



# *Under the Home*

*Second Grade Art History  
Lesson Guide Printout*

*Learn from the Masters*

## UNDER THE HOME SECOND GRADE ART HISTORY GUIDE

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## *Lesson 1 Guide: The Great Wave by Katsushika Hokusai*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

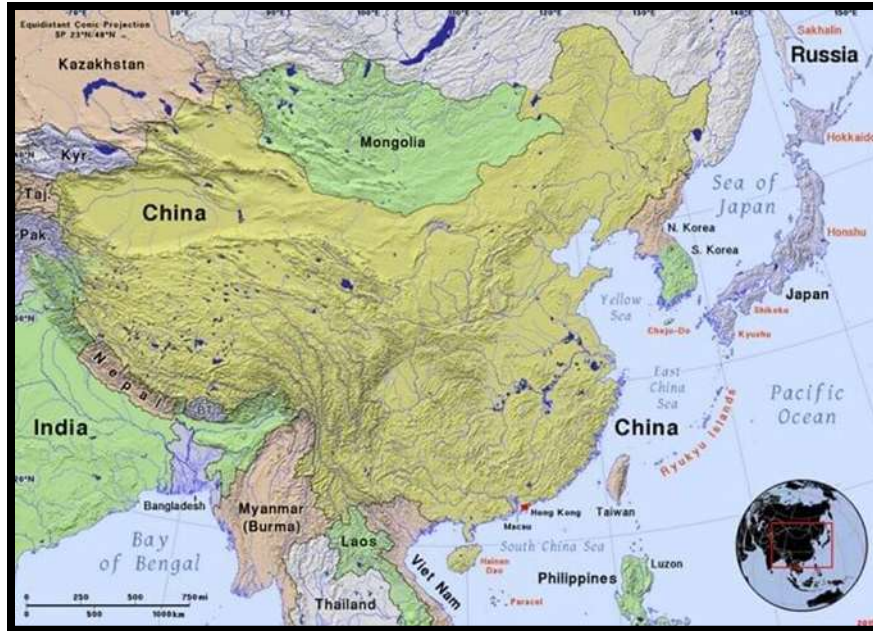
In 'The Great Wave off Kanagawa,' Katsushika Hokusai printed a rogue wave looming over men in boats near Kanagawa, Japan. In the background, the serene Mount Fuji watches the life-and-death struggle of the men. 'The Great Wave off Kanagawa' is a woodblock print. Rather than being painted directly upon paper with a brush, the image is carved in relief from wood, similar to a rubber stamp. Ink is applied to the wooden block, and then the block is pressed upon paper. This work falls into an art genre called ukiyo-e, which features images such as beautiful ladies, sumo wrestlers, folk stories, and landscapes.

### *Vocabulary*

- **Kanagawa:** A district on the southern side of Japan.
- **Rogue Wave:** A rare, huge, and unexpected wave that can cause death and destruction. The cause of rogue waves is an area of research.
- **Mount Fuji:** The highest mountain in Japan.
- **Genre (art):** A category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter.
- **Ukiyo-e:** A school of Japanese art depicting subjects from everyday life, dominant in the 17th–19th centuries.

### *Artist*

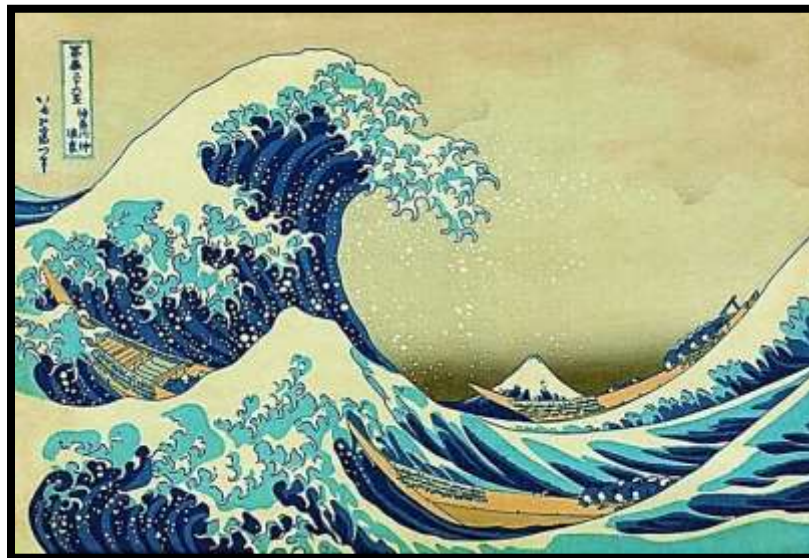
1. Katsushika Hokusai was born in 1760 in Edo, Japan (present-day Tokyo).
2. Find Hokusai's country of birth on the map of Asia on the next page.
3. Hokusai started painting at age six, perhaps because his father was an artisan who made mirrors. At age 14, he apprenticed with a wood-carver. At age 18, he worked in an art studio where he learned ukiyo-e, but suffered much embarrassment under his master.
4. Hokusai changed his name multiple times over his lifetime. Names included Shunrō, Tawaraya Sōri, Taito, and Iitsu.
5. Hokusai is best-known for his woodblock print series 'Thirty-Six Views of Mount Fuji,' which includes his most famous work, 'The Great Wave off Kanagawa.'
6. Hokusai died in 1849 at the age of 88.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the print: Mount Fuji, Boats, Men, Rogue Wave, Mini Waves (Reaching like claws), Sea Spray, Japanese Language Symbols



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### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Imagine a New Name**

- Hokusai changed his name multiple times over his lifetime. His names included Shunrō, Tawaraya Sōri, Taito, and Iitsu.
- If you could pick a new name for yourself, what would it be?

### **Activity 5: Color the Map**

Complete page 4 of 'Art History Coloring Pages for Second Grade.'

### **Activity 6: Color the Artist**

Complete page 5 of 'Art History Coloring Pages for Second Grade.'

### **Activity 7: Color the Artwork**

Complete page 6 of 'Art History Coloring Pages for Second Grade.'

### ***Review Questions***

1. **Who are the characters in the print?** The characters are the men in the boats.
2. **What is the setting of the print?** The setting is the sea near Kanagawa, Japan.
3. **What is happening in the print?** A rogue wave threatens the lives of men in boats.
4. **How was this print and other woodblock prints created?** The image is carved in relief out of wood. Ink is applied to the wooden block, and then the block is pressed upon paper.

## *Lesson 2 Guide: Moonlight on the River by Katsushika Hokusai*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

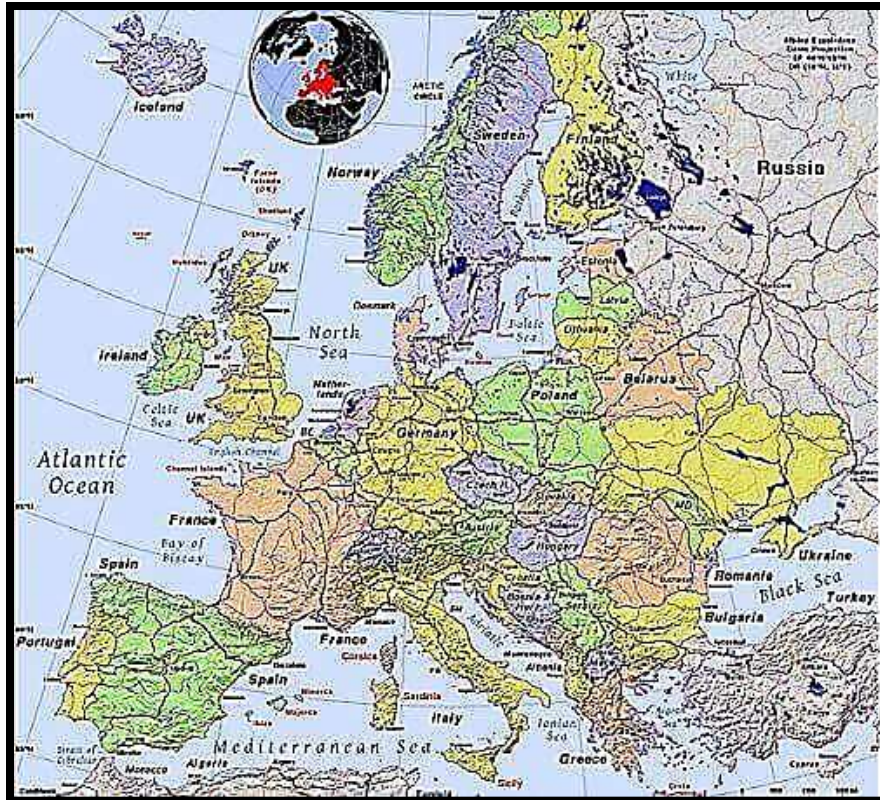
In 'Moonlight on the Yodo River,' Katsushika Hokusai printed a busy river scene in Osaka, Japan. Men labor in boats on the river, which flows past Osaka Castle and turns a water wheel. The moon shines down from the sky. On the far side of the river, mountains spread across the horizon. Triangular rooftops of homes peek from the treetops. People stroll along a river path. Like 'The Great Wave off Kanagawa,' this work is a woodblock print. Rather than being painted directly upon paper with a brush, the image is carved in relief from wood, similar to a rubber stamp. Ink is applied to the wooden block, and then the block is pressed upon paper.

### *Vocabulary*

- **Osaka:** The second-largest city in Japan.
- **Castle:** A large building or group of buildings fortified against attack with thick walls, battlements, towers, and in many cases a moat.
- **Water Wheel:** A large wheel driven by flowing water, used to work machinery or to raise water to a higher level.

### *Artist*

1. Katsushika Hokusai was born in 1760 in Edo, Japan (present-day Tokyo).
2. Find Hokusai's country of birth on the map of Asia on the next page.
3. Hokusai started painting at age six, perhaps because his father was an artisan who made mirrors. At age 14, he apprenticed with a wood-carver. At age 18, he worked in an art studio where he learned ukiyo-e, but suffered much embarrassment under his master.
4. Hokusai changed his name multiple times over his lifetime. Names included Shunrō, Tawaraya Sōri, Taito, and Iitsu.
5. Hokusai is best-known for his woodblock print series 'Thirty-six Views of Mount Fuji,' which includes his most famous work, 'The Great Wave off Kanagawa.'
6. Hokusai died in 1849 at the age of 88.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the print: Moon, Mountains, Boats, Poles, River Path, Strolling People, House Roofs, Castle, Water Wheel, Japanese Writing





**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Draw a Japanese Symbol**

- The print includes Japanese writing on the upper left-hand corner.
- Japanese writing does not use the 'ABCs' used in the English language. The Japanese language has both characters that make up words and symbols that represent entire words.
- See below the Japanese symbol for 'love.' Sketch or color the symbol and label it, 'LOVE.'



**Activity 5: Color the Artwork**

Complete page 7 of 'Art History Coloring Pages for Second Grade.'

**Review Questions**

1. **What is the setting of the print?** The setting is the Osaka Castle on the Yodo River in Osaka, Japan.
2. **Who are the characters in the print?** The characters are the men in the boats.
3. **What does the river turn in this print?** The river turns the water wheel.
4. **How was this print and other woodblock prints created?** The image is carved in relief out of wood. Ink is applied to the wooden block, and then the block is pressed upon paper.

## *Lesson 3 Guide: Tenma Bridge by Katsushika Hokusai*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

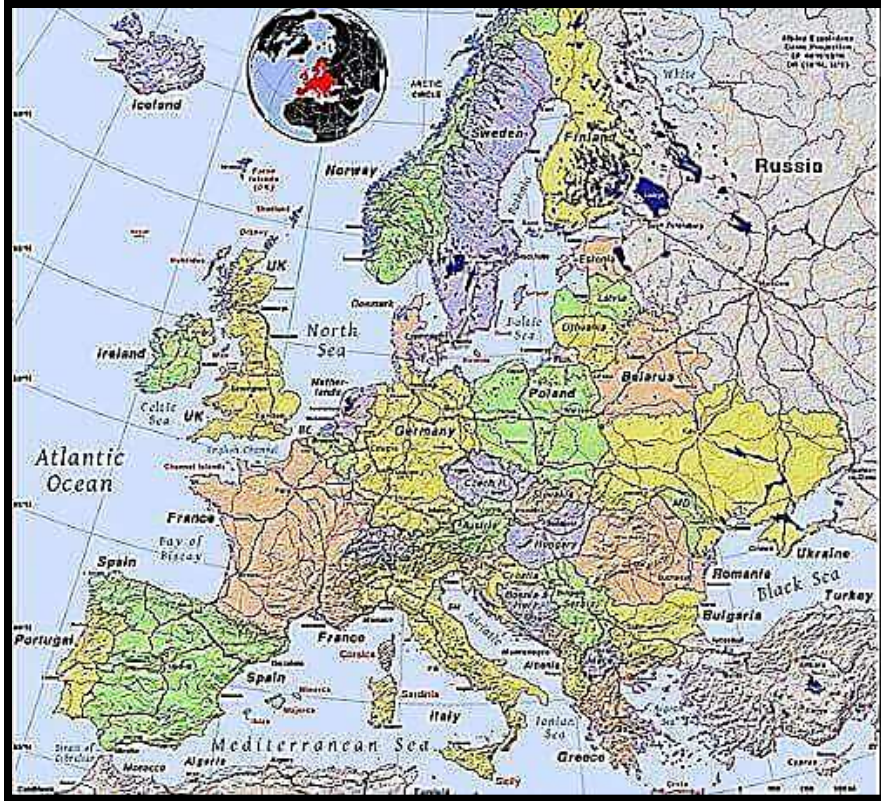
Katsushika Hokusai's 'Tenma Bridge in Setsu Province' shows a throng of people crossing the graceful arch of a lantern-lit bridge. More lanterns light a fleet of boats being pushed by polemen below. Warm light shines from the windows of the homes on the river. Roofs peep through the foliage in the foreground. Like 'The Great Wave off Kanagawa,' this work is a woodblock print. Rather than being painted directly upon paper with a brush, the image is carved in relief from wood, similar to a rubber stamp. Ink is applied to the wooden block, and then the block is pressed upon paper.

### *Vocabulary*

- **Province:** A principal administrative division of certain countries or empires.
- **Lantern:** A lamp with a transparent case protecting the flame or electric bulb, and typically having a handle by which it can be carried or hung.
- **Polemen:** People who push boats through water using poles.

### *Artist*

1. Katsushika Hokusai was born in 1760 in Edo, Japan (present-day Tokyo).
2. Find Hokusai's country of birth on the map of Asia on the next page.
3. Hokusai started painting at age six, perhaps because his father was an artisan who made mirrors. At age 14, he apprenticed with a wood-carver. At age 18, he worked in an art studio where he learned ukiyo-e, but suffered much embarrassment under his master.
4. Hokusai changed his name multiple times over his lifetime. Names included Shunrō, Tawaraya Sōri, Taito, and Iitsu.
5. Hokusai is best-known for his woodblock print series 'Thirty-six Views of Mount Fuji,' which includes his most famous work, 'The Great Wave off Kanagawa.'
6. Hokusai died in 1849 at the age of 88.



### *Enrichment Activities*

#### Activity 1: Can You Find It?

Find the following in the print: Bridge, Lanterns on the Bridge, Boats, Lanterns on the Boats, People, Polemen, Foliage, Houses, Roofs, Lit Windows



#### Activity 2: Narrate the Artwork

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After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artwork**

Complete page 8 of 'Art History Coloring Pages for Second Grade.'

### ***Review Questions***

1. **What is the setting of the print?** A curved bridge over the water in Setsu Province, Japan.
2. **Who are the characters in the print?** The characters are the people crossing the bridge, the passengers in the boats, and the polemen propelling the boats.
3. **How was this print and other woodblock prints created?** The image is carved in relief out of wood. Ink is applied to the wooden block, and then the block is pressed upon paper.

## *Lesson 4 Guide: Chōshi in Shimosha by Katsushika Hokusai*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

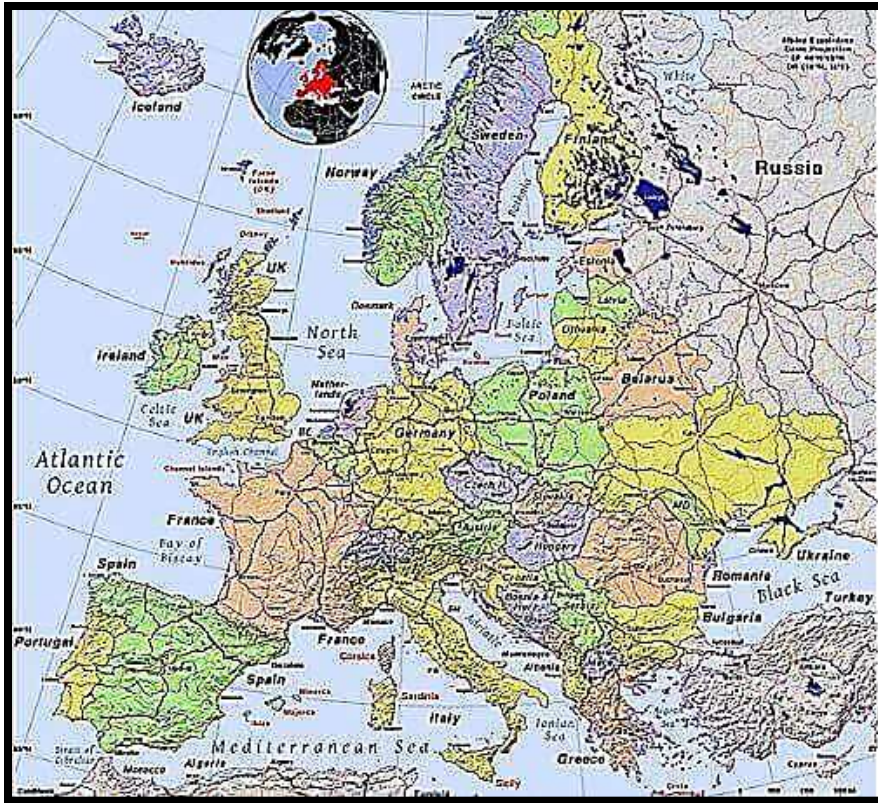
Katsushika Hokusai's 'Chōshi in Shimosha' shows boats near the beach of the city of Chōshi in Japan. Men in the boats hunch over and pull their paddles through the seawater. The steep waves churn up seafoam and threaten to dash the boats upon the beach. Like 'The Great Wave off Kanagawa,' this work is a woodblock print. Rather than being painted directly upon paper with a brush, the image is carved in relief from wood, similar to a rubber stamp. Ink is applied to the wooden block, and then the block is pressed upon paper.

### *Vocabulary*

- **Seawater:** Water in or taken from the sea.
- **Seafoam:** A white foam formed from the churning of seawater.

### *Artist*

1. Katsushika Hokusai was born in 1760 in Edo, Japan (present-day Tokyo).
2. Find Hokusai's country of birth on the map of Asia on the next page.
3. Hokusai started painting at age six, perhaps because his father was an artisan who made mirrors. At age 14, he apprenticed with a wood-carver. At age 18, he worked in an art studio where he learned ukiyo-e, but suffered much embarrassment under his master.
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5. Hokusai is best-known for his woodblock print series 'Thirty-six Views of Mount Fuji,' which includes his most famous work, 'The Great Wave off Kanagawa.'
6. Hokusai died in 1849 at the age of 88.



## Enrichment Activities

### Activity 1: Can You Find It?

Find the following in the print: Ocean, Boats, Men Rowing, Men Steering, Oars, Sand, Land, Waves



## UNDER THE HOME SECOND GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artwork**

Complete page 9 of 'Art History Coloring Pages for Second Grade.'

### ***Review Questions***

1. **What is the setting of the print?** The beach near Chōshi, Japan.
2. **Who are the characters in the print?** The characters are the men rowing and steering the boats.
3. **How was this print and other woodblock prints created?** The image is carved in relief out of wood. Ink is applied to the wooden block, and then the block is pressed upon paper.

## *Lesson 5 Guide: Battleground of Timur by Kamāl ud-Dīn Behzād*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

In Kamāl ud-Dīn Behzād's battle scene, 'Battleground of Timur and the Mamluk Sultan of Egypt,' a chaotic tangle of armed forces collide in a riot of shapes and colors. Cavalry soldiers and foot soldiers battle for their lives, while flag bearers hoist their banners high, and musicians trumpet horns in the background. Horses and men alike are clad in brightly colored armor. Weaponry includes swords, spears, bows, and arrows. Note the spiral swirl of the clouds, the red and brown trees, the small tufts of grass, and the rock outcropping in the upper left corner that seems to claw at the men. The painting captures the historical event of 'Timur the Lame,' the Mongol conqueror, defeating the Mamluk Sultan Nasir-ad-Din Faraj outside the city of Damascus in 1400.

### *Vocabulary*

- **Mongol:** A native or inhabitant of Mongolia; a Mongolian.
- **Sultan:** A Muslim ruler that follows the religion of Islam.
- **Quiver:** An archer's portable case for holding arrows.
- **Foot Soldier:** A soldier who fights on foot; an infantryman.
- **Cavalry:** Soldiers who fight on horseback.
- **Damascus:** Capital city of the country of Syria.
- **Shah:** A title of the emperors, kings, princes, and lords of Persia/Iran.



## Artist

1. Persian painter Kamāl ud-Dīn Behzād was born in 1450 in Herat, Timurid Empire, now Afghanistan.
2. Find Behzād's birth country of Afghanistan on the map of South Central Asia on the next page.
3. Behzād was an orphan who was raised by a well-known painter.
4. Behzād had many powerful art benefactors including a Sultan and a Shah.
5. Geometric shapes feature prominently in Behzād's works. He is best known for his Persian miniature paintings, small paintings on paper, and book illustrations.
6. He died in Herat in 1535 at the age of 85.



### Enrichment Activities

#### Activity 1: Can You Find It?

Find the following in the print: 20 Horses, Spears, Bows, Arrows, Quivers, Swords, Horse Armor, Grass, Clouds, Red Flag, Yellow Flag, Horn Instruments

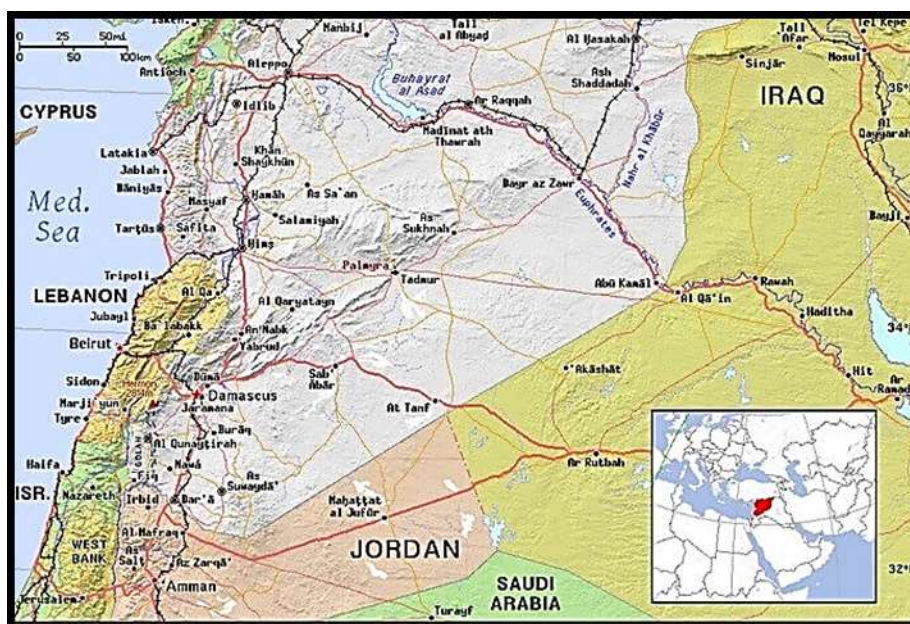


### Activity 2: Narrate the Artwork

After studying the artwork, narrate the scene aloud using your own words.

### Activity 3: Map the Painting

- Find the location of the battle, in Damascus, Syria.



### Activity 4: Color the Map of Afghanistan

Complete page 10 of 'Art History Coloring Pages for Second Grade.'

### Activity 5: Color the Artist

Complete page 11 of 'Art History Coloring Pages for Second Grade.'

### Activity 6: Color the Artwork

Complete page 12 of 'Art History Coloring Pages for Second Grade.'

### Review Questions

1. **What is the setting of the painting?** The setting of the painting is a clearing outside Damascus, Syria.
2. **Who are the characters in the painting?** The characters are the foot and cavalry soldiers of Timur and the Mamluk Sultan of Egypt. There are also men carrying flags and blowing horns.
3. **Who won the battle?** Timur won the battle and took the city of Damascus.
4. **What do both the soldiers and the horses wear?** The soldiers and the horses both wear colorful armor.
5. **What are some of the weapons used in the fight?** Weapons used in the fight include swords, spears, and bows and arrows.

## *Lesson 6 Guide: Castle Khavarnaq by Kamāl ud-Dīn Behzād*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

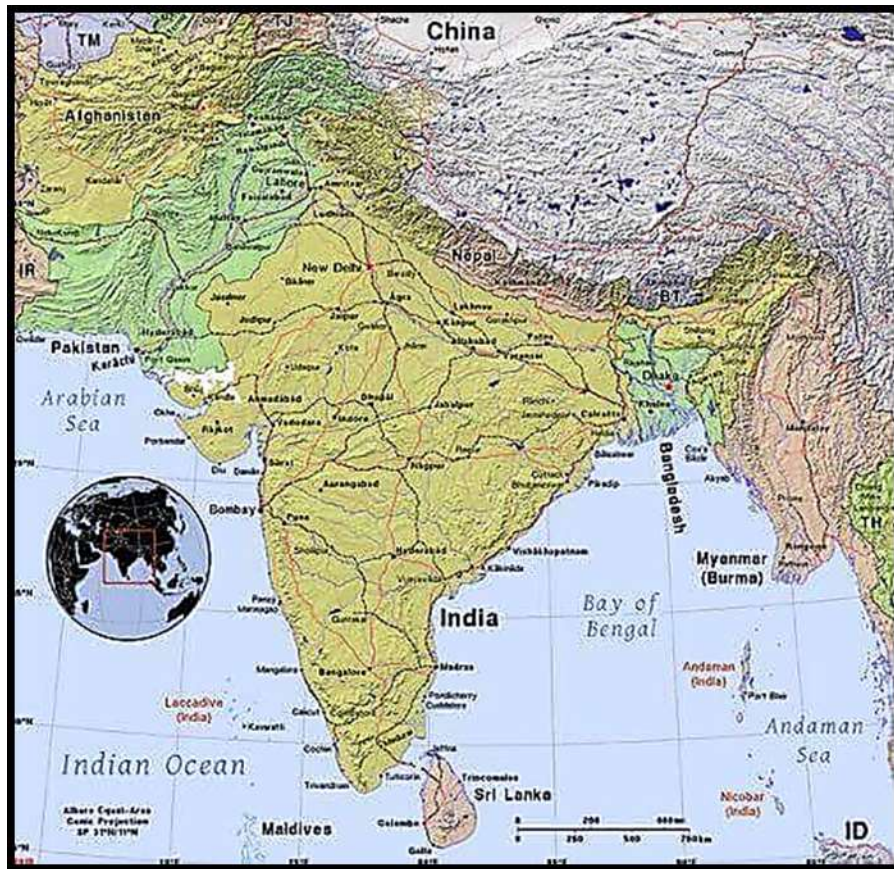
Kamāl ud-Dīn Behzād's 'The Construction of Castle Khavarnaq' shows a group of men building a castle in the ancient city of al-Hira, Iraq (now Kufa, Iraq). Laborers dig in the earth, carry and dig rocks, climb ladders, stand on scaffolding, and add stones to the castle. One man pulls on a rope to raise a basket held aloft by another man. Many men wear head coverings, including turbans.

### *Vocabulary*

- **Laborer:** A person doing unskilled manual work for wages.
- **Ladder:** A structure consisting of a series of bars or steps between two upright lengths of wood, metal, or rope, used for climbing up or down something.
- **Scaffolding:** A temporary structure on the outside of a building, made usually of wooden planks and metal poles, used by workers while building, repairing, or cleaning the building.
- **Turban:** A man's headdress, consisting of a long length of cotton or silk wound around a cap or the head, worn especially by Muslims and Sikhs.

## Artist

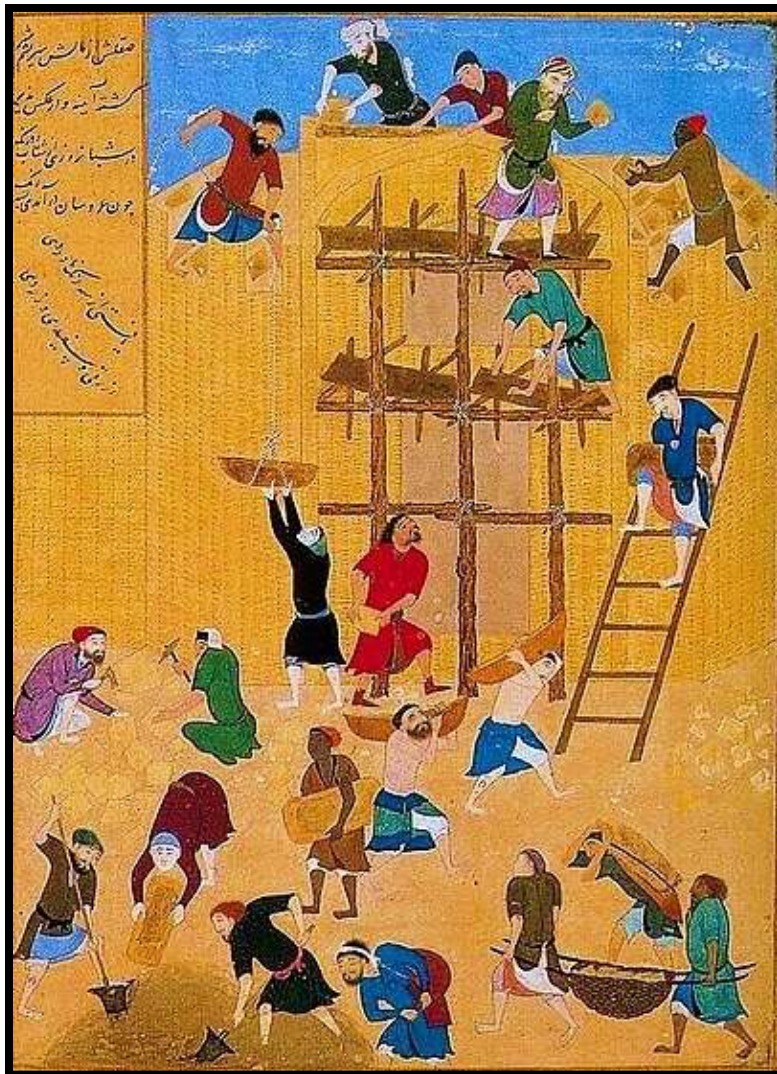
1. Persian painter Kamāl ud-Dīn Behzād was born in 1450 in Herat, Timurid Empire, now Afghanistan.
2. Find Behzād's birth country of Afghanistan on the map of South Central Asia.
3. Behzād was an orphan who was raised by a well-known painter.
4. Behzād had many powerful art benefactors including a Sultan and a Shah.
5. Geometric shapes feature prominently in Behzād's works. He is best known for his Persian miniature paintings, small paintings on paper, and book illustrations.
6. He died in Herat in 1535 at the age of 85.



## Enrichment Activities

### Activity 1: Can You Find It?

Find the following in the artwork: Castle, Ladder, Scaffolding, Rope, Wood, Stones, Dirt, Containers for Earth, Shovels

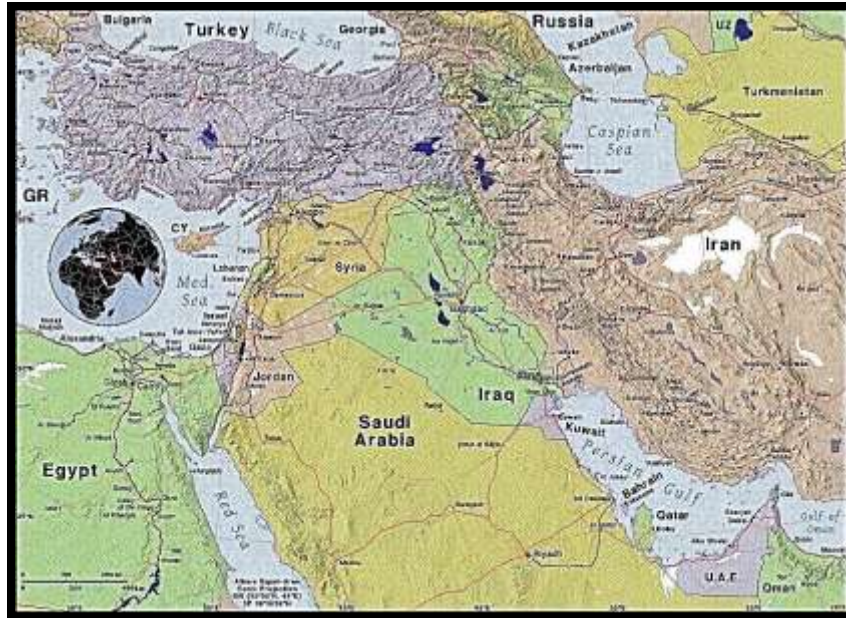


### Activity 2: Narrate the Artwork

After studying the artwork, narrate the scene aloud using your own words.

### Activity 3: Map the Painting

- Find the location of the castle, in the Middle Eastern country of Iraq.
- Study the map, and list the countries which border Iraq.



### Activity 4: Sketch a Turban

- Some of the men in the painting wear turbans on their heads.
- Study the turban worn by the man below and sketch it.



### Activity 5: Color the Artwork

Complete page 13 of 'Art History Coloring Pages for Second Grade.'

### Review Questions

1. **What is the setting of the painting?** The setting of the painting is a castle in Iraq.
2. **Who are the characters in the painting?** The characters are the laborers building the castle.
3. **What are the laborers building?** The laborers are building a castle.
4. **What do the laborers use to build the castle?** The laborers use items such as dirt, stones, shovels, ropes, ladders, scaffolding, and pickaxes to build the castle.

## *Lesson 7 Guide: The Hunting Ground by Kamāl ud-Dīn Behzād*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Kamāl ud-Dīn Behzād's 'The Hunting Ground' shows a group of men hunting deer, rabbits, and other animals using bows, arrows, and spears. Birds soar in the blue sky overhead. A dog trots next to one of the hunters. Trees, bushes, and flowers dot the landscape. Rocky outcroppings sprout in the background. The trees have lost their leaves, perhaps signifying the autumn season. On the bottom right, a man holds a sun parasol to shade a man on horseback. Many men wear head coverings, including turbans.

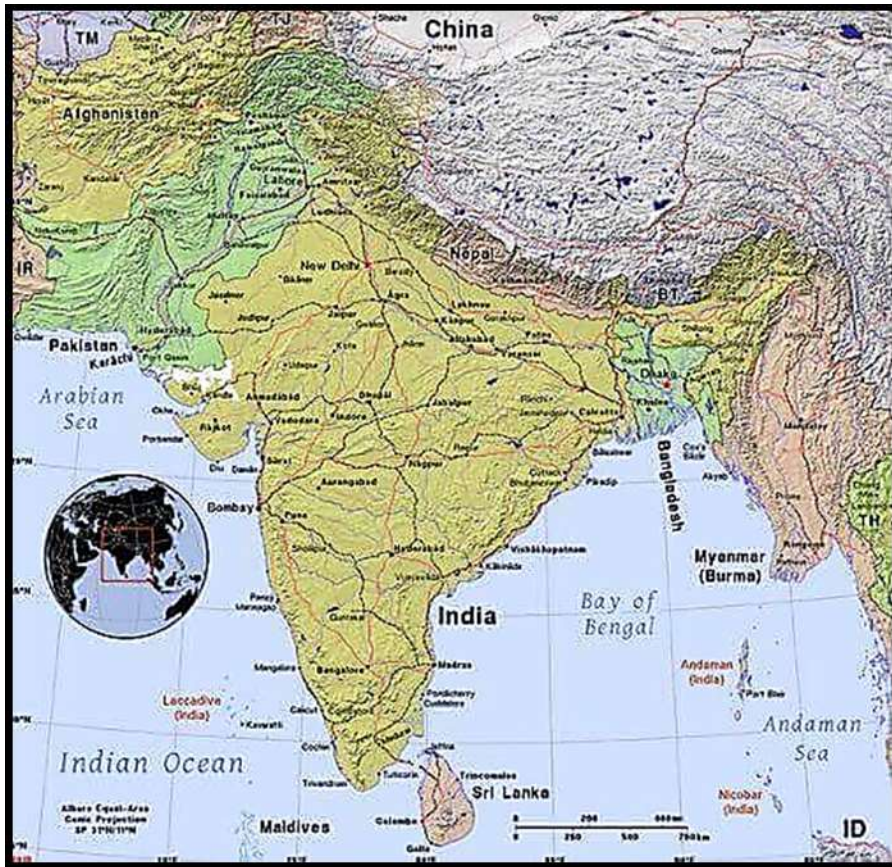
### *Vocabulary*

- **Hunt:** Pursue and kill a wild animal for sport or food.
- **Outcropping:** A rock formation that is visible on the surface.
- **Parasol:** A light umbrella used to give shade from the sun.
- **Turban:** A man's headdress, consisting of a long length of cotton or silk wound around a cap or the head, worn especially by Muslims and Sikhs.



## Artist

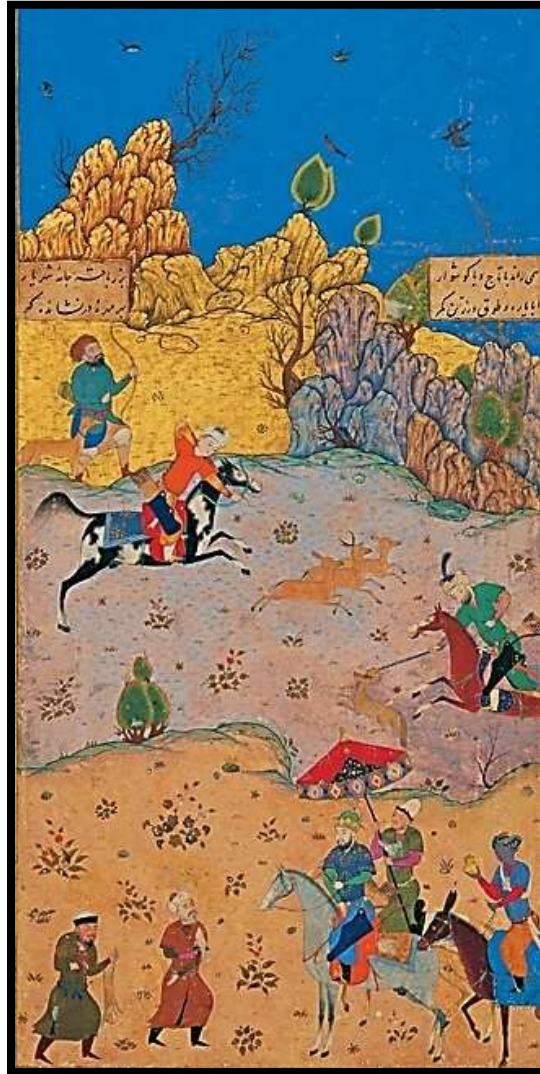
1. Persian painter Kamāl ud-Dīn Behzād was born in 1450 in Herat, Timurid Empire, now Afghanistan.
2. Find Behzād's birth country of Afghanistan on the map of South Central Asia.
3. Behzād was an orphan who was raised by a well-known painter.
4. Behzād had many powerful art benefactors including a Sultan and a Shah.
5. Geometric shapes feature prominently in Behzād's works. He is best known for his Persian miniature paintings, small paintings on paper, and book illustrations.
6. He died in Herat in 1535 at the age of 85.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Horses, Saddles, Bridles, Hunters, Turbans, Spears, Bows and Arrows, Quivers, Trees without Leaves, Flying Bird, Perching Birds, Parasol, Rocky Outcroppings, Bushes, Deer, Hare, Dog



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Color the Artwork**

Complete page 14 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are the hunters. There is also a servant holding a parasol over a man on horseback.
2. **What is the setting of the painting?** The setting is a favored hunting ground.
3. **What are the characters doing in the painting?** The men are hunting animals with bows, arrows, and spears. One man has already caught a hare. Another man has caught a bird.
4. **How are hunting and growing crops the same, and how are they different?** Both hunting and growing crops provide people with food to eat. Hunting provides animal meat to eat. Growing crops provides non-animal foods such as grains, fruits, legumes, nuts, and vegetables to eat.
5. **How are hunting and raising animal livestock the same, and how are they different?** Both hunting and raising animal livestock provide people with animal meat to eat. Hunting typically involves tracking and killing wild animals such as deer, wild turkeys, and ducks. Raising animal livestock involves raising and feeding domesticated animals such as chickens, pigs, and cows in a single location.

## *Lesson 8 Guide: Yusef and Zuleykha by Kamāl ud-Dīn Behzād*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Kamāl ud-Dīn Behzād's 'Yusef and Zulaikha (Joseph chased by Potiphar's wife)' depicts a scene from the Bible and the Quran. The painting shows a cross-sectional view of a building, with the beautiful Zulaikha kneeling and clutching at the handsome Yusef. Some people believe the story of Yusef and Zulaikha is symbolic of the soul's longing for the divine.

### *Vocabulary*

- **Bible:** The Christian scriptures, consisting of the 66 books of the Old and New Testaments.
- **Quran (Koran):** The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic.
- **Symbolic:** Serving as a symbol, or representing another object or idea. For example, a heart can symbolize love.
- **Pattern:** A repeated decorative design.
- **Cross-Sectional:** An area exposed by making a straight cut through a solid form, especially at right angles to an axis.
- **Longing:** A yearning desire, a craving or a hunger.
- **Divine:** Of, from, or like God or a god.

### *Artist*

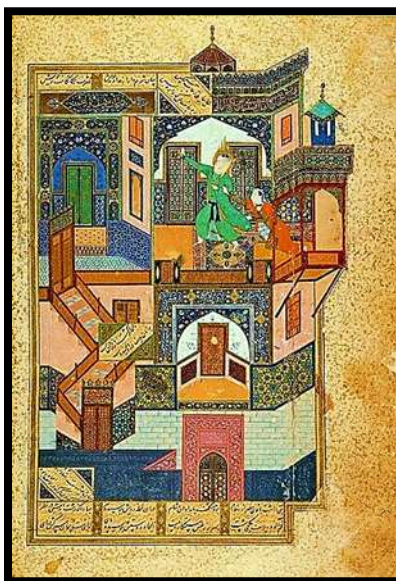
1. Persian painter Kamāl ud-Dīn Behzād was born in 1450 in Herat, Timurid Empire, now Afghanistan.
2. Find Behzād's birth country of Afghanistan on the map of South Central Asia on the next page.
3. Behzād was an orphan who was raised by a well-known painter.
4. Behzād had many powerful art benefactors including a Sultan and a Shah.
5. Geometric shapes feature prominently in Behzād's works. He is best known for his Persian miniature paintings, small paintings on paper, and book illustrations.
6. He died in Herat in 1535 at the age of 85.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Roof, Turret, Doors, Stairs, Balconies, Front Door, Floor, Rug, Patterns, Sunflower Pattern



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene shown in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 15 of 'Art History Coloring Pages for Second Grade.'

**Activity 5: Explore Symbolism**

Identify what each of the symbols might represent.



**Activity 6: Explore Patterns**

Identify what the next four symbols in each pattern should be.



**Review Questions**

1. **Who are the characters in the painting?** The characters are Yusef (Joseph) and Zulaikha (Potiphar's wife).
2. **What is the setting of the painting?** The setting is inside a building.
3. **How many levels does the building have, not including the roof?** The building has three floors or levels.
4. **Give one example of a symbol.** Answers will vary.
5. **Give one example of a pattern involving a circle and a triangle.** Answers will vary.

## *Lesson 9 Guide: Golden Mask of Tutankhamun*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

The 'Golden Mask of Tutankhamun' shows the death mask of the ancient Egyptian Pharaoh Tutankhamun that was discovered in a tomb in 1925. The mask is made from gold, colored glass, and gemstones. Did you know the mask may not have been intended for Tutankhamun? The name of Queen Neferneferuaten was inscribed inside the mask. Tutankhamun's headcloth features a cobra, the royal Egyptian insignia, and a vulture, representing Tutankhamun's rule of Egypt.

### *Vocabulary*

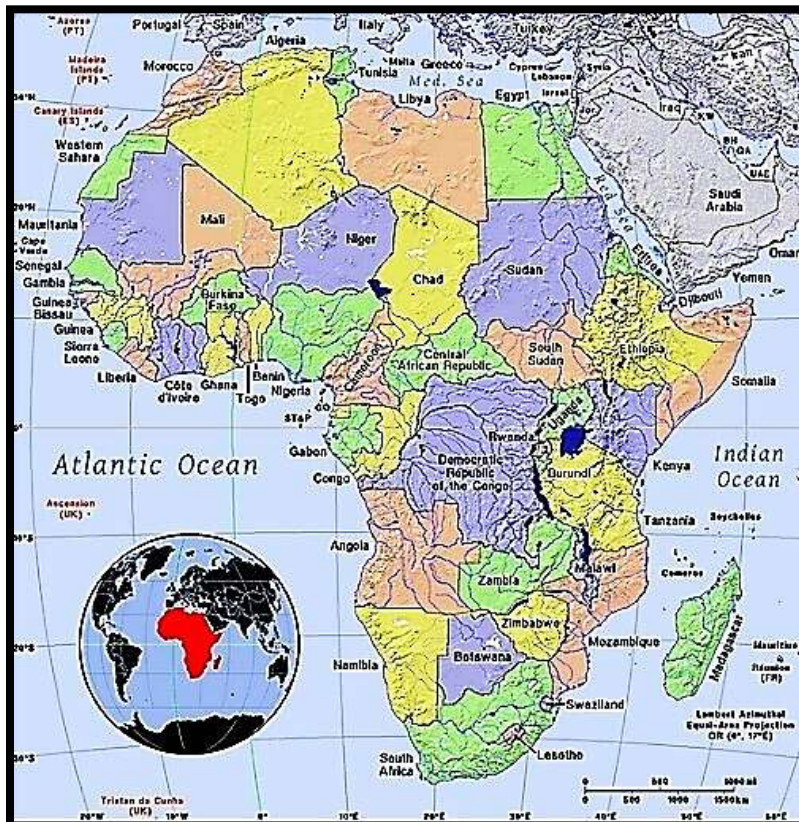
- **Ancient:** Belonging to the very distant past and no longer in existence.
- **Egyptian:** Relating to Egypt or its people.
- **Pharaoh:** A ruler in ancient Egypt.
- **Mask:** A covering for all or part of the face, worn as a disguise, or to amuse or terrify other people.
- **Death Mask:** A plaster cast taken of a deceased person's face, used to make a mask or model.
- **Tomb:** A large vault, typically an underground one, for burying the dead.
- **Gold:** A yellow precious metal.
- **Gemstone:** A precious or semiprecious stone, especially one cut, polished, and used in a piece of jewelry.
- **Insignia:** A distinguishing mark or token of something.
- **Vulture:** A large bird of prey with the head and neck more or less bare of feathers.
- **Headcloth:** A cloth covering the head.

## Artist

1. The artist or artists who created this work were ancient Egyptians.
2. 'Ancient Egyptian art is the painting, sculpture, architecture and other arts produced by the civilization of ancient Egypt in the lower Nile Valley from about 3000 BC to 30 AD.' (Wikipedia.org)
3. Egypt is a country in North Eastern Africa. Study the shape of Egypt on the map below.



4. Find Egypt on the map of Africa below.





## *Enrichment Activities*

### **Activity 1: Study the Gemstones in the Mask**

See below pictures of gemstones used in the mask.

- Lapis Lazuli (Eyebrows, Surrounding the eyes)



- Quartz (Eyes)



- Obsidian (Pupils)



- Carnelian (Collar)



- Feldspar (Collar)



- Turquoise (Collar)



- Amazonite (Collar)



- Faience (Collar)



Do your best to find each gemstone in the image of the mask on the next page.

**Activity 2: Can You Find It?**

Find the following in the mask: Gold, Gemstones, Beard, Eyes, Cobra, Vulture, Headcloth, Pierced Ears



**Activity 3: Describe the Mask**

- After studying the mask, describe it aloud using your own words.

**Activity 4: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 5: Color the Map**

Complete page 16 of 'Art History Coloring Pages for Second Grade.'

**Activity 6: Color the Artwork**

Complete page 17 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who was Tutankhamun?** Tutankhamun was an ancient Egyptian pharaoh.
2. **Where did Tutankhamun live?** Tutankhamun lived in ancient Egypt.
3. **What is a tomb?** A tomb is a large vault, typically an underground one, for burying the dead.
4. **What is a death mask?** A death mask is a plaster cast taken of a deceased person's face, used to make a mask or model.
5. **What materials were used to make Tutankhamun's mask?** The mask was made from gold, colored glass, and gemstones.

## Lesson 10 Guide: Nefertiti Bust

### Directions

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

The Nefertiti Bust is a sculpture of Nefertiti, wife of the Egyptian Pharaoh Akhenaten. The ancient Egyptian Thutmose created the bust out of limestone, coated it with stucco, and then painted the details over the stucco. Quartz and beeswax were also used to make the bust. Nefertiti wears a flowered collar around her neck and a blue crown decorated with a cobra. Due to the popularity of the bust, Nefertiti serves as an icon of ancient Egyptian feminine beauty. The Nefertiti Bust is currently on display in Germany, however some believe it should be repatriated to Egypt.

### Vocabulary

- **Bust:** A sculpture of a person's head, shoulders, and chest.
- **Sculpture:** The art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
- **Pharaoh:** A ruler in ancient Egypt.
- **Ancient:** Belonging to the very distant past and no longer in existence.
- **Egyptian:** Relating to Egypt or its people.
- **Limestone:** A hard sedimentary rock, composed mainly of calcium carbonate or dolomite, used as building material and in the making of cement.
- **Stucco:** Fine plaster used for coating wall surfaces or molding into architectural decorations.
- **Repatriated:** Send someone or something back to their / its original country.

### Artist

1. Experts believe that the ancient Egyptian artist Thutmose created the Nefertiti Bust, as it was found in his studio.
2. 'Ancient Egyptian art is the painting, sculpture, architecture and other arts produced by the civilization of ancient Egypt in the lower Nile Valley from about 3000 BC to 30 AD.' (Wikipedia.org)
3. Egypt is a country in North Eastern Africa. Study the shape of Egypt on the map on the next page.



4. Find Egypt on the map of Africa below.



## *Enrichment Activities*

### Activity 1: Study the Sculpture Materials

- Limestone



- Stucco (Spread Over Brick)



- Quartz



- Beeswax



### Activity 2: Can You Find It?

Find the following in the artwork: Cobra, Blue Crown, Flowered Collar, Bust, Nefertiti



**Activity 3: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 4: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 5: Color the Artwork**

Complete page 18 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **What type of sculpture is featured in the lesson?** The sculpture type is a bust, or sculpture of a head, neck, and upper shoulders.
2. **Who is featured in the sculpture?** Nefertiti, wife of the Egyptian Pharaoh Akhenaten, is featured in the sculpture.
3. **What materials were used to make the sculpture?** Limestone, stucco, paint, quartz, and beeswax were used to create the bust.
4. **On which continent is Egypt?** Egypt is on the continent of Africa.

## Lesson 11 Guide: Great Sphinx of Giza

### Directions

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

The Great Sphinx of Giza is a monumental sculpture of a sphinx found in Giza, Egypt. A 'sphinx' is a fantastical creature that merges a human head and a lion's body. The Great Sphinx of Giza has the face of Pharaoh Khafre, and it is believed to have been built during his reign. Like the bust of Nefertiti, the Sphinx is made from limestone. Workers carved the Sphinx out of an existing rock formation. The image also shows tourists milling around the site and a pyramid pointing toward the white clouds and blue sky.

### Vocabulary

- **Sphinx:** A beast of myth with a human head and a lion's body.
- **Giza:** The third-largest city in Egypt.
- **Monumental Sculpture:** A large sculpture.
- **Pharaoh:** A ruler in ancient Egypt.
- **Tourist:** A person who is traveling or visiting a place for pleasure.
- **Pyramid:** A monumental structure with a square or triangular base and sloping sides that meet in a point at the top, especially one built of stone as a royal tomb in ancient Egypt.

### Artist

1. The artist or artists who created this work were ancient Egyptians.
2. 'Ancient Egyptian art is the painting, sculpture, architecture and other arts produced by the civilization of ancient Egypt in the lower Nile Valley from about 3000 BC to 30 AD.' (Wikipedia.org)
3. Egypt is a country in North Eastern Africa. Study the shape of Egypt on the map below.



4. Find Egypt on the map of Africa below.





## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Sphinx, Tourists, Pyramid, Limestone, Lion's Paws, Human Head of Stone, Face of Pharaoh Khafre



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artwork**

Complete page 19 of 'Art History Coloring Pages for Second Grade.'

## *Review Questions*

1. **Who are the people in the photograph?** The people in the photograph are tourists and guides.
2. **Which monuments are in the photograph?** The photograph shows the Sphinx and a pyramid.
3. **What is the setting of the photograph?** The setting is the site of the Great Sphinx of Giza in Egypt.
4. **What type of sculpture is featured in the lesson?** The sculpture type is a monumental sculpture, or a very large sculpture.
5. **What type of rock was used to make the Great Sphinx?** The artists and workers used limestone to make the Sphinx.
6. **How did artists and workers make the Great Sphinx?** The artists and workers carved the Sphinx out of an existing rock formation.

## *Lesson 12 Guide: Anubis Attending the Mummy of Sennedjem*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

The wall painting from the tomb of Ancient Egyptian artisan Sennedjem, 'Anubis Attending the Mummy of Sennedjem,' shows Anubis, Egyptian god of the afterlife and mummification, leaning over the mummy of Sennedjem. Ancient Egyptians believed that Anubis helped to guide the dead and protected cemeteries and burial grounds. Anubis appears either as a canine (e.g. wolf, jackal) or a canine head with a human body. The far-left of the painting is lined with hieroglyphics.

### *Vocabulary*

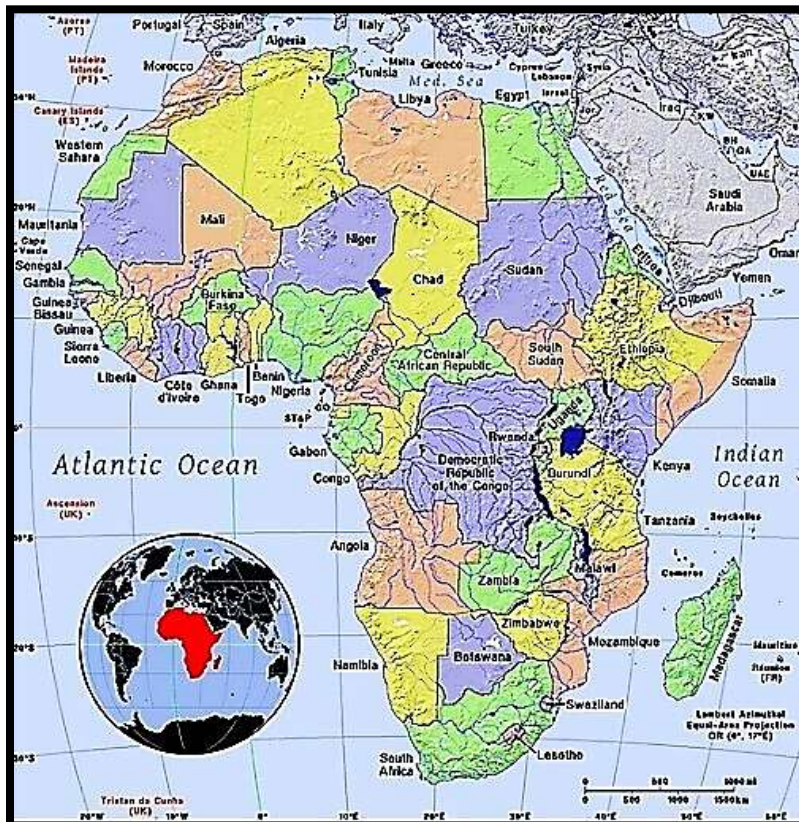
- **Tomb:** A large vault, typically an underground one, for burying the dead.
- **Artisan:** A worker in a skilled trade, especially one that involves making things by hand.
- **Afterlife:** In some religions life after death.
- **Mummification:** The process of making a body of a human being or animal a mummy.
- **Mummy:** Especially in ancient Egypt, a body of a human being or animal that has been ceremonially preserved and wrapped in strips of cloth.
- **Cemeteries:** Burial grounds or graveyards.
- **Burial Grounds:** An area of ground set aside for the burying of human bodies.
- **Canine:** Relating to or resembling a dog or dogs.
- **Hieroglyphics:** Writing consisting of objects representing words, syllables, or sounds, as found in ancient Egyptian and other writing systems.

## Artist

1. The artist or artists who created this work were ancient Egyptians.
2. 'Ancient Egyptian art is the painting, sculpture, architecture and other arts produced by the civilization of ancient Egypt in the lower Nile Valley from about 3000 BC to 30 AD.' (Wikipedia.org)
3. Egypt is a country in North Eastern Africa. Study the shape of Egypt on the map.



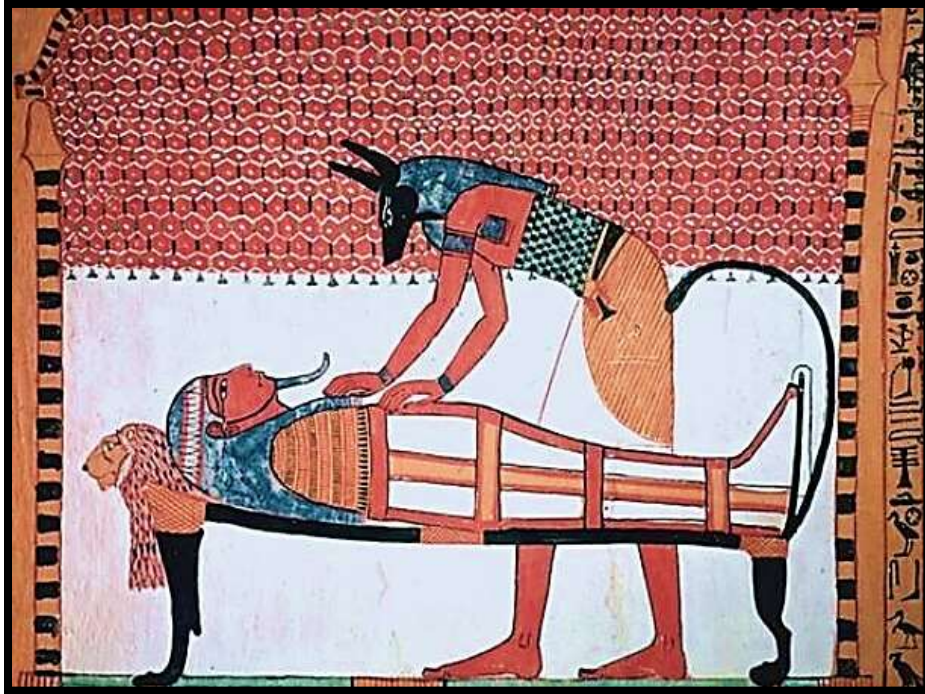
4. Find Egypt on the map of Africa below.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Anubis, Lion Head, Canine Head, Human Body, Bench, Sennedjem's Mummy, Egyptian God of the Afterlife, Pattern, Hexagons, Hieroglyphics



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

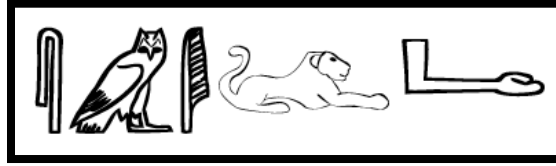
### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Translate Hieroglyphics**

Use the table to translate the following secret hieroglyphic messages into English:

- Message 1:




























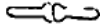
- Message 2:



- Message 3:



- Translation Table - Hieroglyphics to English:

|  |  |  |  |   |  |  |  |  |  |
|--|--|--|--|---|--|--|--|--|--|
| A<br>0065<br>   | B<br>0066<br> | C<br>0067<br> | D<br>0068<br> | E<br>0069<br>  | F<br>0070<br>  | G<br>0071<br> | H<br>0072<br> | I<br>0073<br> |  |
| J<br>0074<br>   | K<br>0075<br> | L<br>0076<br> | M<br>0077<br> | N<br>0078<br> | O<br>0079<br> |  |  |  |  |
| P<br>0080<br> | Q<br>0081<br> | R<br>0082<br> | S<br>0083<br> | T<br>0084<br>  | U<br>0085<br>   | V<br>0086<br>   | W<br>0087<br>   | X<br>0088<br>  | Y<br>0089<br> |
| Z<br>0090<br>   |  |  |  |   |  |  |  |  |  |

**Activity 5: Become a Mummy**

Use toilet paper to wrap yourself like an ancient Egyptian mummy.



**Activity 6: Color the Artwork**

Complete page 20 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are Anubis and the mummy of Sennedjem.
2. **What does a mummy look like?** A mummy is typically wrapped entirely in strips of cloth.
3. **What are hieroglyphics?** Hieroglyphics are writing consisting of objects representing words, syllables, or sounds, as found in ancient Egyptian and other writing systems.
4. **Describe the head and body of Anubis?** Anubis has the head of a canine (e.g. dog, jackal) and the body of a human.

## *Lesson 13 Guide: Court Ladies Preparing Silk by Zhang Xuan*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

'Court Ladies Preparing Newly Woven Silk' is the only existing copy of a painting originally created by Chinese artist, Zhang Xuan. In ancient times, the ladies of the Chinese imperial court held an annual spring silk production ceremony. On the far left of the painting, ladies hold a long length of silk while two young girls watch. Just to the right, another lady crouches near a fire heating a paddle. In the center, two seated women sew. On the far right, ladies use poles to pound silk cloth.

### *Vocabulary*

- **Court:** The establishment, retinue (group of advisers), and courtiers (companions to king or queen) of a sovereign.
- **Woven:** Fabric made by interlacing threads on a loom.
- **Silk:** A fine, strong, soft, lustrous fiber produced by silkworms in making cocoons and collected to make thread and fabric.
- **Imperial:** Relating to an empire under a single emperor or empress.
- **Dynasty:** A line of hereditary rulers of a country.

### *Artist*

1. Chinese painter Zhang Xuan was born in 713 in China.
2. Find Xuan's birth country of China on the map of East Asia.
3. Xuan was an artist during the Chinese Tang Dynasty, which ruled between 618–907.
4. The Tang Dynasty was a golden age of advancement, stability, art, and poetry.
5. Xuan died in 755 at the age of 42.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Silk, Wooden Poles, Two Young Girls, Fire Pit, Crouching Woman, Sewing Women, Women Pounding Silk Cloth with Poles





**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Map**

Complete page 21 of 'Art History Coloring Pages for Second Grade.'

**Activity 5: Color the Artwork**

Complete page 22 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are court ladies and two small girls.
2. **What is the setting of the painting?** The setting is in China.
3. **What season is occurring in the painting?** The season is spring.
4. **Why are the ladies working with the silk?** The ladies are holding a silk production ceremony.

## *Lesson 14 Guide: Spring Outing of the Tang Court by Zhang Xuan*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Zhang Xuan's 'Spring Outing of the Tang Court' shows men and women of the Tang Court riding horses and enjoying the pleasant spring weather. 'Tang' refers to a Chinese dynasty, or line of hereditary Chinese rulers from long ago. One woman rides with a small child. This work incorporates shades of pinks and greens, perhaps reflecting the theme of spring. Chinese symbols decorate the background of the painting.

### *Vocabulary*

- **Court:** The establishment, retinue (group of advisers), and courtiers (companions to king or queen) of a sovereign.
- **Dynasty:** A line of hereditary (passed from parent to child) rulers of a country.

### *Artist*

1. Chinese painter Zhang Xuan was born in 713 in China.
2. Find Xuan's birth country of China on the map of East Asia.
3. Xuan was an artist during the Chinese Tang Dynasty, which ruled between 618–907.
4. The Tang Dynasty was a golden age of advancement, stability, art, and poetry.
5. Xuan died in 755 at the age of 42.



### *Enrichment Activities*

#### **Activity 1: Can You Answer It?**

Answer the following regarding the painting:

- How many horses are in the painting?
- How many people are in the painting?
- How many adult women are in the painting?
- How many adult men are in the painting?
- How many children are in the painting?



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 23 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are members of the Tang court including a small child.
2. **What is the setting of the painting?** The setting is somewhere outdoors in China.
3. **What season is occurring in the painting?** The season is spring.
4. **What does 'Tang' refer to?** 'Tang' refers to a Chinese dynasty, or line of hereditary Chinese rulers from long ago.

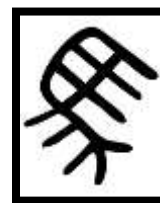
## *Lesson 15 Guide: Kingdom of Dali Buddhist by Zhang Shengwen*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Zhang Shengwen's 'Kingdom of Dali Buddhist Volume of Paintings' is a scroll that stretches over 54 feet long. The small section featured in this lesson shows students surrounding Buddha, a teacher and sage of the Buddhist Religion. Halos encircle the heads of Buddha and his students. Flowers, decorations, and elaborate chandeliers adorn the painting. Equal numbers of similarly positioned students flank Buddha on both sides, bringing a sense of balance to the work. Buddhists and other religions make hand gestures called 'mudras,' which symbolize concepts such as charity, teaching, and balance. Note that Buddha in this painting raises one hand and extends his index finger, pinkie finger, and thumb, which may symbolize protection against evil. The other hand resting in his lap also makes a gesture, which is hard to discern. Today, people who practice Yoga often form mudras as they meditate.

### *Vocabulary*

- **Buddhism:** A religion, originated in India by Buddha (Gautama) holding that life is full of suffering caused by desire and that the way to end this suffering is to free yourself from the desire. (dictionary.com)
- **Buddhist:** An adherent of the religion based on the teachings of Buddha.
- **Scroll:** A roll of parchment or paper for writing or painting on.
- **Buddha (Gautama):** An Indian religious leader and teacher who founded Buddhism.
- **Sage:** A profoundly wise man, especially one who features in ancient history or legend.
- **Halo:** A disk or circle of light shown surrounding or above the head of a saint or holy person to represent their holiness.
- **Mudra:** A symbolic hand gesture used in some religious ceremonies and statuary, and in Indian dance.
- **Yoga:** A spiritual practice that includes breathing techniques and specific bodily postures for health and relaxation.

## Artist

1. Chinese painter Zhang Shengwen lived in 12th century China.
2. Find Xuan's birth country of China on the map of East Asia below.



3. Zhang Shengwen lived in the Dali Kingdom in China, a remote mountainous region in Southern China now known as Yunnan. See Yunnan marked on the map below. Study both maps of China, and note which modern-day countries the Dali Kingdom borders (Myanmar, Laos, and Vietnam).



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Buddha, Teacher, Students, Seven Pairs of People in Mirror, Image Positions, Chandeliers, Flowers, Throne, Haloes, Mudras



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the new words, point out any you see in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Create Your Own Scroll**

- Zhang Shengwen painted Buddha, a teacher that inspired him, on his scroll.
- Get a long, narrow piece of paper or tape two pieces together on their short ends for the scroll.
- On the scroll, color or paint something that inspires you.
- Roll up the scroll. Use a string, ribbon, or rubber band to secure your scroll.
- If you wish, give the scroll to someone you care about.

**Activity 5: Color the Artwork**

Complete page 24 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are the teacher Buddha and his students.
2. **What is the setting of the painting?** The setting is most likely an indoor room, given the ornamental thrones and elaborate decorations.
3. **What is a mudra?** A mudra is a hand gesture that symbolizes concepts such as balance and protection.
4. **How does the painting show balance?** The painting shows balance by mirroring equal numbers of similarly positioned students on either side of the central Buddha figure.



## *Lesson 16 Guide: River During Qingming Festival by Zhang Zeduan*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Zhang Zeduan's panorama, 'Along the River During the Qingming Festival,' captures an ancient Qingming Festival, a yearly celebration people hold in early April to honor their ancestors. The Qingming festival, also known as Tomb-Sweeping Day, is still held in parts of Asia today. People visit the graves of their ancestors, where they pray and offer the dead chopsticks, joss paper, tea, and food. Celebrants also eat qingtuan, special green dumplings made of rice and barley grass. This lesson features a small section of a reproduction of Zeduan's original painting. The section depicts a Qingming celebration in the city of Kaifeng, China. The river scene is busy feast for the eye. People bustle about their business, strolling, working, and lounging. Sailors on a boat lower a mast to pass under a bridge. A long line of men pull the boat forward using ropes. Other men balance under the bridge and use poles to guide the boat.

### *Vocabulary*

- **Festival:** A day or period of celebration, typically a religious commemoration.
- **Ancestor:** A person, typically one more remote than a grandparent, from whom one is descended.
- **Chopsticks:** A pair of small, thin, tapered sticks of wood, ivory, or plastic, held together in one hand and used as eating utensils, especially by the Chinese, the Japanese, and other people in eastern Asia.
- **Joss Paper:** Spirit money burned in honor of the dead.
- **Tea:** A hot drink made by infusing the dried, crushed leaves of the tea plant in boiling water.
- **Qingtuan:** Green dumplings made of rice and barley grass.

### *Artist*

1. Chinese painter Zhang Zeduan was born in 1085 in China.
2. Find Xuan's birth country of China on the map of East Asia on the next page.
3. Zeduan was an artist during the Chinese Song Dynasty, which ruled between 960–1127. The time of the Song Dynasty was an age of invention, literature, and art.

## UNDER THE HOME SECOND GRADE ART HISTORY GUIDE

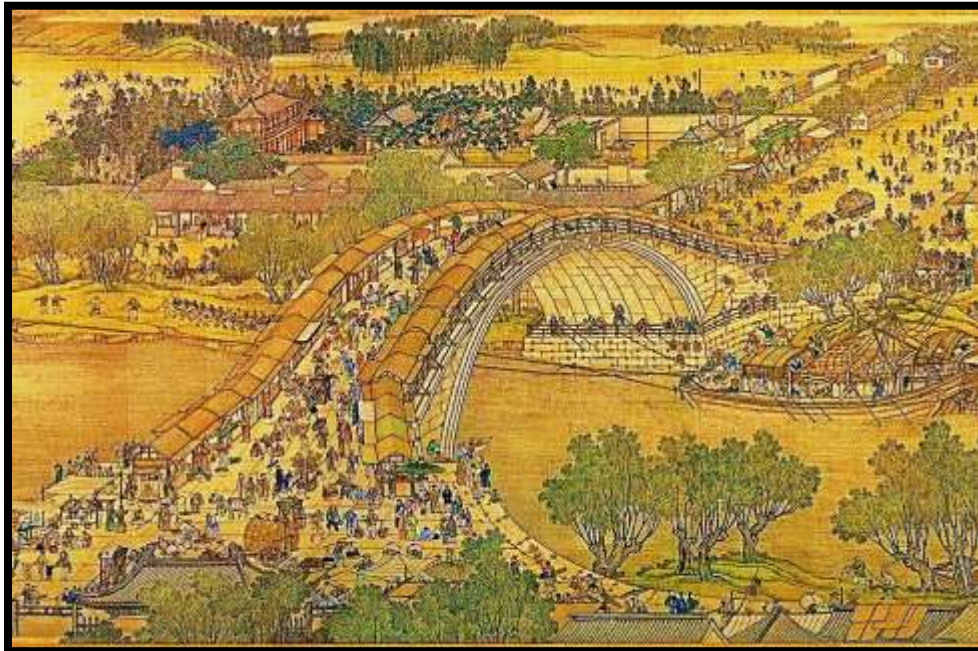
4. Zeduan painted in a style called 'shan shui,' which uses ink to create scenic landscapes often featuring water and mountains.
5. Zeduan died in 1145 at the approximate age of 60.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Kaifeng, Bridge, Ship, Mast, Line of Men Pulling a Rope, Men with Poles Under the Bridge, Men with Poles On the Boat, Wagon with Hay, People on Horseback, Oxen Pulling a Cart, Parasols, Large Umbrellas



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Sketch the Foods and Offerings of the Qingming Festival**

- **Qingtuan:** Green dumplings made of rice and barley grass.



- **Chopsticks:** A pair of small, thin, tapered sticks of wood, ivory, or plastic, held together in one hand and used as eating utensils.



- **Joss Paper:** Spirit money burned in honor of the dead.



- **Tea:** A hot drink made by infusing the dried, crushed leaves of the tea plant in boiling water.



### Activity 5: Color the Artwork

Complete page 25 of 'Art History Coloring Pages for Second Grade.'

### *Review Questions*

1. **Who are the characters in the painting?** The characters are the people of Kaifeng celebrating the Qingming Festival.
2. **What is the setting of the painting?** The setting is outdoors on the river of Kaifeng city.
3. **What special celebration is captured in the painting?** The special celebration is the Qingming Festival, also known as Tomb-Sweeping Day.
4. **Is the Qingming Festival still celebrated today?** The Qingming Festival is still celebrated in China (and a few other Asian countries) today.
5. **How do people honor their ancestors during the Qingming Festival?** People visit the graves of their ancestors, where they pray and offer the dead chopsticks, joss paper, tea, and food.

## *Lesson 17 Guide: The Baptism by Cristóbal Rojas*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Venezuelan painter Cristóbal Rojas' 'The Baptism' features a scene in a church baptistry. Three women in hats and dresses surround a red-faced, squalling infant wearing a white baptismal gown and bonnet. Behind the group, a ghostly woman in white stands with a white bouquet at her feet. Even further back a priest wearing a white robe sits with his head bent toward another man. A bald man and a stern-looking woman in somber black sit and have a private discussion. Features of the room include a central baptism font of holy water, a swirling wrought iron railing, and a floor design incorporating crosses, squares, and a ring encircling the baptism font.

### *Vocabulary*

- **Baptism:** The Christian religious rite of sprinkling water onto a person's forehead or of immersion in water, symbolizing purification or regeneration and admission to the Christian Church. The ceremony may be accompanied by name-giving for infants.
- **Baptistry:** The part of a church used for baptism.
- **Baptismal Gown:** A dress worn by male and female babies for their baptism ceremony.
- **Baptism Font:** A receptacle in a church for the water used in baptism, typically a freestanding stone structure
- **Holy Water:** Water blessed by a priest and used in religious ceremonies.
- **Wrought Iron:** A tough, malleable form of iron suitable for forging or rolling rather than casting.
- **Cross:** A mark, object, or figure formed by two short intersecting lines or pieces (+ or ×). An emblem of Christianity representing the cross on which the Christian figure Jesus was crucified.
- **Tuberculosis:** An infectious bacterial disease characterized by the growth of nodules (tubercles) in the tissues, especially the lungs.

## Artist

1. Venezuelan painter Cristóbal Rojas was born in 1857 in Cúa, Venezuela.
2. Find Rojas' country of birth on the map of South America below.
3. Rojas lived a fairly comfortable life until his father died when he was 13. Responsibility fell to him to earn money for his family, and he began working in a tobacco factory.
4. Rojas' grandfather taught him to draw, and he eventually studied art at the Universidad Central de Venezuela.
5. One of Rojas' paintings earned him a scholarship to study in Paris, where he was inspired by artwork in the Louvre museum.
6. Many of Rojas' works feature people suffering from tuberculosis, to which he coincidentally succumbed. Sick and out of money, he returned to Venezuela.
7. Rojas died of tuberculosis in Caracas, Venezuela in 1890 at the age of 32.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Baptistry, Baby, Bonnet, Hats, Crosses, Wrought Iron, Font, Holy Water (not visible), Priest, Ghostly Woman, Balding Man in Black



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Map**

Complete page 26 of 'Art History Coloring Pages for Second Grade.'

### **Activity 5: Color the Artist**

Complete page 27 of 'Art History Coloring Pages for Second Grade.'

### **Activity 6: Color the Artwork**

Complete page 28 of 'Art History Coloring Pages for Second Grade.'

## *Review Questions*

1. **Who are the characters in the painting?** The characters are the baby being baptized, the three women tending to the baby, the ghostly woman, the priest and the man he speaks to, and the seated man and woman in black."
2. **What is the setting of the painting?** The setting is a baptistry in a church.
3. **What is inside the font?** Holy water is inside the font.
4. **What types of symbols and shapes do you see on the floor?** The tile floor has symbols and shapes such as crosses, squares, and a ring.

## *Lesson 18 Guide: Dante and Beatrice by Cristóbal Rojas*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

'Dante and Beatrice on the Banks of the Lethe' by Cristóbal Rojas features a scene from Dante Alighieri's narrative poem, 'Divine Comedy.' In the poem, Dante imagines himself traveling through Hell, Purgatory, and Paradise (Heaven). The character of Beatrice is likely inspired by a real woman named Beatrice Portinari. Beatrice Portinari was Dante's lifelong love and muse, even though they only spoke twice. The painting depicts Dante, Beatrice, and many Nymphs near the Lethe River. The scene glows with light, and beautiful flowers flourish on the riverbanks. According to legend, all who drink of the Lethe suffer complete forgetfulness. In 'Divine Comedy,' Dante submerges into the river and suffers amnesia.

### *Vocabulary*

- **Literary:** Concerning the writing, study, or content of literature, especially of the kind valued for quality of form.
- **Masterpiece:** A work of outstanding artistry, skill, or workmanship.
- **Divine:** Of, from, or like God or a god.
- **Comedy:** A narrative poem with a happy ending.
- **Hell:** A place regarded in various religions as a spiritual realm of evil and suffering, often traditionally depicted as a place of perpetual fire beneath the earth where the wicked are punished after death.
- **Purgatory:** In Roman Catholic doctrine, a place or state of suffering inhabited by the souls of sinners who are expiating their sins before going to heaven.
- **Paradise (Heaven):** A place regarded in various religions as the abode of God or the gods and the angels, and of the good after death, often traditionally depicted as being above the sky.
- **Muse:** A person or personified force who is the source of inspiration for a creative artist.
- **Amnesia:** A partial or total loss of memory.
- **Nymph:** A mythological spirit of nature imagined as a beautiful maiden inhabiting rivers, woods, or other locations.



## Artist

1. Venezuelan painter Cristóbal Rojas was born in 1857 in Cúa, Venezuela.
2. Find Rojas' country of birth on the map of South America below.
3. Rojas lived a fairly comfortable life until his father died when he was 13. Responsibility fell to him to earn money for his family, and he began working in a tobacco factory.
4. Rojas' grandfather taught him to draw, and he eventually studied art at the Universidad Central de Venezuela.
5. One of Rojas' paintings earned him a scholarship to study in Paris, where he was inspired by artwork in the Louvre museum.
6. Many of Rojas' works feature people suffering from tuberculosis, to which he coincidentally succumbed. Sick and out of money, he returned to Venezuela.
7. Rojas died of tuberculosis in Caracas, Venezuela in 1890 at the age of 32.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Dante, Beatrice, Nymphs, Lethe, Flowers, Author of 'Divine Comedy,' Dante's Guide, Dante's Muse, Dante's Lifelong Love



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Practice Reciting Quotes from the 'Divine Comedy':**

1. 'All hope abandon, ye who enter here.'
2. 'O human race, born to fly upward, wherefore at a little wind dost thou so fall?'
3. 'Consider your origin. You were not formed to live like brutes but to follow virtue and knowledge.'

### **Activity 5: Color the Artwork**

Complete page 29 of 'Art History Coloring Pages for Second Grade.'

## *Review Questions*

1. **Who are the characters in the painting?** The characters are Dante, Beatrice, and the Nymphs.
2. **What is the setting of the painting?** The setting is in the mythological Underworld on the banks of the Lethe River.
3. **What happens to people who drink from the Lethe River?** They suffer amnesia and lose their memories.
4. **Who wrote 'The Divine Comedy?'** Dante wrote 'The Divine Comedy.'
5. **Who did Dante love his whole life?** Dante loved Beatrice, even though they only spoke twice.'

## *Lesson 19 Guide: Study by the Balcony by Cristóbal Rojas*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Cristóbal Rojas' 'Study by the Balcony' shows a little girl in a dress running inside from a balcony. A woman in pink stands on the balcony and looks over the side, enjoying the bright, sunny day. Another person in black sits at a table covered with a black and pink tablecloth.

### *Vocabulary*

- **Balcony:** A platform enclosed by a wall or railing on the outside of a building, with access from an upper-floor window or door.

### *Artist*

1. Venezuelan painter Cristóbal Rojas was born in 1857 in Cúa, Venezuela.
2. Find Rojas' country of birth on the map of South America on the next page.
3. Rojas lived a fairly comfortable life until his father died when he was 13. Responsibility fell to him to earn money for his family, and he began working in a tobacco factory.
4. Rojas' grandfather taught him to draw, and he eventually studied art at the Universidad Central de Venezuela.
5. One of Rojas' paintings earned him a scholarship to study in Paris, where he was inspired by artwork in the Louvre museum.
6. Many of Rojas' works feature people suffering from tuberculosis, to which he coincidentally succumbed. Sick and out of money, he returned to Venezuela.
7. Rojas died of tuberculosis in Caracas, Venezuela in 1890 at the age of 32.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Little Girl, Balcony, Woman, Table Leg, Table Cloth, Open Door, Glass Panes, Light and Shadow on the Table



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artwork**

Complete page 30 of 'Art History Coloring Pages for Second Grade.'

## *Review Questions*

1. **Who are the characters in the painting?** The characters include a little girl, a woman, and a person in black.
2. **What is the setting of the painting?** The setting is inside a home or apartment that has a balcony.
3. **What is the weather like in the painting?** The weather is sunny and warm.

## *Lesson 20 Guide: The First and Last Communion by Cristóbal Rojas*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

In Cristóbal Rojas' 'The First and Last Communion,' a woman gazes tenderly down at a little girl as a priest and his altar boy hold communion. A man, head in hand, and a boy sit in the shadows behind the woman. Wearing a glowing white communion gown, the little girl huddles on a chair, her pallor indicative of tuberculosis. The painting title indicates that the girl is very sick and will not live long. A bed is visible to the right, hinting that they are in the little girl's bedroom. She is probably too weak to travel to the church, which is why the priest and altar boy traveled to her home. A day which should be joyous, is instead a reminder of what has been and will be lost.

### *Vocabulary*

- **Communion:** The service of Christian worship at which bread and wine are consecrated and shared.
- **Priest:** An ordained minister of the Catholic, Orthodox, or Anglican Church having the authority to perform certain rites and administer certain sacraments.
- **Altar Boy:** A boy who acts as a priest's assistant during a service, especially in the Roman Catholic Church.
- **Ceremony:** The ritual observances and procedures performed at grand and formal occasions.
- **Pallor:** An unhealthy pale appearance.
- **Tuberculosis:** An infectious bacterial disease characterized by the growth of nodules (tubercles) in the tissues, especially the lungs.

### *Artist*

1. Venezuelan painter Cristóbal Rojas was born in 1857 in Cúa, Venezuela.
2. Find Rojas' country of birth on the map of South America on the next page.
3. Rojas lived a fairly comfortable life until his father died when he was 13. Responsibility fell to him to earn money for his family, and he began working in a tobacco factory.
4. Rojas' grandfather taught him to draw, and he eventually studied art at the Universidad Central de Venezuela.

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5. One of Rojas' paintings earned him a scholarship to study in Paris, where he was inspired by artwork in the Louvre museum.
6. Many of Rojas' works feature people suffering from tuberculosis, to which he coincidentally succumbed. Sick and out of money, he returned to Venezuela.
7. Rojas died of tuberculosis in Caracas, Venezuela in 1890 at the age of 32.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Little Girl, Woman, Boy Behind the Chair, Man with His Head in His Hand, Priest, Altar Boy, Window, Bed, Candle, Candlestick



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

While studying the vocabulary words, point them out in the artwork.

Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 31 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are a priest, an altar boy, a sick little girl, a woman, a boy, and a man.
2. **What is the setting of the painting?** The setting is inside the girl's bedroom in her home.
3. **What ceremony are the characters holding?** The characters are holding communion.
4. **Why is this both the girl's first and last communion?** The painting title and white dress indicate this is the first time the girl has taken communion. However, because she is so sick, she will not survive long enough to be able to participate in another communion ceremony.
5. **What is the little girl sick with?** The little girl is sick with tuberculosis.
6. **What do the little girl and Cristóbal Rojas have in common?** They both (presumably) passed away from tuberculosis.



## *Lesson 21 Guide: Lakshmi by Raja Ravi Varma*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Raja Ravi Varma's painting, 'Lakshmi,' features Lakshmi, the Hindu goddess of fortune and prosperity. According to legend, Lakshmi floated into the universe on a lotus flower. This is reflected in the painting, where Lakshmi stands on a lotus flower over a small pool of water. She wears an intricate headdress, a pink sari, and jewelry at her ears, wrists, upper arms, and neck. A small red dot, or bindi, marks her forehead, often used to signify an Indian woman is married. Lakshmi holds lotus flowers in two of her four hands. Swans float to the left among even more lotus flowers. An elephant, a sacred animal in Hinduism, holds a wreath of flowers in its trunk. In the background, a small waterfall fills the pool from under soaring mountain peaks.

### *Vocabulary*

- **Raja:** An Indian king or prince. A title extended to petty dignitaries and nobles in India while Britain ruled India between 1858 and 1947.
- **Fortune:** A large amount of money or assets.
- **Prosperity:** The state of being wealthy and successful.
- **Lotus:** Any of a number of large water lilies.
- **Hindu:** A follower of Hinduism, a major religious and cultural tradition of South Asia.
- **Headdress:** An ornamental covering or band for the head, especially one worn on ceremonial occasions.
- **Sari:** A garment consisting of a length of cotton or silk elaborately draped around the body, traditionally worn by women from South Asia.
- **Bindi:** A decorative mark worn in the middle of the forehead by Indian women.

### *Artist*

1. Raja Ravi Varma was born in 1848 in Kilimanoor Palace, located in the Kingdom of Travancore in present-day India. Varma was born into the aristocracy and was given the title of 'Raja' by the Viceroy and Governor-General of India.
2. See the ancient entrance to Kilimanoor Palace on the next page.
3. Find India, Varma's country of birth, on the map of South Central Asia on the next page.

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4. At age seven, Varma drew on the palace walls with charcoal. His uncle saw his potential and gave him painting lessons.
5. Varma studied art at the JJ School of Arts, Mumbai. He learned oil painting techniques from a Dutch artist.
6. Varma is known as the 'Father of Modern Indian Art.' He is considered one of the greatest painters in Indian history, painting Indian deities and mythologies using European techniques.
7. Varma died in 1906 at the age of 56.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Lakshmi, Lotuses, Earrings, Bracelets, Headdress, Sari, Bindi, Elephant, Tusks, Flower Wreath, Waterfall, Mountains



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Sketch a Lotus Flower**

- According to legend, Lakshmi floated into the universe on a lotus flower.
- Sketch the lotus flower shown below.



**Activity 5: Color the Map**

Complete page 32 of 'Art History Coloring Pages for Second Grade.'

**Activity 6: Color the Artist**

Complete page 33 of 'Art History Coloring Pages for Second Grade.'

**Activity 7: Color the Artwork**

Complete page 34 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **What is the setting of the painting?** The setting is small pool or river of water.
2. **Who are the human and animal characters in the painting?** The human and animal characters are Lakshmi, the elephant, and the swans.
3. **What evidence do you have from the painting that Lakshmi is married?** She has a small red dot on her forehead, called a bindi.
4. **What is Lakshmi standing on in the painting?** Lakshmi stands upon a pink lotus flower in the painting.
5. **What type of goddess is Lakshmi?** Lakshmi is the Hindu goddess of fortune and prosperity.

## *Lesson 22 Guide: Kartikeya with His Wives by Raja Ravi Varma*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Raja Ravi Varma's 'Kartikeya with His Wives' depicts Kartikeya, the Hindu god of victory and war. In legends, Kartikeya fights evil and is a source of good. In the painting, he and his wives ride a glorious peacock, which steps on a hooded cobra slithering below. Each of Kartikeya's wives holds a flower. Kartikeya has six heads, allowing him to see enemies approaching from every direction during war. Kartikeya holds various weapons in his twelve hands, including a scimitar. Kartikeya also has twelve feet, although it is not shown in the painting. Legend explains why Kartikeya has six heads and a dozen hands and feet. Kartikeya's mother had six babies and hugged them so hard, the bodies merged, leaving the heads, hands, and feet separate.

### *Vocabulary*

- **Kartikeya:** The six-headed Hindu god of victory and war.
- **Hindu:** A follower of Hinduism, a major religious and cultural tradition of South Asia.
- **Peacock:** A male bird with very long tail feathers that have eyelike markings and that can be erected and expanded like a fan.
- **Cobra:** A highly venomous snake native to Africa and Asia that spreads the skin of its neck into a hood when disturbed.
- **Scimitar:** A short sword with a curved blade that broadens toward the point.
- **Dozen:** A group or set of twelve.
- **Headdress:** An ornamental covering or band for the head, especially one worn on ceremonial occasions.

### *Artist*

1. Raja Ravi Varma was born in 1848 in Kilimanoor Palace, located in the Kingdom of Travancore in present-day India. Varma was born into the aristocracy and was given the title of 'Raja' by the Viceroy and Governor-General of India.
2. See the ancient entrance to Kilimanoor Palace on the next page.
3. Find India, Varma's country of birth, on the map of South Central Asia on the next page.
4. At age seven, Varma drew on the palace walls with charcoal. His uncle saw his potential and gave him painting lessons.

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5. Varma studied art at the JJ School of Arts, Mumbai. He learned oil painting techniques from a Dutch artist.
6. Varma is known as the 'Father of Modern Indian Art.' He is considered one of the greatest painters in Indian history, painting Indian deities and mythologies using European techniques.
8. Varma died in 1906 at the age of 56.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Kartikeya, One Body with Six Heads, One Body with a Dozen Hands, Scimitar, Feathers with Eye Markings, Snake Hood, Two Flowers, Two Saris, Eight Headdresses



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 35 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **What is the setting of the painting?** The setting is outdoors on green grass in front of a body of water.
2. **Who are the human and animal characters in the painting?** The human and animal characters are Kartikeya, Kartikeya's wives, the peacock, and the snake.
3. **How many hands and feet does Kartikeya have?** Kartikeya has a dozen hands and a dozen feet.
4. **Why does Kartikeya have a dozen hands and a dozen feet?** Kartikeya's mother had six babies and hugged them so hard, the bodies merged, leaving the heads, hands, and feet separate.
5. **How does having six heads give Kartikeya an advantage in war?** Kartikeya's six heads enable him to see in all directions. His adversaries cannot sneak up on him.

## *Lesson 23 Guide: Dattatreya by Raja Ravi Varma*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Raja Ravi Varma's 'Dattatreya' shows the Hindu monk and deity, Dattatreya, standing on a peaceful riverbank. He is surrounded by a cow and four dogs. The cow symbolizes mother earth, and the four dogs symbolize the four Vedas (Hindu scriptures). As an avatar of three Hindu gods, Brahma, Vishnu, and Shiva, Dattatreya is shown with three heads and six arms. Dattatreya has a rosary and water pot for Brahma, a conch and wheel for Vishnu, a trident and drum for Shiva, and a lotus for both Vishnu and Brahma.

### *Vocabulary*

- **Dattatreya:** A monk, lord of Yoga, and deity of Hinduism.
- **Monk:** A member of a religious community of men typically living under vows of poverty, chastity, and obedience.
- **Deity:** A supreme being, god, or goddess.
- **Vedas:** Hindu scriptures.
- **Avatar:** A manifestation of a deity or released soul in bodily form on earth; an incarnate divine teacher.
- **Hindu:** A follower of Hinduism.
- **Hinduism:** A major religious and cultural tradition of South Asia.
- **Brahma:** The Hindu god of knowledge and the creation of the universe. Part of the Hindu trinity along with Vishnu and Shiva.
- **Vishnu:** The Hindu god of protection and preservation of the good. Part of the Hindu trinity along with Brahma and Shiva.
- **Shiva:** The Hindu god of creation, destruction, and regeneration. Part of the Hindu trinity along with Brahma and Vishnu.
- **Rosary:** A string of prayer beads used for keeping count, typically 108 beads long.
- **Conch:** A tropical marine mollusk with a spiral shell that may bear long projections and have a flared lip.
- **Trident:** A three-pronged spear.

## Artist

1. Raja Ravi Varma was born in 1848 in Kilimanoor Palace, located in the Kingdom of Travancore in present-day India. Varma was born into the aristocracy and was given the title of 'Raja' by the Viceroy and Governor-General of India.
2. See the ancient entrance to Kilimanoor Palace on the next page.
3. Find India, Varma's country of birth, on the map of South Central Asia on the next page.
4. At age seven, Varma drew on the palace walls with charcoal. His uncle saw his potential and gave him painting lessons.
5. Varma studied art at the JJ School of Arts, Mumbai. He learned oil painting techniques from a Dutch artist.
6. Varma is known as the 'Father of Modern Indian Art.' He is considered one of the greatest painters in Indian history, painting Indian deities and mythologies using European techniques.
9. Varma died in 1906 at the age of 56.





## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Three Heads, Six Arms, Trident, Conch Shell, Water Pot, Bead Necklace, Wheel, Stream, Mountains, Sandals, Lotus Flowers, Water Buffalo, Four Dogs



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artwork**

Complete page 36 of 'Art History Coloring Pages for Second Grade.'

## *Review Questions*

1. **What is the setting of the painting?** The setting is outdoors on green grass in front of a river.
2. **Who are the human and animal characters in the painting?** The human and animal characters are Dattatreya, a cow, and four dogs.
3. **What does Dattatreya hold in his hands?** He has a water pot, conch, wheel, a trident, drum, and a lotus
4. **Why does Dattatreya have three heads and six arms?** He represents three Hindu gods, Brahma, Vishnu, and Shiva.

## *Lesson 24 Guide: Descent of Ganga by Raja Ravi Varma*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Raja Ravi Varma's, 'Descent of Ganga' shows the Ganges River personified as the Hindu river goddess Ganga descending from the heavens. Shiva stands directly beneath Ganga, with Parvati (the female mother goddess), Nandi (the bull ridden by Shiva), and Bhagiratha (the male king) watching from below. Bhagiratha was a king who brought Ganga down through prayer and self-discipline. The waters of the Ganges River are considered sacred by Hindus.

### *Vocabulary*

- **Ganga:** The Ganges River personified as a Hindu goddess.
- **Ganges River:** A river that flows through the countries of India and Bangladesh.
- **Shiva:** The Hindu god of creation, destruction, and regeneration. Part of the Hindu trinity along with Brahma and Vishnu.
- **Parvati:** The mother goddess of Hinduism.
- **Nandi:** The bull ridden by the Hindu god Shiva.
- **Bhagiratha:** A Hindu king who brought Ganga down through prayer and self-discipline.

### *Artist*

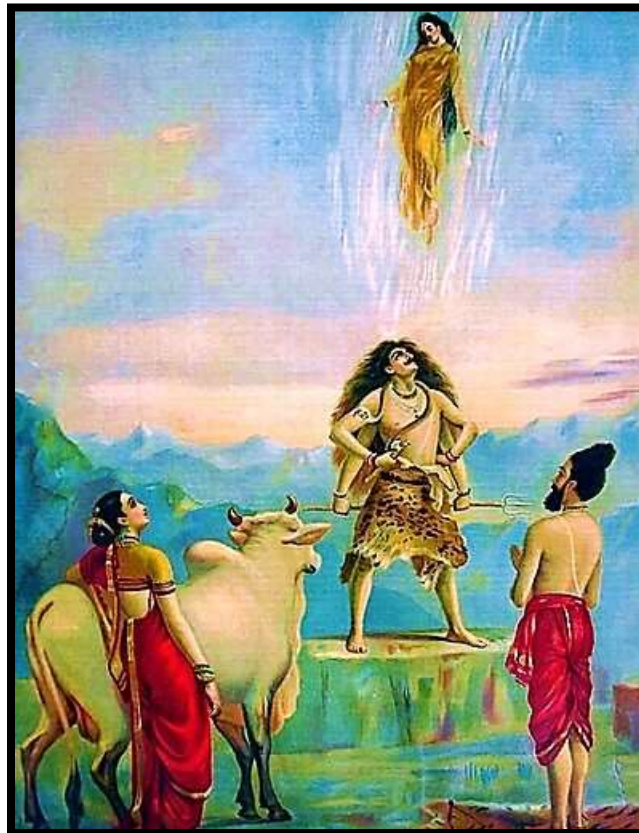
1. Raja Ravi Varma was born in 1848 in Kilimanoor Palace, located in the Kingdom of Travancore in present-day India. Varma was born into the aristocracy and was given the title of 'Raja' by the Viceroy and Governor-General of India.
2. See the ancient entrance to Kilimanoor Palace on the next page.
3. Find India, Varma's country of birth, on the map of South Central Asia on the next page.
4. At age seven, Varma drew on the palace walls with charcoal. His uncle saw his potential and gave him painting lessons.
5. Varma studied art at the JJ School of Arts, Mumbai. He learned oil painting techniques from a Dutch artist.
6. Varma is known as the 'Father of Modern Indian Art.' He is considered one of the greatest painters in Indian history, painting Indian deities and mythologies using European techniques.
10. Varma died in 1906 at the age of 56.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Ganga, River Goddess, Shiva, Parvati, Nandi, Bhagiratha, Bull, Hump, Horns, King, Trident, Sari, Snake



#### **Activity 2: Narrate the Artwork**

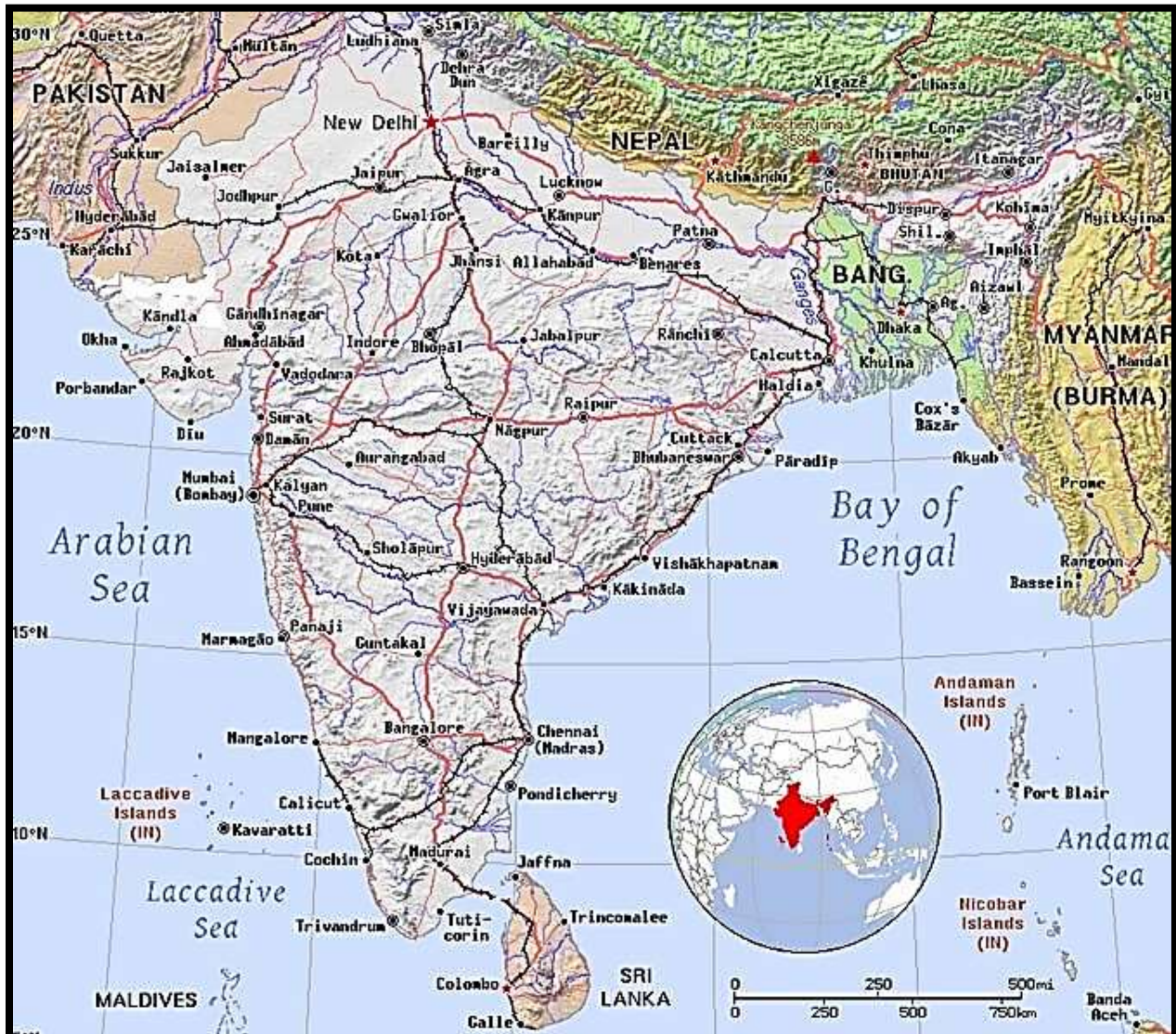
After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Map the Painting**

Find India, Bangladesh (BANG.), and the Ganges River on the map below.



**Activity 5: Color the Artwork**

Complete page 37 of 'Art History Coloring Pages for Second Grade.'

### *Review Questions*

1. **What is the setting of the painting?** The setting is in a rocky area on and/or near mountains.
2. **Who are the characters in the painting?** The characters are Ganga, the river goddess, Shiva, the god of destruction, Parvati, the mother goddess, Nandi, the bull, and Bhagiratha, the king.
3. **Why do some Hindus believe the Ganges River is sacred?** Some Hindus believe the river is the goddess Ganga.
4. **Why is Ganga descending from the heavens?** The king, Bhagiratha, brought Ganga down through prayer and self-discipline.

## *Lesson 25 Guide: A Break Away! by Tom Roberts*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Tom Roberts' 'A break away!' shows a drover leaning off a horse and waving his hat at a thirsty herd of sheep stampeding toward a waterhole. The drover tries to slow or scatter the sheep to save them from trampling each other to death. Suffering from a drought, the land is brown and dry. Great clouds of dust fill the air, almost obscuring a second drover and a dog. Two birds soar nearby, watching the chaos and perhaps hoping for a meal of carrion.

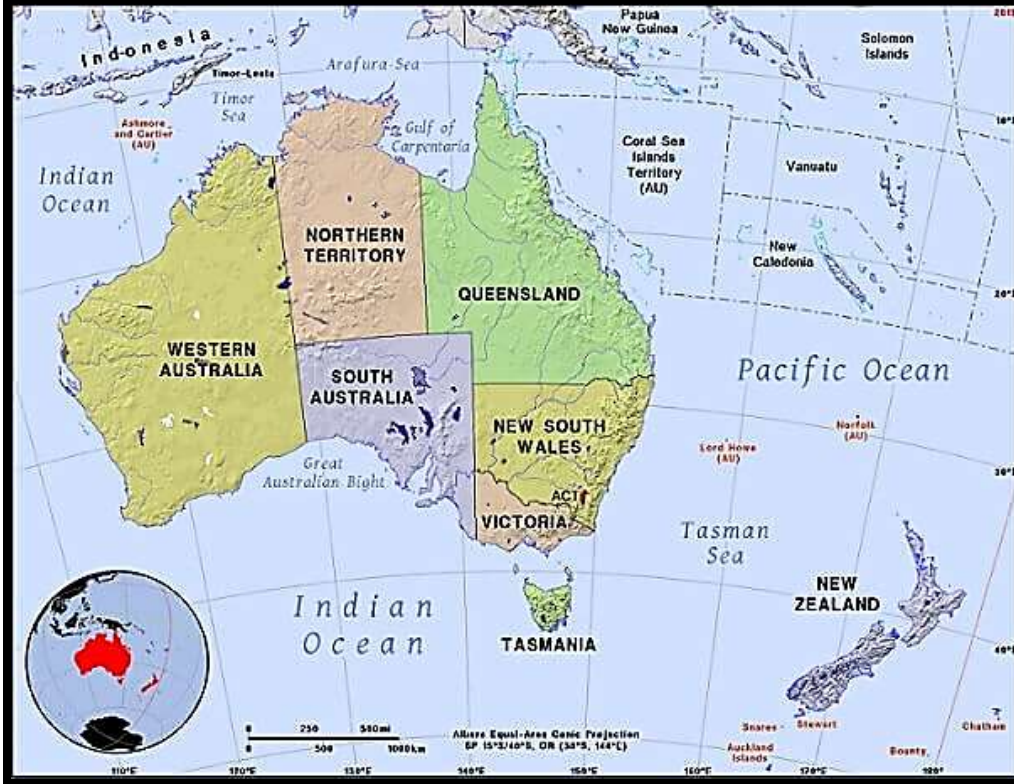
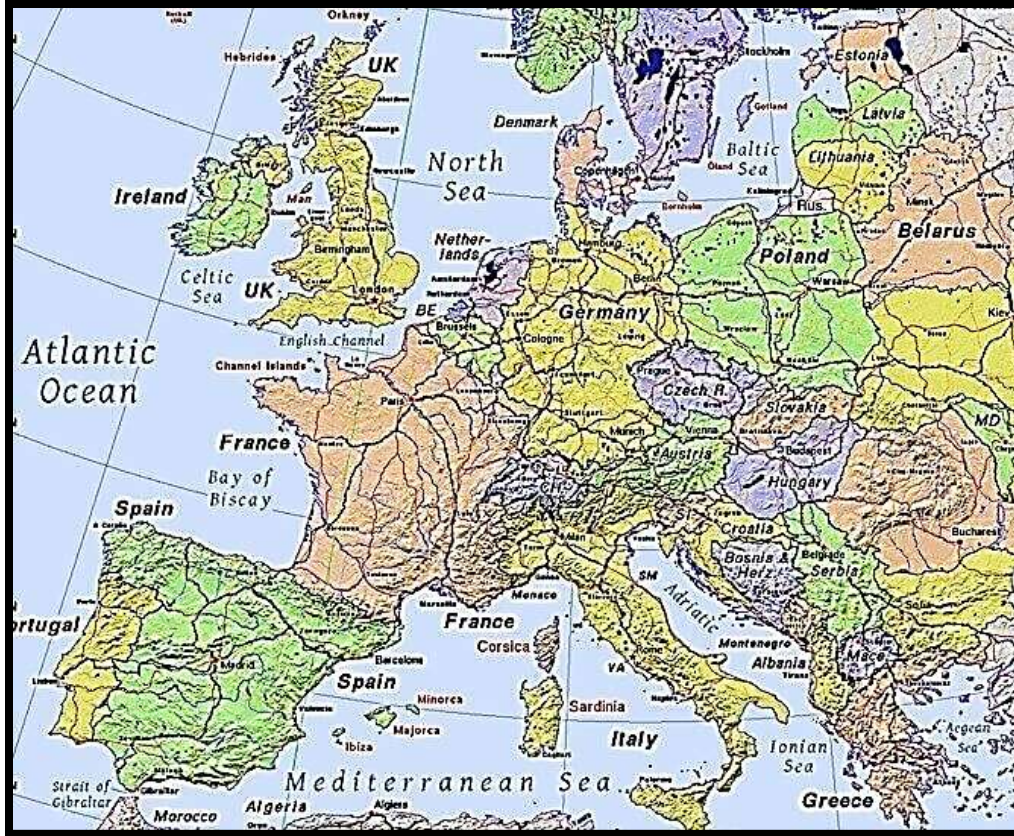
### *Vocabulary*

- **Drover:** Person who moves animals such as cows or sheep to market.
- **Stampede:** A sudden panicked rush of a number of horses, cattle, or other animals.
- **Waterhole:** A depression in which water collects, especially one from which animals regularly drink.
- **Trample:** Tread on and crush.
- **Drought:** A prolonged period of abnormally low rainfall; a shortage of water resulting from this.
- **Carrion:** The decaying flesh of dead animals.

### *Artist*

1. Australian artist Tom Roberts was born in 1856 in Dorchester, Dorset, England.
2. Find Roberts' country of birth (UK) on the map on the next page.
3. Roberts migrated to from England to Australia with his family when he was a boy. Find Australia on the map on the next page.
4. As an adult, Roberts worked as a photographer's assistant while perfecting his art at night. He moved back to England to study art for three years and visited Spain and France.
5. Roberts returned to Australia, married, and had a son. He both painted and made picture frames to earn a living.
6. Roberts died in Australia in 1931 at the age of 64.

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## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: 2 Drovers, Stampede, Sheep, Watering Hole, Post and Rail Fence, Dust Clouds, 2 Soaring Birds, Dog



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Map**

Complete page 38 of 'Art History Coloring Pages for Second Grade.'

### **Activity 5: Color the Artist**

Complete page 39 of 'Art History Coloring Pages for Second Grade.'

### **Activity 6: Color the Artwork**

Complete page 40 of 'Art History Coloring Pages for Second Grade.'



### *Review Questions*

1. **Who are the human and animal characters in the painting?** The characters are the drovers, the dog, the birds, and the stampeding sheep.
2. **What is the setting of the painting?** The setting is at a watering hole in Australia.
3. **Why is a drover waving his hat at the sheep?** The drover is trying to slow the sheep. The sheep are running too fast and may trample each other.
4. **Why are the sheep stampeding?** The sheep are very thirsty. They are stampeding toward a waterhole to drink.

## *Lesson 26 Guide: Bailed Up by Tom Roberts*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

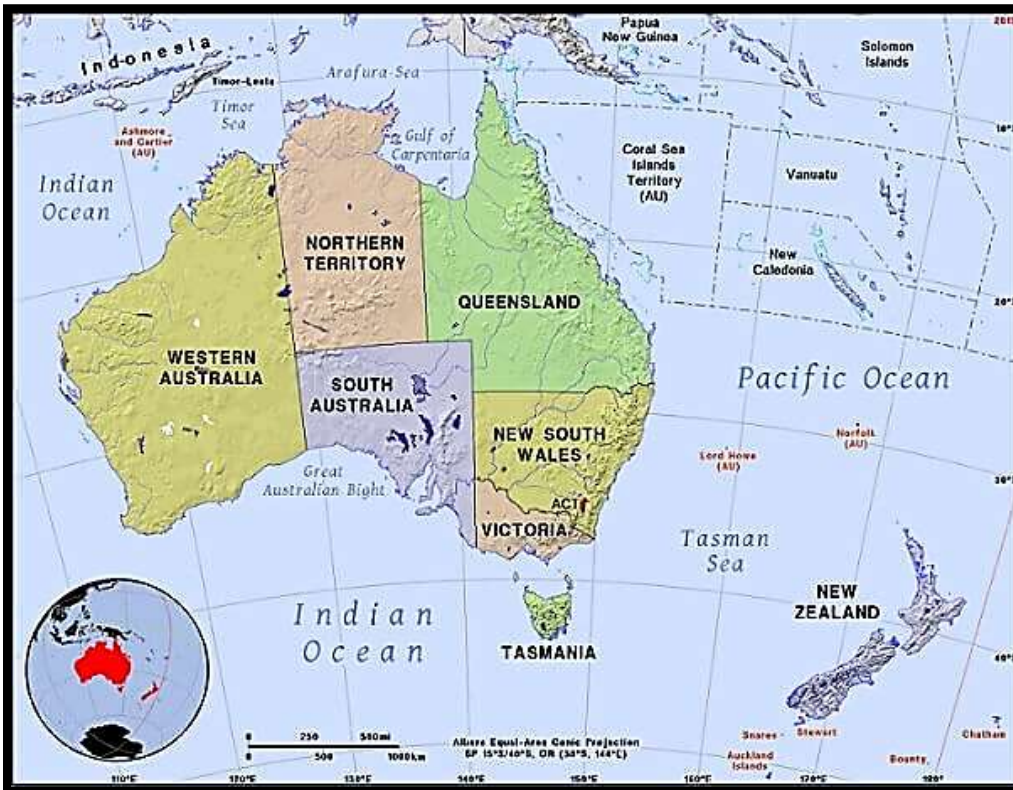
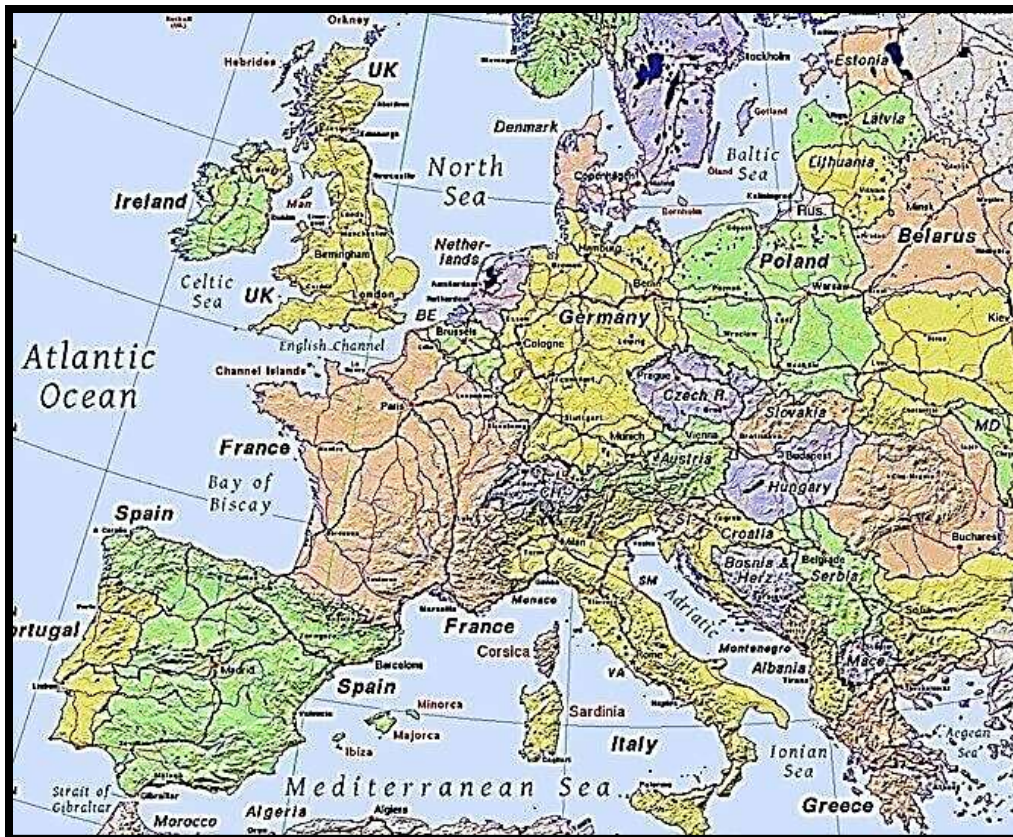
Tom Roberts' 'Bailed Up' shows Australian bushrangers holding up a stage coach. A hill climbs high in the background, making it private and closed in, a good place for an ambush. The ground is brown and dusty. A fallen log blocks the road, probably positioned by the bushrangers. Roberts modeled the painting location on a real place in Australia. Roberts based the characters on real people he saw in the area. It took Roberts over twenty years to sell the painting. No one wanted it. Today, a former curator of the Australian museum hosting the painting called it, 'the greatest Australian landscape ever painted.'

### *Vocabulary*

- **Bushrangers:** An outlaw living in the bush.
- **Bush (Australian/African):** Wild or uncultivated country.
- **Stage Coach:** A large, closed horse-drawn vehicle formerly used to carry passengers and often mail along a regular route between two places.
- **Ambush:** A surprise attack by people lying in wait in a concealed position.
- **Curator:** A keeper or custodian of a museum or other collection.
- **Landscape:** A picture representing an area of countryside.

### *Artist*

1. Australian artist Tom Roberts was born in 1856 in Dorchester, Dorset, England.
2. Find Roberts' country of birth (UK) on the map on the next page.
3. Roberts migrated to from England to Australia with his family when he was a boy. Find Australia on the map on the next page.
4. As an adult, Roberts worked as a photographer's assistant while perfecting his art at night. He moved back to England to study art for three years and visited Spain and France.
5. Roberts returned to Australia, married, and had a son. He both painted and made picture frames to earn a living.
7. Roberts died in Australia in 1931 at the age of 64.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Stage Coach, Stage Coach Driver, Outlaws, Luggage, Stage Coach Passengers, Hub and Spoke Wheels, Luggage, Guns, Hill, Woods, Tree Blocking the Road



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 41 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are the bushrangers, the stage coach driver, and the stage coach passengers.
2. **What is the setting of the painting?** The setting is a remote, hilly, wooded area of Australia.
3. **What do the bushrangers want from the people in the stagecoach?** The bushrangers want to steal money or valuables such as jewelry from the people in the stage coach.
4. **What strategies did the bushrangers use to trap the stagecoach?** The bushrangers picked a hilly area for the ambush and blocked the road with a tree, preventing escape.

## *Lesson 27 Guide: Shearing the Rams by Tom Roberts*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

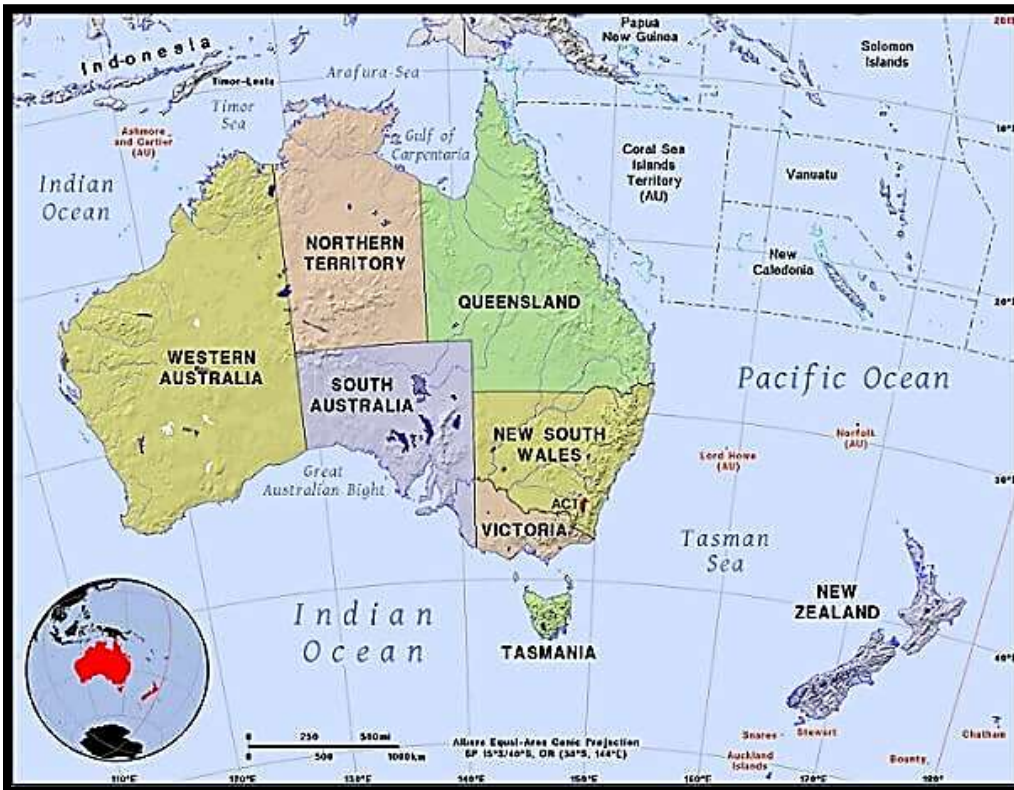
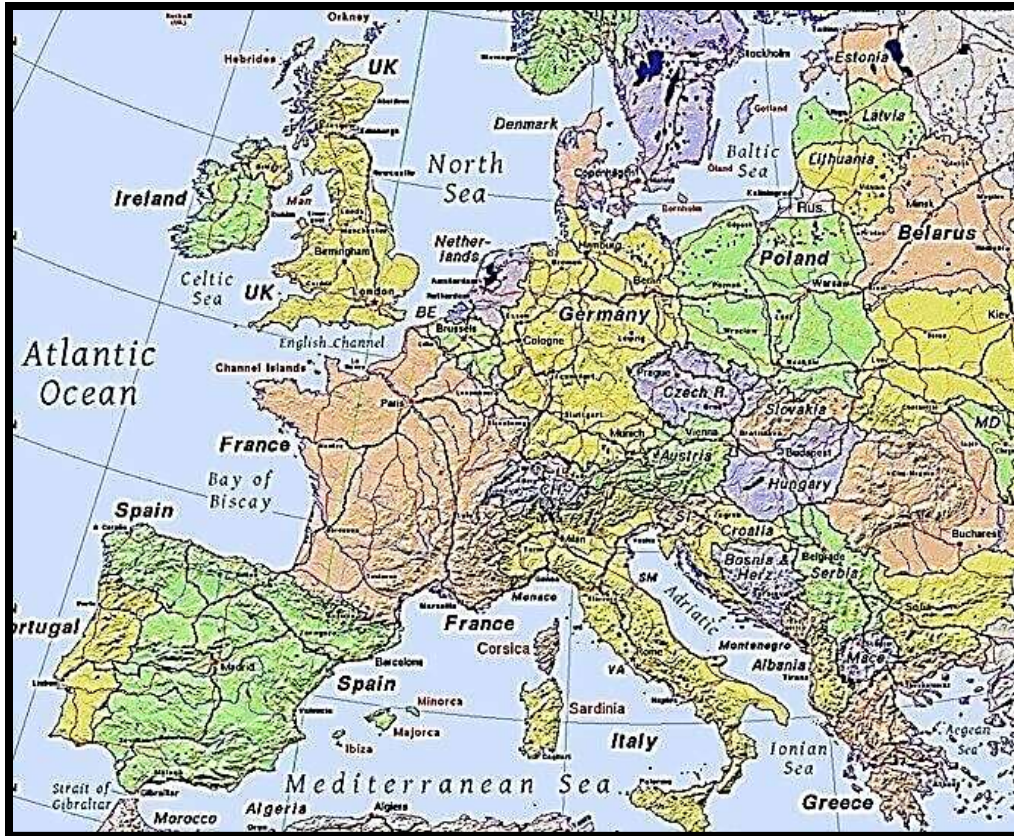
Tom Roberts' 'Shearing the Rams' shows sheep shearers shearing sheep in a shearing shed. To create this work, Roberts spent two years at a sheep station and used a real shearing shed as a model. Roberts made around 80 sketches before starting to paint on canvas. Roberts painted this work in an impressionistic style.

### *Vocabulary*

- **Shear:** Cut the wool off a sheep or other animal.
- **Sheep Shearer:** A person who cuts the wool off a sheep or other animal.
- **Shearing Shed:** A simple roofed structure, typically made of wood or metal, in which sheep shearers cut the wool off a sheep or other animal.
- **Sketch:** A rough or unfinished drawing or painting, often made to assist in making a more finished picture.
- **Canvas:** A strong, coarse unbleached cloth made from hemp, flax, cotton, or a similar yarn, used to make items such as sails and tents and as a surface for oil painting.
- **Impressionistic:** In the style of impressionism, depicting the visual impression of the moment, especially in terms of the shifting effect of light and color

### *Artist*

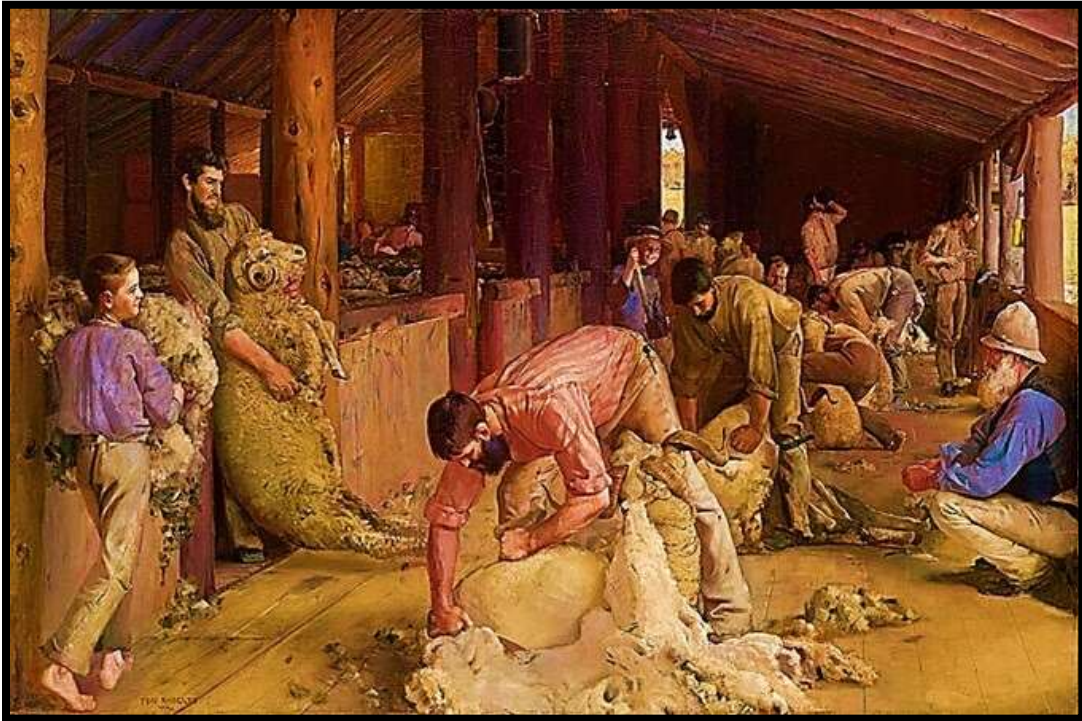
1. Australian artist Tom Roberts was born in 1856 in Dorchester, Dorset, England.
2. Find Roberts' country of birth (UK) on the map on the next page.
3. Roberts migrated to from England to Australia with his family when he was a boy. Find Australia on the map on the next page.
4. As an adult, Roberts worked as a photographer's assistant while perfecting his art at night. He moved back to England to study art for three years and visited Spain and France.
5. Roberts returned to Australia, married, and had a son. He both painted and made picture frames to earn a living.
8. Roberts died in Australia in 1931 at the age of 64.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Boy Carrying Wool, Boy Wearing a Hat, Men with Dark Beards, Man with White Beard, Man Drinking Water, Wool, Rams, Sheep, Curved Horns, Shearing Shed, Shears



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artwork**

Complete page 42 of 'Art History Coloring Pages for Second Grade.'

## *Review Questions*

1. **Who are the human characters in the painting?** The characters are men and boys working as sheep shearers.
2. **What is the setting of the painting?** The setting is in a shearing shed in Australia.
3. **What are the characters doing?** The characters are cutting the wool off of sheep.
4. **What do the people use to cut wool off the sheep?** The people use shears to cut wool off the sheep.



## *Lesson 28 Guide: Coming South by Tom Roberts*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Tom Roberts' 'Coming South' shows migrants traveling south by steamship from Europe to Australia. Like the migrants in the painting, Roberts himself migrated from England to Australia as a boy. As a man, Roberts made the trip south again after studying art in Europe. Roberts painted 'Coming South' based on sketches he made during that voyage. In the painting, women and men sit on deck, enjoying the daylight, as they make the long journey. A smokestack puffs black smoke in the background. A variety of rigging, such as ropes and cables, stretch here and there.

### *Vocabulary*

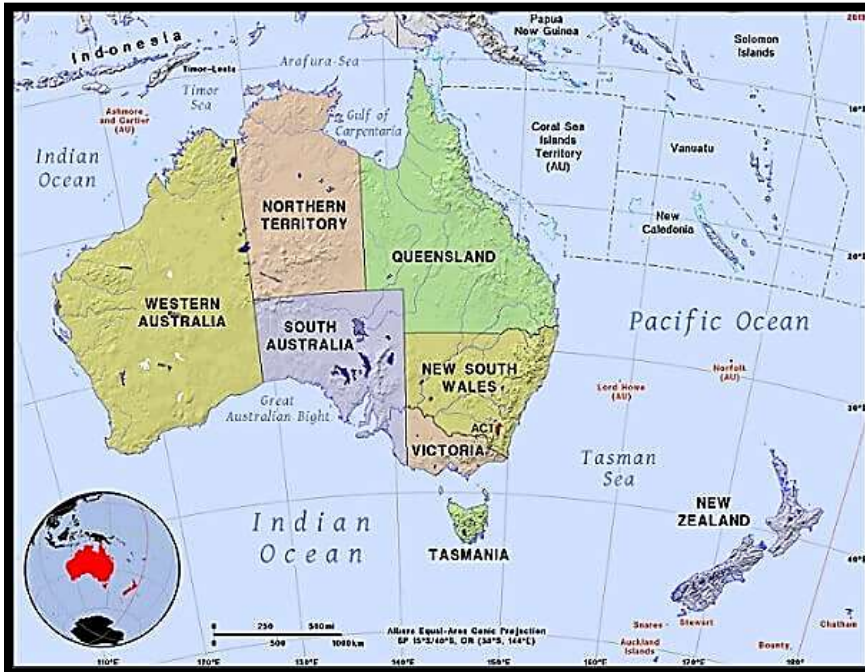
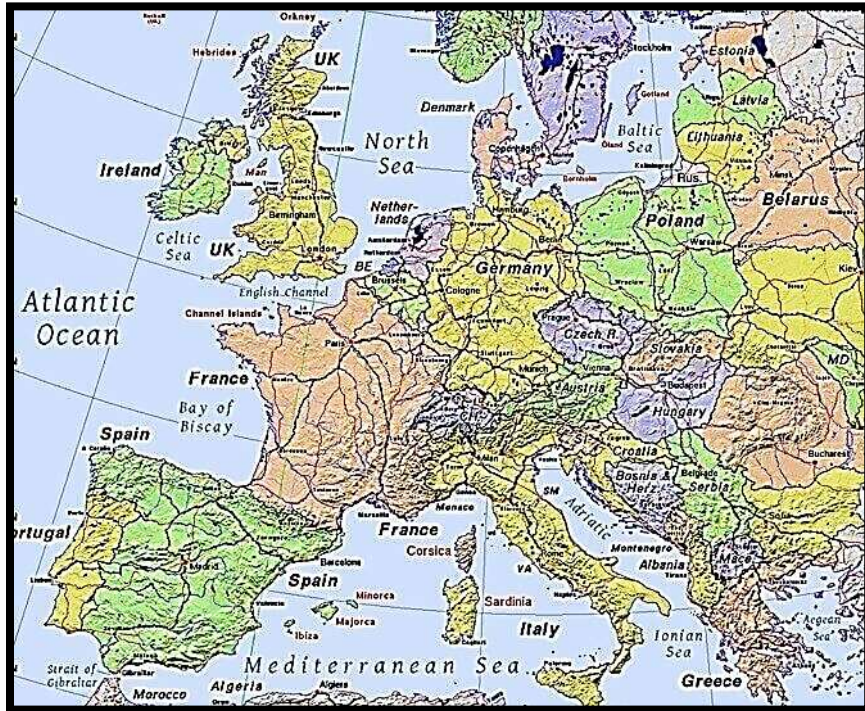
- **Migrant:** A person who moves from one place to another.
- **Steamship:** A ship that is propelled by a steam engine.
- **Deck:** A structure of planks or plates, approximately horizontal, extending across a ship or boat at any of various levels.
- **Smokestack:** A chimney or funnel for discharging smoke from a locomotive, ship, factory, etc. and helping to induce a draft.
- **Rigging:** The system of ropes, cables, or chains employed to support a ship's masts and to control or set the yards and sails.
- **Cable:** A thick rope of wire or nonmetallic fiber, typically used for construction, mooring ships, and towing vehicles.

### *Artist*

1. Australian artist Tom Roberts was born in 1856 in Dorchester, Dorset, England.
2. Find Roberts' country of birth (UK) on the map on the next page.
3. Roberts migrated to from England to Australia with his family when he was a boy. Find Australia on the map on the next page.
4. As an adult, Roberts worked as a photographer's assistant while perfecting his art at night. He moved back to England to study art for three years and visited Spain and France.

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5. Roberts returned to Australia, married, and had a son. He both painted and made picture frames to earn a living.
9. Roberts died in Australia in 1931 at the age of 64.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

Find the following in the artwork: Little Girl, Old Woman in Black, Boy Playing with a Toy, Woman Sewing, Rigging, Smokestack, Steamship, Deck, Sails, Masts, Three Sailors Up Above the Main Deck



### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artwork**

Complete page 43 of 'Art History Coloring Pages for Second Grade.'

## *Review Questions*

1. **Who are the characters in the painting?** The characters are men, women, and children riding on a boat.
2. **What is the setting of the painting?** The setting is a boat on the ocean.
3. **Where are the characters traveling?** The characters are traveling from Europe to Australia.
4. **What does Tom Roberts have in common with the characters in the painting?** Most of the characters are migrating from Europe to Australia. Roberts himself migrated from England to Australia as a boy.

## *Lesson 29 Guide: Knife and Fruit in the Window by Diego Rivera*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Diego Rivera's 'Knife and Fruit in Front of the Window' pairs still life with cityscape. In the foreground, a table supports a bowl of fruit, some scattered fruit, an empty bottle, and a knife. Outside the second story window, the gaze of the viewer skips across rooftops to alight on row houses and other buildings in the city.

### *Vocabulary*

- **Cityscape:** The visual appearance of a city or urban area; a city landscape.
- **Still Life:** A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.

### *Artist*

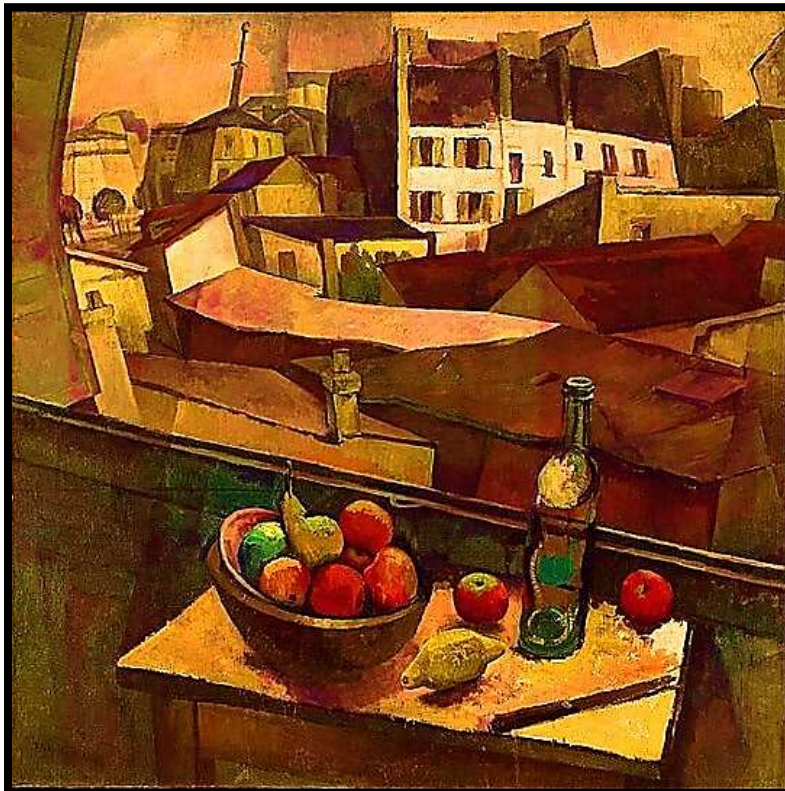
1. Mexican painter Robert Diego Rivera was born in 1886 in Guanajuato, Mexico.
2. Find Mexico, Rivera's country of birth, on the map on the next page.
3. Rivera was born to a wealthy family.
4. When his parents caught him drawing on the walls at age three, they encouraged him to keep drawing by covering the walls in canvas and chalkboard.
5. At age ten, Rivera studied art in Mexico City at the Academy of San Carlos. As an adult, he studied art in Europe.
6. Rivera was married five times, twice to fellow artist Frida Kahlo.
7. Rivera died in 1957 at the age of 70 in Mexico City, Mexico.



### Enrichment Activities

#### Activity 1: Can You Find It?

Find the following in the artwork: Row Houses, Empty Bottle, Apples, Pear, Lemon, Orange, Lime, Knife, Table, Chimneys



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Map**

Complete page 44 of 'Art History Coloring Pages for Second Grade.'

**Activity 5: Color the Artist**

Complete page 45 of 'Art History Coloring Pages for Second Grade.'

**Activity 6: Color the Artwork**

Complete page 46 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Why could this work be considered a still life?** The foreground features a still life scene of fruit, a bottle, and a knife.
2. **Why could this work be considered a cityscape?** The background shows the rooftops and buildings of a city.
3. **What is the setting of the painting?** The setting is a room in a second floor of a house or other building.

## Lesson 30 Guide: Zapatista Landscape by Diego Rivera

### Directions

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

Diego Rivera's 'Zapatista Landscape (The Guerrilla),' painted in 1915, captures the mood of the Mexican revolution. Rivera uses a black sombrero (hat), rifle, brightly colored serape, and cartridge belt to suggest a Guerrilla figure. Grey mountains soar to points in the background. An unfolded piece of paper and nail are at the lower right. The geometric shapes and disjointed views reveal this work as an example of cubism.

### Vocabulary

- **Zapatista:** A member or supporter of a Mexican revolutionary force working for social and agrarian reforms.
- **Landscape:** A picture representing an area of countryside.
- **Guerrilla:** A member of a small independent group taking part in irregular fighting, typically against larger regular forces.
- **Sombrero:** A broad-brimmed felt or straw hat, typically worn in Mexico and the southwestern US.
- **Rifle:** A gun, especially one fired from shoulder level, having a long spirally grooved barrel intended to make a bullet spin and thereby have greater accuracy over a long distance.
- **Serape:** A shawl or blanket worn as a cloak in Latin America.
- **Cartridge Belt:** A belt with pockets or loops for cartridges of ammunition, typically worn over the shoulder.
- **Cubism:** An early 20th-century style and movement in art in which multiple perspectives and simple geometric shapes were used.

### Artist

1. Mexican painter Robert Diego Rivera was born in 1886 in Guanajuato, Mexico.
2. Find Mexico, Rivera's country of birth, on the map on the next page.
3. Rivera was born to a wealthy family.
4. When his parents caught him drawing on the walls at age three, they encouraged him to keep drawing by covering the walls in canvas and chalkboard.

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5. At age ten, Rivera studied art in Mexico City at the Academy of San Carlos. As an adult, he studied art in Europe.
6. Rivera was married five times, twice to fellow artist Frida Kahlo.
7. Rivera died in 1957 at the age of 70 in Mexico City, Mexico.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Zapatista, Guerrilla, Sombrero, Rifle, Cartridge Belt, Mountains, Serape, Unfolded Paper, Nail



#### **Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.



**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 47 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The character is a Zapatista/Guerrilla.
2. **What is a Serape?** A serape is a shawl or a blanket.
3. **What is the setting of the painting?** The setting is outdoors in a mountainous region of Mexico.

## *Lesson 31 Guide: The Alarm Clock by Diego Rivera*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Diego Rivera's 'The Alarm Clock' features a cubist perspective of items including an alarm clock, a guitar, and a design featuring the four card suits: spades, hearts, clubs, and diamonds. Bright colors and lines intersect throughout the work. The objects are fractured, painted from multiple perspectives.

### *Vocabulary*

- **Alarm:** A warning sound or device.
- **Alarm Clock:** A clock with a device that can be made to sound at the time set in advance, used to wake someone up.
- **Cubism:** An abstract style of painting that uses geometric shapes and multiple perspectives.
- **Spade:** One of the four suits in a conventional deck of playing cards, denoted by a black inverted heart-shaped figure with a short stalk.
- **Heart:** One of the four suits in a conventional deck of playing cards, often denoted by a red heart symbol.
- **Club:** One of the four suits in a conventional deck of playing cards, denoted by a black trefoil.
- **Diamond:** One of the four suits in a conventional deck of playing cards, often denoted by a red diamond.

### *Artist*

1. Mexican painter Robert Diego Rivera was born in 1886 in Guanajuato, Mexico.
2. Find Mexico, Rivera's country of birth, on the map on the next page.
3. Rivera was born to a wealthy family.
4. When his parents caught him drawing on the walls at age three, they encouraged him to keep drawing by covering the walls in canvas and chalkboard.
5. At age ten, Rivera studied art in Mexico City at the Academy of San Carlos. As an adult, he studied art in Europe.
6. Rivera was married five times, twice to fellow artist Frida Kahlo.

7. Rivera died in 1957 at the age of 70 in Mexico City, Mexico.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Guitar Neck, Guitar Tuning Stems (Knobs turned to tune guitar.), Guitar Body, Clock, Roman Numerals (On Clock), Heart Card, Diamond Card, Club Card, Spade Card



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 48 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **What is the name of the painting style of 'The Alarm Clock?'** The painting style of 'The Alarm Clock' is cubism.
2. **What are the four card suites shown in 'The Alarm Clock?'** The four card suites are clubs, spades, hearts, and diamonds.
3. **What objects does Rivera capture in the painting?** Objects include cards, a guitar, and an alarm clock.

## *Lesson 32 Guide: Two Women by Diego Rivera*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Diego Rivera's 'Two Women' depicts a cubist perspective of two well-dressed women with coiffed hair. One woman in white reclines in a chair and holds a book. The other woman in blue stands with her hands folded. Abstract shapes predominate the rest of the painting. Squares, rectangles, triangles, staircases, and other forms can be seen, some shaded to suggest a three-dimensional perspective.

### *Vocabulary*

- **Cubism:** An abstract style of painting that uses geometric shapes and multiple perspectives.
- **Coif:** Style or arrange someone's hair, typically in an elaborate way.
- **Recline:** Lean or lie back in a relaxed position with the back supported.
- **Abstract:** Existing in thought or as an idea but not having a physical or concrete existence.
- **Three-dimensional:** Having or appearing to have length, breadth, and depth.

### *Artist*

1. Mexican painter Robert Diego Rivera was born in 1886 in Guanajuato, Mexico.
2. Find Mexico, Rivera's country of birth, on the map on the next page.
3. Rivera was born to a wealthy family.
4. When his parents caught him drawing on the walls at age three, they encouraged him to keep drawing by covering the walls in canvas and chalkboard.
5. At age ten, Rivera studied art in Mexico City at the Academy of San Carlos. As an adult, he studied art in Europe.
6. Rivera was married five times, twice to fellow artist Frida Kahlo.
7. Rivera died in 1957 at the age of 70 in Mexico City, Mexico.



### Enrichment Activities

#### Activity 1: Can You Find It?

Find the following in the artwork: Woman in White, Woman in Blue, Reclining Woman, Coiffed Hair, Folded Hands, Crossed Ankles, Book, Staircase Shapes, Triangle Shapes, Square Shapes, Rectangle Shapes



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 49 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are two well-dressed women with coiffed hair.
2. **What are the characters doing?** One woman reclines and holds a book. The other stands with her hands clasped together.
3. **What is the setting of the painting?** The setting is unknown due to the abstract nature of the work. The chair and book suggest a protected, indoor setting, but outdoors on a patio would be another possibility.
4. **What is the name of the painting style of 'Two Women?'** The painting style of 'Two Women' is cubism.

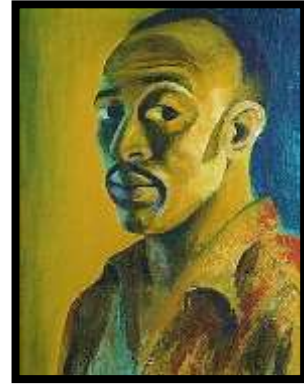
## *Lesson 33 Guide: Horse and Cart. Sophiatown by Gerard Sekoto*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Gerard Sekoto's 'Horse and Cart. Sophiatown' shows a busy day in the city of Sophiatown. A man riding on a cart raises a whip as the white horse pulling the cart balks. To the right, a woman balances a white bundle on her head. Various people walk the streets and ride bicycles. Power lines stretch between poles that recede into the distance. Rooftops stretch to the horizon.

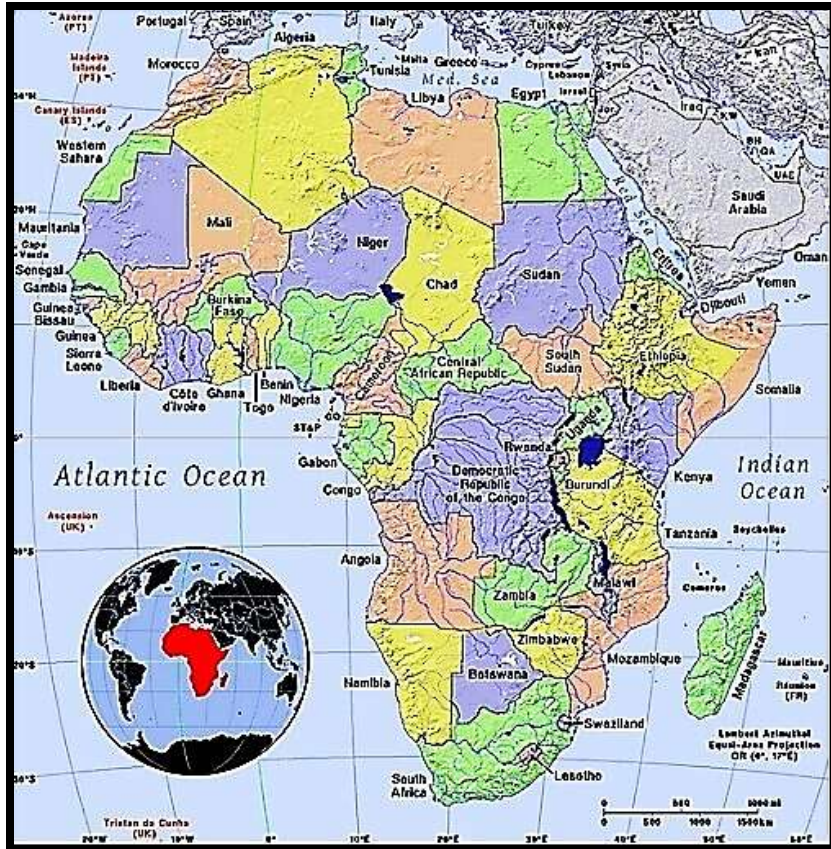
### *Vocabulary*

- **Cart:** A strong open vehicle with two or four wheels, typically used for carrying loads and pulled by a horse.
- **Whip:** A strip of leather or length of cord fastened to a handle, used for flogging or beating a person or for urging on an animal.
- **Balk:** Hesitate or be unwilling to accept an idea or undertaking.
- **Power Line:** A cable carrying electrical power, especially one supported by pylons or poles.
- **Recede:** Of a quality, feeling, or possibility to gradually diminish or grow smaller.

### *Artist*

1. Gerard Sekoto, South African artist and musician, was born in 1913 in Botshabelo, South Africa.
2. Find South Africa, Sekoto's country of birth, on the map of Africa on the next page.
3. Sekoto was a teacher before he moved to Sophiatown to live with relatives and pursue art.
4. Sekoto was the first black artist to sell a painting to the Johannesburg Art Gallery. The gallery awarded him with an honorary doctorate decades later for his artwork.
5. Sekoto left South Africa and moved to Paris, where he worked as a musician and continued painting.
6. Sekoto died in Paris, France in 1993 at the age of 79.





### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: White Horse, Whip, Cart, Woman Balancing White Bundle, Bicycles, Power Lines, Small Shed, Brick Wall, Front Porch



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

While studying the vocabulary words, point them out in the artwork.

Define each of the vocabulary words in your own words.

**Activity 4: Color the Map**

Complete page 50 of 'Art History Coloring Pages for Second Grade.'

**Activity 5: Color the Artist**

Complete page 51 of 'Art History Coloring Pages for Second Grade.'

**Activity 6: Color the Artwork**

Complete page 52 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are inhabitants of Sophiatown who are going about their daily lives. The central character is a man riding in a horse-drawn cart.
2. **What is the setting of the painting?** The setting is a central street in the city of Sophiatown.
3. **What country is Sophiatown in?** Sophiatown is in the country of South Africa.
4. **What continent is Sophiatown on?** Sophiatown is on the continent of Africa.

## *Lesson 34 Guide: The Soccer Players by Gerard Sekoto*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

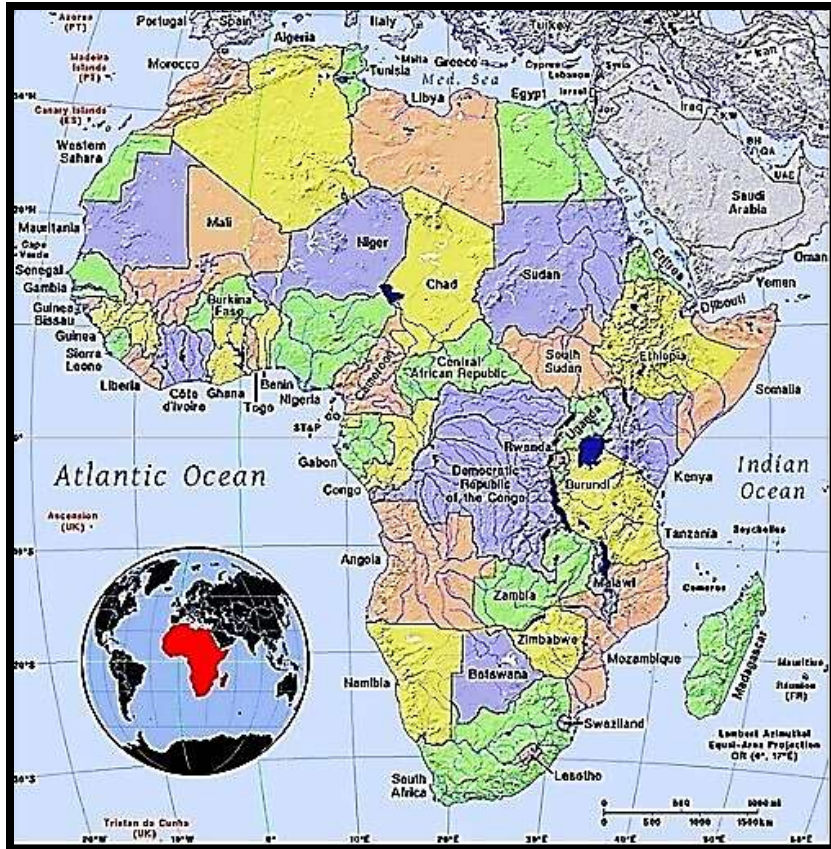
Gerard Sekoto's 'The Soccer Players' shows a woman with an infant snuggled against her back. She watches a field full of young children playing a soccer game, possibly imagining her own child growing up healthy and strong and playing soccer someday. On the soccer field, children sprint at the soccer ball while the goalkeeper watches intently from the goal. A young boy standing behind the woman also watches the soccer game and may be longing to join the fun.

### *Vocabulary*

- **Soccer:** A game played by two teams of eleven players with a round ball that may not be touched with the hands or arms during play except by the goalkeepers.
- **Goalkeeper:** A player in soccer or hockey whose special role is to stop the ball or puck from entering the goal.
- **Goal:** A pair of posts linked by a crossbar and often with a net attached behind it, forming a space into or over which the ball has to be sent in order to score.

### *Artist*

1. Gerard Sekoto, South African artist and musician, was born in 1913 in Botshabelo, South Africa.
2. Find South Africa, Sekoto's country of birth, on the map of Africa on the next page.
3. Sekoto was a teacher before he moved to Sophiatown to live with relatives and pursue art.
4. Sekoto was the first black artist to sell a painting to the Johannesburg Art Gallery. The gallery awarded him with an honorary doctorate decades later for his artwork.
5. Sekoto left South Africa and moved to Paris, where he worked as a musician and continued painting.
6. Sekoto died in Paris, France in 1993 at the age of 79.



### Enrichment Activities

#### Activity 1: Can You Find It?

Find the following in the artwork: Woman, Baby, Soccer Game, Soccer Ball, Soccer Players, Sprinting Players, Goal, Goalkeeper, Boy Watching the Game, Power Lines



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 53 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are a young woman, a baby, soccer players, and a boy watching the soccer players.
2. **What is the setting of the painting?** From the power lines and buildings, the setting is most likely a city.
3. **What are the characters doing?** The characters are either playing a soccer game or watching the soccer game.
4. **How does the painting show movement?** The painting shows soccer players leaning forward with their arms and legs extended to show running. The woman's skirt gently billows backward to show she is walking forward.

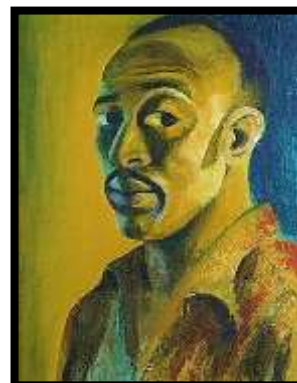
## *Lesson 35 Guide: Vermeulen Street, Pretoria by Gerard Sekoto*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Gerard Sekoto's 'Vermeulen Street, Pretoria' shows a busy city street. A corner clothing store, 'AEG Capital Outfitters,' serves as a backdrop for people walking, driving, and bicycling. One woman carries a basket, and another balances a bundle on her head. A man in a long coat rides a bicycle. Sidewalks and green trees line the streets.

### *Vocabulary*

- **Capital:** Excellent. Used to express approval, satisfaction, or delight. (British, dated)
- **Outfitters:** An establishment that sells men's clothing. (British, dated)
- **Headscarf:** A square of fabric worn as a covering for the head, often folded into a triangle and knotted under the chin.

### *Artist*

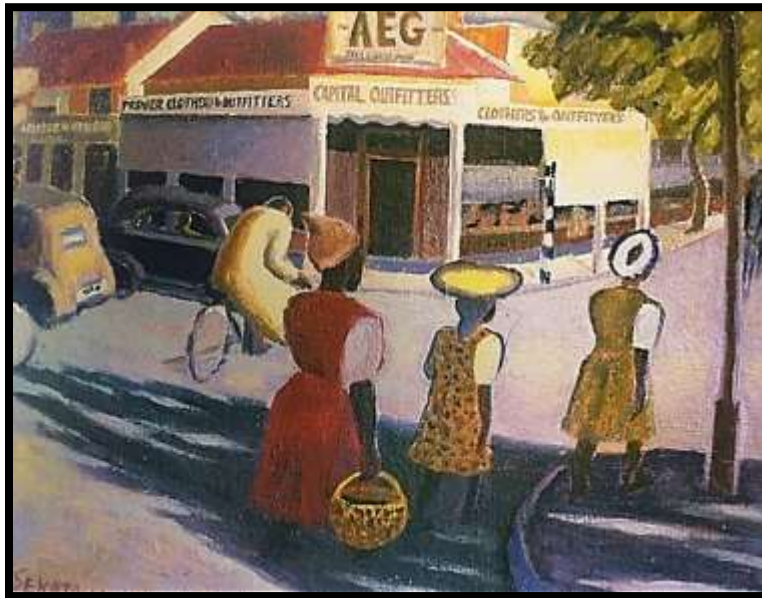
1. Gerard Sekoto, South African artist and musician, was born in 1913 in Botshabelo, South Africa.
2. Find South Africa, Sekoto's country of birth, on the map of Africa on the next page.
3. Sekoto was a teacher before he moved to Sophiatown to live with relatives and pursue art.
4. Sekoto was the first black artist to sell a painting to the Johannesburg Art Gallery. The gallery awarded him with an honorary doctorate decades later for his artwork.
5. Sekoto left South Africa and moved to Paris, where he worked as a musician and continued painting.
6. Sekoto died in Paris, France in 1993 at the age of 79.



### Enrichment Activities

#### Activity 1: Can You Find It?

Find the following in the artwork: Pretoria, Outfitters, Cars, License Plate, Bicycle, Basket, Head Bundle, Sidewalk, Vermeulen Street



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 54 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are the inhabitants of Pretoria who go about their daily lives. Three women and a man are the central focus of the work.
2. **What is the setting of the painting?** The setting is Vermeulen Street in the city of Pretoria.
3. **What country is Pretoria in?** Pretoria is in the country of South Africa.
4. **What continent is Pretoria on?** Pretoria is on the continent of Africa.



## *Lesson 36 Guide: Yellow Houses: District Six by Gerard Sekoto*

### *Directions*

Study the artwork for one week.

Over the week:

- Examine the artwork.
- Read the synopsis.
- Study the vocabulary words.
- Recite the artist and artwork names.
- Read about the art region or artist.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Gerard Sekoto's 'Yellow Houses: District Six' shows people in Cape Town, South Africa, relaxing on semiprivate patios. They lounge outside their bright yellow homes to escape the heat. To the far left, a young girl reaches up, perhaps stretching or trying to peek over the wall. A woman in white holds an infant while another person sits on the curb. A man leans against a wall, relaxing with his hat pulled down over his face. To the far right, two women stroll down the street. District Six became notorious in the late 1960s, when government officials declared it a whites-only area. Over 60,000 of its non-white residents were forcibly removed from their homes to enforce a policy of apartheid.

### *Vocabulary*

- **Semiprivate:** Combining public and private elements.
- **Patio:** A paved outdoor area adjoining a house.
- **Apartheid:** (In South Africa) a policy or system of segregation or discrimination on grounds of race.
- **Race:** A group or set of people or things with a common feature or features.

### *Artist*

1. Gerard Sekoto, South African artist and musician, was born in 1913 in Botshabelo, South Africa.
2. Find South Africa, Sekoto's country of birth, on the map of Africa on the next page.
3. Sekoto was a teacher before he moved to Sophiatown to live with relatives and pursue art.
4. Sekoto was the first black artist to sell a painting to the Johannesburg Art Gallery. The gallery awarded him with an honorary doctorate decades later for his artwork.
5. Sekoto left South Africa and moved to Paris, where he worked as a musician and continued painting.
6. Sekoto died in Paris, France in 1993 at the age of 79.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

Find the following in the artwork: Woman and Baby, Small Child, Seated Person, Man with Hat Pulled Down, Walking Women, Patios, Patio Walls, Yellow Housing, Red Roofs, Light and Shadow



**Activity 2: Narrate the Artwork**

After studying the artwork, narrate the scene aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the artwork.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artwork**

Complete page 55 of 'Art History Coloring Pages for Second Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are inhabitants of District Six in Cape Town. Characters include a small child, a seated person, a woman and an infant, a relaxing man, and two walking women.
2. **What is the setting of the painting?** The setting is District Six in Cape Town.
3. **What country is Cape Town in?** Cape Town is in the country of South Africa.
4. **What continent is Cape Town on?** Cape Town is on the continent of Africa.

## *References*

Definitions in this document derived from Google Search 'define'.  
See individual online lessons at <https://underthehome.org> for references.