WORDSHOP: TEACHER RESOURCE
12 Ways to Look at a... Post-Visit Activity

Grades 3–5
About this Resource

This resource will allow you to lead your students through a critical thinking exercise to extend the learning following their WordShop visit to the Toledo Museum of Art.

This approach to looking at art is based on the Art of Seeing Art method created by the Toledo Museum of Art. It is worksheet-based and will help you and your students explore evidence-based writing.

How to use this Resource:

• Print out the document for yourself.
• Read through the document carefully.
• Print and cut out the 12 Ways to Look cards at the end of this document.
• Print out the 12 Ways to Look worksheet for each of your students.

This exercise is meant for use in the classroom. There is no substitute for seeing the real work of art at the Toledo Museum of Art. We are open Tuesday and Wednesday 10 a.m.–4 p.m., Thursday and Friday 10 a.m.–9 p.m., Saturday 10 a.m.–5 p.m., and Sunday 12 p.m.–5 p.m. Docent-led WordShop tours are available free of charge.

Visit http://www.toledomuseum.org/visit/tours/school-tours/ to schedule.

Goals:
To apply visual literacy strategies to aid critical thinking about an everyday object.

Objectives:
• Students will employ close looking.
• Students will answer questions to guide interpretation of an everyday object.

Connections to the Common Core State Standards:

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Materials: 12 Ways to Look question cards, worksheets, and an everyday object for contemplation. (This could be just about anything, but some suggestions include: a paperclip, a plastic water bottle, a fast food container, an item of clothing, a Coke can. The activity works best if you have a set of objects, one for each table of 4–5 students.)

Length: 25–30 minutes

Step 1: Pass out the 12 Ways to Look worksheets. Group the students into tables of 4–5 and give each group an object for study. Ask them to spend 2–3 minutes looking at the object carefully. Ask them to make a sketch of the object on their worksheet.

Step 2: After close looking and sketching, ask the groups to discuss the shape, size, color, and any decoration on the object. Try to limit this conversation to the formal qualities of the object rather than its contextual or practical properties. Ask the students to take notes about what they see in the Visual Evidence column of their worksheets.

Step 3: Give each group one of the 12 Ways to Look question cards. Ask them to record their question on the worksheet and then work together to answer the question based on the visual evidence in the Interpretation column of their worksheet. Give the students 5–10 minutes to work.

Step 4: Ask the groups to report back to the class about their investigations.

Based on ideas from: “Teaching Yourself to Teach with Objects” by John Hennigar Shuh, Journal of Education, Volume 7 (4) p. 15
12 Ways to Look Worksheet

This object is a ____________________________

My investigation question:
______________________________________
______________________________________
______________________________________
______________________________________

A sketch of my object.

What I see: List the visual evidence you see that will help you answer the question.

What I think: Write a one or two sentence interpretation to answer your question.
What do you think the function of this object is? How is the object’s shape related to its function?

What materials were used to produce this object? Why do you think these materials were chosen?

How might this object be different if it were made with other materials?

How might the design of this object be improved?
Describe the decoration on this object. What purpose do you think this decoration serves?

Would someone living 100 years ago recognize this object? Would they have been familiar with something similar?

Do you use something similar to this object? If so, what is it and how is it similar?

Do you think someone living 100 years in the future will recognize this object? What new inventions might replace it?
What do you think is the single most significant thing about this object? Why?

If you had to change one thing about this object, what would you change and why?

Do you think people can live without this object? Why or why not?

Has the object been used? What evidence do you see to support your answer?