



EDUCATION @ MESA ARTS CENTER



MESA CONTEMPORARY ARTS MUSEUM

Passage

Cannupa Hanska Luger
May 14 - August 8, 2021

Culture and Context | Human Migration
Grades: 3-5



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ABOUT MESA CONTEMPORARY ARTS MUSEUM

Mesa Contemporary Arts (MCA) Museum is a visual arts exhibition space committed to the presentation, interpretation, collection, documentation and preservation of contemporary visual arts with a special focus on traditional media. Dedicated to presenting exceptional regional, national and international exhibitions, MCA Museum provides support and advancement to artists world-wide through solo, group and juried exhibitions while promoting educational opportunities within our community.



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MESA CONTEMPORARY ARTS MUSEUM WELCOME!



THANK YOU for choosing to visit Mesa Contemporary Arts (MCA) Museum and selecting **Culture and Context/Human Migration Tour**. We are proud to present the collaborative, site-specific exhibition **Passage** by renowned multidisciplinary artist Cannupa Hanska Luger (Mandan, Hidatsa, Arikara, Lakota, Austrian and Norwegian). The centerpiece featured in our Main gallery is ***Something to Hold Onto***, Luger's second project from his *Counting Coup* series.

Families creating "clay beads" as part of the ***Something to Hold Onto*** installation;
MCA Museum Community Workshop, 2020.

This immersive installation is made from 7,000+ 1-inch unfired clay beads. Each bead represents a life lost along the US-Mexico border in the last 30 years and is intended to humanize these staggering statistics. The installation is mirrored by a large-scale floor mural by Phoenix based artists Thomas 'Breeze' Marcus (Tohono O'odham) and Dwayne Manuel (Tohono O'odham). The exhibition is accompanied by artwork and a pop-up educational experience by Tanya Aguiñiga (Mexican) and journalistic documentation by Thosh Collins (Tohono O'odham) and Chelsey Luger (Turtle Mountain Band of Chippewa, Standing Rock Lakota Nation).



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MCA MUSEUM CURRICULUM CONNECTIONS

Culture and Context | Human Migration

Arizona Academic Standards in the Arts

These standards can be achieved through tour participation, discussion questions and/or activities included in the study guide.

VISUAL ARTS

VA.RE.7.3a: Use art-specific vocabulary to speculate about processes an artist used to create a work of art. **3b:** Determine messages communicated by an image.

VA.PR 9:4: Evaluate an artwork based on given criteria.

VA.PR 9:5: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media.

VA.RE 7:7: Cite specific evidence from an artwork and relevant evidence from the context to support an interpretation of the mood, message or meaning of that artwork.



LANGUAGE ARTS

P3-8SL.1: Engage effectively in a range of collaborative discussions with diverse partners on *topics and texts*, building on others' ideas and expressing their own clearly.

6-8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MATH

4.MP.7: Look for and make use of structure.

4.G.A.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

SCIENCE

8.E1U3.7: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

8.L4U1.11: Develop and use a model to explain how natural selection may lead to increases and decreases of specific traits in populations over time.



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MCA MUSEUM CURRICULUM CONNECTIONS CONTINUED Culture and Context | Indigenous Americas

SOCIAL STUDIES

SS1:C1:PO3: Use primary source material and secondary source materials to study people and events from the past.

SS4:C4:PO4: Discuss elements of cultural of a community in areas studied.

SS4.G1.1: Use and construct maps and graphs to represent changes in the Americas over time.

SS4.H1.1: Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

WORLD & NATIVE LANGUAGES

Cultures: Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied. Recognize basic practices, products, and perspectives of cultures where the target language is spoken.

Connections: Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving. Identify and use familiar vocabulary and phrases in the target language supported by resources (e.g., maps, graphs, visuals, audio, digital media) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).

Art Making Standards:

VISUAL ARTS

VA.CR.1.3a: Create an imaginative artwork and add details.

VA.CR.2.3a. Create artwork using a variety of artistic processes, materials, and approaches.

VA.CR.2.4a: Develop technical skills and explore art-making approaches.

VA.CR.1.5a: Combine ideas to generate an innovative idea for art-making.

VA.CR.3.a.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA.CN.3.7: Reflect on and explain important information about personal artwork in an artist statement or





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PRE-TOUR & POST TOUR CLASSROOM ACTIVITIES

Included in this resource guide are a variety of activities created to correspond with the Arizona Academic Standards to enhance the students' growth, listening skills, interpretation, discussion and overall comprehension.

Questions to Ponder...

Question 1 – Why do people move? What does it mean to “migrate” from one region to another? (Grades SS4.H1.1; SS4:C4:PO4)

Question 2 – How do artists talk about content in artwork? How do they show emotions, empathy and compassion through symbolism in their creations? (Grades SS4.H1.1, VA.CN.3.7, VA.RE.7.3a)

Activities to Explore...

Pre-Tour Discussion and Activity: **Migration Collage**

For this activity, discuss human migration by creating your own “migration collage”. Show your individuality through the use of your fingerprints. Visit the vocabulary section and pick 3

Standards Implemented: SS4.G1.1; SS4:C4:PO4 Approximate time: 45 - 60 min

Materials: heavy white paper for background, variety of papers for collage, old maps, scissors, glue sticks, ink pads & black (or dark color) ink, black markers, writing pens, wipes for cleaning ink from fingers, vocabulary words, Pre-Tour pages 7-11.

Visit artists:

Cannupa Hanska Luger: www.cannupahanska.com

Thomas “Breeze” Marcus: www.blueraingallery.com/artists/thomas-breeze-marcus

Dwayne Manuel: www.aztlancollective.com/dwayne-manuel

Tanya Aguiñiga: www.tanyaaguiniga.com

Thosh Collins: www.thoshcollinsphotographer.com

Post Tour Activities: **Friendship Bracelets**

Follow the instructions for creating **Friendship Bracelets**. The materials are listed! Post Tour pages 12-15. This is a fun activity to discuss with students about artists use of content with symbolism to create emotions in their artwork.

Standards: VA.CR.1.3a; VA.CR..CR.2.4a; P3-8SL.1 Approximate time: 2 class periods



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PRE-TOUR DISCUSSION: Human Migration



Cannupa Hanska Luger demonstrating beads made by squeezing palm and fingerprints into unfired clay.

In the installation *Something to Hold Onto*, Cannupa Hanska Luger uses clay beads made from **fist-prints** to represent indigenous individuals adversely affected by obstacles to traditional migration patterns. His artwork is meant to symbolize and illustrate the individuality of lives lost and people often represented only by numbers and data.

While human migration is about movement, art can depict movement as well. One way to do that is with the use of a motif or repeated element in the composition. **Movement** is considered one of the **Principals of Design** and helps guide the eye through the artwork.

After viewing the *Passage* exhibition, consider how your artwork can illustrate movement (or lack of) using fingerprints as a motif. Fingerprints are one of the most unique identifiers of an individual, considered more accurate even than DNA. Follow instructions below to create an expressive collage using fingerprints as a design motif to show movement.



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PRE-TOUR DISCUSSION: Vocabulary Words

- ◆ **Aesthetic:** The quality, sensation or meaning people can experience when looking at a work of art.
- ◆ **Artistic Activism:** The dynamic use of art and artmaking to raise awareness and make positive changes to problems within society.
- ◆ **Border:** A real or imposed line that separates two political, geographic, or governmental areas. A line between countries.
- ◆ **Community:** A group of people living in the same environment with some shared beliefs, values and concerns.
- ◆ **Community Activism:** Intentional actions meant to raise awareness and make positive change to problems within a community.
- ◆ **Compassion:** Sympathetic awareness of others' suffering along with the desire to alleviate it.
- ◆ **Content:** The essential meaning, significance or aesthetic value of an artwork; is it useful or decorative.
- ◆ **Craft:** A craft is an activity such as weaving, carving, or pottery that involves making things skillfully by hand, often in a traditional way.
- ◆ **Culture:** The shared knowledge, values and attitudes of a group of people often expressed through food, religion, music, arts, and other social behaviors.
- ◆ **Empathy:** The ability to perceive and understand the feelings of another person.
- ◆ **Human Migration:** The movement of people from one place to another, usually in order to find work and/or better living conditions or join family members. Human migration can be seasonal, temporary or permanent.

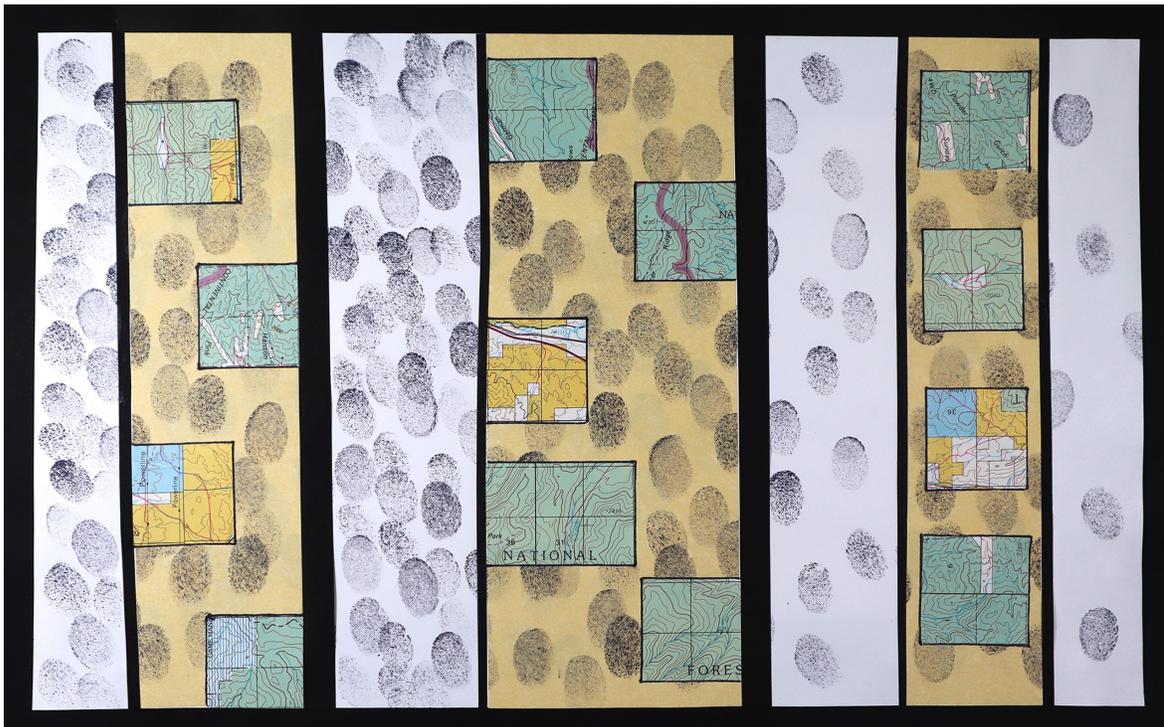


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PRE-TOUR DISCUSSION: Vocabulary Words

- ◆ **Media/Medium:** Materials and tools used by an artist to create the work.
- ◆ **Principals of Design:** Methods by which the elements in a work of art are used and arranged in a composition.
- ◆ The seven **Principals of Design** are:

Balance
Harmony
Variety
Proportion
Emphasis
Movement
Pattern

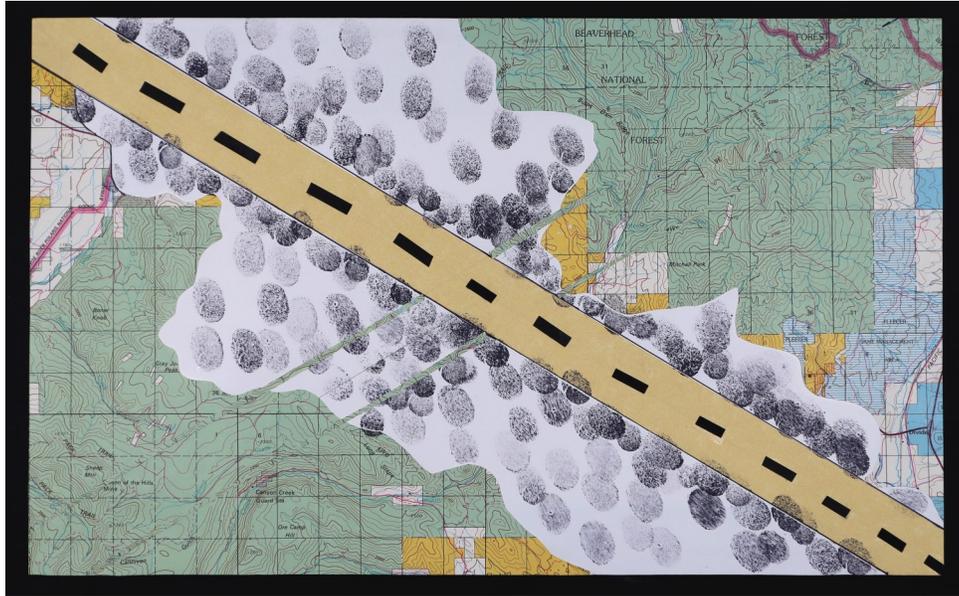


Migration Collage 1, created by Arts Education Specialist Shelly White



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PRE-TOUR CLASSROOM ACTIVITY: Migration Collage



Migration Collage created by Art Education Specialist, Shelly White

TIME:

- 1 class period or 1 hour

GOALS:

- To introduce content in art.
- To introduce the use of **Movement** (one of the Principals of Design) in works of art.

SUPPLIES:

- Heavy white paper for background
- Variety of papers for collage
- Old maps
- Scissors & glue sticks
- Ink pads & black (or dark color) ink
- Black markers and writing pens
- Wipes for cleaning ink from fingers



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PRE-TOUR CLASSROOM ACTIVITY: Migration Collage

INSTRUCTIONS:

- Lightly sketch your design on background paper as a guide for collage
- Experiment with ink and pads to make clear fingerprints
- Cut desired shapes from maps and other collage materials and glue on background paper
- Add fingerprints as per your design
- Add details with pins or markers
- Finish collage by mounting on black paper for a frame if desired
- **Be prepared to discuss your artwork and intended idea!**

Learn more about Human Migration:

<https://www.nationalgeographic.org/activity/introduction-human-migration/>

Learn more about Fingerprints:

<https://www.scholastic.com/parents/school-success/learning-toolkit-blog/be-fingerprint-detective.html>

<https://www.bbvaopenmind.com/en/science/leading-figures/dactyloscopy-following-the-prints-of-crime/>



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POST TOUR CLASSROOM ACTIVITY: Friendship Bracelets

TIME: 2 class periods or 2 hours

GOALS:

- To introduce basic skills in weaving/knotting
- To introduce the concepts of compassion and empathy

Friendship Bracelets are a symbol of enduring friendship and illustrate concepts of compassion and empathy. The bracelets are thought to have originated in Central and South America by indigenous people skilled in the craft of weaving and knotting (macrame). They were brought to the US by returning missionaries in the 1970's and have become popular across the world.

Tradition says the recipient should make a wish as the bracelet is tied on the wrist. The bracelet is worn continuously until it wears out and falls off - at that moment the wish will be granted.

VOCABULARY WORDS:

Compassion: Sympathetic awareness of others' suffering along with the desire to alleviate it.

Empathy: The ability to perceive and understand the feelings of another person.

Indigenous: A population originating in or not migrating from its homeland.

Symbolism: A method of representing a concept by use of a thing, like a color to represent an emotion. Color symbolism is often used in art.



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PRE-TOUR CLASSROOM ACTIVITY: Friendship Bracelets

Friendship Bracelets are made from colorful embroidery floss and can be tied in numerous patterns to create beautiful works of wearable art. Color (along with pattern) is a key element in the design of these woven bracelets.

Traditionally, some believe the thread colors are symbolic and hold significance.

Here are some common color meanings:

- **Black:** mystery, power, confidence
- **Blue:** peace, hope, reliability
- **Brown:** stability, comfort, loyalty
- **Green:** calm, natural, compassionate
- **Orange:** happiness, joy, excitement
- **Pink:** affection, enthusiasm, youth
- **Purple:** strength, sophistication, luxury
- **Red:** love, action, adventure
- **White:** kindness, truth, clarity
- **Yellow:** friendliness, optimism, creativity

Think about the concepts of friendship, compassion and empathy as you create a bracelet for someone special. Try to choose colors for their symbolism and aesthetic balance. Follow instructions below and in the link provided to create an original gift of friendship.

SUPPLIES:

- Embroidery floss in a variety of colors
- Scissors
- Tape
- Table or clipboard
- Printed instructions from Klutz https://www.scholastic.com/content/dam/parents/migrated-assets/printables/pdfs/activity_friendbracelet.pdf



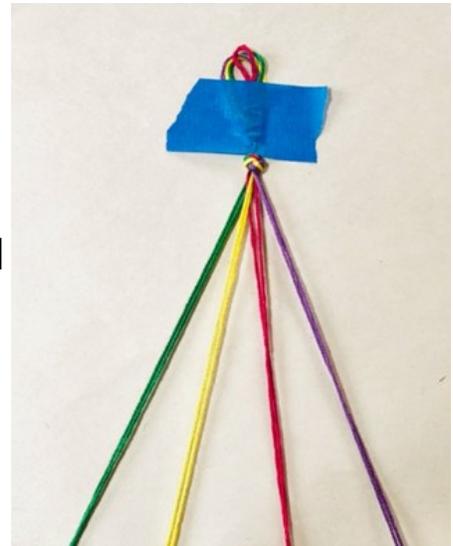
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PRE-TOUR CLASSROOM ACTIVITY: Friendship Bracelets

INSTRUCTIONS:

- Cut 4 strands of embroidery floss each 50 inches long
- Fold each color in half and tie a loop knot at the top
- Tape the knot to the table or clipboard

Getting Started



- Separate floss into 4 colors (two strands of each color to be used as a single strand)

Making a “forward hitch”





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PRE-TOUR CLASSROOM ACTIVITY: Friendship Bracelets

- Weave your pattern per the printed Klutz instructions.
- First Friendship Bracelet!
- Now make 1 more and share with a friend!



TIPS:

- Using doubled embroidery floss or a heavier thread makes it easier to see the pattern for a beginner.
- Tape the weaving to the table as it grows to help keep it flat.
- Iron the finished bracelet for a more finished look.

Patterns for simple Friendship Bracelets:

Recommended starting pattern:

https://www.scholastic.com/content/dam/parents/migrated-assets/printables/pdfs/activity_friendbracelet.pdf

Sites for more patterns and videos:

<https://craftjam.co/blog/how-to-make-friendship-bracelets>

<https://sarahmaker.com/how-to-make-friendship-bracelets/>

<https://friendship-bracelets.net/patterns>

Learn more about teaching tolerance:

<https://www.learningforjustice.org/classroom-resources/lessons/art-and-activism>



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SHARE YOUR EXPERIENCE!

We especially appreciate pictures and letters!

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