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Using the lesson plan and Google Arts & Culture resources

This lesson plan is designed to support you as you explore Google Arts & Culture Stories and exhibitions related to the lesson topic. The images you will see here are just a sample of the media—texts, images, audio, and video—available to you on the Google Arts & Culture website and app. As the lesson uses only resources found on GA&C, it cannot present every aspect of a given topic. A parent or teacher might be guiding you through the lesson, or you might choose to complete it on your own.
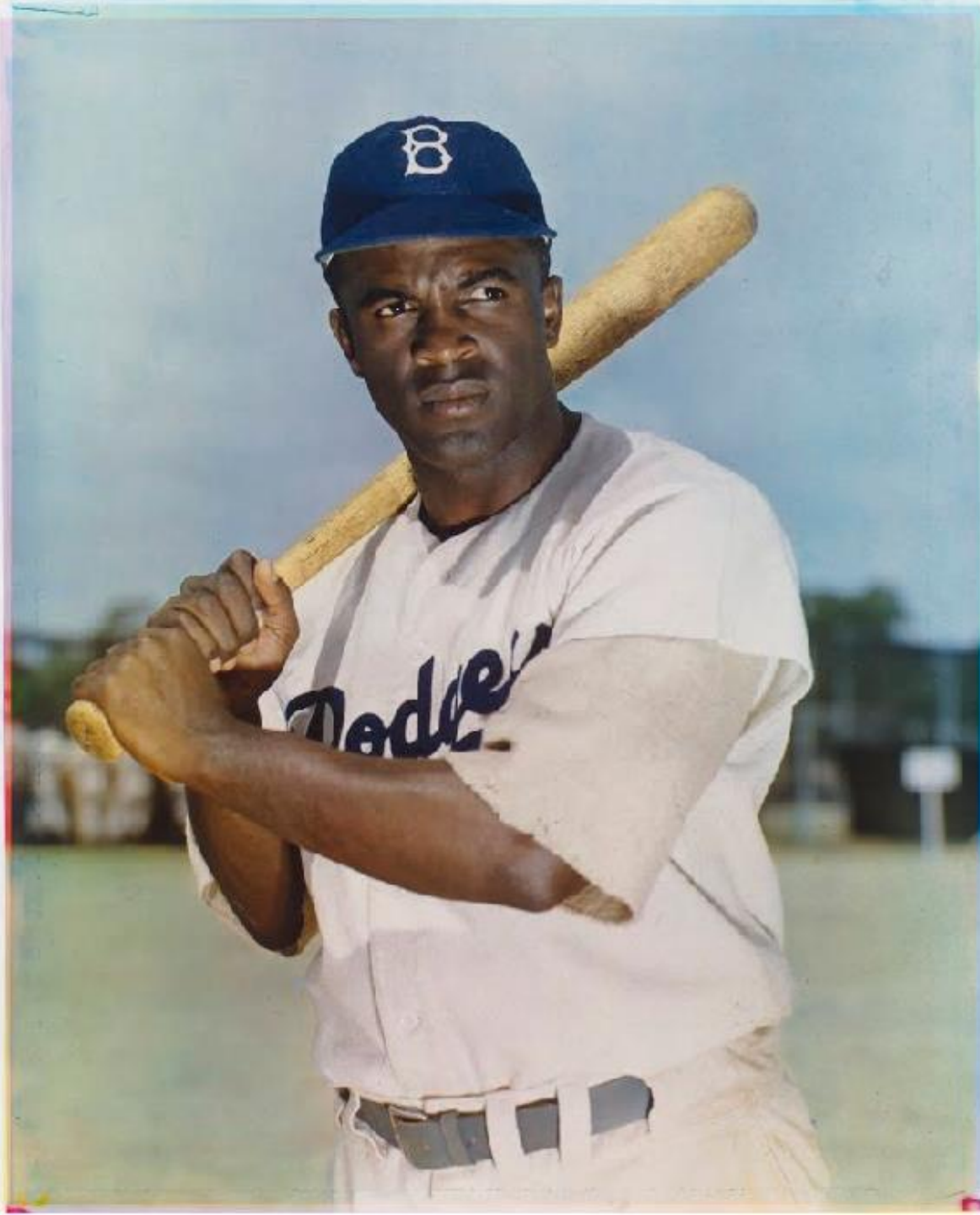
All you need to access the lesson is an internet connection and a web browser or the Google Arts & Culture app. You may want to take notes, either digitally or with paper and pen.

The lesson plan has an **introduction**, which will describe the topic and provide some background information that will help you understand what you are seeing, hearing, and reading. Then, the lesson will take you on a journey from one **Story** to another, fill in some details along the way, and pose **questions** that will help you focus on important ideas. A **quiz** and a link for **exploring the topic further** are followed by **ideas for projects** related to the lesson topic that you can do at home or in the classroom.

As noted, the lesson plan includes **questions** about the main Stories, and there is also a **quiz**. You will want to write answers to the questions in a notebook or on a piece of paper. Then, you can check all your answers when you've finished the lesson.

Resources on the Google Arts & Culture website include Themes, Stories, Museum Views, items, and images.

❖ **Themes** bring together Stories, exhibitions, collections, images, audio, and video files that relate to a topic.

❖ In a **Story**, clicking on the arrows on the right and left sides of a slide will move you forward and backward. Just keep clicking to keep moving forward. (Note that in some Stories, you scroll up and down.) Audio and videos on slides will play automatically. Clicking on an image title will take you to a page with more information about it.

❖ In **Museum Views**, you move through a 3D space. Click to move forward. Click, hold, and move the cursor left or right to turn.

❖ An **item** will take you to an individual **image**, where you can zoom in and sometimes read more about the image.

In this lesson, you will learn:

❖ How a person's nationality affects their identity.
❖ How a portrait can reflect an individual's national identity.
❖ How individual identities and portraiture shape national identity.

You will:

❖ Explore Stories and exhibitions about national identity.
❖ Answer questions about what you have seen and read.

This lesson will take **30–45 minutes** to complete.

Jackie Robinson, by William Klein, Frank Livia, Harry Warnecke, Robert Frank, 1949. National Portrait Gallery, Smithsonian Institution

"above and beyond the call of duty"

DORIE MILLER
Received the Navy Cross
at Pearl Harbor, May 27, 1942

Learn Together: National Identity

We often give whole countries a personality, summing up a nation's culture—or its stereotypes—as common traits. Sweden is *quiet and reserved*, while Brazil is *outgoing and friendly*.

The people of a nation share a government, a history, and often, a landscape. But within that landscape, smaller groups have different surroundings, different climates, different ancestry, and different cultures. Even within those smaller groups, individuals have different personalities and family histories. In this way, individual threads weave together to form regional and cultural patterns, and these patterns combine to form a national fabric. Each portrait of an individual is an example of that individual's national identity. Each portrait of an individual also in turn shapes that nation's identity and the identity of the other people within that nation. In this way, portraits both reflect and affect national identity.

American identity is complex because its people bring with them many other national and cultural identities. Each individual, culture, and community contributes to and affects American identity. The exact definition of "American" identity is fiercely debated.

As you view the exhibits and Stories in this lesson, think about these questions:

❖ What choices did the artists make to show their subjects' national identities?

❖ What elements in a portrait reflect national identity, and what traits reflect other types of identity?

❖ How might a subject's individual identity influence their national identity?

Dorie Miller, by David Stone Martin, 1943. National Portrait Gallery, Smithsonian Institution

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First Ladies

From the earliest U.S. presidencies, the first ladies have shaped the country's identity. Free from official government duties, the first lady's role is symbolic, often reflecting how the nation feels about women and families.

Defying expectations of submissive domesticity, many first ladies have been powerful political and social activists who helped redefine American womanhood. Yet all first ladies have also faced pressure to conform to ideals of femininity.

Click here to learn about first ladies and their portraits.

Then come back to answer these questions:

1. What are some examples of social causes taken up by first ladies?

2. How did artists attempt to capture the individual identities of first ladies such as Rosalynn Carter, Hillary Rodham Clinton, or Jackie Kennedy?

3. How have first ladies of the United States both embodied and challenged traditional ideas of femininity?

To learn about First Lady Michelle Obama's famous portrait, click here.

Eleanor Roosevelt, by Clara Sipprell, 1949. National Portrait Gallery, Smithsonian Institution

Bring U.S. Together. Vote Chisholm 1972, Unbought and Unbossed, by an unidentified artist, 1972. National Portrait Gallery, Smithsonian Institution

Introducing . . . Shirley Chisholm

In 1968, Shirley Chisholm became the first African American woman to be elected as a member of congress. Four years later, she launched a bold campaign for President of the United States. A lively, charismatic, and unapologetic New Yorker, Chisholm used a sharply humorous speaking style and a dedication to children and low-income families to demonstrate that she was not running only as a symbolic candidate for African American people or women: she was a unique individual fighting for concrete, effective policies. Because she defied the expectations of who a U.S. president should be, she faced threats, resistance, and most damagingly, disregard from the political establishment.

Click here to learn about Chisholm's life and career.

Then come back to answer these questions:

1. How does this portrait of Chisholm help reveal her identity?

2. Which aspects of Chisholm's identity impeded her national political career, and which aspects helped her succeed?

3. How did Chisholm's political career change the image of national politicians in the United States?

One Life: Dolores Huerta

Politicians often praise ordinary working people as "real Americans." At the same time, society often resists workers' demands to be treated and paid as worthy individuals. There is also a contrast in the treatment of migrants from Europe and those from Latin America, Asia, or Africa. People from these locations must assert both their American and individual identities to be seen as equals.

Dolores Huerta grew up in a community of Latin American migrant laborers who helped harvest produce in California. She and fellow activist César Chávez formed the United Farm Workers and organized strikes to fight for migrant workers' rights. Along the way, Huerta became a role model for Latin Americans and women.

Click here to learn about Dolores Huerta.

Then come back to answer these questions:

1. According to the text, why did Huerta believe it was important to involve women in the fight for labor rights?

2. What elements did artists include in portraits of Huerta to portray different aspects of her individual and national identity?

3. Why do you think Huerta adopted the Spanish slogans *Huelga* and *Sí se puede* for the labor movement, and how does this reflect her identity?

To watch a video discussing the exhibition, click here.

The Outwin 2019: American Portraiture Today

During the last years of the 2010s, ideas about American identity changed dramatically. When the National Portrait Gallery asked artists to submit work to its triennial Outwin Boochever Portrait Competition, it asked that the portraits reflect the current political and social climate. The competition finalists, whose work was featured in the 2019 Outwin exhibition, offered a profound reflection on how individuals shape the national identity of the United States.

Click here to learn about the portraits recognized by the 2019 competition.

Then come back to answer these questions:

1. How did first-prize winner Hugo Crosthwaite portray the identity of an individual changing over time?

2. Some of the portraits are in the medium of video. How does video change how identity can be shown?

3. Choose a portrait from the exhibition and describe how it uses pose, setting, and medium to convey the subject's national identity.

To see interviews with the artists from the exhibition, click here.

Legacy, by Wayde McIntosh, 2017. National Portrait Gallery, Smithsonian Institution

Quiz

Read the questions and write your answer in your notebook or on a piece of paper.

1. What details do first ladies and portrait artists choose to help define their individual identities? Provide examples from the exhibition.

2. How do the details of many portraits of first ladies challenge traditional ideas of femininity?

3. How did Shirley Chisholm assert her individual identity?

4. How did Shirley Chisholm's candidacy for president and the images of her shape U.S. national identity?

5. How do the photographs of Dolores Huerta express her identity?

6. How did Dolores Huerta seek to expand the traditional idea of "American" identity?

7. How do the portraits in the Outwin 2019 exhibition answer the competition's call to respond to "the current political and social context"?

8. How do the portraits in the Outwin 2019 exhibition use different media to express identity?

Explore Further

You have learned some of the vocabulary of portraiture and the factors that make up national and American identity. To learn more about portraits in the National Portrait Gallery, click here.

Dad on the Towmotor, by Daniel Centofanti, 2018. National Portrait Gallery, Smithsonian Institution

It's Your Turn!

In this lesson, you learned about national identity and its relationship with individual identity. Here are some ideas for projects that you can do at home or in the classroom.

❖ Create a portrait of someone in your life who you think reflects a certain national identity. Select details to include in your portrait to show this identity.

❖ Think about an identity that you connect with that shapes your national identity. Create a collage, mood board, or a short essay describing that identity and how it interacts with your national identity.

❖ Draw or create an artwork that shows the United States as a person with an identity. What details will you include to show the nation's "personality"?

Sample Answers

Student answers will vary. The responses below are sample answers and are not meant to be the one conclusive answer. Use the rubric on page 13 for a guide on evaluating student interpretations of portraits.

First Ladies

1. *First ladies have taken up causes such as supporting labor programs (Eleanor Roosevelt), reducing illegal drug use (Nancy Reagan), and literacy (Laura Bush).*
2. *Artists used color, setting, and pose to show individual identities, such as showing Lou Henry Hoover in the garden with her dogs, or Hillary Rodham Clinton wearing warm yellow.*
3. *U.S. first ladies often take up causes related to women and children, reinforcing ideas of women as wives and mothers. They also often get involved in political and social causes and argue for the inclusion of women in government, defying restrictions.*

Introducing . . . Shirley Chisholm

1. *Chisholm's photograph shows her actively speaking, giving her the identity of a spokesperson and active politician.*
2. *Chisholm's identity as a woman and person of African descent led some to resist or disregard as a political candidate. Her identity as a proud and talented speaker and advocate led to her success.*
3. *Chisholm was one of the first women and one of the first African Americans to run for national office, and though she was not successful, she acted as a role model for women and people of color who came after her.*

One Life: Dolores Huerta

1. *Huerta understood that women, and sometimes children, also acted as laborers alongside men.*
2. *Huerta is shown speaking to workers and negotiating contracts, reflecting her identity as a labor activist. She is also shown with the families of workers, which may reflect her identity as someone who cares for others.*
3. *Huerta adopted Spanish slogans to help unite the mostly Spanish-speaking migrant laborers of the U.S. Southwest, and also to assert that Hispanic people and their culture deserved respect and were part of American identity.*

The Outwin 2019: American Portraiture Today

1. *Hugo Crosthwaite used video containing stop-motion animation to create a portrait that shows a person over time.*
2. Answers will vary. Sample answer: *The portrait* Legacy *shows a young woman sitting with books and magazines that have images of the civil rights and Black Lives Matter movements, suggesting that she is an activist. Her pose, with her hand on her face, is relaxed and thoughtful, but her facial expression is watchful.*
3. *Video can show a person's gestures and movements, as well as add music and change the person's surroundings. One video shows a person breaking apart the floor on which they stand, adding a symbolic element and tension that would not be present in a still image.*

Sample Answers

Student answers will vary. The responses below are sample answers and are not meant to be the one conclusive answer. Use the rubric on page 13 for a guide on evaluating student interpretations of portraits.

Quiz

1. *Many portraits of first ladies show objects or surroundings that reflect the causes they fought for, such as Laura Bush reading (literacy) or Lady Bird Johnson in a natural setting (environmental conservation).*

2. *Many first ladies are shown working to further their causes, or have poses or facial expressions that express their powerful personalities.*

3. *Shirley Chisholm used her engaging personality and dedication to the issues she cared about to assert her individual identity.*

4. *Shirley Chisholm's candidacy challenged the previous idea that only men or white people could be serious presidential candidates.*

5. *Photographs show Huerta speaking, negotiating in meetings, and wearing symbols of the organizations she worked with.*

6. *Huerta asserted that Latin American migrant workers and farm laborers deserved to be treated fairly by employers and the United States legal system.*

7. *The portraits in the 2019 Outwin Boochever Portrait Competition reflect the challenges faced by marginalized groups as they attempt to claim American identity. Several of the portraits address the ways Black Lives Matter and immigrant groups seek to expand American identity.*

8. Answers will vary. Sample answer: *Videos and animation show people in motion, adding gesture or changes over time to help show their identities. Photographs show people in settings that are symbolic of cultures or groups within the United States.*

Zitkala-Ša, by Joseph Keiley, 1898. National Portrait Gallery, Smithsonian Institution

Rubric for evaluating student interpretations of portraits

	Strong Interpretation	Fair Interpretation	Needs Improvement
Answer includes:	• A clearly stated inference, conclusion, interpretation, or supported opinion. • Accurate evidence using significant details from the image or text. • A logical relationship between the evidence and the conclusion.	• A stated interpretation or opinion. • Some evidence, or evidence that relies on less significant or more ambiguous details from the image or text. • Interpretations that rely on ideas or opinions not found in the image or text.	• A simple opinion or statement of fact about the image or text. • No evidence of inference, interpretation, or drawing conclusions. • No relationship between the opinion or statement and the text or image. • No specific evidence from the text or image.
Sample answer:	*I think the portrait of Henrietta Lacks is trying to communicate hope. The artist uses light, bright colors, which feel like a sunny day, and Henrietta is smiling, which makes her seem content.*	*The portrait of Henrietta Lacks is very hopeful. The bright colors and flowers are happy symbols.*	*I like the picture of Henrietta Lacks. I think she looks pretty.*