

MUSEUM
AS→LEARNING
RESOURCE

CARNEGIE
MUSEUM OF ART

ENGLISH
LANGUAGE ARTS,
SOCIAL STUDIES

Title: Two Weeks with Charles “Teenie” Harris

Teacher-in-Residence: Sarah Robbins

Grades: 1–4

Subjects: English Language Arts, Social Studies

Goals: Students will collect enough information to create a writing, a drawing, and a timeline of three works of art and have enough understanding to present their work to the class.

Objectives:

- I can . . . research artworks and periods of time to create a timeline.
- I can . . . connect my life to an artwork.
- I can . . . draw my version of an artwork.
- I can . . . present my thoughts and feelings about an artwork to the class.

PA Standards:

- [Social Studies: standard: 8.1.1.A](#)
- [Reading: Standard: C.C.1.2.1.C-](#)
- [Writing: Standard: CC.1.4.1.J](#)

Common Core Standards:

- [CCSS.ELA-LITERACY.SL.1.5](#)
- [CCSS.ELA-LITERACY.SL.2.2](#)
- [CCSS.ELA-LITERACY.SL.3.1](#)
- [CCSS.ELA-LITERACY.SL.4.4](#)

Vocabulary:

timeline
observe
portrait
photography
connect
imagination

Artworks Used:

Works from the Charles “Teenie” Harris Archive: <https://cmoa.org/art/teenie-harris-archive/>

Students would explore Carnegie Museum of Art online or in person and collectively, the class would pick three Teenie Harris photographs to research.

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Materials Needed:

- printed copies of each artwork selected
- markers
- paper
- crayons
- pencils
- KWL chart

Steps:

Day 1:

Before exploring Carnegie Museum of Art, the teacher will start a KWL chart to assess what students know already about art, and what they wonder. The teacher will ask questions like: “What do you know about art?” “What questions do you have about art?” “What do you know about photography?” “Do you know the artist named Charles “Teenie” Harris?” “What do you wonder just from hearing his name?”

Right after filling out the KW part of the KWL chart, the teacher will introduce the vocabulary words. Instead of telling the students what the words mean, the teacher will ask, “What do you think this word means?”

The final activity on this day is to explore the tool kit Black Life in Pittsburgh from Carnegie Museum of Art. Watch the videos and explore the site.

Day 2:

Students and teacher will explore Carnegie Museum of Art’s Charles “Teenie” Harris Archive online or in person, and collectively pick three pieces of artwork to learn more about.

Day 3:

Using the available information about the works, students and teacher will complete a timeline based on when each piece was made.

With the timeline, the students and teacher will discuss what may have been happening at the time (in pop culture, society, Pittsburgh, and the world). The teacher will lead the conversation.

The teacher will put students in groups of three.

Days 4 and 5:

During these two days, the teacher will move throughout the groups to help them figure out what is important about the artworks and allow them time to pick one of the pieces.

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Day 6:

The teacher will start the new week by reviewing the vocabulary words and showing images of the artworks to the students.

Each group will pick one artwork to focus on. They will begin drawings that reflect their connections to the piece.

Day 7:

Throughout Day 7, the teacher will work with each group to help them write about the drawing that they created on Day 6. (When the teacher is working with one group, the remaining students will be adding to or completing their drawings.)

Day 8:

Students will complete anything that they need to finish during the first part of the class.

During the second part of the class, the students will present their drawings/writing. Students will share how they connected their drawing to the Charles “Teenie” Harris photograph.

Day 9:

Complete the KWL chart.

Share any final thoughts and feelings.

Day 10:

Students and teacher will reflect on the project and talk about their experiences and challenges.

Lesson Extensions/Modifications:

This unit could be continued by taking students to the music room to learn about the music of the time period, or by taking students to the art room to make even larger works in response to the photographs.

For younger grades, teachers could pre-select photographs from the Teenie Harris archive so that the students do not have hundreds to pick from!

For younger students, have a timeline ready to fill in with the students.