

The Dinner Party Curriculum Project

Classroom Connections:

Displaying Thankfulness for Women in History



Martha Weber

Grade Levels: Sixth Grade

Art teacher Martha Weber created a 6th grade lesson inclusive of a dinner party celebration that focuses on gratitude for women in history. Students create banners that commemorate important women and their achievements. These banners are exhibited at the dinner party. Students create art as a means of visually expressing their appreciation for the achievements of others. They also learn about the importance of research in the process of art making.

Enduring Ideas:

1. Artists honor and thank others through the creation of art.



Lesson One: *Displaying Thankfulness for Women in History*

Class: Sixth Grade

Time Allotment: Seven 40-minute class periods

Overview:

Lesson Summary:

Students will learn about the place setting of Caroline Herschel in order to see how Judy Chicago interpreted historical facts from the woman's life and times in a visual way, using imagery and symbolism. Students will also view images of the six welcoming banners to *The Dinner Party*. After exploring Judy Chicago's *The Dinner Party*, students will conduct research about an influential woman of their choice, and create a banner in

honor of that woman. Through this lesson, students will gain an understanding of how historical figures can be honored through the creation and exhibition of commemorative artwork.

Artworks, Artists, and Artifacts:

The Dinner Party by Judy Chicago.

Key Concepts Addressed in Lesson One:

1. The creation of art can be a means of visually expressing appreciation.
2. Research often can be an important part of the artistic process.
3. Artists can express important social messages.



Essential Questions Addressed in Lesson One:

1. How does research help an artist better understand a subject?
2. How can the display of a work of art add to its meaning?
3. How can we represent our awareness of historical figures through our use of visual imagery and symbolism?

PA Standards:

PA Standards for Arts and Humanities:

- ▶ 9.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts.
 - 9.1.8.E Communicate a unifying theme or point of view through the production of works in the arts.
- ▶ 9.4 Aesthetic Response.
 - 9.4.8.D Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

PA Standards for Reading, Writing, Speaking and Listening:

- ▶ 1.8 Research 9.1.12.K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.
 - 1.8.8.B Locate information using appropriate sources and strategies.
 - ▶ Determine valid resources for researching the topic, including primary and secondary sources.
 - ▶ Evaluate the importance and quality of the sources.
 - ▶ Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).
 - ▶ Use tables of contents, indices, key words, cross-references and appendices.
 - ▶ Use traditional and electronic search tools.

PA Standards for History:

- ▶ 8.4 World History.
 - 8.4.6.A Identify and explain how individuals and groups made significant political and cultural contributions to world history.

Interdisciplinary Connections:

▶ Language Arts:

1. Students will be conducting research on a significant woman in history. This will require them to use an Internet search engine such as *Nettrekker* and any printed resources available in their library collection (including encyclopedias, biographies, and autobiographies.) In conjunction with their research, students will be writing in order to complete the research worksheet.

▶ History:

1. In researching a woman from history and completing the research worksheet, students will gain an understanding of the contributions made by that individual.

Lesson Objectives:

▶ Students will:

1. Analyze how Judy Chicago's work of art *The Dinner Party* serves as an honorary tribute to women in Western Culture.
2. Be aware of how images can be used symbolically.
3. Develop visual representations of the woman chosen to honor.

4. Determine color representations to emulate characteristics or qualities of an individual.
5. Create a visual representation translated from researched information of a written form.
6. Develop an awareness of how research can provide an artist with a better appreciation of the subject of a work of art.
7. Appreciate how artists can honor an individual through the creation of a work of art.

After the invention of the telescope in the seventeenth century, many women became amateur scientists. In order for them to become professionals, they had to overcome limited educational opportunities, prejudice, discrimination, and deeply entrenched ideas about women's intellectual inferiority.

Assessment:

▶ **Formative assessment:**

1. Students' participation in class discussions will serve as evidence of their understanding of Judy Chicago's work of art *The Dinner Party*.
2. The final banner will serve as evidence of the students' understanding of the use of images and color symbolism to represent an individual.
3. The final banner will provide evidence of how the student translates written words into visual images.
4. The student questionnaire/self evaluation will serve as evidence of student awareness of research in art and honoring individuals through art.
5. The student questionnaire/self-evaluation will serve as evidence of students' development of visual images and color symbolism to represent an individual.

▶ **Summative assessment:**

1. The final banner will be assessed using a rubric based on the following criteria: use of imagery, color symbolism, incorporation of text, craftsmanship, and composition.
2. The student questionnaire/self evaluation will be assessed based on whether questions are thoroughly and thoughtfully completed.
3. The completion of the lesson as a whole will be assessed using a Lesson Checklist.
 - ▶ This checklist will be used to evaluate the extent to which students have completed the research component and the studio component.
4. Students will be informally evaluated with regard to the extent to which they actively engage in class discussions. Students will need to speak during group and class discussion using appropriate vocabulary based on the work of art. Students must be able to vocalize their understanding of how artwork can honor a person or group of people, and specifically how Judy Chicago's work does this. Teacher will monitor with anecdotal notes.

Sequence of Action:

Day One:

Motivation/Engagement:

1. Teacher will hand each table of students a 12 month calendar. Groups will be instructed to open up the calendars to January. Circled in red on the calendar are American holidays honoring a person or a group of people (as opposed to an event or religious holiday). Students will be asked to locate these holidays and share their findings with the class. The teacher will form a list of these holidays on the board.

2. After the list on the board is complete based on the information in the calendars, the teacher will ask the class to identify which of the holidays listed honor women. The teacher will note these holidays with an asterisk. The teacher will ask a series of questions in response to the information on the board including:

- ▶ How many holidays are in honor of one specific woman?
- ▶ How many of the holidays of the ones we noted are devoted only to women and not men and women?
- ▶ Why do you think there are so few holidays honoring women? (Society values women less? There has never been a woman president? It is more difficult for women to become leaders?)

Development:

1. Teacher will review the artist Judy Chicago and her artwork *The Dinner Party*. Information will include brief biographical information, why Chicago created *The Dinner Party*, and specifications of the project/artwork.

2. Teacher will play a five minute portion from *The Dinner Party: A Tour of the Exhibition* DVD on the work of art for students to realize Judy Chicago's intentions and better understand the magnitude of her artwork (research, scale, time, etc).

3. Teacher will explain to the students what they will be doing during the project.

4. Teacher will further explain what the students will be doing during the class period (write steps on board):

- ▶ Students will first select a woman from history they would like to honor for the project. Once chosen, students will sign up for that person (first come, first served.) If students need assistance in choosing a woman, they can refer to the handout titled "Some Important Women in History." Students can also look through books such as *Remember the Ladies* for additional ideas. The following website lists women who have been "first" in various accomplishments: <http://www.catalyst.org/publication/211/firsts-for-us-women>

- ▶ Once students have selected the woman to honor, they will begin research. Students may use the educational search engine *Nettrekker* or a similar search engine. They will answer all questions on the Research Worksheet.

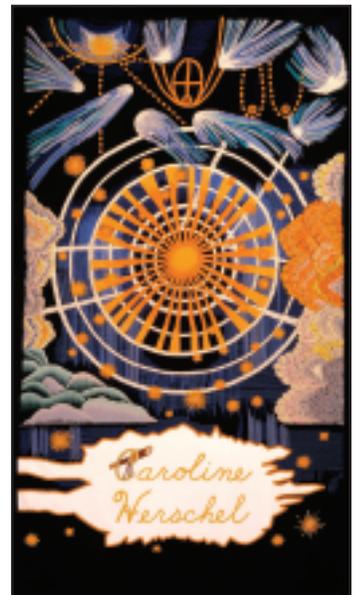
5. The students will be instructed to move to a computer. The teacher will instruct students to open up the research worksheet on the shared folder and save their documents under their student files. The teacher will explain how they will be formatting their worksheets.

6. Students will work on their research by first selecting a woman to honor. Then they will research her on the Internet while filling in corresponding questions on the worksheet.

Culmination/Close:

1. Students will be asked to save their research documents and log off of the computer, and come back to their seats in their groups.

2. Teacher will pose the question to students "If there was a national holiday in honor of the woman you chose, what sort of things would people do on that day to honor her?" The class period will close with this short discussion.



Day Two:

Motivation/Engagement:

1. The teacher may wish to begin class by showing students the sample Research Worksheet and banner he/she created for the project, making sure to show a connection between the worksheet questions and the banner design. The teacher will explain the thought process he/she went through when selecting images for the final design for the banner.

Development:

1. The teacher will give students a preview of the activities with which they will be involved by pointing to a prepared list.

- ▶ First, students should complete their Research Worksheet. Students will use a search engine such as *Nettrekker* and/or refer to books found in the library collection.
- ▶ Students will print out two copies when complete – one for themselves and one for the teacher.
- ▶ Students use the remaining time to experiment with different fonts and sizes available to them in their word processing program, so as to come up with one that they believe best represents the woman they wish to honor, or that appeals to them visually.
- ▶ Students will print out their final choice for use during the studio project.

Culmination/Close:

1. Explain that students will begin working on their banner during the following class period. Remind them to bring their research worksheets and font pages to class.



Day Three:

Motivation/Engagement:

1. Begin class by instructing students to divide into groups of four. Provide groups with a reproduction of the image of the Caroline Herschel runner from *The Dinner Party*. The teacher will ask the following question: “From looking at this image, what information can you tell us about Caroline Herschel?” Urge students to use visual “clues” as guides, asking what the images “say.”

2. Students will have about 2 minutes to come up with answers. Groups should write at least one idea down on paper. The class will discuss the group findings. Ask groups to explain what images within the runner helped them better understand biographical information.

3. Provide brief biographical information on Caroline Herschel, and provide additional ideas about the runner’s design.

Development:

1. Share the criteria for the project. You may wish to refer to your example while explaining the criteria. Students should devote the majority of class to creating sketches of possible design motifs on newsprint.

2. Parameters include

- ▶ Students must include the woman’s name in clear, large lettering in a prominent spot on the banner.
- ▶ Students must select imagery that relates to the woman they wish to honor.
- ▶ Students must consider color connotations. They must use at least one color because of its association with a particular quality of the woman. The Color Associations handout will be used as a resource.
- ▶ Students may include additional text along with the name of the woman.

Culmination/Close:

1. Students will place their resources and sketches in their student folders.

Day Four - Six :

Students will select their final design from thumbnail sketches and transfer the design to large white drawing paper. The teacher should periodically review the criteria for the completed banners and demonstrate, if necessary, ways to include a variety of media to complete the banners.

Day Seven:

Motivation/Engagement:

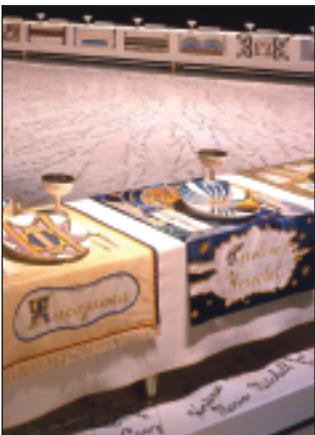
1. Teacher will begin the class by explaining that students will have the first fifteen minutes of class to finish their banners. The second part of the class will be devoted to reflecting on the lesson.
2. Ask students to think about why they are thankful to the woman they chose.

Development:

1. Students will continue to work on their banners.
2. In this time the teacher will circulate around the room helping individual students as needed.
3. The teacher will distribute the Student Self-evaluation and Questionnaire Form. Students will have about fifteen minutes to complete this worksheet.
4. Teacher will ask students to share their responses to the questions on the form.

Culmination/Close:

1. In the last five minutes of class, each student will get a piece of writing paper to write the following statement: "I am thankful to (name of woman) because..." Students will transfer their answers to this question from their questionnaire sheet to the writing paper. These thankfulness statements will be displayed below the banner during exhibition.



Preparation:

► Teacher Research and Preparation:

1. Research Judy Chicago's *The Dinner Party*.
2. Research women in history. Create a handout listing many women in history with a statement of their accomplishments. Students will use this list when selecting a woman to honor.
3. Develop assessment materials: A rubric for the final banner and a checklist for the lesson.
4. Develop a sequence for the lesson and questions for class discussion.
5. Create a research worksheet and a color connotation handout.
6. Work with the school librarian to plan the research component of the lesson. Class time in the library should be reserved.
7. Organize how the banners will be displayed during the Thanksgiving feast.

8. Type students' thankfulness statements for display during the feast.
9. Set up the students' banners in the space they will be displayed.
10. Create a spiral bound notebook containing student worksheets.

► Instructional Resources:

1. Pennsylvania Department of Education Academic Standards
2. Chicago, J. (1996). *The Dinner Party: A commemorative volume celebrating a major monument of twentieth-century art*. New York: Penguin Books.
3. Harness, C. (2003). *Remember the Ladies*. New York: Harper Collins
4. Phoenix Learning Group. (1999). *Right Out of History: The Making of Judy Chicago's Dinner Party*. St. Louis, MO: Phoenix Films & Video.
5. <http://www.catalyst.org/publication/211/firsts-for-us-women>

Student Supplies:

▶ Research Component:

1. Computer (with access to Microsoft Word and Internet access)
2. Printer (in order to print out Research Worksheet)
3. Pencil
4. Notebook paper

▶ Studio Component:

1. 18" x 24" sheet of white paper
2. 18" x 24" newsprint
3. Pencil
4. Colored pencils
5. Water-soluble oil pastels
6. Permanent markers
7. Ruler or triangle
8. Assorted sheets of colored contact paper



Modifications:

Adaptations can be made to both the research component and the studio component of the lesson. Modifications to the lesson would depend specifically on the needs and abilities of the student but could include:

▶ Content:

1. In the research component, students who complete their work prior to the end of the second day of class will be asked to add to the list of important women in history. They will need to use Internet and printed resources to expand the class list of women. For each woman they have added, they will have to write their name, birth and death years, and a statement of their accomplishment(s).

2. In the studio component, students will be given the option to include additional text about the woman in the form of a poem, quotation, phrase, and so on. The student will need to take care in the placement of the text in relationship to the rest of the elements of the piece.

▶ Process:

1. Students unable to use the computer as a resource will be able to use printed sources instead. When printed sources are used, students will hand-write their answers on a hard copy of the worksheet. The teacher will later type the information onto a Microsoft Word document if the student is unable to do so.

2. When students are unable to read and interpret information, the teacher will work with the student one-on-one to generate answers to the questions.

3. Material and tool choices would be modified on an individual basis depending on physical restrictions of a student. Paint could be used to apply color to large areas, and adapted paint brushes could be used as needed. The size of the final banner could be adapted as needed.

▶ Product:

1. Students unable to use the media because of physical restrictions can create their banner using computer graphic programs. Students would carefully select found images from the Internet and combine them to create a composition. The composition would be printed on a scale as close to the other banners as possible.

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Displaying Thankfulness for Women in History

By Martha Weber

Student: _____

Did the student...

Comments

- Sign up for a woman to honor from the provided list or books.
- Complete each step in researching his/her chosen woman by thoroughly answering questions on the worksheet.
- Create preliminary sketches of his/her banner design.
- Complete the final banner in honor of his/her selected woman.
- Complete the questionnaire/self-evaluation worksheet.
- Write a statement of thankfulness in gratitude to his/her chosen woman.

_____ Number of total checks given out of a total of six possible

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Displaying Thankfulness Research Form

By Martha Weber

Name of Woman from History:

Student Researcher:

Why did you choose this particular woman?

When and where did she live?

What are two accomplishments or contributions she made?

1.

2.

How was she recognized for her accomplishments during her lifetime?

If you were to meet her, what would you ask her?

What adjectives would you use to describe her?

What objects or images come to mind when you think of her?

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List of Some Important Women in History

A

1. Abigail Adams (1744-1818)
First Lady of 2nd U.S. president, fought for women's rights
2. Jane Addams (1860-1935)
Social Activist and Nobel Peace Prize winner
3. Madeleine Albright (b. 1937)
First woman Secretary of State
4. Maya Angelou (b. 1928)
Inspirational poet
5. Susan B. Anthony (1820-1906)
Leader in the Women's Suffrage Movement

B

6. Clara Barton (1821-1910)
Founder of the American Red Cross, Civil War nurse
7. Mary McLeod Bethune (1875-1955)
Educator and founder of African-American women's college
8. Dr. Elizabeth Blackwell (1821-1910)
First official woman doctor in the United States, fought for women's rights
9. Judy Blume (b. 1938)
Children's books author
10. Margaret Bourke-White (1904-1971)
Groundbreaking photo-journalist and author
11. Nellie Bly (1867-1922)
Worked undercover in factories and jails to expose injustices to the public

C

12. Rachel Carson (1907-1964)
Marine biologist and environmentalist
13. Mary Cassatt (1844-1926)
Famous Impressionist painter
14. Hillary Clinton (b. 1947)
U.S. Senator, running in 2008 Presidential election
15. Jacqueline Cochran (1910?-1980)
World War II pilot; organized the WASPs- Women's Airforce Service Pilots

D

16. Emily Dickinson (1839-1866)
19th century poet
17. Princess Diana of Wales (1961-1997)
Used her wealth and fame to help charities and social causes

E

18. Amelia Earhart (1897-1937)
Pilot, first woman to fly across the Atlantic
19. Sarah Edmonds (1841-1898)
Only official female veteran of the Union Army; disguised herself as a man to fight

F

20. Elizabeth Flynn (1890-1964)
Fought for workers' rights; helped start the American Civil Liberties Union
21. Anne Frank (1929-1945)
Holocaust victim, kept diary of her experience

G

22. Indira Gandhi (1917-1984)
India's first and only woman Prime Minister
23. Jane Goodall (b. 1934)
British zoologist, studies chimpanzees' behaviors and environment

H

24. Mia Hamm (b. 1973)
Famous American soccer player

J

25. Dr. Mae Jemison (b. 1956)
First African-American woman in space

K

26. Frida Kahlo (1907-1954)
Mexican artist
27. Helen Keller (1880-1968)
American author, activist, and lecturer
28. Coretta Scott King (1927-2006)
Civil Rights leader; received the Congressional Gold Medal

L

29. Maya Lin (b. 1959)
American artist famous for designing the Vietnam Veterans Memorial

M

30. Margaret Mead (1901-1978)
Anthropologist; studied cultural behaviors of native Samoan villages
31. Maria Montessori (1870-1952)
Italian philosopher who developed new views on education

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N

32. Louise Nevelson (1899-1988)
Russian born New York sculptor

O

33. Annie Oakley (1860-1926)
World famous markswoman from Ohio

34. Sandra Day O'Connor (b. 1930)
Supreme Court Justice from 1981 to 2006

35. Georgia O'Keefe (1887-1986)
Influential American artist

P

36. Rosa Parks (1913-2005)
African-American Civil Rights activist

37. Molly Pitcher (1754-1832)
Revolutionary War hero

38. Pocahontas (1595?-1617)
Native American who saved the life of Capt. John Smith, an early English settler

Q

39. Queen Lili'uokalani (1838-1917)
Hawaiian queen; fought to preserve Hawaiian independence from the U.S.

R

40. Sally Ride (b. 1951)
First American woman in space

41. Eleanor Roosevelt (1884-1962)
First Lady, activist

42. Betsy Ross (1752-1836)
Helped design and sew the first American flag during the Revolution

43. J. K. Rowling (b. 1965)
Author of the Harry Potter series

S

44. Sacagawea (1787-1812)
Guide on the Lewis and Clark expedition

45. Elizabeth Cady Stanton (1815-1902)
Women's Suffrage activist; abolitionist

46. Sojourner Truth (1797-1883)
African-American abolitionist

47. Annie Sullivan (1866-1936)
Helen Keller's teacher

T

48. Julie Taymor (b. 1952)
Broadway director and puppet designer

49. Mother Teresa (1910-1997)
Roman Catholic nun who won the Nobel Peace Prize in 1979 for her humanitarian work

50. Harriet Tubman (1820?-1913)
Underground Railroad conductor, abolitionist

W

51. Dr. Mary Edwards Walker (1832-1919)
Only woman to receive Congressional Medal of Honor, women's suffragist

52. Ida B. Wells (1862-1931)
African-American civil rights activist and women's rights advocate

53. Laura Ingalls Wilder (1867-1919)
Children's author and storyteller

54. Emma Hart Willard (1787-1870)
Pioneer in education; opened the first girl's school in 1814

55. Oprah Winfrey (b. 1954)
TV show host, runs many charity projects

56. Sarah Winnemucca (1841-1891)
Native American who shared with white audiences the suffering of her people

57. Phyllis Wheatley (1753?-1784)
Poet born as a slave; First African-American to be published

Sources:

American Heroes by Marfe Ferguson Delano

Remember the Ladies by Cheryl Harness

<www.wikipedia.com> Wikipedia: The Free Encyclopedia

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Displaying Thankfulness Color Associations

Red	Strength, energy, ambition, leadership, revolution
Orange	Enthusiasm, energy, playfulness
Yellow	Happiness, optimism, intelligence, friendship
Green	Youth, generosity, nature
Blue	Peace, harmony, confidence, dependability, wisdom
Purple	Spirituality, creativity, wisdom
Pink	Appreciation, gratitude love, admiration
Gray	Respect, stability, wisdom
White	Peace, purity, humility
Black	Power, sophistication, elegance
Brown	Nature, stability

The Dinner Party Curriculum Project

Displaying Thankfulness for Women in History

By Martha Weber

Student Questionnaire and Self Evaluation

Name: _____

Directions: Please answer the following questions in complete sentences.

How did your research help you to better understand the woman you chose? How did your research help you to create the banner in honor of her?

Did completing this project change how to feel about your chosen woman? Did you learn anything that surprised you? How so?

What message do you think your banner sends about her? How did you send this message through the images and colors you used?

Use of imagery

How do the images/objects in your banner relate to the woman you chose?

Color Symbolism

Why did you choose your colors? What qualities of the woman you chose are represented by certain colors?

Incorporation of Text

Did you include the woman's name in large, clear letters? Is the name written in an important spot on the banner?

Directions: Complete the following statement.

I am thankful to _____ because _____
(name of woman)
