

## Close Study: Close Viewing Angela Strassheim

**Artist:** Angela Strassheim (b. 1969, Bloomfield, Iowa)

**Work:** Angela Strassheim, *Untitled (Prayer)*, 2005; Chromogenic color print, 30 x 40 in.; National Museum of Women in the Arts, Gift of Heather and Tony Podesta Collection; © Angela Strassheim; Photo by Lee Stalsworth

**Target grade range:** 3-5

**DPCS Curricular Unit:** Make a Wish

**DPCS Curricular Arc:** Identity/Becoming

**DPCS Curricular Theme:** Growth in nature and personal growth

Note: Annotation is a key feature of Close Study, ensuring that students are engaged in the process of evidence gathering. Annotation can take a range of forms across grade levels and disciplines. Annotation can provide assessment information as to each student's depth of comprehension. Additionally, it can be a useful tool for launching critical discussions. Encourage students to annotate this work physically or virtually.

### Round 1

Type of Question: General Understanding/Responses

Sample Question: **What is going on in this picture?**

Guidance: The goal of this conversation is to generate a range of student responses to the work. There is no wrong answer, but rather the idea is to open the conversation and create an environment in which students see the value of both their own opinion and the possible range of opinions.

### Round 2

Type of Question: Key Details

Sample Question: **What do you notice about the table and the things on it?**

Guidance: The conversation should focus on gathering evidence from the image; formal and technical evidence, as well as evidence based on the imagery. Student responses should include discussion of specific visual aspects of the work. You may ask guiding questions such as, **“How would you describe the facial expressions of the two boys?”** AND **“When and where do you think this scene taking place?”** OR **“How would you describe the space the figures occupy?”**, **pushing** students to focus on the visual aspects of the work and how they might begin to support the responses discussed in Round 1.

### Round 3

Type of Question: Structure

Sample Question: **Where is each figure looking and how do their gazes help focus your attention?**

Guidance: This discussion should focus more specifically, on how the structure of the work is supporting the students' interpretations of the work. This conversation might be around compositional strategies, the use of evocative visual designs, or the inclusion of distinct features.

### Round 4

Type of Question: Intent/Inferences

Sample Question: **Based on what you see in this photograph, how would you describe the relationship of these three figures?**

Guidance: Unlike the intentional omission of information in other rounds, prior to asking students to respond to this question, the teacher should provide some context for the work. This context should come in the form of another visual work. The nature of the context should promote the goals of the overall lesson or unit. This work might be:

- Another work by the same artist
- A work that serves a similar purpose in a more familiar context
- Another work from the same school, movement, or genre

Possible Contextual Works:

- Elizabeth Catlett, *Two Generations*, 1979; Lithograph on paper, 17 x 20 1/4 in.; National Museum of Women in the Arts, Gift of Dorothy Stauffer Lyddon
- Lola Álvarez Bravo, *De Generación en Generación*, ca. 1950; Gelatin silver print, 18 3/4 x 14 in.; National Museum of Women in the Arts, Gift of the artist; © 1995 Center for Creative Photography, University of Arizona Foundation
- Rosa Bonheur, *Sheep by the Sea*, 1865; Oil on cradled panel, 12 3/4 x 18 in.; National Museum of Women in the Arts, Gift of Wallace and Wilhelmina Holladay

## Round 5

Type of Question: Opinion/Application

Sample question: **What do you imagine will happen next in this story and what details would you add to or subtract from the image to illustrate your idea?**

Guidance: This round is asking students to internalize the knowledge and information built in the previous rounds by using the concepts generated to visualize a work that applies to a personal goal of communication. The direction of this question is directly related to the broader thematic goal of the lesson or unit.



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