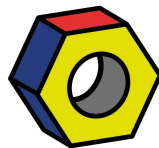


Susan Leopold: Mixed-Up Worlds

Teacher Curriculum Guide



Kidspace
at MASS MoCA

Spring 2003





Susan Leopold: Mixed-Up Worlds

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* Please note, each teacher is provided in this packet with a transparency sheet including three images of Susan Leopold's work. Additional images to be used in the 2 – 8th grade pre-visit activities can be found in your school's main office.

PRE-VISIT ACTIVITY 1

✧Familiar Spaces✧

Grades PreK-1

Objective

By taking a tour of their school, students will learn how all of their senses can be used to observe and analyze the **mood** and **function** of different spaces.

How does this activity relate to Kidspace?

Susan Leopold cuts up, rearranges, and reflects images of familiar places, such as school hallways and bathrooms, to redefine our perception of their function and mood. By introducing your students to ways of experiencing and interpreting their environment, they will become more aware of the world around them and will develop tools to talk about Susan's artwork.

Time needed

1 hour

Teacher preparation and materials

Blackboard, large piece of butcher paper, or flip pad

Key Terms

size
mood
senses (sight, sound, feel, taste, smell)
architecture
description

Activity

1. Begin by leading a discussion on the physical aspects of your classroom. Make a list with your class of the various objects your students see in the room. Discuss these objects and their roles in the classroom. Try to talk about the room as a whole—what does it feel like and what is it used for? Review the **five senses** and how they can be useful as investigative tools.

Explain to your students that they, like detectives, can use their senses to discover the details or “clues” of a space, which they can then put together to understand its overall mood and function. Encourage your students to use their senses to create vivid descriptions of the objects they find and the spaces they experience.

Discuss the concept of mood—that spaces, like people, can have moods. For instance, if a small dark room is filled with many different pieces of equipment, books, artwork, and desks, does this make your students feel a certain way (i.e., crowded, tired, or excited)? **Explain that the mood (and use) of a place can be determined by its architectural elements (small, large, rounded, sharp, light, dark) and its contents.**

2. Create a chart in your classroom to keep track of your students' observations. Below is an example you may want to reproduce on your blackboard, a piece of butcher paper, or flip chart.

	contents	sound	smell	size	touch	mood	function
classroom							
playground							
hallway							

3. After you've filled out the classroom portion of your chart, take your students on a tour of the school and the school grounds. While walking, present questions (like those shown below) and point out to your students that they are using their senses to understand a space.

- ✦ What is in this room?
- ✦ What does the space smell like?
- ✦ What are the objects used for?
- ✦ Are some rooms bigger or smaller than others? Why?
- ✦ How do you feel in this room?
- ✦ Does this space have many uses? What are they?
- ✦ How do these spaces feel different from one another?

4. Back in the classroom, review the places you visited with your students. Ask your students to fill in **descriptions** on the chart for each place. Ask your students to think about how all these details can be put together to tell us something about the mood of a particular room in the school or the entire school building.

Reflection

Tell your students that when they visit Kidspace they will see everyday spaces—however, these spaces will have been changed. Explain that Susan Leopold takes images of familiar places such as bathrooms and school hallways and reorganizes them to make them look and feel different.

Continue to Pre-Visit Activity 2 to explore fantastical places with your students.

PRE-VISIT ACTIVITY 1

✧Familiar Places✧

Grades 2-4

Objective

By exploring and discussing their own school and other **architectural** spaces, students will use their five **senses** to discover the relationship between architectural **form** and **function**.

How does this lesson relate to Kidspace?

Susan Leopold cuts up, rearranges, and reflects images of familiar places, such as school hallways and bathrooms, to redefine our perception of their **function** and **mood**. By introducing your students to ways of experiencing and interpreting their school environment, they will become more aware of the world around them and begin to develop tools to talk about Susan's artwork.

Time needed

Part A: 1 hour

Part B: 40 minutes

Teacher preparation and materials

large piece of butcher paper

Key Terms

mood
senses (sight, sound, feel, taste, smell)
architecture
form
function
description

Activity

Part A

1. Begin by leading a discussion on the physical aspects of your classroom. Make a list with your class of the various objects your students see in the room. Discuss these



objects and their roles in the classroom. Also talk about the room as a whole—what does it feel like and what is it used for? Prior to your discussion, review the five senses and how they can be useful as investigative tools. **Explain to your students that they, like detectives, can use their senses to discover the details or “clues” of a space, which they can then put together to understand its overall mood and function.** Encourage your students to use their senses to create detailed **descriptions** of the objects they find and the spaces they experience.

2. Discuss the concept of mood—that spaces, like people, can have moods. For instance, if a small dark room is filled with many different pieces of equipment, books, artwork, and desks, does this make your students feel a certain way (i.e., crowded, tired, or excited)? **Explain that the mood (and use) of a place can be determined by its architectural elements (small, large, rounded, sharp, light, dark) and its contents.**
3. Create a chart in your classroom to keep track of your students’ observations. Below is an example you may want to reproduce and add to on your blackboard, a piece of butcher paper, or flip chart.

	contents	sound	smell	size	touch*	mood	function	design**
classroom								
playground								
hallway								

* Explore the function of various textures in the room.

**Describe the architecture of the room.

4. After this discussion, take your students on a tour of the school and the school grounds. While walking, present questions (like those shown below) and alert your students when they are using their senses to understand a space. Encourage your students to make correlations between the design of the place and the mood or feeling it creates.

- ✦ How do you feel in this room? Why?
- ✦ What is in this room?
- ✦ What are the objects used for?
- ✦ Does this space have many uses? What are they?

- ✦ How do these spaces feel different from one another?
 - ✦ Are some rooms bigger or smaller than others? Why?
 - ✦ Why do you think the space was designed the way it is?
5. Back in the classroom, review the places you visited with your students and ask them to fill in descriptions on the chart for each place. Ask your students to think about how all these details can be put together to tell us something about the mood of a particular room in the school or the entire school building.

Part B

1. Now that your students have investigated their school, take them on a journey into other architectural spaces. By looking at images of architectural spaces, your students will explore the concepts of **form**, **function**, and mood of architecture. Kidspace has provided several images of architectural spaces, found at end of this activity, which demonstrate these concepts in a variety of ways. An information sheet about these images (Image List) is also included. For each image, ask your students to discuss:
- ✦ materials used in the structure
 - ✦ design elements (objects, layout, and decoration)
 - ✦ function of the building
 - ✦ mood of the building
 - ✦ where such places are located
2. Ask your students to consider WHY the architects who designed these buildings made the choices they did. For instance, which elements contribute to mood and which to functionality?
3. Refer back to the chart of descriptions from Activity A. Ask your students to compare the places they examined in their school to these images. What similar architectural concepts, goals, or moods do they see?

Possible Extensions

- ✦ Explore other buildings or outdoor areas in your community.
- ✦ Conduct extended research on an architect or an architectural space.
- ✦ Interview a local architect.
- ✦ Have your students design a building for a specific purpose (i.e. a candy store, video arcade, or restaurant).

Reflection

Review with your students that Susan Leopold takes images of familiar places and reorganizes them to change their look, feel, and function.

Continue to Pre-Visit Activity 2 to explore fantastical places and pursue a writing activity.

IMAGE LIST

Familiar Spaces, Part B

Please read through the short descriptions before discussing the images with your class. Included are questions that you might use to jumpstart a discussion with your students.

Questions to ask your students:

- ✦ Where is this building located?
- ✦ What role does it play in its community?
- ✦ How does its architecture relate to the buildings or land around it?
- ✦ What feelings might you have while standing outside this place?
- ✦ How might you feel inside this building?
- ✦ What are the architectural elements that help to establish this building's overall mood?
- ✦ Does this building have many decorations? What are they and why are they there? How do they contribute to the mood?
- ✦ If inside, where would you go? Why?

Cathedral of Notre Dame

Architect: Unknown

Location: Chartres, France

Built: Began 1145, finished 1260

Function: Place of worship (Christian)

This cathedral is designed in the “high gothic” style. Characteristics of this style of architecture are tall towers (steeple), a large **nave**, **flying buttresses**, stain glass windows, and multiple **arches**. Cathedrals of the Gothic style were designed to create a sense of awe, mystery, and humbleness. With its towering ceiling, long pillars, and arched windows Chartres Cathedral was meant to bring a worshipper one step closer to heaven.

Naoshima Contemporary Art Museum and Annex

Architect: Tadao Ando

Location: Naoshima Island, Japan

Built: 1989-1992, 1997

Function: Contemporary art museum and hotel

Through the medium of concrete, Tadao Ando, a Japanese self-taught architect, creates a feeling of lightness, tranquility, and warmth. He uses the simplicity and stability of geometric shapes as a basis for his designs. In the Naoshima Contemporary Art Museum and Annex the oval is the most prominent design element, repeated both structurally and aesthetically. Incorporated into many of Ando's works are natural elements (water, sky, etc.) as well as elements of spirituality. Ando built the Naoshima museum right into a natural setting (about half the museum is underground) with the intent of creating harmony and serenity between the earth and his structure. He has also designed many spiritual centers, public buildings, and private homes. He is currently designing an addition for the Sterling & Francine Clark Art Institute.

Mass MoCA

Architect: Arnold Print and Die Works (original builder)
rehabbed by Bruner/Cott & Associates

Location: North Adams, MA

Built: original 1872-1900, rehabbed 1987-1999

Function: Formerly the Arnold Print and Dye Works and Sprague Electric Company—currently a contemporary arts museum

The 87 Marshall Street complex was originally designed to house industry. Its 27 buildings include elevated walkways, viaducts, bridges, and huge open spaces with many windows. When renovated in 1987, the spaces maintained their open, light filled quality, but were transformed from production rooms to galleries. These large spaces are now used to exhibit artwork which, due to its size, can find few other exhibition venues. How is it that the same space can be the birth place of miniature electrical capacitors as well as house enormous interactive musical instruments?

PRE-VISIT ACTIVITY 2

2-10



Kidspace at MASS MoCA

Teacher Curriculum Guide: Spring 2003

✧Fantasy Places✧

Grades PreK-1

Objectives

Students will build upon their study of places and **mood** by listening to, reading, or watching and discussing fantastical stories.

How does this lesson relate to Kidspace?

Through her use of surveillance cameras, mirrors, and curved lens, Susan Leopold twists, flips, reflects, and bends what might have been a normal scene into something fantastical. By introducing your students to how authors or filmmakers have represented **fantasy** worlds in their work, your students will learn that there are many different ways to imagine the world we live in. They will also be prepared with the skills to analyze Susan's fantasy worlds when visiting Kidspace.

Time needed

1-1.5 hours

Teacher preparation

check out a book or movie
(check out VCR)

Materials

paper
crayons
markers

Key terms

fantasy
mood
function
story

Activity

Part A

On the next page is a list of books and movies that focus on the idea of fantasy. Choose one or several to read aloud or watch with your students. Discuss the aspects of the story that make it a "**fantasy**". As you did in Activity 1, encourage your students to talk about the sensory information and **mood** found throughout the story. The following questions may be helpful in beginning a discussion:

- ✦ Where did this story take place?
- ✦ How do we know it was in this place?
- ✦ Can you imagine what this place would sound like (if a book)?
- ✦ What are some words you could use to describe this place (if a movie)?
- ✦ How do we know if this place is real or fantastical?

- ✦ What is the mood of this place?
- ✦ How is this place different from how we might experience it in real life?

Recommended books:

The Magic Finger by Roald Dahl
 Fairy Tales/ Mother Goose/ Nursery rhymes (Old woman who lived in a shoe)
Where the Wild Things Are by Maurice Sendak
The Cat in the Hat by Dr. Seuss
Jumanji by Chris Van Allsburg
The Day Jimmy's Boa Ate the Wash by Trinka Hakes Noble
 books by Beatrix Potter
The Adventures of Tom Thumb
The Adventures of Peter Pan by J.M. Barrie

Recommended movies:

Fantasia
Charlie and the Chocolate Factory
A Bug's Life
Alice in Wonderland by Lewis Carroll (Disney movie version good for this age)
The Wizard of Oz
Peter Pan

Part B

1. Explain to your students that they, like the authors of fantastical stories, can use their imaginations to change the way objects look, feel, and function. Choose an object from the book you read or movie you watched in Part A. For example, choose a hat if you read *The Cat in the Hat* or piece of candy if you watched *Charlie and the Chocolate Factory*.
2. Ask each student to use their imagination to create their **own version** of that object. Sit in a circle and allow your students to orally describe how their object (hat, candy, etc.) looks, feels, smells, and how their version is **different** from its original form.
3. After this discussion, have your students make drawings of their objects. If you feel extra ambitious, have them use paper, papier mache, found objects, or clay to create a 3-dimensional version.

Reflection

Discuss with your students how Susan Leopold's artwork is similar to the books and movies they have just watched. Suggest that in her work she changes the way spaces look, feel, and function—just like in fantastical stories.

PRE-VISIT ACTIVITY 2

✧Fantasy Places✧

Grades 2-4

Objectives

Students will build upon their study of spaces and mood by listening to, reading, or watching and discussing **fantastical** stories, and collaboratively creating a fantastical **story** where they alter a familiar space.

How does this lesson relate to Kidspace?

Through her use of surveillance cameras, mirrors, and curved lens, Susan Leopold flips, reflects, and bends what might have been a normal scene into something fantastical. By introducing your students to how authors or filmmakers have represented fantasy worlds in their work, your students will learn that there are many different ways to imagine the world we live in. They will also be prepared with the skills to analyze Susan's fantasy worlds when visiting Kidspace.

Time needed

Part A: 30-120 minutes

Part B: 30-60 minutes

Teacher preparation

check out a book or movie
check out VCR

Key terms

fantasy
function
story

Activity

Part A

Below is a list of books and videos that focus on the idea of fantasy. Choose one or several to read aloud or watch with your students. Discuss the aspects of the **story** that make it a "**fantasy**". Similar to Pre-Visit Activity 1, encourage your students to talk about the **sensory** information and **mood** found throughout the story. The following questions may be helpful in beginning a discussion:

- ✦ Where did this story take place?
- ✦ How do we know it was in this place?
- ✦ Can you imagine what this place would sound like (if a book)?
- ✦ What are some words you could use to describe this place (if a movie)?
- ✦ How do we know if this place is real or fantasy?
- ✦ What is the mood of this place?

Recommended books:

The Magic Finger by Roald Dahl
Where the Wild Things Are by Maurice Sendak
The Cat in the Hat by Dr. Seuss
Jumanji or *Nathura* by Chris Van Allsburg
The Day Jimmy's Boa Ate the Wash by Trinka Hakes Noble
The Adventures of Tom Thumb
The Adventures of Peter Pan by J.M. Barrie
 Longer projects:
The Hobbit by J.R.R. Tolkien
 Harry Potter books by J.K. Rowling

Part B

1. Using your

Recommended movies:

Fantasia
Charlie and the Chocolate Factory
A Bug's Life
Alice in Wonderland by Lewis Carroll (Disney movie version good for this age)
The Wizard of Oz
Peter Pan

classroom and its contents as the basis, ask your students to collaboratively create a fantastical story. Explain that, like fantasy authors, artists, and filmmakers, they can use their imaginations to change the way things, spaces, and people look, feel, and **function**. Suggest that there are many ways in which they can turn their ordinary classroom into a fantastical place. Below are a few ideas to jumpstart their imaginations.

- ✦ give the objects life-like personalities (an eraser comes to life)
- ✦ rearrange the existing objects (stack the chairs to make a giant plant)
- ✦ change the lighting (close the blinds, shut off the lights, hang a mirrored ball)
- ✦ kids are transformed (students become chickens on a farm)

✦ pretend the classroom is a different kind of room (i.e. a birdhouse)

2. Ask your students to collaboratively create a **story** about a day in their new world. Each child can choose one idea or part of the story, and write the text and make an illustration. The storyboard page shown on the next page may be used as a model or Xeroxed.
3. **Optional:** Allow your students to rearrange the furniture, put on costumes, and perform their story.

Reflection

Discuss with your students how Susan Leopold's artwork is similar to the books and movies they have just watched. Suggest that in her work she changes the way spaces look, feel, and function—creating fantastical stories about familiar places.

PRE-VISIT ACTIVITY 2

✧ Fantasy Places ✧

Grades 5-8

Objectives

Students will build upon their study of spaces and mood by listening to, reading, or watching and discussing **fantastical** stories, and collaboratively creating a fantastical **story** of their own.

How does this lesson relate to Kidspace?

Through her use of surveillance cameras, mirrors, and curved lens, Susan Leopold flips, reflects, and bends what might have been a normal scene into something fantastical. By introducing your students to how authors or filmmakers have represented fantasy worlds in their work, your students will learn that there are many different ways to imagine the world we live in. They will also be prepared with the skills to analyze Susan's fantasy worlds when visiting Kidspace.

Time needed

Part A: 30-120 minutes

Part B: 30-60 minutes

Teacher preparation

check out a book or movie
(check out VCR)

Materials

paper
markers, paint, pencils

Key terms

fantasy
function
story



Activity

Part A

On the next page is a list of books and videos that focus on the idea of fantasy. Choose one or several to read aloud or watch with your students. Discuss the aspects of the story that make it a “**fantasy**”. Similar to Pre-Visit Activity 1, encourage your students to talk about the **sensory** information and **mood** found throughout the story. The following questions may be helpful in beginning a discussion:

- ✦ Where did this story take place?
- ✦ How do we know it was in this place?
- ✦ Can you imagine what this place would sound like (if a book)?
- ✦ What are some words you could use to describe this place (if a movie)?
- ✦ How do we know if this place is real or fantasy?
- ✦ What is the mood of this place?

Recommended books:

The Magic Finger by Roald Dahl

Where the Wild Things Are by Maurice Sendak

The Cat in the Hat by Dr. Seuss

Jumanji or *Nathura* by Chris Van Allsburg

The Day Jimmy's Boa Ate the Wash by Trinka Hakes Noble

The Adventures of Tom Thumb

The Adventures of Peter Pan by J.M. Barrie

Longer projects:

books and short stories by Ursula LeGuin

The Hobbit by J.R.R. Tolkien

Harry Potter books by J.K. Rowling

Recommended movies:

Fantasia

Charlie and the Chocolate Factory

A Bug's Life

Alice in Wonderland by Lewis Carroll (Disney movie version good for this age)

The Wizard of Oz

Peter Pan

Part B

4. Using your **classroom and its contents** as the basis, ask your students to collaboratively create a fantastical **story**. Explain that, like fantasy authors, artists, and filmmakers, they can use their imaginations to change the way things, spaces, and people look, feel, and **function**. Suggest that there are many ways in which they can turn their ordinary classroom into a fantastical place. Below are a few ideas to jumpstart their imaginations.
 - ✦ give the objects life-like personalities (an eraser comes to life)
 - ✦ rearrange the existing objects (stack the chairs to make a giant plant)
 - ✦ change the lighting (close the blinds, shut off the lights, install a disco ball)
 - ✦ kids transform (students become chickens on a farm)
 - ✦ pretend the classroom is a different kind of room (i.e. a birdhouse)
5. Ask your students to collaboratively create a **story** about a day in their new world. Each child can choose one idea or part of the story, and write the text and make an illustration. The storyboard page shown on the next page may be used as a model or Xeroxed.
6. **Optional:** Allow your students to rearrange the furniture, put on costumes, and perform their story.

Reflection

Discuss with your students how Susan Leopold's artwork is similar to the books and movies they have just watched. Suggest that in her work she changes the way spaces look, feel, and function—creating fantastical stories about familiar places.

POST-VISIT ACTIVITY 2

✧ Fantastical Classroom ✧

Time needed

30-60 minutes

Key term

Grades PreK-1

Objectives

Students have the opportunity to build upon their study of places, mood, fantasy, and the work of Susan Leopold, by collaboratively creating a fantastical **story** in which they alter familiar spaces and people.

How does this activity relate to Kidspace?

Through her use of surveillance cameras, mirrors, and curved lens, Susan Leopold twists, flips, reflects, and bends everyday scenes into fantastical creations. After interacting with Leopold's artwork in Kidspace and creating a collage about their own fantastical world, your students will have a good understanding of how familiar spaces and objects can be altered.

Activity

Part A

Using your classroom and its contents as a starting point, ask your students to use their imaginations to collaboratively create a new **story** about the space. Explain that, like the authors of fantastical stories, they too can use their imaginations to change the way objects, spaces and people look, feel and act. Suggest that there are many ways in which they can turn their ordinary classroom into a fantastical place. Below are a few ways to jumpstart their imaginations.

- ✦ give the objects life-like personalities (an eraser comes to life)
- ✦ rearrange the existing objects (stack the chairs to make a giant plant)
- ✦ change the lighting (close the blinds, shut off the lights, hang a mirrored ball)
- ✦ kids are transformed into an animal or object (i.e. students become chickens on a farm)
- ✦ pretend the classroom is a different kind of room (i.e. a birdhouse)

1. Begin by discussing with your students different ways that their classroom can be changed using the above suggestions. If they need extra inspiration to prepare them to create a story, allow your students to role-play or create short stories about the classroom's objects or people.



2. Explain that next you would like them to collaboratively create a **story** about a day in their new classroom. Sitting in a circle on the floor, begin the story by introducing their new classroom with a few details about its appearance. Then ask the student sitting to your right to create the next part of the story. Go around the circle, asking each child to build upon what was said before. Encourage your students to remember and use what they had imagined about the classroom earlier. Explain that it does not have to make perfect sense because it is a fantastical story, but that it should have the elements that all stories have (i.e. characters, setting, and plot).

Optional: As a final step, allow your students to rearrange the furniture, put on costumes, and perform their story!

Reflection

Discuss with your students how Susan Leopold's artwork is similar to the story they just created. Suggest that in her work she changes the way spaces look, feel, and function—creating fantastical stories about familiar places.

POST-VISIT ACTIVITY 2

✧*The Poetry of a Place*✧

You don't have to suffer to be a poet; adolescence is enough suffering for anyone.

-J

ohn Ciardi

Grades 2-4

Objective

Through free-writing and discussion, students will create detailed descriptions of unnoticed places in their familiar environment. Using these descriptions as inspiration, students will explore the different forms and elements of descriptive poetry and create a colorful poem of their own.

Time needed

Part A: 40 minutes

Part B: 30 minutes

Part C: 60 minutes

Materials

pencils or pens
white drawing paper

Key Terms

poem

How does this activity relate to Kidspace? 2-19

Like a poet, Susan Leopold closely observes, **interprets**, and recreates the world she lives in. While in Kidspace, your students will explore the intricacies of Leopold's miniature spaces and examine the visual language she uses to express her ideas. This post-visit activity will enable your students to reconsider their immediate environment on an intimate scale and further develop their skills of observation, interpretation, and expression through writing and/or drawing activities.

Activity

There are three parts to this activity. In Part A, your students will listen to or read a descriptive poem. In Part B, they will gather data about an undiscovered place that will later be used as inspiration for a poem of their own. Part C will allow you to focus on a specific format of poetry and ask your students to create their poems in that style.

Part A

Read a poem to your students at the start of the day, making sure to read slowly. Allow them a moment afterwards to consider it, and then read it again. Explain that you would like them to listen carefully and try to form their own **interpretation** of what the

Poets, poems, and poetry collections

<http://www.loc.gov/poetry/180/>, this website is wonderful! It is maintained by Billy Collins, the Library of Congress appointed Poet Laureate of the United States for 2003. Everyday he posts a favorite poem, many of which may be appropriate for your students. Below are a few we recommend:

- ✦ **Galway Kinnell**, *Daybreak* (006)
- ✦ **Carol Snow**, *Tour* (023)
- ✦ **Jody Gladding**, *Blue Willow* (146)

Other poets you may like to investigate:

- ✦ Robert Frost, <http://www.ketzle.com/frost/>
- ✦ Shel Silverstein
- ✦ **Ogden Nash**, rhyming humorous descriptions of animals
- ✦ John Ciardi
- ✦ David McCord, word-play
- ✦ T.S. Elliot, we suggest poems from *Old Possum's Book of Practical Cats*

The following poems (as well as others) can be found on the links that follow:

Lewis Carroll: <http://eir.library.utoronto.ca/rpo/display/poet57.html>

Pablo Neruda, *Elementary Odes* <http://sunsite.dcc.uchile.cl/chile/misc/odas.html>

Wallace Stevens, *Thirteen Ways to Look at a Blackbird*

<http://eir.library.utoronto.ca/rpo/display/poem2018.html>

Henry Wadsworth Longfellow, *v-Flakes* 2-20

<http://eir.library.utoronto.ca/rpo/display/poem1344.html>

poem is about. Help your students to enjoy the words individually and the ideas that they form. After the second reading (or third!) simply put the poem away and move on to Part B. Below is a list of selected poems and poets who have put into words their interpretation of places and things. We have also listed a few websites where you can find complete poems.

Part B

1. Ask your students to find a place in their classroom that they have never really noticed before (i.e. under a desk, a closet, behind a poster). Give them five minutes to describe that place in writing. Encourage them to note its size, color, smell, texture, and how they interact with it (as in the *Familiar Spaces* activity). Afterwards, ask your students to share what they wrote; emphasizing that each person's description is their personal interpretation of that place.
2. Next, explain that they will have 30 minutes to write descriptions of 10 other "undiscovered" places around their school. **Explain that since they are under a time limit, they must chose places quickly and create concise descriptions.** Again, ask your students, as in the Pre-Visit Activities, to use their senses to explore the spaces.
3. Back in the classroom, ask a few of your students to each share one or two of their descriptions.

This project could also be done at home, over a greater period of time, with more or less descriptions, or as a sketching activity.

Part C

1. Explain to your students that next they will use their descriptions to develop a poem. Before beginning, explain that many poets have written about places they find interesting in different ways. Discuss poetry in accordance with your curriculum. Below are listed areas of focus recommended in the MA State Curriculum Framework. Also below are several websites, listed as teacher resources, which offer lessons on various aspects of poetry as well as appropriate poets.

- ✦ rhyme
- ✦ rhythm
- ✦ metaphor / symbol
- ✦ simile
- ✦ repetition
- ✦ vivid adjectives, nouns, or verbs

2. Read a poem from the above list or of your own choosing so that your students can pay attention to the format and the vivid adjectives and verbs the author uses. As an alternative to reading to your students, you may choose to have your students get in groups and chose one poem to practice and perform.
3. Another option if your class has access to a computer is to explore the following website together. The site includes great interactive poetry building sections, kid-friendly discussion of specific poems, and vocabulary building activities.
 - ★ <http://www.bbc.co.uk/education/listenandwrite/home.htm>
4. Explain to your students that now they are going to write a **poem** using one of their descriptions from Part B. Explain that in writing their poem they will want to communicate their own interpretation of this place. Please tailor this portion of the activity to fit your curricular needs.
5. Depending on your classroom size and nature you may or may not choose to have your students work in groups to critique each other's drafts.

Reflection

Ask your students to share their poems aloud, either within small groups or in front of the class. As extensions, ask your class to create an illustration for their poem or create a poem about their fantasy world from Pre-Visit Activity 2.

Teacher Resources

- ★ <http://www.poetryteachers.com/>
- ★ http://www.education-world.com/a_tsl/archives/00-2/poetry_review.shtml
- ★ <http://faculty.ssu.edu/~elbond/409sec6.htm>
- ★ <http://teacher.scholastic.com/lessonrepro/lessonplans/twpmater.htm>

POST-VISIT ACTIVITY

✧*The Poetry of a Place*✧

*You don't have to suffer to be a poet; adolescence is
enough suffering for anyone.*

John Ciardi

Grades 5-8

Objective

Through free-writing, sketching, and oral discussion, students will create vivid descriptions of unnoticed places in their familiar environment. Students will develop their skills of observation and learn to translate their observations into **interpretive** word.

Using these descriptions as inspiration, students will explore the different forms and elements of descriptive poetry and create a colorful poem of their own.

How does this relate to Kidspace?

Like a poet, Susan Leopold closely observes, **interprets**, and recreates the world she lives in. While in Kidspace, your students will explore the intricacies of Leopold's miniature spaces and examine the visual language she uses to express her ideas. This post-visit activity will enable your students to reconsider their immediate environment on an intimate scale and develop their skills of observation, interpretation, and expression through writing and/or drawing activities.

Activity

There are three parts to this activity. In Part A, your students will listen to or read a descriptive poem. In Part B, they will gather data about an undiscovered place that will later be used as inspiration for a poem of their own. Part C will allow you to focus on a specific format of poetry and ask your students to create their poems in that style.

Time needed

Part A: 40 minutes

Part B: 1-2 days

Materials

pencils or pens

white drawing paper

Key Terms

poem

tone

rhythm

rhyme

interpretation

Part A

Read a poem to your students in the morning, making sure to read slowly. Allow them a few minutes afterwards to consider it, and then read it again. Explain that you would like them to listen carefully and try to form their own **interpretation** of what the poem is about. Ask your students to enjoy the words individually and the ideas that they form. After the second reading (or third!) simply put the poem away and move on to Part A. Below is a list of selected poems and poets who have put to words their interpretation of places and things.

Part B

Poets, poems, and poetry collections

<http://www.loc.gov/poetry/180/>, this site is wonderful! It was created by Billy Collins, the Library of Congress appointed Poet Laureate of the United States for this year. Everyday he posts a favorite poem, many of which may be appropriate for your students. Below are a few we recommend:

- ✦ **Galway Kinnell**, *Daybreak* (006)
- ✦ **Carol Snow**, *Tour* (023)
- ✦ **Jody Gladding**, *Blue Willow* (146)
- ✦ **Dana Gioia**, *Entrance* (171)

Other poets you may like to investigate:

- ✦ Shel Silverstein,
- ✦ **Ogden Nash**, rhyming humorous descriptions of animals
- ✦ Robert Frost
- ✦ John Ciardi
- ✦ T.S. Elliot
- ✦ Edgar Allen Poe
- ✦ Billy Collins
- ✦ Robert Louis Stevenson

The following poems can be found on this sites that follow:

- ✦ Pablo Neruda, *Elementary Odes*
<http://sunsite.dcc.uchile.cl/chile/misc/odas.html>
- ✦ Lewis Carroll: <http://eir.library.utoronto.ca/rpo/display/poet57.html>
- ✦ Wallace Stevens, *Thirteen Ways to Look at a Blackbird*-
<http://eir.library.utoronto.ca/rpo/display/poem2018.html>
- ✦ Henry Wadsworth Longfellow, *Snow-Flakes*
<http://eir.library.utoronto.ca/rpo/display/poem1344.html>

4. Ask your class to find a place in their classroom that they have never really noticed before (i.e. under a desk, a closet, behind a poster). Give your students five minutes to describe that place in writing. Encourage them to remember its size, color, smell,

texture, and how they interact with it (as in the *Familiar Spaces* activity). Afterwards, ask your students to share what they wrote and emphasize that each person's description is their personal interpretation of that place.

5. Next, explain that they will have 30 minutes to write descriptions of 10 other undiscovered places around their school. **Explain that since they are under a time limit, they must chose places quickly and create concise descriptions.** Again, ask your students, as in the Pre-Visit Activities, to use their senses to understand a space.
6. Back in the classroom, ask your students to share their descriptions. As a possible extension, your students could create an illustration of their writing.

This project could also be done at home, over a greater period of time, with more or less descriptions, or as a sketching activity.

Part C

1. Explain to your students that next they will use their descriptions to develop a poem. Before beginning, explain that many poets have written about places they find interesting in different ways. Discuss poetry in accordance with your curriculum. Listed below are areas of focus recommended in the MA State Curriculum Framework. at the end of this activity you will find a list of websites which offer lessons on various aspects of poetry as well as appropriate poets.

- | | |
|-------------------------------------|----------------|
| ✦ rhyme | ✦ metaphor |
| ✦ rhythm | ✦ symbols |
| ✦ simile | ✦ free verse |
| ✦ alliteration | ✦ rap (music) |
| ✦ vivid adjectives, nouns, or verbs | ✦ onomatopoeia |

2. Read a poem from the above list or of your own choosing and remind your students to pay attention to the format and the vivid adjectives and verbs the author uses. You may also choose to have your students get in groups and chose one poem to practice and perform.

3. Another option if your class has access to a computer is to explore the following website together. The site includes great interactive poetry building sections, kid-friendly discussion of specific poems, and vocabulary building activities. <http://www.bbc.co.uk/education/listenandwrite/home.htm>

4. Explain to your students that the final part of the activity is to write a **poem** using one of their descriptions from Part B. Explain that in writing their poem they will want to communicate their own interpretation of this place. Please tailor this portion of the activity to fit your curricular needs.
5. Depending on your classroom size and nature you may or may not choose to have your students work in groups to critique each other's drafts.

Reflection

Ask your students to share their poems aloud, either within small groups or in front of the class. As extensions, ask your class to create a poem about their fantasy world from Pre-Visit Activity 2 or create an illustration for their poem.

Teacher Resources

- ✦ <http://www.poetryteachers.com/>
- ✦ http://www.education-world.com/a_tsl/archives/00-2/poetry_review.shtml
- ✦ <http://faculty.ssu.edu/~elbond/409sec6.htm>
- ✦ <http://teacher.scholastic.com/lessonrepro/lessonplans/twpmater.htm>

POST-VISIT ACTIVITY 1

✧Mixed-Up Collages ✧

Grades 2 - 4

Objectives

Students will discover that they too can create their own collages using similar artistic techniques and materials to those used by artist Susan Leopold. In allowing time for project development at Kidspace and completion in your classroom, your students will also realize that art-making is process that requires adequate time and effort.

How does this activity relate to Kidspace?

Susan Leopold cuts up, rearranges, and reflects images of familiar places, such as school hallways and bathrooms, to redefine our perception of their function and to create fantastical places for us to explore.

At Kidspace your students will examine Leopold's mixed-up places in her sculptures, collages, and installations. They will also begin to create their own collages that alter images of interior or exterior spaces, which will be completed back in the classroom.

Time needed

1-2 hours

Materials

- ★ Markers and pencils
- ★ Glue
- ★ Scissors
- ★ Magazines and/or collage materials
- ★ Cellophane
- ★ Tracing and tissue paper

Key Term

Collage

a

Activity

Part A – At Kidspace

1. At Kidspace your students will begin to create collages using magazine images, pencils and markers, plastics, tissue paper, and tracing paper. Students will layer these materials over magazine images of interior and/or exterior spaces, changing them from familiar rooms or settings to something different. Students will use the different materials to mask, fragment, and alter the images. They might emphasize different elements of the images by drawing shadows and including bright colors. They might alter the mood and function of the space by cutting the images into pieces and re-configuring them.
2. At Kidspace time will be allotted for your students shape their ideas for their collages. We will discuss how they can alter images of interior and exterior spaces through cutting the images, layering materials over them, and emphasizing different



aspects of the images with markers and colored pencils, just as Leopold has. Students will be able to share their ideas before they begin work on their projects. We will also work with your students to begin their collages and will encourage them try out different materials and ideas. From a pedagogical standpoint, we feel it is important to provide adequate time for your students to formulate their ideas and to feel comfortable using the art materials provided. We want to demonstrate to students that art is a process that often takes time to complete. Therefore, they will have plenty of time to work out their ideas both at Kidspace and, we hope, back in the classroom.

Part B – In the Classroom

1. Back in the classroom please allow your students the opportunity to finish their work. They may wish to add more images, materials, or drawings to the work. Then, as a group, ask your students to hold up their piece and describe what they were trying to achieve in their artwork. Ask them to talk about how they changed the mood and function of the original image.
2. Ask your students to each write a paragraph about their collage. They might pretend that they have gone to a fantasy world where everything is mixed-up like in their collages. Ask them to write about what it feels like to be in this mixed-up world and to describe what is going on in it.

Reflection

Ask your students to talk about how their collages relate back to their experience at Kidspace. Do they remember seeing collages and other altered images of familiar places in *Susan Leopold: Mixed-Up Worlds*? Hang the collages and stories outside of your classroom to share with everyone in the school. You might want to get together with another class to discuss your projects and experiences at Kidspace.

Continue to Post-Visit Activity 2 to further explore (through poetry) ways to interpret the world around us. This poetry reading and writing activity will bridge all the activities you have completed with your students, enabling you to bring home the idea that students as well as artists (i.e., sculptors, poets, filmmakers, authors), can observe, interpret, and express the world around them in images, poems, and stories.

POST-VISIT ACTIVITY 1

✧ Accordion Book Collages ✧

Objective

Students will discover that they too can create collages using similar artistic techniques to those used by artist Susan Leopold. In allowing time for project development at Kidspace and completion in your classroom, your students will also realize that art-making is a process that requires adequate time and effort.

How does this activity relate to Kidspace?

Susan Leopold cuts up, rearranges, and reflects images of familiar places, such as school hallways and bathrooms, to redefine our perception of their function and to create fantastical places for us to explore. At Kidspace your students will discover that Leopold's mixed-up worlds have many different angles and thus, present many different entry points. They will also begin to create collages that depict opposing concepts, moods, or feelings in a format that also allows many different entry points, which will be completed in the classroom.

Time needed

1-2 hours

Materials

- ★ Markers and pencils
- ★ Glue
- ★ Scissors
- ★ Magazines and/or collage materials
- ★ Cellophane
- ★ Tracing and tissue paper

Key Term

Collage

Activity

Part A – At Kidspace

1. At Kidspace your students will create collages using magazine images, markers and pencils, plastics, and tissue and tracing paper. The idea of the project is to make a collage illustrating two opposing worlds that can be viewed from any perspectives. Students will begin by folding a piece of heavy weight paper into an accordion shape (or book). This format will allow them to create a collage on each page. The two sides of the book will show an opposing mood, concept, or feeling such as day vs. night, light vs. dark, or happy vs. sad. Your students will also be encouraged to cut holes or windows in the accordion book to allow the viewer to look through one collage into another.
2. At Kidspace, time will be allotted for your students shape their ideas for their collages. We will discuss how they can alter images through cutting the images, layering materials over them, and emphasizing different aspects of the images with markers and colored pencils, just as Leopold has. We will also discuss how to represent different angles and moods, feeling, and concepts in a single piece of art. Students will be able to share their ideas before they begin work on their projects.

We will also work with your students to begin their collages and will encourage them try out different materials and ideas. From a pedagogical standpoint, we feel it is important to provide adequate time for your students to formulate their ideas and to feel comfortable using the art materials provided. We want to demonstrate to students that art is a process that often takes time to complete. Therefore, they will have plenty of time to work out their ideas both at Kidspace and, we hope, back in the classroom.

Part B – In the Classroom

1. When back in the classroom, please allow your students the opportunity to finish their work. They may wish to add more images, materials, holes and windows, or drawings to the work. Remind your students to stick to representing the two opposing feelings, concepts, or moods in the accordion book, but to also consider how the two worlds connect.
2. Then, as a group, ask your students to set up their work on their desks and to walk around to view their classmates' work. Ask them to look at the work from many different angles—from the top, side, close to the desk, to the left of the desk, through the holes and windows in the accordion book, etc. Encourage each student to talk about their work, both the process they underwent to make it and what they were trying to illustrate in their work.
3. Ask your students to write a story about the two opposing worlds they depicted in their accordion book. Ask them to write about what it feels like to be in these two opposing worlds, and to describe what is going on in it.

Reflection

Ask your students to talk about how the collages relates back to their experience at Kidspace. Do they remember seeing collages and sculptures in *Susan Leopold: Mixed-Up Worlds* that had many different entry points? Hang the collages and stories outside of your classroom to share with everyone in the school. You might want to get together with another class to discuss your projects and experiences at Kidspace.

Continue to Post-Visit Activity 2 to further explore through poetry ways in which to interpret and reinterpret the world around us. This poetry reading and writing activity will bridge all the activities you have completed with your students, enabling you to bring home the idea that students as well as artists (i.e., sculptors, poets, filmmakers, authors), can observe, interpret, and express the world around them in images, poems, and stories.

POST-VISIT ACTIVITY 1

✧Fantasy World Collages✧

Grades PreK - 1

Objectives

Students will discover that they too can create collages using similar artistic techniques to those used by artist Susan Leopold. In allowing time for project development at Kidspace and completion in your classroom, your students will also realize that art-making is a process that requires adequate time and effort.

How does this activity relate to Kidspace?

Susan Leopold cuts up, rearranges, and reflects images of familiar places, such as school hallways and bathrooms, to redefine our perception of their function and to create fantastical places for us to explore. At Kidspace your students will examine Leopold's mixed-up worlds and will begin to create collages about their own fantasy worlds, which will be completed back in the classroom.

Time needed

1-2 hours

Materials

- ★ Markers
- ★ Glue
- ★ Scissors
- ★ Magazines and/or collage materials
- ★ Mural paper

Key Term

Collage

Activity

Part A – At Kidspace

1. At Kidspace your students will begin to create collages of their own fantasy worlds. Students will choose one magazine image of an everyday object such as a milk bottle, pizza box, or television, and will be asked to pretend that this object is part of an imaginary world. For instance, rather than seeing the television as a television, the students might imagine that it is the front of a building. They will glue the image to a piece of paper and then build a world around it using markers, crayons, and collage materials.
2. At Kidspace, time will be allotted for your students shape their ideas for their collages. We will discuss how to represent a make-believe world through the use of



magazines images, markers, and crayons. Students will be able to share their ideas before they begin work on their projects. We will also work with your students to begin their collages and will encourage them try out different materials and ideas. From a pedagogical standpoint, we feel it is important to provide adequate time for your students to formulate their ideas and to feel comfortable using the art materials provided. We want to demonstrate to students that art-making is a process that often takes time and effort to complete. Therefore, they will have plenty of time to work out their ideas both at Kidspace and, we hope, back in the classroom.

Part B – In the Classroom

1. Back in the classroom, please allow your students the opportunity to continue their work. They may wish to add more images or drawings to their collages. Or, they might want to try out other ideas in new collages.
2. Next, your students will have the opportunity to organize their individual works together on mural paper. The point of the mural is to show how the students' different versions of fantasy worlds can be assembled together to depicted a much larger and more detailed fantastical world. Before they place them on the mural paper, ask your students to hold up their work and describe what is going on in them. Ask your students to then collaboratively decide where each piece of artwork should go on the mural paper. Then, explain that they should connect the worlds to one another using new images or drawn elements. For instance, they might decide to draw a road between two works that looks like gumdrops.
3. Ask your students to create a story about the new world depicted in the mural and encourage them to explain why they placed things where they did. Ask each student to describe one aspect of the completed mural. Remind your students to talk about the mood depicted in the mural and to use their senses to imagine what the fantasy world might smell, sound, taste, look, or feel like. Write their descriptions on mural or flip chart paper. At the end of the discussion, read back their descriptions to create a complete story of what is going on in the mural.

Reflection

Ask your students to talk about how the mural relates back to their experience at Kidspace. Do they remember seeing fantasy worlds made out of ordinary materials in *Susan Leopold: Mixed-Up Worlds*? Hang the mural and story outside of your classroom to share with everyone in the school. You might want to get together with another class to discuss your projects and experiences at Kidspace.

Continue to Post-Visit Activity 2 to further explore fantasy worlds with your students. This activity will bridge all the activities you have completed with your students, enabling you to bring home the idea that students as well as artists, can transform ordinary spaces into unusual, fantastical places.

✧ Art Extensions ✧

The following project ideas can be implemented at any time during this curriculum. The themes of these projects are linked to those found in Susan Leopold's artwork.

Drawing

All Grades

Susan Leopold frequently cuts up photographs of familiar places and reassembles them to create a new mood. In this activity, continue to explore and transform familiar spaces with your students by employing a similar technique.

Find a place in your community that interests your students (indoors or outdoors). Ask your students to make a drawing of this place using pencils, crayons, markers, or paint. Once they are finished, make two photocopies of their artwork and then ask them cut their actual picture and one of the copies into many randomly shaped pieces. Next, ask them to reassemble all the pieces into a collage of the same subject with an altered mood or perspective. Exhibit the two works, the photocopy of the original and the new collage, next to each and compare!

Architecture and Model Making

All Grades

A way to combine the Pre-Visit Activity 1 (*Familiar Spaces*) with Pre-Visit Activity 2 (*Fantastical Places*) through an art project is to create a visual representation of a **fantastical** architectural space. **Older** students may like to emulate the style and materials used to construct professional architectural models (such as mat board, foam-core, cardboard, plexi-glass, etc) or, for a more fantastical twist, employ alternative materials (leaves/twigs, noodles, ham, toothpaste, recycled goods, etc). **Younger** students may prefer to use material such as Play-Dough, Model Magic, or air drying clay to create their fantastical spaces.

Pinhole Camera

Grades 2-8

Susan Leopold uses lenses and photographs to create her mixed-up miniature worlds. These pieces look similar to photos taken with a pinhole camera.

A pinhole camera is a hand-made camera that uses basic photographic elements inherent in all cameras. Like the human eye, a small hole focuses an image onto a surface. In the case of a pinhole camera, this surface happens to be light-sensitive paper or film! The images produced by these cameras are sometimes a bit grainy because, unlike a common camera, there are no devices to focus the image or zoom. Pinhole cameras can be made in many different ways, most of which require you to develop the photographic paper. However, the following links illustrate how to make a pinhole camera using a roll of 110 film, a few strips of cardboard and aluminum, and your local film developer!

✦ www.fsus.fsu.edu/EducationCurriculum/tetac/photogenesis/making_pinhole.html

This site is great! It explains clearly how to make several types of cameras, including the one mentioned above.

✦ <http://pinholespy.com/#>

Ask your students to use their pinhole camera take photographs of a space in their school from many angles, pointing out the similarities between the images they are producing and the lens boxes (miniatures) of Susan Leopold. Allow your class to use one roll together or to make their own individual cameras.

If you would like develop the film or photo-paper with your class, the following websites explain how to build the pinhole camera and develop the film.

- ✦ http://www.engin.hope.edu/~krupczak/Labs/Pinhole_Camera_Lab/Pinhole.html
- ✦ www.kodak.com/global/en/consumer/education/lessonPlans/pinholeCamera/pinholeCanBox.shtml

And for the physics side of it:

- ✦ <http://www.pinholevisions.org/resources/articles/Young/>

✧ **Interdisciplinary Extensions** ✧

The following themes are explored in the work of Susan Leopold and can be studied as extensions to the Kidspace activities through a variety of disciplines.

Technology:

- ✦ surveillance cameras
- ✦ TV
- ✦ computer technologies
- ✦ sound technology
- ✦ electrical engineering
- ✦ physics (light/sound waves)

General Science:

- ✦ Properties of light and sound
- ✦ reflection, refraction, mirrors
- ✦ lenses (concave, convex)

Art History:

- ✦ Miniature painting
- ✦ Indian painting (particularly those of Rajasthan)
- ✦ architecture
- ✦ cubist painters
- ✦ photography
- ✦ sculpture