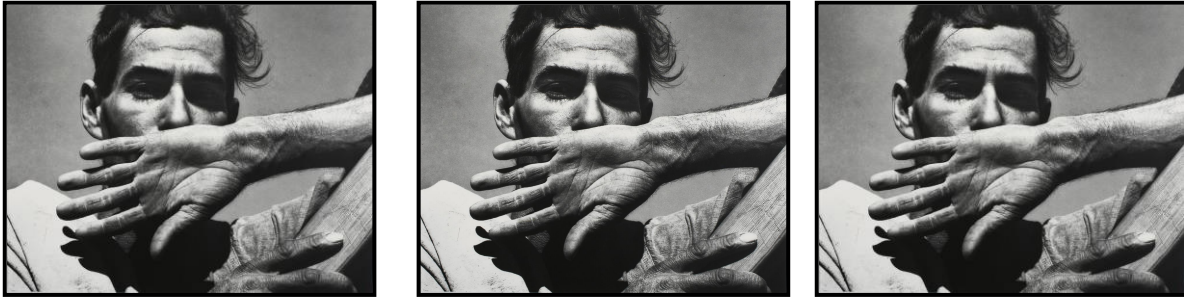
Creative/Journal Writing Suggestions

- Predict whose portrait the artist might create next.
- Be an art critic and write a review of the work for a newspaper.
- Write a letter to a friend/relative describing the photograph.
- Write a letter to the artist or to the sitter.
- Describe and explain the emotions evoked in you by the portrait.
- Would you recommend the work to a friend? Why or why not?
- Would you change anything in the work? Add or remove anything?
- Did the drawing remind you of someone or some place in your life?
- Explain why or why not you would like to see more of the artist's work.
- Give the portrait a new title and explain your reasons for the new name.
- How do you think this person spent his day? Explain your answer.
- Do you think you would like to be friends with this person? Why or why not?
- Do you think the sitter was happy about having his portrait created? Explain
- What do you suppose he was thinking while he posed for this portrait?
- Use this portrait in an advertisement to sell a product or a service.
- Pretend you are an art dealer; persuade a customer to purchase the photograph.
- Compose a jingle about the portrait or the artist.
- Write a poem about the subject of the portrait.
- Use the image as the logo for a sports team, a business or a musical group.
- Compile a list of questions to ask the sitter during an interview.
- Compile a list of questions to ask the artist during an interview.
- In which room of your house would you install this photograph and why?

Florida Standards

- Grade K: LAFS.K.W.1.1/LAFS.K.W.1.2
- Grade 1: LAFS.1.W.1.1/LAFS.1.W.3.8/LAFS.1.W.L.1.1/LAFS.1.L.3.4
- Grade 2: LAFS.2.W.1.1/LAFS.2.W.1.3/LAFS.2.W.3.8/LAFS.2.L.3.5
- Grade 3: LAFS.3.W.1.1/LAFS.3.W.1.2/LAFS.3.W.1.3/LAFS.3.W.3.8/LAFS.3.L.3.4
- Grade 4: LAFS.4.W.1.1/LAFS.4.W.1.2/LAFS.4.L.3.6
- Grade 5: LAFS.5.W.1.1/LAFS.5.W.1.2/LAFS.5.W.1.3/LAFS.5.L.3.4

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Math Suggestions

- Have the students draw a rectangle with the same dimensions as the work.
- Identify and define the characteristics of the shapes observed in this drawing.
- Convert the inches into metric measurement.
- Describe and explain any observable patterns.
- Estimate the weight of the work in both standard and metric measurement.
- Use non-standard measurement as a method to measure the piece (pencil, finger, hands).
- Find the area and the perimeter.
- Calculate the elapsed time between the birth of the artist and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the elapsed time between the creation of the drawing and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the artist's age when he completed this image; convert the years into months, weeks, days, hours, minutes and seconds.
- Divide the drawing diagonally: identify the newly formed shapes and their angles.
- Classify the numbers as even or odd.
- Estimate the percentage of the drawing that is covered by the figure and the percentage covered by the background.
- List objects that are approximately the same size as the portrait.

Florida Standards

- Grade K: MAFS.K.MD.1.1/MAFS.K.MD.1.2/MAFS.K.G.1.2/MAFS.K.G.1.3/MAFS.K.G.2.4
- Grade 1: MAFS.1.MD.1.1/MAFS.1.G.1.1/MAFS.1.G.1.2/MAFS.1.G.1.3
- Grade 2: MAFS.2.OA.3.3/MAFS.2.NBT.2.5/MAFS.2.MD.1.1/MAFS.2.MD.1.3/MAFS.2.G.1.1
- Grade 3: MAFS.3.MD.1.2/MAFS.3.MD.3.5/MAFS.3.MD.3.7/MAFS.3.MD.4.8
- Grade 4: MAFS.4.NBT.2.4/MAFS.4.MD.1.1/MAFS.4.MD.1.3/MAFS.4.MD.3.5/MAFS.4.G.1.3
- Grade 5: MAFS.5.MD.1.1/MAFS.5.MD.3.3/MAFS.5.G.2.4