

## Terra Teacher Summer Lab 2008

Summary of Teacher Pre-Assessment and Post-Assessment Responses  
Prepared by the DePaul Center for Urban Education

Number of Pre-Assessments Completed by Teachers on June 23, 2008: 13

Number of Post-Assessments Completed by Teachers on July 1, 2008: 16

*Note: Teacher 8 also participated in the 2007 Summer Lab.*

### 1. List three works of American art that fit your curriculum.

ID	Pre-Assessment Response	Post-Assessment Response
1	No response.	<i>Cabin in the Cotton</i> , Horace Pippin <i>The Great Migration</i> , Ellison
2	No response.	<i>The County Election</i> , Bingham <i>Election</i> , Jacob Lawrence
3	No response.	<i>The County Election</i> , Bingham <i>Mrs. Bailey and Son</i> , Pippin
4	<i>Diner</i> , Hopper Various works, O'Keeffe <i>American Gothic</i> , Grant	Stella <i>Many Mansions</i> , Marshall <i>Hunter Mountain Twilight</i> , Gifford
5	<i>Rosie the Riveter</i> <i>White Shoes (socks)</i> Depression photos	<i>The County Election</i> , Bingham "Cotton in the Field," Pippin <i>Apotheosis</i> , Copley <i>Paul Revere</i> , Copley
6	<i>American Gothic</i> , Grant Wood Revolutionary pieces <i>Great Migration Series</i> , Lawrence?	<i>Telegraph Poles with Buildings</i> , Stella <i>The Promised Land—The Grayson Family</i> , Williams S. Jewett <i>Mrs. Andrew Bedford Bankson &amp; Son</i> , Joshua Johnson
7	<i>American Gothic</i> , Grant Wood <i>Boxes</i> , Joseph Cornell <i>Clouds &amp; Sky</i> , O'Keeffe <i>Civil War</i> , Winslow Homer Ceramics, Judy Chicago <i>Flags</i> , Jasper Johns <i>Diner</i> , Hopper Paintings by Rockwell and Wyett	Stella <i>Sailboats</i> , <i>Brooklyn Bridge</i> , Marin <i>Rockwell Gardens</i> , Marshall <i>Hunter Mountain Twilight</i> , Gifford
8	<i>Return of Odysseus</i> , Romare Bearden <i>Flowers</i> , Georgia O'Keeffe <i>Self-Portrait</i> , Buford Delaney	<i>Cabin in the Cotton</i> , Horace Pippin <i>Election</i> <i>Train Station</i> , Walter Ellison
9	Paintings related to U.S. Constitution and Revolutionary War (don't know the artists).	<i>The County Election</i> , Bingham "In the North, they could vote, panel 59," Lawrence

**1. List three works of American art that fit your curriculum. (continued)**

<b>ID</b>	<b>Pre-Assessment Response</b>	<b>Post-Assessment Response</b>
10	I don't know.	<i>Telegraph Poles with Buildings</i> , Stella "Mrs. So-and-so," Joshua Johnson <i>Self-Portrait</i> , Motley
11	I forget titles (sorry).	<i>The County Election</i> , Bingham <i>Cabin in the Cotton</i> , Horace Pippin <i>Washington Crossing the Delaware</i> , Leutze
12	I don't know at this time.	<i>Teacher did not take post-assessment.</i>
13	Anything by Romare Bearden (as long as it's "student" appropriate).	<i>The County Election</i> , Bingham <i>The Great Migration</i> , Jacob Lawrence <i>Freedom of Speech</i> , Norman Rockwell
14	<i>Teacher did not take pre-assessment.</i>	<i>The County Election</i> , Bingham "Mrs. Kingston and her Child," Johnston <i>Solidarity</i> (I think!), Diego Rivera
15	<i>Teacher did not take pre-assessment.</i>	<i>County Election</i> , Bingham <i>Washington Crossing the Delaware</i> <i>Cabin in the Cotton</i> , Horace Pippin
16	<i>Teacher did not take pre-assessment.</i>	<i>County Election</i> , Bingham <i>Stump Speaking</i> , Bingham
17	<i>Teacher did not take pre-assessment.</i>	<i>County Election</i> , Bingham "Himself/Herself," Henri <i>Telegraph</i> , Stella

**2. What are important outcomes for educating students about American art?**

<b>ID</b>	<b>Pre-Assessment Response</b>	<b>Post-Assessment Response</b>
1	To pique their curiosity about art in general. To help them learn about American history through the emotional responses generated by the art—a more personal experience.	That students will understand how art both reflects and shapes history; that students learn to appreciate American art; that students will understand how art is an excellent tool in educating people about the connectedness between people, culture, society, important events/social movements in a history, etc.; that students will come to learn how it helps them to think critically!
2	No response.	That American art shows the history of America.
3	No response.	The ability to interpret an art piece.

**2. What are important outcomes for educating students about American art?  
(continued)**

ID	Pre-Assessment Response	Post-Assessment Response
4	Expand students' ability to use and engage with another medium to understand curriculum.	Art reflects history; a painting is never just a painting; American art can help us understand American values, politics, social customs of specific eras.
5	Art tells a story and through the use of art students are able to be part of that history.	Art can be used as a vehicle to drive discussion and more importantly, thinking. American art serves as a primary source that students can use to get an insight on American history and life.
6	Appreciation, new point of view.	American art is a vehicle for understanding humanity. It is an engaging way to deepen historical (political/social economic) knowledge. American art expresses ideas that are personal and communal.
7	Learning more about history. Learning more about heritage.	American art shows the history of art, the relationship between element of design/principle of design/contextual and formal assessment of artworks. American art can be integrated in all aspects of social studies, art, science, and language arts through library sources and technology.
8	To inform them about the beauty and versatility of American artists and the art they created for the world to enjoy.	To deepen their understanding of how American art also tells a rich history of our country from many social and racial and economical levels.
9	To know the most important works and names; artists' background; places associated with art.	Students should know how to look at the artwork and talk about it (formal and contextual analysis). History depicted in art, century and events, names of artists).
10	To enjoy and appreciate art; to broaden students' awareness of art; to tie art into our American art history.	Students can appreciate American art. Students can connect to American art. Students can analyze American art through formal observations and inferences. Students can identify some American artists and their artwork.

**2. What are important outcomes for educating students about American art?  
(continued)**

ID	Pre-Assessment Response	Post-Assessment Response
11	Developing vocabulary in ELL students to describe what is depicted in the art piece. Learn how to analyze and distinguish significance in a primary source document. Students can identify symbolism and metaphor in artistic expression.	Students absorb the concepts we are teaching in various ways. Therefore, teachers need to diversify their styles, approaches and methods of delivery. Art is a great way to expand students' understanding of a concept/historical period.
12	Help students to connect to events in American history; help students understand American culture/society surrounding events; help students understand trends of American politics and society.	<i>Teacher did not take post-assessment.</i>
13	They will become knowledgeable about the contributions of their fellow Americans.	They become better critical thinkers, they have a greater appreciation for art and life itself, they become more curious about the world and their presence in it.
14	<i>Teacher did not take pre-assessment.</i>	How they can integrate paintings and sculptures, images to what they read, their opinions, their projections. To be knowledgeable about how art has affected the growth of the U.S.
15	<i>Teacher did not take pre-assessment.</i>	Artwork usually depicts important issues and ideas from historical periods. Details are very important since they reveal messages about ideas and issues. Many details included in the work of art have symbolic value.
16	<i>Teacher did not take pre-assessment.</i>	Students will realize the complexities, changes and narratives that are inherent in history through American art. They will recognize that history is an ever-evolving story.
17	<i>Teacher did not take pre-assessment.</i>	Students should be able to do a "close read" of a piece of art and evaluate it for ideas, color, and context. There are different mediums, techniques, and genres used in creating art that inform the audience about the artist, the artwork and social history. Art can be an artistic form that tells about stories and people.

**3. What is the first question you would ask students when they first see a work of American art?**

<b>ID</b>	<b>Pre-Assessment Response</b>	<b>Post-Assessment Response</b>
1	What do you see?	What do you see?
2	What do you feel and what do you see?	What do you see?
3	No response.	What do you see?
4	What do you see?	What do you see?
5	What do you see?	What objects and people do you see? (No interpretation, just subjective, i.e. blue dresser, short man.)
6	What does it express? How do you feel (react)?	Look at this work of American art and tell me what you see.
7	The elements of design, then artists and artwork.	What do you see in the picture? What do you think about the picture? Do you like it? Study. Learn to be curious and want to learn more.
8	What do you like about this work of art?	What is the piece of art about?
9	What do you see?	What do you see?
10	What do you see? Why do you think...? What do you observe?	What do you see? (What do you like? What don't you like?)
11	What do you see? Simply factual.	What do you see here?
12	What do you see?	<i>Teacher did not take post-assessment.</i>
13	I would ask them what do they see. Everyone interprets art according to their own perceptions.	What are you seeing?
14	<i>Teacher did not take pre-assessment.</i>	Why do you think art is important to humans?
15	<i>Teacher did not take pre-assessment.</i>	What do you see in this painting?
16	<i>Teacher did not take pre-assessment.</i>	What do you see?
17	<i>Teacher did not take pre-assessment.</i>	What do you see in the "picture?" Point those things out to me.

**4. What is an inferential question you would ask them about that painting?**

<b>ID</b>	<b>Pre-Assessment Response</b>	<b>Post-Assessment Response</b>
1	Based on what you see/feel in the painting, what could you conclude were the motivations of the artist in painting this?	Knowing what you know about the artist, why do you think he chose this subject to paint? Given this period of time in history, what message might the artist be sending his/her viewer?
2	No response.	You are asking the students to be more observant to the art. Then finally interpret.
3	How does the artist feel in this painting?	How do you feel when viewing the portrait/picture?
4	No response.	What do you think the author is trying to convey with this painting?
5	Why did the artist make it?	What is the artist's purpose? Why did they compose it for what audience and with what message?
6	How does this painting reflect the mood/view of the specific time period?	What does this painting tell us about the time period in American history?
7	What does this picture mean to you? How does it apply to history or your life today?	What do you think the artist is trying to say?
8	What is the artist telling you through this piece of art?	Does the art depict a present or a past time in our history?
9	What is its significance?	What do you think is the significance of this painting?
10	What do you think this painting represents? Means? What do you think the artist was trying to convey?	What can you infer about the artist's feeling/mood? What time period is this painting? Who is in the painting (portrait)? Where does this painting take place (landscape)?
11	What comment is this artist making? Why did s/he draw this?	What would this subject be saying to this other character?
12	How does this artist connect to your prior knowledge?	<i>Teacher did not take post-assessment.</i>
13	How can you relate this to your own personal experience?	Why do you think the artist painted this?
14	<i>Teacher did not take pre-assessment.</i>	Based on what you know, see, felt about the painting, what was the artist trying to tell you?
15	<i>Teacher did not take pre-assessment.</i>	Why do you think artist made this painting?
16	<i>Teacher did not take pre-assessment.</i>	What conclusion can you make about the democratic election process based on Bingham's painting?
17	<i>Teacher did not take pre-assessment.</i>	What do you think the artist was trying to communicate to the audience?