

NEWPORT ART MUSEUM

EDUCATOR'S GUIDE

Portraits: A Window and A Mirror

Rania Matar: *Samira*

Grades 6-12

ELA, Arts, Social Studies

LEARNING TARGET

Through close observation of Rania Matar's photographic portrait *Samira*, students will learn how a portrait is a window into another person's life and experiences, and an opportunity for self-reflection.

STUDENT OUTCOMES

Students will

- Learn how to make inferences about her life and experiences based on visual evidence in the photograph
- Discuss the choices and possible intentions of the photographer.
- Learn about the impact of current political events in Syria and the plight of refugees worldwide.
- Develop a deeper sense of cultural understanding, empathy and tolerance for the experiences of others.

PRE-VISIT

- Learn about the Syrian refugee crisis in the Middle East
- Review Middle East geography

POST-VISIT

- Draw a self portrait. Consider your pose, location and details such as objects, colors and textures, that help convey mood and tell a story about you. Share student drawings with their classmates anonymously and discuss. Are students able to identify each other's self portraits?
- Write a Letter. Matar claims Lebanese society pretends they don't see Syrian refugees. What would you say to the adults who do not see Samira? Write a letter to them.
- Write a Pen Pal Letter. If you write a personal letter to Samira, what would you want to share with her?
- Non-fiction Writing. Describe a time when you felt invisible to the adults in your life. Who didn't see you? What were the circumstances?

CCSS ALIGNMENT

Vocabulary Acquisition and Use

- ELA-LITERACY.Language.6.5 - 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Text Types and Purposes

- ELA-LITERACY.Writing: 6.3-11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Comprehension and Collaboration

- ELA-LITERACY.Speaking & Listening.6.1, 7.1, 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- ELA-LITERACY.Speaking & Listening.6.2, 7.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- ELA-LITERACY.Speaking & Listening.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- ELA-LITERACY.Speaking & Listening.9-10.1, 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Integration of Knowledge and Ideas

- ELA-LITERACY.RHISTORY.6-8.7, 9-10.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- ELA-LITERACY.RHISTORY.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

21ST CENTURY LEARNING SKILLS ALIGNMENT

Communication

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Communicate effectively in diverse environments (including multilingual and multicultural)

Creativity and Innovation

- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work

Critical Thinking and Problem Solving

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

RI GRADE SPAN EXPECTATIONS (GSES) FOR SOCIAL STUDIES: Grades 9-12

Historical Perspectives

HP 1: History is an account of human activities that is interpretive in nature.

- HP 1-2: Interpret history as a series of connected events with multiple cause-effect relationships

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- HP 2-1: Connect the past with the present

HP 3: The study of history helps us understand the present and shape the future.

- HP 3-1: Students demonstrate an understanding of how the past frames the present.
- HP 3-2: Make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world).

Civics & Government

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- C&G 5-1: Students demonstrate an understanding of the many ways Earth's people are interconnected.
- C&G 5-2: Students demonstrate an understanding of the benefits and challenges of an interconnected world.
- C&G 5-3: Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world.

Geography

G 1: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.

- G1-1: Understand maps, globes, and other geographic tools and technologies.
- G1-2: Identify the characteristics and features of maps.

G 3: Human systems, and human movements affect and are affected by distribution of population and resources, relationships (cooperation and conflict) and culture.

- G3-1: Why people do/do not migrate

NATIONAL CORE ART STANDARDS

Presenting (visual arts): Interpreting and sharing artistic work.

- Anchor Standard #6: Convey meaning through the presentation of artistic work.

Responding: Understanding and evaluating how the arts convey meaning.

- Anchor Standard #7: Perceive and analyze artistic work.
- Anchor Standard #8: Interpret intent and meaning in artistic work.
- Anchor Standard #9: Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

SOURCES

Common Core State Standards: <http://www.corestandards.org/ELA-Literacy/>

21st Century Standards: <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

RIDE DEPT of Education Standards:

<https://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx>

National Core Art Standards: <https://www.nationalartsstandards.org/>