

## IDENTIFY THAT CULTURE

### Performance Standard Vi27B.C (visual art)

Decode Walter Ellison's *Train Station* accordingly:

- *Knowledge*: Identify cultural characteristics in artworks.
- *Communication*: Analyze the cultural clues in an artwork to write a short paragraph explaining who you think the people in the artwork are, the country they live in, and where they are going.

### Procedures

1. ***In order to understand how the arts shape and reflect history, society and everyday life (27B)***, students should experience sufficient learning opportunities to develop the following:
  - Identify cultural characteristics in artworks.
  - Look for cultural clues in artworks.
2. Provide each student a copy of the "Identify that Culture" task sheet. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Create a seating arrangement that allows all students to clearly see the artwork and have a support for writing the answers to the questions listed on the task sheet. Place a large reproduction of Walter Ellison's *Train Station* before the students.
4. Ask students to imagine they are newspaper reporters searching for clues before writing a story. The story the editor has asked them to write is about Walter Ellison's Train Station. Before the story can be written they must collect the clues. First, have students look very closely at the artwork for clues the artist has provided about the culture(s) of the people in the painting.
5. Ask students to collect their clues by answering all the questions listed on the "Identify that Culture" task sheet. Encourage students to be thorough and provide supporting detail as they write a short paragraph (about 5 sentences) that describes the people in the artwork and their culture.
6. (Optional) Students could write an article about the painting for the school newsletter.
7. Evaluate each student's work using the "Identify that Culture Rubric" as follows:
  - *Knowledge*: The identification of 11 cultural characteristics in *The Train Station* was complete and correct. (Evaluate the first 11 items on the task sheet.)
  - *Communication*: The explanation of the cultural clues in *The Train* (i.e., who people are, what country they live in, and where they are going) was thorough, well-detailed, and well-reasoned.

### Examples of Student Work follow

### Time Requirements

- One to two class periods

### Resources

- Large print or slide of Walter Ellison's *Train Station*
- Copies of the "Identify that Culture" task sheet
- Identify that Culture Rubric

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**IDENTIFY THAT CULTURE**

- Exceeds = 8 total points
- Meets = 6 - 7 total points
- Approaches = 4 - 5 total points
- Begins = 1 - 3 total points

	<b>KNOWLEDGE</b> The identification of 11 cultural characteristics in <i>The Train Station</i> was complete and correct.	<b>COMMUNICATION</b> The explanation of the cultural clues in <i>The Train</i> (i.e., who people are, what country they live in, and where they are going) was thorough, well-detailed, and well-reasoned.
<b>4</b>	<ul style="list-style-type: none"> <li>• 10 to 11 of the cultural characteristics were correctly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was thorough, well-detailed and well-reasoned with no major errors or omissions.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• 8 to 9 of the cultural characteristics were correctly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was adequate and well-reasoned and had sufficient detail and no major errors or omissions.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• 6 to 7 of the cultural characteristics were correctly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was partial with some detail and evidence of reasoning.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• 1 to 5 of the cultural characteristics was correctly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was marginal with little detail and evidence of reasoning.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• None of the cultural characteristics were correctly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• The explanation was missing, incorrect and/or contained no evidence of reasoning.</li> </ul>
<b>Score</b>		

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### IDENTIFY THAT CULTURE

**Part A: Look for cultural and visual clues to answer the questions about Walter Ellison. *Train Station*, 1936 (Oil on canvas – 8” x 14”, Art Institute of Chicago).**

1. How many different sections has the artist divided this picture? \_\_\_\_\_
2. How many people are there in the section on the right? \_\_\_\_\_
3. How many people are there in the section on the left? \_\_\_\_\_
4. How many people are there in the middle section? \_\_\_\_\_
5. Where are the people going on the trains leaving from the section on the left?  
\_\_\_\_\_
6. Where are the people going on the trains leaving from the section on the right?  
\_\_\_\_\_
7. Are the people in the section on the right dressed or work/moving or for play?  
\_\_\_\_\_
8. Are the people in the section on the left dressed or work/moving or for play?  
\_\_\_\_\_
9. Why do people travel on trains? \_\_\_\_\_
10. Which group of people has the most baggage? \_\_\_\_\_
11. Why has the artist place the almost empty section in the middle of the two sections with many people?  
\_\_\_\_\_

**Part B: Write a short paragraph of at least three sentences that tells us who these people are, in what country do they live and where do you think they are going.**

## Identify That Culture Worksheet

Walter Ellison. Train Station, 1936

Oil on canvas (8 x 14 in.)

Art Institute of Chicago

"Meets" (page 1)

1. The artist has divided this picture into different sections. How many sections are there? 3

2. How many people are there in the section on the right? 17

3. How many people are there in the section on the left? 17

4. How many people are there in the middle section? 5

5. Where are the people going on the trains leaving from the section on the left?  
South

6. Where are the people going on the trains leaving from the section on the right?  
North

7. How are the people dressed in the section on the right (for work/moving or for play)?

"Meets" (page 2)

they are dressed for marriage

8. How are the people dressed in the section on the left (for work/moving or for play)?

they are dressed for play.

9. Why do people travel on trains?

to get to a place. to get to work.

10. Which group of people has the most baggage? the people on the right

11. Why has the artist place the almost empty section in the middle of the two sections with many people?

take it is for people to find what train to

12. Write a short paragraph of at least three sentences that tells us who these people are, in what country do they live and where do you think they are going.

the people on the right are going North. the people on the left is going South. the people on the right are going to move it looks like. the people on the left looks like they are going to a play. the people on the left are white. the people on the right are black

7. How are the people dressed in the section on the right (for work/moving or for play)?

They are dressed for moving because they have suitcases.

8. How are the people dressed in the section on the left (for work/moving or for play)?

They are dressed for play.

9. Why do people travel on trains?

They travel on trains for vacations <sup>and</sup> business trips.

10. Which group of people has the most baggage?

The people on the right have more baggage.

11. Why has the artist place the almost empty section in the middle of the two sections with many people?

Because there's not a train there.

12. Write a short paragraph of at least three sentences that tells us who these people are, in what country do they live and where do you think they are going.

The people on the right are African Americans. They are going North. They might be going to work. The people on the left are going to a fancy dinner. They live in America. They might be celebrating something.