

Keeper of the Hearth:

Picturing Roland Barthes' Unseen Photograph

September 10, 2020 – January 10, 2021

TEACHER GUIDE



Sarah Hermanson Meister. *Birthday Flowers for Jeebie + Dad*. Silver gelatin print. 1974.

Table of Contents

Welcome Letter.....	1
About the Exhibition.	2
Pre-Visit Activities.	3
Select Images from the Exhibition.	6
Post-Visit Activities.....	13
TEKS.	16
Works Cited.....	29
About HCP.....	30

Welcome (virtually) to Houston Center for Photography!

Dear Teachers,

I am excited to share with you our new teacher guide to accompany virtual tours of our fall exhibition, *Keeper of the Hearth: Picturing Roland Barthes' Unseen Photograph*, on view September 10, 2020 - January 10, 2021.

This exhibition brings together over 200 photographs by many different photo-based artists, writers, critics, curators, and historians from around the world who were invited by artist, Odette England, to respond to the "Winter Garden Photograph" - a well-known but never seen picture. The "Winter Garden Photograph" is a childhood snapshot of the mother of Roland Barthes, a French literary theorist, who describes the image in great detail but never reveals it in his pivotal photography book, *Camera Lucida (La chambre claire)*, published in 1980 shortly after his mother's death.

Because the image is never revealed, the reader is invited to imagine what the image might look like and to consider how photographs of our family hold special meanings for us and serve as a memorial for family members beyond their lifetimes. We are also invited to consider the significance of vernacular photography, or everyday photography, and its importance in establishing memories that shape our lives.

This guide is designed to enrich your experience of *Keeper of the Hearth* by providing a jumping off point for you and your students to explore the various themes of the exhibition through critical thinking and creative activities. Each activity has a range of grade levels that are considered most appropriate for applicable TEKS. A full list of TEKS addressed by this guide are included at the end.

We look forward to welcoming you in our gallery, whether in person or virtually!

Enjoy!

Natalie Rodgers
Community Education Manager
Houston Center for Photography
natalie@hcponline.org

About the Exhibition

Keeper of the Hearth: Picturing Roland Barthes' Unseen Photograph

Keeper of the Hearth: Picturing Roland Barthes' Unseen Photograph is the first exhibition of Odette England's book by the same name, which was published in the U.S. in March 2020, marking the 40th year of Roland Barthes' renowned work, *Camera Lucida* (*La chambre claire*). As part of this project, England invited more than 200 photography-based artists, writers, critics, curators, and historians from around the world to contribute an image or text that reflects on the instigator of Barthes' semiotic musings—a photograph of his mother, Henriette, aged 5, that is never seen in the book, and is perhaps one of the most famous unseen photographs in the world.

Contributors include established artists such as David Levi-Strauss, Alec Soth, and Rosalind Fox Solomon as well as emerging and mid-career artists and critics including Stanley Wolukau Wanambwa, Paul Mpagi Sepuya, and Jess T. Dugan. From a diverse array of found photographs to intimate portraits of artists' lives, this exhibition creates a multitude of platforms from which to consider the theoretical conversations about photography—not only what we see but how we see—that continue to shape our understanding of the medium today. In addition to coinciding with the 40th anniversary of *Camera Lucida*, this exhibition opens two seasons of programs celebrating the 40th anniversary of Houston Center for Photography.

—Ashlyn Davis, Executive Director and Curator, Houston Center for Photography

Pre-visit Activities

Objectives:

- Introduce students to the "Winter Garden photograph."
- Introduce students to the concepts of vernacular photography and found photography.
- Introduce students to some of the works in the exhibit.
- Examine themes that students may encounter in *Keeper of the Hearth: Picturing Roland Barthes' Unseen Photograph*.

1. **Vernacular Photography and Memories:** In 1979, the French literary theorist and philosopher, Roland Barthes, wrote a book called *Camera Lucida (La chambre claire)* which describes his personal response when viewing photographs, including both fine art photographs by several well-known photographers and photographs of everyday life, or vernacular photography, of his family. Barthes was very close to his mother, and he wrote this book shortly after her death while he was grieving. In one chapter entitled, "The Winter Garden Photograph," Barthes describes a moment while looking through old family photos of his mother:

"There I was, alone in the apartment where she had died, looking at these pictures of my mother, one by one, under the lamp, gradually moving back in time with her, looking for the truth of the face I had loved. And I found it. The photograph was very old. The corners were blunted from having been pasted into an album, the sepia print had faded, and the picture just managed to show two children standing together at the end of a little wooden bridge in a glassed-in conservatory, what was called a Winter Garden in those days. My mother was five at the time (1898), her brother seven. He was leaning against the bridge railing, along which he had extended one arm; she, shorter than he, was standing a little back, facing the camera; you could tell that the photographer had said, 'Step forward a little so we can see you'; she was holding one finger in the other hand, as children often do, in an awkward gesture. The brother and sister, united, as I knew, by the discord of their parents, who were soon to divorce, had posed side by side, alone, under the palms of the Winter Garden..." (Barthes 67 - 69).

- a.) **Read/Listen/Discuss (Art K - 8, ELA K - 8, SS K - 1):** After reading the excerpt above, have the students reflect on photos of family or friends that are special and important to them. Suggested discussion questions: Do you have photos of your family or friends on display in your home or in a photo album? Who is in the photos, where were they taken, and when were they taken? Where are they in your home? How often do you see the photos? Why are they special to you? Why do you think people

take and collect photos of their families and friends? Are these kinds of photos the same as photos you might see in an art museum or gallery, or are they different? Why or why not?

- b.) **Draw (Art K - 8, ELA K - 8):** Have students draw a picture of "The Winter Garden Photograph" as it is described in the excerpt above.
 - c.) **Examine/Discuss (Art K - 8, ELA K - 8):** Have students closely examine the exhibition piece, *Holding this photograph with yeema and yee-jeung*, by artist Ka-Man Tse (page 6) and describe what they see. Explain how this picture is a photograph of a photograph. Read the artist statement below the image to your students and have them consider how this new photograph is different from the original vernacular photograph of the group of people.
 - d.) **Write/Discuss (Art 3 - 8, ELA K - 8, SS K - 1):** Have students go through their photographs of family or friends at home, and select one photograph that is especially important to them. Have them write about or discuss the photo - Who or what is in the photo? What memories do they have associated with the photo? Does this photo illustrate any traditions that their family has? Why is this photo important to them?
 - e.) **Create (Art 3 - 8):** If students have access to a camera, have them re-photograph or recreate the picture they selected to write about and share their photo with the class.
2. **Found Photography and New Meanings:** *Keeper of the Hearth* brings together over 200 photographs from many different individuals to reflect on the unpublished photograph of Barthes' mother known as "The Winter Garden Photograph." Some of the photographs are examples of found photography, or discarded photos found or rediscovered by people who did not originally create the photos but who use the photos to create new artworks.
- a.) **Examine/Discuss (Art K - 8, ELA K - 8):** Have students closely examine Alejandro Cartagena's photograph, *Embrace*, (page 7) and describe what they see. Ask the students where and when do they think this photograph was taken? How do they think this image was created? What visual clues within the image make them think that?
 - b.) **Watch/Examine/Discuss (Art K - 8, ELA K - 8):** For his *Foto Estructura/Photographic Structures* series, Cartagena works with found photographs that he finds at markets, then he alters them in his studio. Have students watch a video of Cartagena finding and cutting photographs for his *Foto Estructura/Photographic Structures* series on

YouTube [here](#). View other works from Cartagena's *Foto Estructura/Photographic Structures* series on his website [here](#). Ask the students - What parts of the photographs is Cartagena cutting out, and why do you think he is cutting these particular parts out? What might he be trying to say by doing this?

- c.) **Draw/Write (Art 4 - 8, ELA K - 8):** Have students draw a Venn diagram of two overlapping circles to compare and contrast Cartagena's photograph with Barthes' description of "The Winter Garden Photograph." Explain that one circle represents qualities of Cartagena's photograph, and the other circle represents qualities of "The Winter Garden Photograph." Similar qualities of the two photographs should be listed in the overlapping area, and qualities that are unique to each of the photographs should be included in their applicable circle in the non-overlapping area. For a more complex compare and contrast activity, have students create a Venn diagram of three overlapping circles comparing and contrasting Cartagena's photograph, "The Winter Garden Photograph," and *Winter Garden* by Dan Estabrook (page 8).
- d.) **Create (Art K - 2):** Have students create a physical collage using found photographs from magazines and newspapers. Share and discuss the final collage with the class.
- e.) **Create (Art 3 - 6):** Have students create a digital collage using found photographs from the internet or their own personal digital collection. Share and discuss the final collage with the class.
- f.) **Create (Art 7 - 8):** Have students create a new artwork by appropriating one or more existing fine art photographs. Share and discuss the final artwork with the class.



Ka-Man Tse. *Holding this photograph with yeema and yee-jeung*. Archival inkjet print. 2018.
Courtesy of the artist.

It's 2018. I am able to convince my aunt and uncle, now in their eighties, to let me borrow the wedding album again. We carry it back to my yeema's apartment. We look through all of the photographs in the album together. She is the oral historian of the family, the keeper of stories and tells me who is who in each picture. It takes me a few days to figure out the new photograph. The hands on the right side of the frame are my aunt, my yeema, who is 71 now at the time of this making. She is in the photograph she is holding, but a teenager. She is the one in the black cheongsam. The hands on the left are her husband's, my yee-jeung. The middle hand is mine, one hand is absent for holding the cable release. On my left hand I'm wearing my own wedding ring, in Hong Kong where gay marriage it is not legal or recognized.

—Ka-Man Tse



Alejandro Cartagena. *Embrace* (from the *Foto Estructura/Photographic Structures* series).
Gelatin silver print. 2019. Courtesy of the artist.



Dan Estabrook. *Winter Garden*. Tintype, found tintypes, and sterling silver. 2017. Courtesy of the artist.



Sara Macel. Anne on Her Wedding Day with Kathleen Reflected. Vintage snapshot (reproduction). 1970.



Mandy Barker. *Protect from Frost (Marine plastic debris flowers collected from the sea in winter)*. Archival pigment print. 2017. Courtesy of the artist.



Kris Graves. *Mount Rainier #1, Washington State, 2015*. Archival pigment print. 2015.



Lori Nix and Kathleen Gerber. *Winter Garden*. Archival pigment print. 2017. Courtesy of ClampArt New York.

Post-visit Activities

Objectives:

- Introduce students to the concept of the photo archive.
 - Reflect on the themes and works that students have encountered in *Keeper of the Hearth: Picturing Roland Barthes' Unseen Photograph*.
1. **The Photo Archive:** Many of the photographs within *Keeper of the Hearth*, such as Sara Macel's *Anne on Her Wedding Day with Kathleen Reflected* (page 9) were selected from existing photo archives, or collections of photos that have been accumulated over time which document a particular history.
 - a. **Discuss/Write (Art 3 - 5, ELA K - 8, SS K - 1):** Sara Macel's *Anne on Her Wedding Day with Kathleen Reflected* is likely from a personal family photo archive documenting a family member's wedding. Explain to the students that all of the family photos they have at home, whether they are kept in an album or picture frame or saved digitally on a computer or smart phone, make up a photo archive which tells a story about who their family is. Have the students discuss or create a list of some of the different life moments that their family has documented through photography, then have them share with the class.
 - b. **Examine/Discuss (Art K - 5, ELA K - 8):** Explain to the students that not all photo archives are of families or people. Mandy Barker's photograph, *Protect from Frost (Marine plastic debris flowers collected from the sea in winter)* (page 10), is one example from an ongoing photo archive she has created which records the various kinds and amounts of plastic debris she has found in various oceans around the world in order to bring attention to the issue of plastic waste and its effects on the environment. View more examples of her work on her website [here](#). Have the students closely examine her photos and consider the following questions - What kinds of objects has she photographed, and where did she find those objects? How is she arranging the objects in her photographs? How is her work different from a family photo archive? How is it similar?
 - c. **Research/Examine/Discuss (Art 6 - 8, ELA K - 8, SS K - 1):** Show the students a few different examples of historical photo archives that they can find online, such as the [Photography Archive at the African American Library at the Gregory School](#) or [The Portal to Texas History, University of North Texas](#) (search using subject "People - Family Groups"). Have the students look through these digital archives, or provide a selection of images from these

archives for them, to gather information about the traditions and/or history of a particular family or community and consider the following questions - What meaning do these photos have for you? Why do you think these photographs were archived and preserved? What can you learn about these people or communities through the photographs? How are they similar or different to your family?

- d. **Create (Art 3 - 5, ELA K - 8):** Imagine and write a story in response to one of the photos from *Keeper of the Hearth* or a photograph found from a photo archive online.
2. **The Legacy of Photographs:** “The Winter Garden Photograph” and other photographs from *Keeper of the Hearth* remind us of the power and semi-permanence of photography to live beyond human lifespans and memories.
- a. **Discuss (Art K - 8, ELA K - 8, SS K - 1):** Both Kris Graves’ *Mount Rainier #1, Washington State, 2015* (page 11) and Lori Nix and Kathleen Gerber’s *Winter Garden* (page 12) depict idealized landscapes, or images of places that may seem perfect or better than reality. After viewing these works, have the students consider and discuss the following questions - Have you ever had an idealized memory of a place, person, or event from your life, such as your childhood home, a family member who has passed away, or a special holiday? If you have photos of that place, person, or event, how do the photos inform your memory of that place, person, or event? How are the photos different from the actual place, person, or event? Does the meaning of the photos change over time?
 - b. **Interview/Listen/Write (Art 3 - 8, ELA K - 8, SS K - 1):** Have the students go through their family photo archives (either physical prints or digital) and find a photograph from a time that they do not remember, such as when they were a baby or before they were born. Have students interview various older family members to see what they remember about the photograph and the time it was taken and record their responses.
 - c. **Create (Art K - 2, SS K - 1):** Explain to the students what a time capsule is and how it is an archive of a particular moment in time that can be accessed later in the future. Have the students create a photographic time capsule for their family in 2020 by collecting one or more personal photos that represent their family to them during this time. Have them hide them away in their home or on their electronic device to look at during the last week of school or next year.

- d. **Create** (**Art 3 - 8, SS K - 1**): Have the students gather together some of their favorite personal photos of family or friends. Digitize old print photos by scanning them or carefully photographing them. Organize the photos with written memories/thoughts/traditions into a digital album or scrapbook that they can keep or share with others.
- e. **Discuss** (**Art K - 8, ELA K - 8, SS K - 1**): Have the students reflect on the legacy of their personal photos. How will their personal photos of themselves, their friends, or their families live beyond their own lifespans? How will their photos be preserved, and who will see their photos in the future? What will other people think of their photos?

Texas Essential Knowledge and Skills (TEKS)

This guide addresses multiple TEKS for Art, English Language Arts and Reading, and Social Studies with an emphasis on the following Elementary and Middle School TEKS for these subject areas:

Fine Arts (Art)

Kindergarten.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

- (A) gather information from subjects in the environment using the senses

Kindergarten.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) create artworks using a variety of lines, shapes, colors, textures, and forms;
- (B) arrange components intuitively to create artworks; and
- (C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.

Kindergarten.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) identify simple subjects expressed in artworks;
- (B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
- (C) identify the uses of art in everyday life

Kindergarten.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) express ideas about personal artworks or portfolios;
- (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers

Grade 1.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore

the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

- (A) identify similarities, differences, and variations among subjects in the environment using the senses

Grade 1.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) invent images that combine a variety of lines, shapes, colors, textures, and forms;
- (B) place components in orderly arrangements to create designs; and
- (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.

Grade 1.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) identify simple ideas expressed in artworks through different media;
- (C) discuss the use of art in everyday life

Grade 1.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) explain ideas about personal artworks;
- (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and

Grade 2.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

- (A) compare and contrast variations in objects and subjects from the environment using the senses

Grade 2.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
- (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

Grade 2.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) interpret stories, content, and meanings in a variety of artworks;

Grade 2.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and

Grade 3.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

- (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;

Grade 3.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to:

- (A) integrate ideas drawn from life experiences to create original works of art;
- (B) create compositions using the elements of art and principles of design; and
- (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

Grade 3.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) identify simple main ideas expressed in artworks from various times and places

Grade 3.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
- (B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums

Grade 4.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

- (A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art

Grade 4.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) integrate ideas drawn from life experiences to create original works of art;
- (B) create compositions using the elements of art and principles of design; and
- (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.

Grade 4.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;

Grade 4.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
- (B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums

Grade 5.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

- (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art

Grade 5.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) integrate ideas drawn from life experiences to create original works of art;
- (B) create compositions using the elements of art and principles of design; and
- (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.

Grade 5.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist's use of media and techniques, expression of emotions, or use of symbols

Grade 5.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
- (B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums

MS Art, Level 1.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe

and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

- (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
- (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

MS Art, Level 1.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) create original artworks based on direct observations, original sources, personal experiences, and the community;
- (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

MS Art, Level 1.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation

MS Art, Level 1.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) create written or oral responses to artwork using appropriate art vocabulary;
- (D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art

MS Art, Level 2.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

- (A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international;
- (D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

MS Art, Level 2.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- (A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community;

(C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media; and

(D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination.

MS Art, Level 2.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) analyze ways that global, cultural, historical, and political issues influence artworks;

(B) analyze selected artworks to determine contemporary relevance in relationship to universal themes such as belief, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation

MS Art, Level 2.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;

(D) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art

MS Art, Level 3.1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

(A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international;

(D) compare and contrast the expressive properties of artworks, including appropriation, meaning, narrative, message, and symbol, using vocabulary accurately.

MS Art, Level 3.2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

(A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community;

- (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures modeled forms, ceramics, fiber art, photographic imagery, and digital art and media;
- (D) use an understanding of copyright and public domain to appropriate imagery when working from sources rather than direct observation or imagination

MS Art, Level 3.3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

- (A) analyze ways in which global, contemporary, historical, and political issues have influenced art;
- (B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy

MS Art, Level 3.4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) create written and oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression;
- (C) investigate and explore original artworks in a variety of venues outside of the classroom such as museums, galleries, or community art.

English Language Arts and Reading

Kindergarten.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively and ask questions to understand information and answer questions using multi-word responses;
- (B) restate and follow oral directions that involve a short, related sequence of actions;
- (C) share information and ideas by speaking audibly and clearly using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and

Kindergarten.6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources;
- (B) provide an oral, pictorial, or written response to a text;
- (C) use text evidence to support an appropriate response;
- (D) retell texts in ways that maintain meaning;
- (E) interact with sources in meaningful ways such as illustrating or writing; and

(F) respond using newly acquired vocabulary as appropriate.

Grade 1.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
- (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
- (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and

Grade 1.7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources;
- (B) write brief comments on literary or informational texts;
- (C) use text evidence to support an appropriate response;
- (D) retell texts in ways that maintain meaning;
- (E) interact with sources in meaningful ways such as illustrating or writing; and
- (F) respond using newly acquired vocabulary as appropriate.

Grade 2.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
- (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
- (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others

Grade 2.7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources;
- (B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;

- (E) interact with sources in meaningful ways such as illustrating or writing; and
- (F) respond using newly acquired vocabulary as appropriate.

Grade 3.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking -- oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and

Grade 3.7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write a response to a literary or informational text that demonstrates an understanding of a text;
- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

Grade 4.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and

Grade 4.7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

- (C) use text evidence to support an appropriate response;
- (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

Grade 5.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking --oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;
- (B) follow, restate, and give oral instructions that include multiple action steps;
- (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and

Grade 5.7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- (C) use text evidence to support an appropriate response;
- (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

Grade 6.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;
- (B) follow and give oral instructions that include multiple action steps;
- (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

Grade 6.6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- (C) use text evidence to support an appropriate response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate;

Grade 7.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- (D) engage in meaningful discourse and provide and accept constructive feedback from others.

Grade 7.6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- (C) use text evidence to support an appropriate response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate;

Grade 8.1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively to interpret a message by summarizing, asking questions, and making comments;
- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- (D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

Grade 8.6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (A) describe personal connections to a variety of sources, including self-selected texts;

- (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- (C) use text evidence to support an appropriate response;
- (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate

Social Studies

Kindergarten.11) Culture. The student understands the importance of family traditions. The student is expected to:

- (A) describe and explain the importance of family traditions; and
- (B) compare traditions among families.

Grade 1.14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:

- (A) describe and explain the importance of beliefs, language, and traditions of families and communities

Works Cited

Barker, Mandy. *Protect from Frost (Marine plastic debris flowers collected from the sea in winter)*. 2017.

Barker, Mandy. "Work." Mandy Barker, www.mandy-barker.com/work.

Barthes, Roland. *Camera Lucida: Reflections on Photography*. Translated by Richard Howard, Hill and Wang, 1981.

Cartagena, Alejandro. "Alejandro Cartagena: Finding & Cutting Photographs for Photo Structure/Foto Estructura." *YouTube*, uploaded by the George Eastman Museum, 27 March 2020, www.youtube.com/watch?v=mybhcuZL8II.

Cartagena, Alejandro. *Embrace* (from the *Foto Estructura/Photographic Structures* series). 2019.

Cartagena, Alejandro. "Photo Structure/Foto Estructura." *Alejandro Cartagena*, alejandrocartagena.com/h/projects/photo-structure-foto-estructura-2/.

Estabrook, Dan. *Winter Garden*. 2017.

Graves, Kris. *Mount Rainier #1, Washington State, 2015*. 2015.

Houston Public Library Digital Archives. *Gregory School Photograph Collections*. Houston Public Library, digital.houstonlibrary.org/gregory.

Macel, Sara. *Anne on Her Wedding Day with Kathleen Reflected*. 1970.

Meister, Sarah Hermanson. *Birthday Flowers for Jeebie + Dad*. 1974.

Nix, Lori and Kathleen Gerber. *Winter Garden*. 2017.

Tse, Ka-Man. *Holding this photograph with yeema and yee-jeung*. 2018.

The University of North Texas Libraries. *The Portal to Texas History*. The University of North Texas, 2004, texashistory.unt.edu/.

About HCP

Houston Center for Photography began as a member and artist-run cooperative in 1981 and was officially incorporated as a nonprofit organization in 1982.

Its mission has always been to promote the art and practice of photography in all its forms through various programs that take place both on and off-site our museum district facility. HCP conforms to the kunsthalle tradition of a professionally managed, permanent institution that exhibits but does not collect works of art.

In 2006, HCP opened the doors to its Learning Center, and has since expanded its on-site education programming to reach over 1,500 students annually through over 300 classes taught by local experts as well as icons of the medium. The Learning Center includes a state-of-the-art Digital Darkroom, where artists can print their work using professional printers and scanners, a professional Lighting Studio, and a Critique Room, where classes and monthly member critiques are held. Finally, the Learning Center proudly includes the John Cleary Library, which holds over 4,000 artists' books, monographs, histories, and journals on photography. It is the only publicly-accessible library dedicated solely to photography in the region.

Our Mission

Houston Center for Photography's mission is to increase society's understanding and appreciation of photography and its evolving role in contemporary culture. We strive to encourage artists, build audiences, stimulate dialogue, and promote inquiry about photography and related media through education, exhibitions, publications, fellowship programs, and community collaboration.

Contact

This teacher guide was created by Natalie Rodgers, Community Education Manager at Houston Center for Photography. To schedule a virtual tour of *Keeper of the Hearth*, or for any other questions or comments related to this guide, please contact Natalie at natalie@hcuponline.org.