



Field Trip Extension

Exploring Places: Real, Imagined, Close By, Far Away

GRADES: 3–7

During their visit to The Phillips Collection, students will use art to critically engage with artistic representations of place. They will work together to explore artwork that depicts “real” or identifiable places and artwork that inspires the imagination to create places of personal meaning. This tour can be customized to include DC-born and -based artists, enabling local students to connect with artwork that has a significant relationship to their hometown.

Before or after your field trip at The Phillips Collection, consider teaching with one or more of the following lesson plans connected to your tour theme. Adapt these lessons to your classroom by expanding on existing curricular units or sparking ideas for new units. The lessons utilize the Phillips’s [Prism.K12 arts integration strategies](#) and include a range of discussion topics, artmaking activities, guiding questions, writing prompts, strategies for looking at art, contextual information, and more.

[Storytelling Community Mural](#)

SOCIAL STUDIES

Compare the styles and storytelling of two Harlem Renaissance painters, Aaron Douglas and Jacob Lawrence. Individually or together as a class, students will consider their own community narratives and create an artwork(s) to depict these stories.

[A Sense of Place](#)

ELA, SOCIAL STUDIES

After learning about the lives and styles of artists Alma Thomas and Helen Frankenthaler, students will begin to understand what abstraction is and create their own abstract drawings inspired by places significant to them or Thomas and Frankenthaler.

[Portraying Harlem](#)

ELA, SOCIAL STUDIES

Examine works by philosopher Alain LeRoy Locke and artist Jacob Lawrence to discover interpretations of 20th-century Harlem. Students will practice close looking skills through observing a painting and reading an essay, considering ways artists portrayed Harlem during the Harlem Renaissance.

[Life in the North](#)

ELA, SOCIAL STUDIES, SEL

Students will deep dive into the history of The Great Migration to understand the motives of the migrants and what life was like once they arrived North. Through analysis of Lawrence’s *Migration Series*, students will then write their own interpretations of the panels, before comparing to the artist’s original captions.

[Comparing Life in the North and South](#)

SOCIAL STUDIES, SEL

Compare and contrast the lives of Black people in the North and South during the The Great Migration using Jacob Lawrence’s *Migration Series* panels. Students will create their own panel to display this comparison after analysis and discussion.

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Discover more lesson plans at phillipscollection.org/lesson-plans

Pierre Bonnard, *Early Spring*, 1908, Oil on canvas, 34 1/4 in x 52 in., The Phillips Collection, Washington, DC, Acquired 1925; © 2022 Artists Rights Society (ARS), New York / ADAGP, Paris

PHILLIPS
The Phillips Collection

Exploring Places

Reading Archival Materials as Art:

Pierre Bonnard

ELA

Through intentional pairing of an artwork and the archives, students will apply close looking strategies to one of Pierre Bonnard's paintings and a piece of his correspondence. They will connect information in the painting with historic details to contextualize the past. Lastly, they will express their own artistic point of view by reinterpreting a painting in an artmaking activity.

My Life is My Art

ELA, SOCIAL STUDIES

Explore how artists, like Jacob Lawrence, find inspiration from their daily lives. Students will identify what is important to them in their life and create art that stems from this importance.

A Room with a View

ELA

Through close observation and comparison of window scenes by Pierre Bonnard and Richard Diebenkorn, students will write haikus and dialogues between the two women depicted. Then students will create cards with window scenes on the front, providing a look into their own worlds.

The Abstract Art of Alma Thomas

SCIENCE

Learn about the history of Apollo 11's launch to the moon through Alma Thomas's art. Compare the emotional effects of abstract versus representational art. Then, students will create their own abstract art like Thomas.

The Journey North: The Migrant's Experience

ELA, SOCIAL STUDIES, SEL

Students will learn about the Great Migration to empathize with and explore the experiences of those who migrated from the South to the North in 1916–1940. Then, students will create written character portraits of the migrants, with the option of writing poems based on these portraits.

The Great Migration: Traveling the Distance

ELA, MATH

Learn about the Great Migration, understand how and why migrants traveled North, and calculate the distance traveled between cities. Students will reflect on The Great Migration through several writing prompts.

Embrace Your Power Through Art

ARTS, SEL

What makes you powerful? How can you use art to showcase your inner beauty and strengths? Contemporary Black artist Janet Taylor Pickett combines painting and collage to create art about women in Africa. Through movement activities and collage, understand your own identity.