

Focus Tour Guide

Haitian Art Adventure

{Grades K-12}

Click on the following links for tour details:

- General Tour Description
- Standards and Benchmarks
- Art Lesson AB and Diamante
- Art Lesson Haitian Holiday

School Focus Tours (K-12)

A terrific choice for a directed, educational experience in a specific area of the Phelps Youth Pavilion, including an applied art activity! A docent will guide your adventure through a specific area of the Pavilion, followed by a hands-on art activity where your students will become the artists.

Haitian Art Adventure | Lesson Plan

All Grades

Did you know the Waterloo Center for the Arts has the largest public collection of Haitian art in the country? Students will have the opportunity to experience the differences between their life and life in Haiti by listening to a story or watching a video about Haitian culture. They will then work cooperatively during a scavenger hunt as they explore the powerful symbolism found in Haitian artwork.

Art activity:

- **Grades K–2:** Students will create a sparkling Haitian flag by designing patterns on graphed paper using embellished, sequin-like stickers.
- **Grades 3–5:** Students will use their literary skills and artistic talents to write a Diamante poem and draw related illustrations.
- **Grades 3–5: December & January Only.** Celebrate a Haitian Holiday! Making a *fanal* is a special Christmas tradition in Haiti. On Christmas Eve, people parade through the darkened streets, carrying these charming, candlelit models of a tiny house. Students will construct their own cardboard model house and cut designs from the walls and roof. Colored tissue paper is put on the inside so it has the appearance of stained glass when illuminated.

Standards & Benchmarks Index

- **Overview**
- **Objectives**
- **Main Ideas**
- **Procedures**
- **Vocabulary**
- **Task-Oriented Learning Grade K-2**
- **Task-Oriented Learning Grade 3-5**

Overview:

The Waterloo Center for the Arts has the largest public collection of Haitian Art in the world, a fact that we hope will become a sense of pride in the community, as it is community members themselves who own the collection and the museum is simply entrusted with its care. Although there is not a Haitian population in the area, many of the symbols and stories relate to the artwork of regional and national African-American artists.

Objectives:

1. Students will locate Haiti and the Dominican Republic on the map.
2. Students will be able to describe a tropical climate.
3. Students will be able to state that Haiti is a mixture of cultures including the Indigenous Indians, the African Slaves and French and Spanish.
4. Students will recognize that the mixture of cultures affects language, religion, clothing, food, traditional stories, and celebrations.
5. Students will be asked to compare and contrast their lives as school children to that of Haitian school children.

Curricular Connections:

Waterloo Community Schools:

Compatible with Iowa Core Curriculum: S=Standards; B=Benchmarks

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading and Language Arts	S.3.B.1 S.3.B.2 S.3.B.3	S.3.B.1 S.3.B.2 S.3.B.3	S.3.B.1 S.3.B.2 S.3.B.3	S.1-B.2 S.2.B.1 S.3.B.2 S.3.B.2 S.3.B.3	S.1-B.2 S.2.B.1 S.2.B.2 S.2.B.3 S.3.B.1 S.3.B.2 S.3.B.3	S.1-B.2 S.2.B.1 S.2.B.2 S.2.B.3 S.3.B.1 S.3.B.2 S.3.B.3
Math			In related craft	In related craft	In related craft	In related craft
Social Studies	S.1.B.1	S.1.B.1 S.2.B.1	S.1.B.1 S.2.B.1 S.3.B.1	S.1.B.1 S.1.B.2	S.1.B.1	
Science	S.2.B.2					

Main Ideas:

1. Haiti is located on an island called Hispaniola in the Caribbean Sea. Haiti shares the island with the Dominican Republic.
2. Slaves from Africa were brought to Haiti by the French and the Spanish to work in the sugar cane fields.
3. The culture of Haiti became a mixture of the Indigenous Indians, the African slaves, and the influence of the French and Spanish.
4. The themes of the art reflect mainly everyday life, religion, (Voudou which is a combination of African religion and Catholicism), and political life.
5. The study of Haitian Art is reflective of multi-curricular disciplines including history, language arts, geography, and sociology.
6. Haitian paintings, (earlier works) are often characterized by stylized forms, and often a naïve painting style. Haitian art frequently features bright colors, strong patterns, repetition, and a strong use of symbols.
Other forms of Haitian art are metal sculptures, sequined banners, and rarely, wood sculpture.
7. Questions for critical thinking skills, based on Bloom's Taxonomy are employed to discern the degree of student learning

Procedures: All Ages

1. Tour Guide will first ask questions to see if anyone has prior knowledge of the country of Haiti. The country of Haiti will be shown on a map and shown its position relative to the Equator. Children will then be asked if they can predict the type of climate it has.
2. Children will be read a book about Haiti, "Tap Tap" by Karen Lynne Williams, for grades K-2. Grades 3-5 will either be read "Salavi, That is Life: A Haitian Story of Hope" by Youme Landowne, or watch a video from "Haitian Visions: A Diverse Cultural Legacy" from Crizmac Education Materials. The stories will be read in an interactive manner using questioning strategies, and asking opinions in a "Thumbs Up, Thumbs Down" manner of engagement. Children will be asked to discuss different topics. Viewing the video will be handled in the same manner.
3. Children will be interacting with Haitian artwork. We will use open-ended questioning strategies *VTS (Visual Thinking Strategies)* by Phillip Yenawine and Abigail Housin.

Overview of VTS

Visual Thinking Strategies (VTS) is a visual arts program for elementary school students and teachers that uses art to teach thinking, communication skills, and visual literacy. Growth is stimulated by three things: looking at art of increasing complexity, responding to developmentally-based questions, and participating in group discussions that are carefully facilitated by teachers.

VTS encourages...

- a personal connection to art from diverse cultures, times and places
- confidence in one's ability to construct meaning from art
- active class discussions and group problem solving
- development of thinking and communication skills
- development of writing skills
- transfer of these skills to other subject areas

Basic Exhibit Areas:

Children will tour either the Haitian Permanent Collection or another Haitian exhibit that is being featured.

Vocabulary:

Haiti
Hispaniola
Indigenous people
African Slaves
European
Culture
Creole
Voodoo
Loa
Color
Shape
Pattern
Repetition
Symbol

Example of Task-Oriented Learning, Grades K-2

1. Children will be asked if they know what symbols are. Can they think of some examples? Are visual symbols can be more effective than written words? Why? How are symbols helpful in our society? Can they keep us safe? Why? (Have examples of traffic signs to show)
2. Ask children if symbols can be used in art. Show an example of a painting that contains a symbol. Point out the symbol, and ask the children to face a partner and list some possible meanings. Ask each team to present a meaning. Vote with “Thumbs Up and Thumbs Down” to see if students agree or disagree with the answers.
3. Children will be informed that Haitian paintings have many symbols. Many symbols are associated with Loa, or spiritual helpers, (similar to the Christian saints). Each Loa is in charge of an aspect of life such as love, agriculture, the ocean, war, luck, and many others.
4. Working in pairs, the students will be given a visual scavenger hunt with Loa on one side, and symbols with which they are shown on the other. After viewing the Haitian artwork, children will be challenged to draw lines matching the Loa and the symbols, and then will predict, based upon the content of the symbols, which aspect of life they might represent. Children will be asked to justify their predictions. What symbols would they use to represent some of these aspects of life? Students will voice agreement or disagreement with the “Thumbs Up, Thumbs Down” method.

Example of Task-Oriented Learning, Grades 3-5

1. Children will be asked about their prior knowledge of symbols. Some examples will be shown and discussed.
2. Jan van Eyck’s painting “The Arnolfini Wedding” will be shown and examples of religious symbols contained within will be shown. Some will be left to the students to predict what they might mean, and they will be asked to justify their answers. Children will agree or disagree with the answers using the “Thumbs Up, Thumbs Down” method.
3. Children will be introduced to Loa (spiritual helpers in Voodoo, similar to Christian saints) who each have a function in overseeing a particular aspect of life or of the world., such as agriculture, love, war, death, the ocean, and many others. Each Loa is associated with symbols, or attributes, helping the faithful to easily identify them.
4. The students will work in pairs. Each pair will use a visual scavenger hunt listing various Loa and the symbols with which they are associated. They are directed to find these Loa and symbols in paintings and list the names of paintings.
5. Ask the students if they think these attributes or symbols are good representations of the aspects of life with which they are associated. Each pair is given an aspect of life and asked to name other symbols they would choose to use if they were the artists. They will share with the group, and justify their answers. Children will agree or disagree with the answers using the “Thumbs Up, Thumbs Down” method.

Art Lesson Index

- **National Arts Education Standards, Grades K-4**
- **National Arts Education Standards, Grades 5-8**
- **Lesson K-2, Using Haitian Flags**
- **Lesson 3-5, Haitian Diamante Poem and Sketchbook**
- **Vocabulary**

National Arts Education Standards, Grades K-4

- 1. Understanding and applying media, techniques, and processes**
 - Students know the differences between materials, techniques, and processes
- 2. Using knowledge of structures and functions**
 - Students know the differences among visual characteristics and purposes of art in order to convey ideas
 - Students describe how different expressive features and organizational principles cause different responses
- 3. Choosing and evaluating a range of subject matter, symbols, and ideas**
 - Students explore and understand prospective content for works of art
 - Students select and use subject matter, symbols, and ideas to communicate meaning
- 4. Understanding the visual arts in relation to history and cultures**
 - Students know that the visual arts have both a history and specific relationships to various cultures
 - Students identify specific works of art as belonging to particular cultures, times, and places
- 5. Reflecting upon and assessing the characteristics and merits of their work and the work of others**
 - Students understand there are various purposes for creating works of visual art
 - Students describe how people's experiences influence the development of specific artworks
- 6. Making connections between visual arts and other disciplines**
 - Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
 - Students identify connections between the visual arts and other disciplines in the curriculum

National Arts Education Standards, Grades 5-8

- 1. Understanding and applying media, techniques, and processes**
 - Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
 - Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
 - Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
- 2. Using knowledge of structures and functions**
 - Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
 - Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
 - Students select and use the qualities of structures and functions of art to improve communication of their ideas
- 3. Choosing and evaluating a range of subject matter, symbols, and ideas**
 - Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks
4. **Understanding the visual arts in relation to history and cultures**
 - Students know and compare the characteristics of artworks in various eras and cultures
 - Students describe and place a variety of art objects in historical and cultural contexts
 - Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
 5. **Making connections between visual arts and other disciplines**
 - Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
 - Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts

Lesson K-2: Using Haitian Flags as Inspiration for Creating AB Patterns

Main Ideas:

1. Patterns exist both in the natural and manmade world. It is an element in art, as well as math. Knowledge of patterns allows the learner to systematize and predict outcomes. In this lesson, students will have the opportunity to construct this concept using visual arts designs and math manipulatives
2. Recognize the meaning of the words pattern and repetition. Students will recognize AB patterns in nature and in manmade objects and material.
3. Construct an AB pattern, using small manipulatives.
4. Students will apply what they have learned about "AB" patterns to make a Haitian Flag on grid paper with shiny stickers representing sequins.

Procedures in making an AB pattern paper Haitian flag

1. Gather the students around you in the front of the class. Have them take a seat on the floor. Ask two students (one boy and one girl) to come to the front and have the girl hold a large sheet of paper with the letter "A", and the boy as "B" and arrange them in an AB pattern. Explain that it is called AB pattern because the letters A and B represent when the first pattern changes to a second new pattern. (A is one thing, B is something else.)
2. Bring up several more students (even number of boys as girls) and instruct them on the board and instruct that pattern is something that repeats. You will label this as AB pattern.
3. Explain to the students that you can clap to the pattern. One clap for "A" and two claps for "B". Ask the students to say "A", "B" aloud and in time with the claps, as you point to the students that are arranged up in front of the room. You can try more complicated patterns if you think that they understand the concept. Older students should easily be able to try ABA and ABBA, etc.
4. Arrange math manipulatives in an AB pattern. Ask students if they recognize the pattern.
5. With math manipulatives, have the students arrange an AB pattern (more combinations if they are older).
6. Hand out graph paper, and two colors of stickers for K- and 3-4 color stickers for Gr. 1-2.
7. Have the Kindergartners put their stickers on the graph paper using an AB pattern.
8. Have them describe the results of the patterns created. For older children, introduce the AAB, AABB, AAAB ABC, ABCD combinations and challenge them to include each one for at least 3 lines in their paper Haitian flag.
9. Have them discuss the patterns they make and ask them to spend time looking for patterns in their environment in the next two days.

Lesson for Grades 3-5 Haitian Diamante Poem and Sketchbook

Main Ideas:

1. After interacting with the artwork of Haiti, and talking about the often common characteristics of bright colors, a fairly naïve style of painting (often the artists were not trained in an art school, producing simple stylized forms with little knowledge of perspective and the use of shading), strong use of patterns and repetition, giving a sense of liveliness, and the use of symbolism.
2. A diamante poem is a seven-line poem, shaped as a diamond. Lines one and seven identify the subject of the poem. Line two lists two adjectives describing the subject. Line three lists three verbs ending with “ing,” which explain the subject. Line six is a sentence about the subject. Line seven uses another word for the noun in line one. The students will write their own diamante poem about Haiti, based on the artwork. They will be free to walk around the gallery quietly, thinking of words they would like to incorporate into the poem.
3. There will be a place on their sheet where they will have 4 places to make illustrations, surrounding their poem. They will be asked to use those common characteristics of Haitian Art into their drawings, with their own unique touches.

Procedure for Writing and Illustrating a Diamante Poem about Haiti for Grades 3-4

1. After students have interacted with Haitian art in the galleries, ask them to list some of the design qualities Haitian art seems to have: characteristics of bright colors, a fairly naïve style of painting (often the artists were not trained in an art school, producing simple stylized forms with little knowledge of perspective and the use of shading), strong use of patterns and repetition, giving a sense of liveliness, and the use of symbolism.
2. A diamante poem is a seven-line poem, shaped as a diamond. Lines one and seven identify the subject of the poem. Line two lists two adjectives describing the subject. Line three lists three verbs ending with “ing,” which explain the subject. Line six is a sentence about the subject. Line seven uses another word for the noun in line one. The students will write their own diamante poem about Haiti, based on the artwork.
3. They will be free to walk around the gallery quietly, thinking of words they would like to incorporate into the poem. After they write their poems, those that wish to read their poems aloud will have the opportunity to do so.
4. The student's will create a series of 4 illustrations about their poems, using colored pencils. They will use the poems and the Haitian artwork as inspiration but will be encouraged to put in their own artistic touches.

Vocabulary

Haiti
AB pattern
Patterns
Repetition
Naïve
Style
Stylistic/Simplified
Color
Form
Shape
Nature
Man made
Realistic
Landscape
Seascape
Banners
Sequins
Religious Ceremony
Political theme
Everyday life themes

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- **National Arts Education Standards, Grades 5-8**
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- **Procedures**
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National Arts Education Standards, Grades K-4

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- 6. Making connections between visual arts and other disciplines**
 - Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
 - Students identify connections between the visual arts and other disciplines in the curriculum

National Arts Education Standards, Grades 5-8

- 1. Understanding and applying media, techniques, and processes**
 - Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
 - Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
 - Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art
- 2. Using knowledge of structures and functions**
 - Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
 - Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
 - Students select and use the qualities of structures and functions of art to improve communication of their ideas

3. **Choosing and evaluating a range of subject matter, symbols, and ideas**
 - Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
 - Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks
4. **Understanding the visual arts in relation to history and cultures**
 - Students know and compare the characteristics of artworks in various eras and cultures
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Main Ideas:

1. Discover that the culture of Haiti is blended as a result of Africans being brought to Haiti by the Europeans to serve as slaves in the sugar cane fields.
2. Realize that the history of the fanal, or Haitian Christmas lantern also was a result of cultural blending, and how the fanal came to be.
3. Recognize the pattern to make a house shaped lantern relies directly on geometric shapes that then folded and bent, are transformed from a 2-D pattern to a 3-D tag board house.
4. Design their own patterns with regard to the traditional to the “Gingerbread” architecture of the Colonial French period, traditional European and American Christmas imagery, or imagery derived from the Haitian artwork to which they will be introduced while on their field trip.
5. Analyze the inherent danger in using candles as they were traditionally used in think of a safe substitute of illumination.
6. Analyze with a “class critique” the choices they made in the design and production of their fanals and the effectiveness of the choices.

Overview:

A fanal is a traditional Haitian Christmas lantern, usually made of paper and cardboard in the shape of a house, although many samples are found made in the shape of a ship, a bird, or other shapes.

Traditionally, many Haitians would spend months in the design and construction of the fanal, usually made of cardboard, with areas cut out in dots or entirely removed, so that when backed by jewel-toned paper, when the candle was inserted, it would glow whether placed in the window, or when the people paraded through the darkened streets on Christmas Eve, their lanterns lending a warm and charming glow.

As in many other aspects of Haitian culture, the fanal is a mixture of African holiday and Christian holiday traditions. In West Africa in late December, lantern festivals were held in Senegambia and Sierra Leone. This practice has found a revival in the Miami area, where many Haitian people live.

Procedure for making a fanal:

1. Students will be asked if they have ever seen paper lanterns. They may identify luminaries, or Chinese lanterns. They will be asked if they have ever made a paper lantern themselves. The instructor will ask, “Why does a lantern shaped like a house or a church bring a sense of well-being to Haitians at Christmas time?” The children will be paired up and they may discuss their answers, and the instructor will ask one child of each group to give two responses. The teacher will assure them that there is no right or wrong answer. The teacher will ask the students, “In which of our Christmas traditions do we include lights?” The instructor will ask students, “Is anyone familiar with the Jewish holiday of Hanukah? Does anyone know how lights are a part of that holiday? Has anyone heard of Diwali, the Festival of Lights in India?”

2. Student will be asked to stand around the table for the instructor to model the procedure for making the fanal. Younger children will have their fanal patterns already cut out; older children will cut theirs out themselves.
3. The children will be taught how to score the tag board to facilitate easier folding.
4. The children will be shown how to fold it into position, but then shown it is easier to do the paper cut outs and dot cut outs before it is put together.
5. Instructor will demonstrate trying designs on a plain piece of paper first, then drawing on the tag board lightly with colored pencil. The instructor will illustrate the use of a paper punch for making holes not far from the edges, and a paper drill for making holes near the center of the house sections.
6. Next the instructor will demonstrate how to receive an adult's help in making a slit with an X-Acto knife large enough for a child to put scissors into for a larger cut out.
7. The teacher next shows that the inside of the house is where the bright paper is taped or attached with glue stick, and the house is then refolded, and taped.
8. The steps are then briefly renewed, and the children design and create their fanals.
9. After the fanals are created, the instructors ask if it is safe to put a candle in a paper lantern or house. What alternatives could be found? (We will be using LED tea lights)
10. The children are brought to a darkened room to see their lighted fanals.
11. Children will discuss their results and asked to talk about what different materials, time frame, or supplies would they use if they had the opportunity to make another fanal.

Vocabulary:

Haiti	Fanal
Lantern	Luminary
2-D	3-D
Pattern	Score
Dotted	Repetition
Design	Color
Shape	Line