

Integrating Art and the Smithsonian Learning Lab

A Resource for the Gifted ELA Classroom

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The Smithsonian

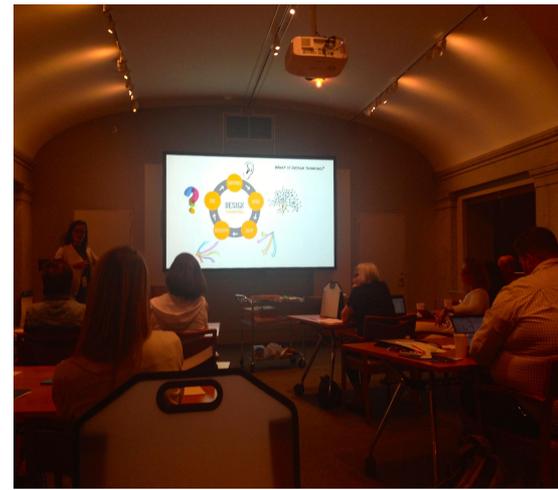
- Established in 1846
- Collection of museums and research centers run by the U.S. Government
- 19 museums
- 9 research centers
- 1 zoo
- Over 170 affiliates
- 30,000,000 annual visitors
- Free admission!!



Summer Institute: Teaching the Humanities through Art

Summer 2016

- Smithsonian American Art Museum (SAAM)
- [Weeklong Institute](#)
 - www.americanart.si.edu
 - two institutes per summer
 - 30 accepted applicants each
- Learn from experts in the field
- Make interdisciplinary connections using art
 - Visual Thinking Strategies
- Connect and share with colleagues across the country
- Receive optional graduate credit
- Experiment with digital tools



Advanced Institute: Art, Inquiry, and Action

Summer 2017

- Four-day institute
 - Once every two years
- Offered to alumni of Summer Institute
 - 22 participants selected
- Focused on project-based learning
 - How do we incorporate Design Thinking?
 - How can art encourage activism?
 - How can art encourage community development?



Advanced Institute: Fostering Global Competence through Art

Summer 2019

- Five-day institute
- Focused on:
 - How can we prepare our learners to navigate a complex and interconnected world?
 - What role can American art play in developing global competence?
 - How can we use visual and global thinking skills to accomplish this in our classrooms?

Summer Institute Promotional Video:

<https://www.youtube.com/watch?v=srLUXzBJ4Yg>

Why integrate art and visual thinking strategies into the classroom?

Ron Ritchhart- Project Zero at Harvard University

Values Group and Individual Thinking

- “When students come together for a tour, museum educators have the opening for creating a culture of thinking, that is, a place in which the group’s collective as well as individual thinking is *valued*, *visible*, and *actively promoted* as part of the ongoing experience of all group members” (Ritchhart, 2007).

Contrasts the ability versus the disposition to think

- “From a dispositional standpoint, ability alone is insufficient for good thinking; one also must have the inclination to use that ability along with the awareness of opportunities for its use” (Ritchhart, 2007; Perkins & Ritchhart, 2004).

Demonstrates that deep thinking takes time

- Engaging with an artwork takes at least 12 to 15 minutes
- Encourages the viewer to think from another perspective (2007).

SEE

THINK

WONDER

Have students observe and make profound observations.

Use this routine to introduce a topic of study:

- What do you see?
- What do you think about that?
- What does it make you wonder?

[Sample](#)

What do you see?

What do you think?

What does it make you wonder?



More Visible Thinking Routines:

- See / Think / Wonder
- Claim / Support / Question
- Think / Puzzle / Explore
- Perceive / Know / Care About
- Connect / Extend / Challenge

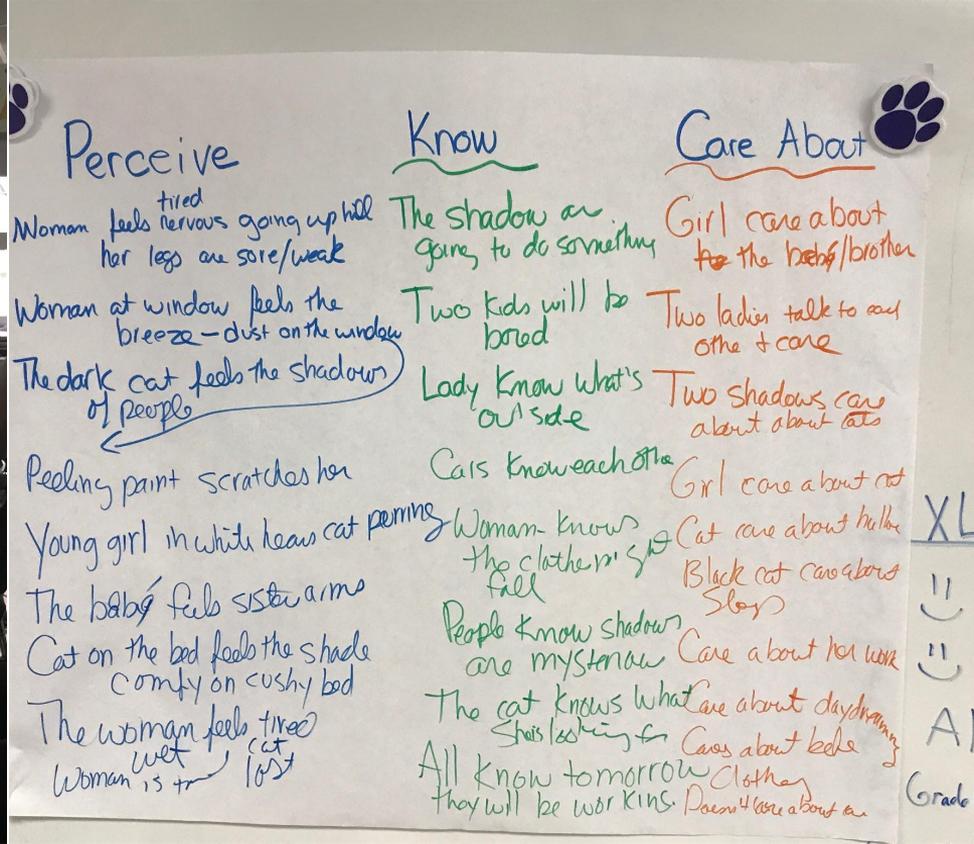
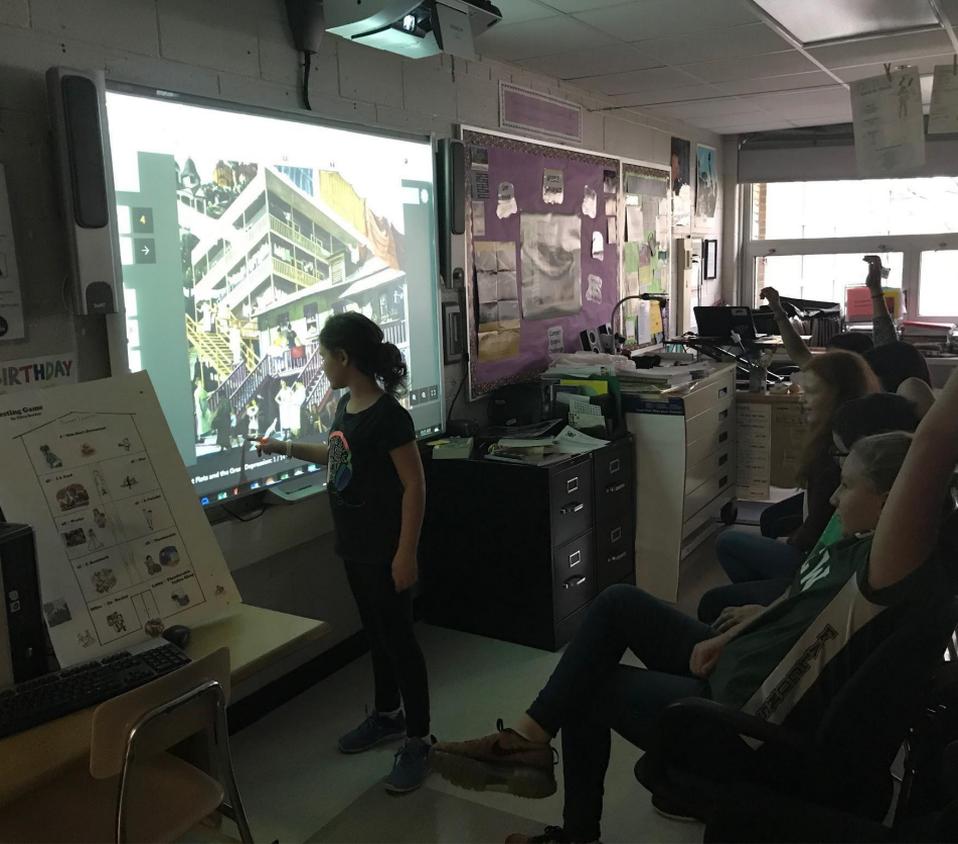
Global Thinking Routines:

- The 3Ys
- Unveiling Stories
- How Else and Why
- Step in- Step out- Step back
- Circles of Action
- Beauty and Truth

The 3Ys

Use See/Think/Wonder as a springboard to dive into even deeper thinking:

- Why might this [topic, question] matter to me?
- What might it matter to people around me [family, friends, city, nation]?
- Why might it matter to the world?



How do we integrate art and these routines in our curriculum?

SMITHSONIAN LEARNING LAB ↗

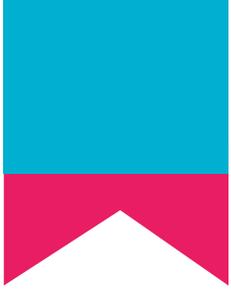
Smithsonian Center for Learning and Digital Access

WEBSITES
Education



- 2019 Webby Award for Best Education Website
- 3.6 million resources
- 3.5 million images
- 76,500 text-based resources
- 17,000 video and audio files
- 2,300 lesson plans and websites
- 5,000++ total created collections
- Launched Spring 2016





Sample Collections

[Tenement Flats and the Great Depression](#)

[Achelous and Hercules](#)

[Stamp Stories: The Revolutionary War](#)

[Exploring Water Quality](#)

[Introduction to Pollinators](#)

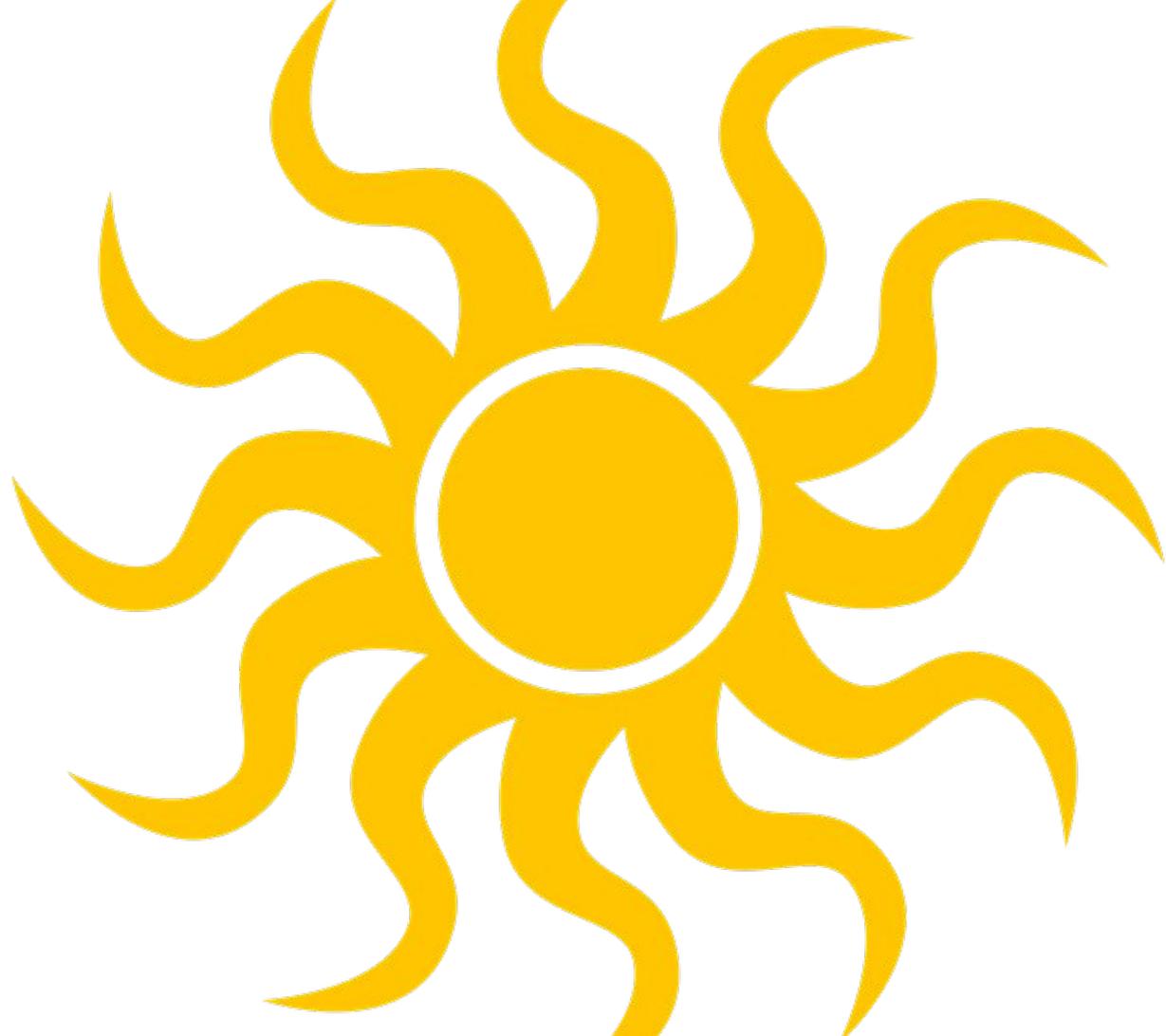
[Prehistoric Climate Change and Why It Matters Today](#)

[Numbers](#)

[Finding Math in Art](#)



Follow the Sun



Let's Get Started...

Smithsonian
Learning Lab

www.learninglab.si.edu



Smithsonian
Learning Lab



Discover

Discover more
collections.



Create



Share



Learn



Welcome to the Smithsonian Learning Lab!

Teach effectively by creating your own interactive learning experiences—or adopt exemplars made by teachers and Smithsonian experts.



 The Eclipse, Smithsonian American Art Museum →

Using Collections

- Search and share collections already created.
- Copy collections and adjust to fit your needs.
- Create your own collections.
 - Choose to publish your collections to share with others.
 - Keep collections unpublished for your use only.
 - Share collections with students with just the URL.
 - Create student accounts.



Refine Search >



Just search already created collections.

Resources (3,945)

Learning Lab Collection (102)

Found 102 Learning Lab Collections containing: Immigration

Sort by Date Modified (Most Recent First) v



Smithsonian Institution
SSYAC
 Smithsonian Secretary's Youth Advisory Council

Section Slide:
Meeting 3
 February 7, 2008
 Host: Smithsonian Latino Center

Who you callin' immigrant, pilgrim?
 The Immigrant, Pilgrim, and Refugee

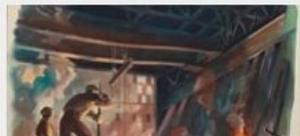
TO VIEW CONTENT:
 [1] Click on an individual tile and
 [2] Click the "open slide" icon located in the top left of the series, or
 [3] Click on the image "Click here" to view website.



Nineteenth-Century Family Portraits:
 Looking into Home, Sweet Home

Historical Background

TEACHING HARD HISTORY PODCAST



Immigration in America Highlights Collection



Personas y Lugares Presente y Pasado: ?

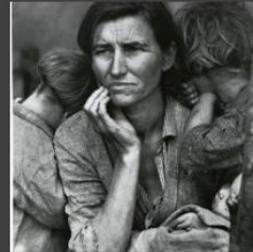
Subject: Language Arts

Age: 6th gifted - 8th regular classroom

Objectives:

1. Students will be able to relate to the working class struggles of people living during the Great Depression.

[... Read More »](#)





Smithsonian
Learning Lab



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Make your own
collection.



Midnight Sun



Create a New Collection

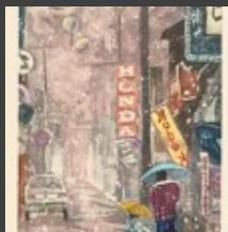
My Collections

24 Favorites | 15 Copies [\(view\)](#)

My Published Collections (11)

My Unpublished Collections (51)

Sort by Date Modified (Most Recent First) ▾



Add resources

- Add from Smithsonian search
- Upload your own resources
- Standalone Tools

Edit Information

- Description, grade and age levels, lesson features
- Common Core standards



Edit Resources in a Collection

Add

- Text
- Quiz Questions
- Image Hotspots

Be sure to click “Done” and then “Save” on the top green bar each time.



Tenement Flats by Millard Sheets

Description

These ramshackle tenements were home to poor families in the Bunker Hill neighborhood of downtown Los Angeles during the Great Depression. The artist failed to show that just to the left of this view a cable car line called Angels Flight offered a ride up the steep hill. In the painting a lone figure trudges up steps toward once elegant Victorian mansions that had degenerated into boardinghouses. Millard Sheets, an up-and-coming young California artist, enjoyed drawing and painting the people and houses of this colorful neighborhood. Here he shows women who have finished washing and hanging out their laundry in the days before electric appliances lightened these chores. Now the women stop to gossip while leaning on stair rails, or sit in the shade to avoid the hot afternoon sun.

Sheets, like many artist members of regional committees, proudly gave his painting as a gift to his country. The shabbily dressed women in Tenement Flats would be startled to discover that this painting would hang in the elegant surroundings of the White House. PWAP paintings like this one were displayed in

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The shabbily dressed women in Tenement Flats
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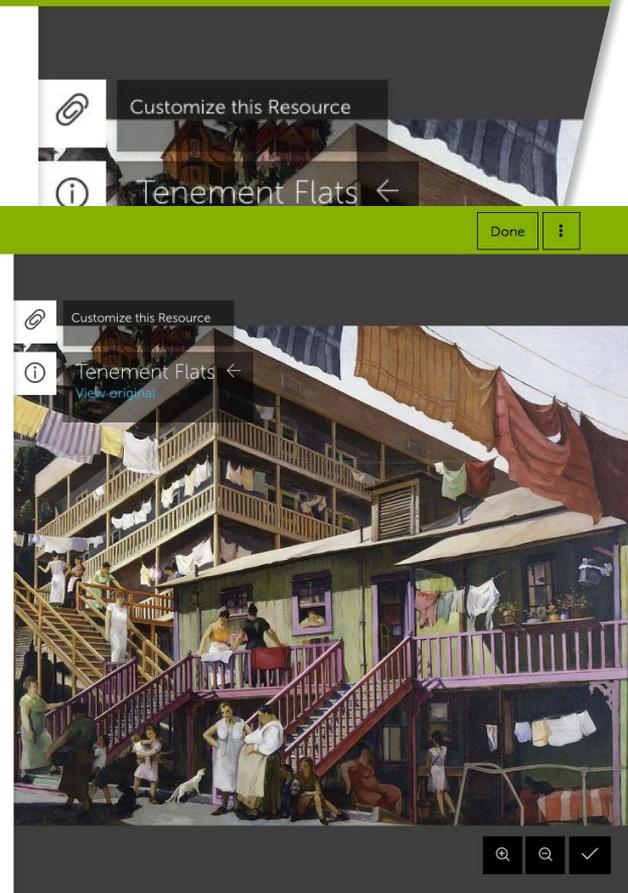
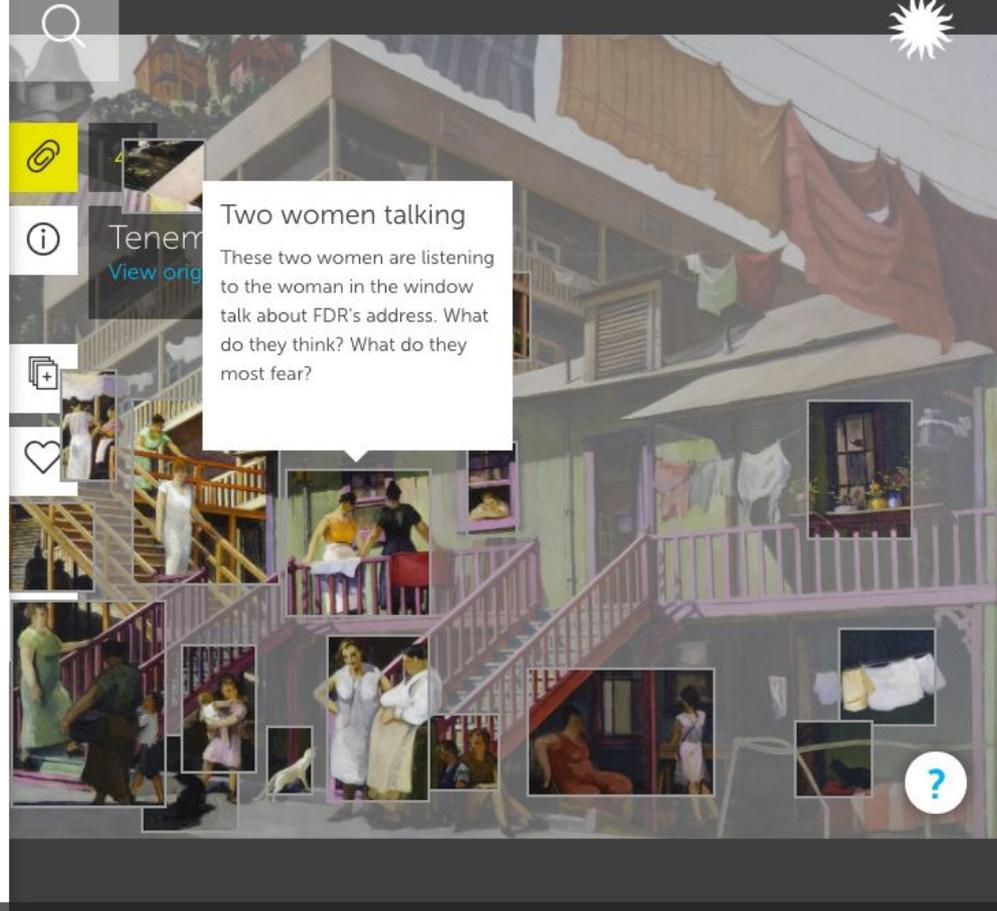




Image Hotspot

Pick any person or animal in the picture to write as that character.



Tenem
[View orig](#)

Two women talking
These two women are listening to the woman in the window talk about FDR's address. What do they think? What do they most fear?



Uploading Resources

- Be sure images that are not yours are properly cited and fall under fair use.

- Best option is to create a link to outside sources if unsure.
- Check Library of Congress for terms of [fair use](#).

5 Favorites | 2 Copies [\(view\)](#)

Language Arts And English

Age Levels Elementary (9 to 12 years old), Middle School (13 to 15 years old)

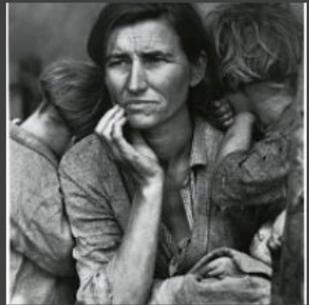
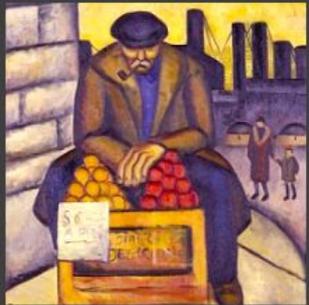
Subject: Language Arts

Age: 6th gifted - 8th regular classroom

Objectives:

Students will be able to relate to the working class struggles of people living during the Great Depression.

[Read More >](#)



Using Collections with Students

- Share link with students so they can view the collection
- Share class roster/assignment link with students along with a password
 - Still a few glitches
- Have students create their own collections
- Students under 13 years old:
 - Must sign up with parent email
 - Cannot answer assignment questions in Learning Lab
 - Creating their own collections is limited



Winter in Connecticut

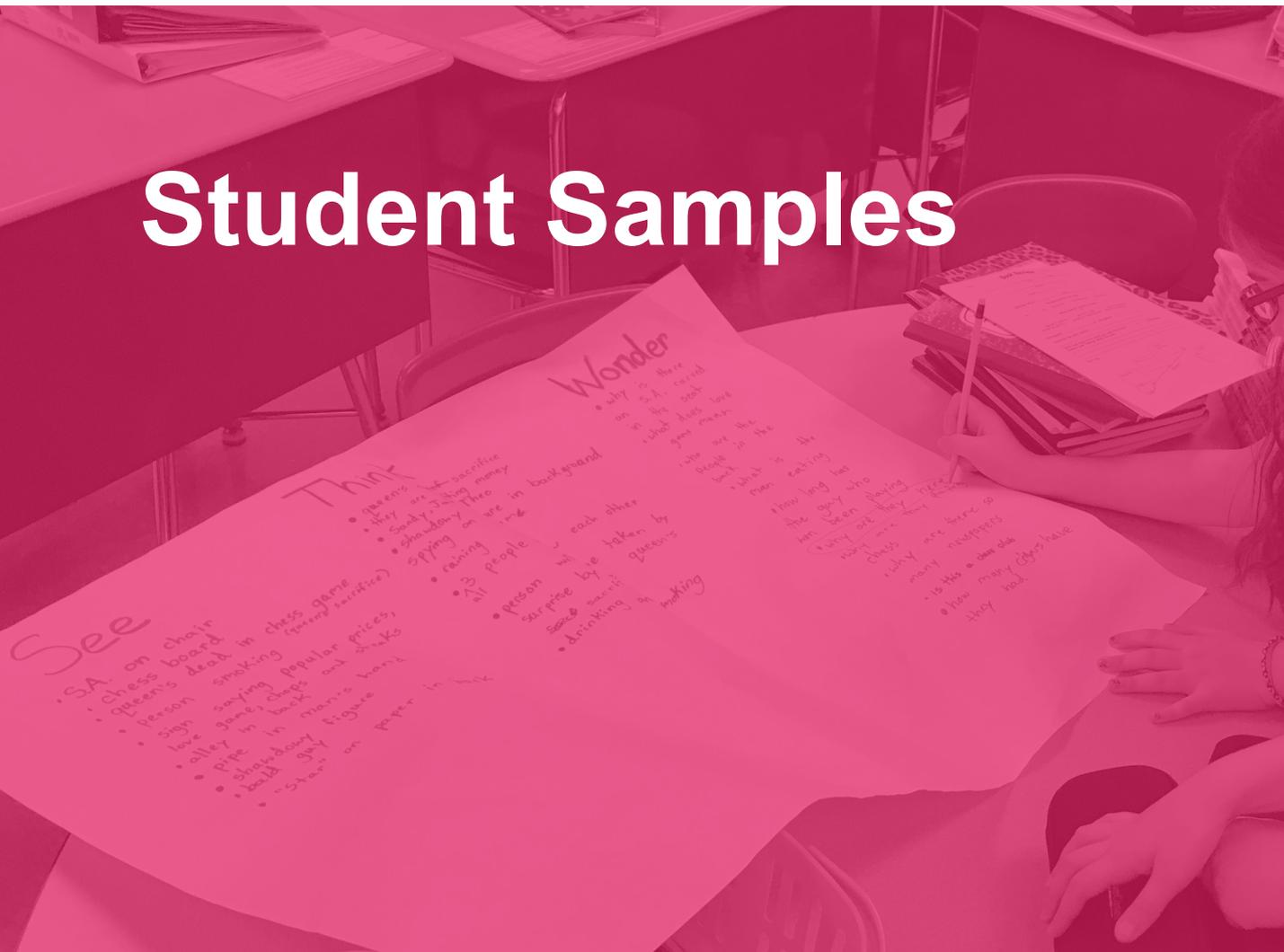
Blurry bunches of white clouds block the blue sky.
 Soft snow spills down creating a soft pillow.
 All hills are white roller coasters that race down to the
 At the end of the roller coaster, a giant's arm rests.
 The soft and smooth water is a serpent finding its horns
 Arms stick out of the frozen swamp like the top of a h



Ice is harder than a rock. Trust me. I've been falling all over it for over forty years. I still remember that first time I stepped foot on the hard, clear yet mysterious ice. I can still remember the cries of laughter and joy as if it happened yesterday. I was only nine, wearing a huge red jacket, thicker than vanilla pudding. My hat was knitted by my grandmother, who made it just for this occasion. It was very warm, and I felt like a bear in hibernation wearing it.

My father took a picture of me right before I stepped on the ice, one that I keep on my nightstand to this day. My face showed it, I was so excited, the most I have ever been in my life. My overly-tamed hair was poking out in two ponytails, highlighting it's overly curled features. My mile-long eyelashes captured dozens of sparkling snowflakes like a fishing boat capturing crabs. My brown, torn rental skates were tilted inwards, almost touching the snowy ground.

Student Samples



Wonder

- why there
- SA. word
- on the spot
- what does love
- your mean
- who on the
- thought of the
- what is the
- man eating
- how long has
- the guy who
- him been playing
- why are they here
- why are they here
- chess are there so
- many newspapers
- is the one die
- how many others like
- they had

Think

- queens are sacrifice
- they are taking money
- shadowy there
- spying on me in background
- raining ink
- all people
- person will be taken by surprise by queen
- drinking a thinking

See

- SA. on chair
- chess board
- queens dead in chess game (strong sacrifice)
- person smoking
- sign saying popular prices
- love game chips and shks
- alley in back
- pipe in man's hand
- shadowy figure
- bald guy
- "Stew" on paper in ice



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t Cambria 12 B I U A [redacted]

1 2 3 4 5 6 7 8

and [redacted]

The Irish Mystery on the Hillside

ria watched her crazy child Androsia walk up to the abandoned home. Many red scary rumors about this home, however, people also said there were hidden in it too. As Androsia walked up the hill, her mother worried. The stock market just crashed and barely anyone had money. As she was watching her child, she saw how motorcycles and cars drive off. "How do they have money to buy those kind of things?" she thought.

Androsia was on the hill trudging through the bushes. Androsia would climb the hill to see the wealthy people drive motorized vehicles such as cars and motorcycles. She looked back and saw her mother staring at her with fear in her eye. A month earlier, right after the stock market crashed, one of Androsia's cousins had found an abandoned flat that they now live in with their whole Irish family. Her husband was working at a factory while all the women were doing laundry and housework day long. The flat was in poor condition but the family had to live with it because they didn't have any money to fix it.

"Androsia, stop climbing and come help set up the tables!" her mother shouted. It is a family tradition to have an Irish dancing festival every October, but after the market crashed, Androsia didn't know what to expect. Androsia walked down the hill and fell onto the huge outdoor staircase where her mother was standing. "Did you need to stop going up there, someone can kidnap you!" her mother said.

The two different perspectives show how the story together from different characters and third person.

Student Samples

Drawing Description Activity ☆ ■

File Edit View Insert Format Tools Table Add-ons Help Last edit was on February 20

There is a river on the right that winds down and thins away over the horizon. Near the shore of the river but still in the water was a canoe carrying three men. Each man was armed and holding a musket. On the land opposite of the canoe (but still near the shore) were three brown bears. All of them had blood dripping from their jaws, as if they had just devoured their poor, victimized prey and were hoping for more from the approaching men. The land rises up to form a shallow valley around the river, like it is swallowing up the stream and sealing it between two lush, green lips.



Winter in Connecticut

Blurry bunches of white clouds block the blue sky.

Soft snow spills down creating a soft pillow.

The tall hills are white roller coasters that race down to the bridge.

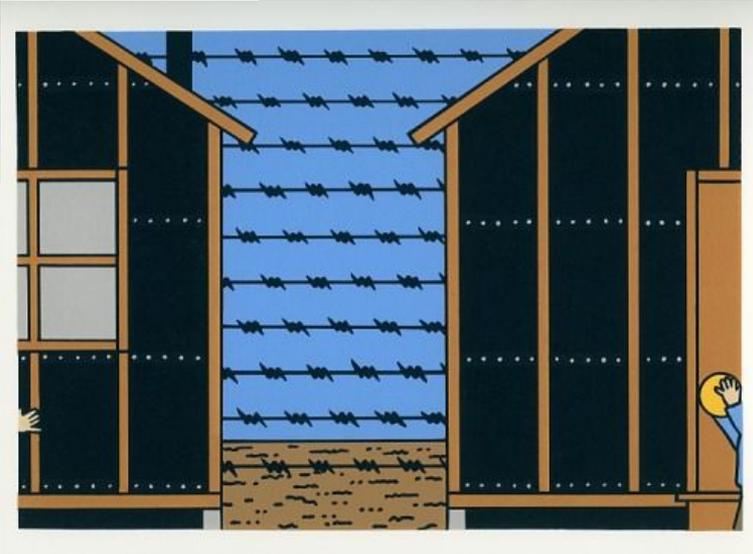
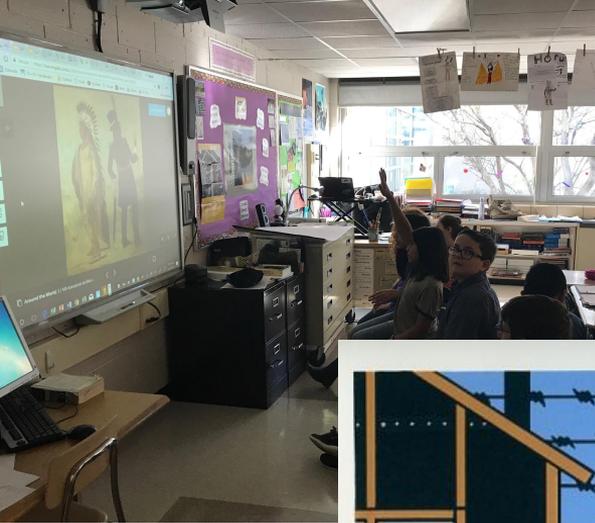
At the end of the roller coaster, a giant's arm rests.

The soft and smooth water is a serpent finding its home.

Small stems stick out of the frozen swamp like the top of a hair brush.



Student Samples



Student Samples

Behind the Wire

By [REDACTED]

I look out the window of my house.
No, not my home,
This place is not my home.

Through the window I see,
A barren landscape,
With crooked wire crisscrossing,
Like braces on uneven teeth.

I see a child playing outside,
With a yellow ball.
The color of the sun,
But not with the brightness of the sun.

This place casts a dark, gloomy shadow,
Over everything,
And everyone.

Never touch the wire,
Your hand will come away,
Gushing bright crimson.

Never try to escape,
Those who try,
Don't come back.

We are used to this.
Slowly,
S l o w l y,
S l o w l y,
This place is becoming my home.

*inspired by the painting *Memories of Childhood*, by Roger Shimomura

How does the integration of the arts apply to gifted education?

- NAGC Position Statement (2014)
 - “The arts are essential to a balanced education, with specific benefits for the cognitive, affective, and psychomotor development of all students, with special benefits for gifted and talented learners.”
- Benefits work in other fields such as STEM
 - Many Nobel Laureates credit the arts for their creativity and scientific success (Root-Bernstein et al, 2008).
 - Medical schools have students analyze art to teach empathy (Lesser, 2017).

Habits of Mind

The arts develop thinking skills or “habits of mind” that are not testable on standardized tests.

- Persisting through projects
- Expressing personal voice
- Connecting between work and world
- Observing closely
- Envisioning mental images
- Innovating through exploration
- Reflecting and Self-Evaluating
- Developing craft

(Hetland and Winner, 2001, 2004, 2007; Winner 2016)

Do the arts raise test scores?

(Hetland and Winner, 2001, 2004, 2007; Winner, 2016)

- There is *not a causal* connection between the arts and academic test scores.
- There is a *correlational* connection between the two.
 - Students who study more of the arts do have higher test scores than those who do not.
- The arts should be valued for their own importance.
 - Teaching of the arts should not be justified by its effect on other disciplines
- “The arts offer a way of thinking unavailable in other disciplines” (2001).

Uses in Gifted Education

- As art can be used to connect with all students at any level for many different purposes, there are specific benefits for the gifted:
 - Informal screening of gifted students with non-testable characteristics
 - Differentiation in the Classroom
 - Development of advanced levels of Habits of Mind
 - Catalysts for creative writing
 - Interdisciplinary connections with ELA/Humanities lessons or units
 - Project-Based Learning
 - Design Thinking





**Please share
feedback as
you use the
Learning Lab!**

Thank you!

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