

Tempe Center for the Arts

by **Mary Erickson, Ph.D.**
and Arizona art teacher, **Laurie Eldridge, Ph.D.**

Outsiders Within is a three-lesson unit plan designed in conjunction with the exhibition *Outsiders Within: Contemporary Work from Regional Latina/o and Native American Artists* at the Gallery at Tempe Center for the Arts.

[Outsiders Within Exhibition Preview PowerPoint](#)

Themes

- *Theme in Life:* We are all members of one or more cultures or groups.
- *Theme in Art:* Artists can get ideas from several cultures.

Inquiry



How do some artists use ideas from their cultures in their artworks?



How do artists use line?



What does the artwork mean?

For Secondary Students:

How do artists and art experts understand/interpret the artwork?

Community Connections

Many people who live in Arizona see themselves as members of more than one culture or group. While some people maintain roots in one cultural heritage, they may, at the same time, stretch or even break its traditions as they make connections with other cultures. The *Outsiders Within* unit explores how artists draw ideas from several cultures and art traditions. It features works by Native American and Latina/o artists on view in the *Outsiders Within* exhibition.

Lessons

[One: What Is Culture? \(pdf\)](#)

[Two: What Does It Mean? \(pdf\)](#)

[Three: Creating Unity with Line \(pdf\)](#)

Resources

[What Is Culture? PowerPoint](#)

[About Artist Tliza Jaurique \(pdf\)](#)

[About Artist Randy Kemp \(pdf\)](#)

[What Do the Lines Say? \(pdf\)](#)

For Secondary Students: [What Does Tliza Jaurique's Artwork Mean? \(pdf\)](#)

For Secondary Students: [What Does Randy Kemp's Artwork Mean? \(pdf\)](#)

[Making a Culture Collage PowerPoint](#)

Mayan Codices supplementary websites

[British Museum](#)

[Encyclopedia Britannica Online](#)

[The Paris Codex: Northwestern University Library](#)

Supplies

Newspaper

A variety of magazines

Cardstock paper

Magazines, newspapers and other print (or printout) items

Scissors

Glue

Black markers

Assortment of scrap booking and collage papers (optional)

Credits

Randy Kemp

Tliza Jaurique

Nancy Erickson's ESL students at Mesa Community College

Gary Keller Cárdenas and Melanie Magisos at Arizona State University's Hispanic Research Center

Andrea R. Hanley, Berlin Gallery at the Heard Museum

Students in Laurie Eldridge's 3rd grade at Ira A. Murphy Elementary School in the Peoria Unified School District.

Funded by the Friends of Tempe Center for the Arts



Estimated Time

Previsit Lesson = 40-60 minutes

TCA Visit Lesson = Field Trip

Post Visit Lesson = 90-150 minutes

WHAT IS CULTURE?

Lesson One

Objectives

1. Students identify groups to which they belong.
2. Students identify important or well-known people, places, activities or ideas familiar to people in different cultures or groups.
3. Students identify ideas artists get from their cultures.

Arizona Visual Arts Standards

Create: Artworlds

PO 102/202/302: Discuss how artworks are used to communicate stories, ideas and emotions.

PO 206/306: Discuss how artworks reflect ideas, images and symbols from the cultures within which they are made.

Preparation

Preview [What Is Culture? PowerPoint](#)

Read information about two artists who are featured in the *Outsiders Within* exhibition in the “About Artist Tlizza Jaurique” and “About Artist Randy Kemp” pdf’s. Each artist is introduced briefly in the “What is Culture?” PowerPoint. Decide what other information about them you may wish to share with your students before visiting the Tempe Center for the Arts. You may wish to share additional information during or after your visit, when your students have a chance to view the artists’ work up close. Because Jaurique often borrows images from ancient Mesoamerican codices, consider locating sample images of Mayan codices.

Resources

[What Is Culture? PowerPoint](#)

[About Artist Tlizza Jaurique \(pdf\)](#)

[About Artist Randy Kemp \(pdf\)](#)

Mayan Culture and Codex supplementary websites

[British Museum](#)

[Encyclopedia Britannica Online](#)

[The Paris Codex: Northwestern University Library](#)

Activities

Unit Preview: Introduce the theme in life, that “*we are all members of one or more cultures or groups,*” by naming some of the cultural and interest groups in the community or school with which students might be familiar, such as ethnic groups; religious groups; sports-centered groups; groups who share music, movie or computer game interests, etc. Explain that each group has its own special activities and may even have its own special words that are not so familiar to people outside the group. Some groups have special places where they like to get together. There may be well-known people (“stars”) admired within the group.

For example, in the American culture many celebrate the 4th of July and Thanksgiving. Some words that are important to many Americans are “liberty” and “justice.” Lots of Americans can recite the words of the Pledge of Allegiance and the Star Spangled Banner. Among important American places are the Capitol Building in Washington, DC and Liberty Island where the Statue of Liberty stands in New York harbor. A couple of people who are well-known to many people in the United States are George Washington and Barack Obama.

Introduce the theme in life, that “*artists can get ideas from several cultures,*” by explaining that many artists use ideas from the groups they belong to in their art. For example, country singers and rap artists often write about the people, places, activities and ideas of the groups they know best. Novelists often write about the cultures in which they grew up. And many painters and sculptors are inspired by the people, places, activities and ideas from their cultures.

Explain that in this unit students will learn how others have used their cultures in their artworks and will make their own culture collage showing images from the cultures or groups to which they belong. Throughout the unit, students will be focusing on the following key questions:

- How do some artists use ideas from their cultures in their artworks?
- How do artists use line?
- What does the artwork mean?
- How do artists and art specialists understand/interpret the artwork? (Secondary Students.)

Definition and Examples: Show [What Is Culture? PowerPoint](#) to introduce:

- definition of culture
- food, language and visual traditions of various cultures
- examples of well-known people, places, activities and ideas in the Valley of the Sun
- Brief introduction to Randy Kemp (Native American artist) and Tlisza Jaurique (Latina artist).

Guided Practice: Ask students to name various groups to which they belong and list well-known people, places, activities and ideas familiar to people in those groups.

Transfer to TCA: Explain that when students visit the Outsiders Within exhibition at the Tempe Center for the Arts, they will see artworks by several Native American and Latina/o artists and will be asked to look for lines in those artworks and to say what they think the artworks are about.

Extension Ideas

Social Studies:

Draw connections to Native American cultures and histories in Arizona.

Draw connections to Spanish and Latina/o cultures and histories in Arizona.

Vocabulary

Culture

Community

Neighborhood

Tradition

Textile

Activity

Assessment Guides

Objective 1. Students identify groups to which they belong.

Exceeds Expectations: Student identifies three or more cultures or groups to which s/he belongs.

Meets Expectations: Student identifies two cultures or groups to which s/he belongs.

Approaches Expectations: Student identifies one culture or group to which s/he belongs.

Fails to Meet Expectations: Student lists some of his/her interests.

Objective 2. Students identify important or well-known people, places, activities or ideas familiar to people in different cultures or groups.

Exceeds Expectations: Student identifies EITHER a person, place, activity and idea well known within a culture or group OR identifies a person, place and activity well-known within two different cultures or groups. Student can list people, places, activities and ideas in a logical, insightful manner that supports his/her self-identification with a cultural group.

Meets Expectations: Student identifies a person, place and activity well known within a culture or group. Student can list some people, places, activities and ideas that support his/her self-identification with a cultural group.

Approaches Expectations: Student identifies a person, place or activity well known within a culture or group. Student can list only a few people places, activities and ideas within a cultural group.

Fails to Meet Expectations: Student names a culture to which s/he belongs. Student is unable to support his/her self-identification with a cultural group with details such as people, places, activities and ideas shared by that group.

Objective 3. Students identify ideas artists get from their cultures.

Exceeds Expectations: Student identifies ideas in artworks that each artist (Jaurique & Kemp) got from her/his culture/s and names those cultures. Student is able to support her/his opinions with logical, insightful statements.

Meet Expectations: Student identifies an idea in an artwork that either artist (Jaurique & Kemp) got from her/his cultures and names those cultures. Student is able to support his/her opinions with statements that have merit, although the connections are not completely clear.

Approaches Expectations: Student identifies a culture to which Jaurique belongs and to which Kemp belongs. Student attempts to provide statements that support his/her claims.

Fails to Meet Expectations: Student identifies a culture to which either Jaurique or Kemp belongs. Student is unable to provide supporting statements for his/her claim.

Lesson Two

Objectives

1. Students describe lines in artworks.
2. Students compare artist's statements with conclusions of art specialists. (Secondary)
3. Students support their own interpretations of artworks.

Arizona Visual Arts Standards

Relate: Elements and Principles

PO 101/201/301: Identify visual/tactile characteristics of artworks from diverse cultures, different places and times.

Relate: Meanings and Purposes

PO 101/201/301: Interpret meanings and/or purposes of an artwork using subject matter and symbols [or themes].

Relate: Artworlds [Secondary only]

PO 204: Discuss the roles of various artworld experts (e.g. critics, art historians, curators, archeologists, conservators and others).

Evaluate: Elements and Principles

PO 101: Identify an element and principle in an artwork that supports its meaning and/or purpose.

PO 201: Describe how an artist's use of elements and principles in an artwork supports its meaning and/or purpose.

PO 301: Using established criteria, judge the effectiveness of an artist's use of elements and principles in a composition to support its meaning and/or the purpose of an artwork.

Preparation

Read and make copies of "What Do the Lines Say?" pdf worksheets. In addition, for secondary students make copies of "What Does Tlisza Jaurique's Artwork Mean?" pdf worksheet for half your students and "What Does Randy Kemp's Artwork Mean?" pdf worksheet for the other half of your students. Decide whether you want students to work individually, in pairs or in small groups.

Make arrangements for a field trip to the TCA. If this is not possible, please take extra time reviewing the "Outsiders Within Exhibition Preview" PowerPoint as it features the artists and artwork in the exhibition.

Before your visit, discuss with assigned TCA docent, if possible. Provide the docent with a copy of the "What Do the Lines Say?" pdf worksheet (and for secondary students a copy of the "What Does Tlisza Jaurique's Artwork Mean?" and "What Does Randy Kemp's Artwork Mean?" pdf worksheets) in advance of your trip and discuss the extent to which students might complete any or all of the worksheet/s at the Center, or whether any or all of the questions or ideas might be addressed during their tour.

Review the "About Artist Tlisza Jaurique" and "About Artist Randy Kemp" pdfs and decide whether you want to share additional information about these artists before or after your visit to the Center. You may wish to use your computer browser to search for and print out sample ancient Mesoamerican codex images to show students as they view Jaurique's work.

Resources

[What Do the Lines Say? \(pdf\)](#)

[What Does Tlisa Jaurique's Artwork Mean? \(pdf\)](#)

[What Does Randy Kemp's Artwork Mean? \(pdf\)](#)

[About Artist Tlisa Jaurique \(pdf\)](#)

[About Artist Randy Kemp \(pdf\)](#)

Mayan Culture and Codex supplementary websites

[British Museum](#)

[Encyclopedia Britannica Online](#)

[The Paris Codex: Northwestern University Library](#)

Activities

Review and Application: Distribute “What Do the Lines Say?” pdf worksheets to all students and ask them to answer as many questions as they can during their tour. In addition, for secondary students distribute “What Does Tlisa Jaurique's Artwork Mean?” and “What Does Randy Kemp's Artwork Mean?” pdf worksheets. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for or travel back to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by your students during their tour. If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of discoveries they made about how the artists used line and about what selected artworks might mean.

Vocabulary

Diagonal

Horizontal

Vertical

Thick

Thin

Curved

Wavy

Straight

Dotted

Zigzag

Bold

Gentle

Excited

Calm

Scary

Advanced Vocabulary

Angular

Tapered

Suggested or Implied

Edge

Contour

Bold

Delicate

Interpret

Support

Reasons

Assessment Guides

Objective 1. Students describe lines in artworks.

Exceeds Expectations: Student accurately describes three or more lines from an artwork by circling appropriate diagrams, marking arrows on the images and responding to questions on the “What Do the Lines Say” pdf worksheet.

Meets Expectations: Student accurately describes two lines from an artwork by circling appropriate diagrams, marking arrows on the images and responding to questions on the “What Do the Lines Say” pdf worksheet.

Approaches Expectations: Student describes one line from an artwork by circling appropriate diagrams, marking arrows on the images and responding to questions on the “What Do the Lines Say” pdf worksheet.

Fails to Meet Expectations: Student describes an artwork in some way on the worksheet.

Objective 2. Students compare artist’s statements with conclusions of art experts. [Secondary only]

Exceeds Expectations: Student identifies similarities or differences between an artist statement and another art expert’s comments on that artist’s work and identifies lines within an artwork that support an artist’s statement and/or an art expert’s comments.

Meets Expectations: Student identifies similarities or differences between an artist statement and another art expert’s comments on that artist’s work.

Approaches Expectations: Student repeats an idea or terms used either by a featured artist (Tlisa Jaurique or Randy Kemp) or by an art expert (Gary Keller Cárdenas or Andrea Hanley).

Fails to Meet Expectations: Student expresses likes or dislikes or shares free association brought to mind by an artwork.

Objective 3. Students support their own interpretations of artworks.

Exceeds Expectations: Student proposes a convincing interpretation of an artwork supported by both subject matter and visual (line) evidence.

Meets Expectations: Student proposes an interpretation of an artwork supported either by subject matter or visual (line) evidence.

Approaches Expectations: Student proposes an interpretation of an artwork.

Fails to Meet Expectations: Student expresses likes or dislikes or shares free association brought to mind by an artwork.

Lesson Three

Objectives

1. Students select images to represent their own cultures.
2. Students use lines to unify their artworks.

Arizona Visual Arts Standards

CREATE: Creative Process

PO 101/201/301: Contribute to a discussion about ideas for his or her own artwork.

Create: Elements and Principles

PO 101: Identify and use elements and principles in his or her own artwork.

PO 201/301: Identify, select, and use elements and principles to organize the composition of his or her own artwork.

Create: Meanings or Purposes

PO 101/201/301: Select and use subject matter and/or symbols in his or her own artwork.

PO 201/301: Explain purposeful use of subject matter, symbols and/or themes in his or her own artwork.

Preparation

Preview [“Making a Culture Collage” PowerPoint](#)

Supplies

Newspaper

A variety of magazines

Cardstock paper

Magazines, newspapers and other print (or printout) items

Scissors

Glue

Black markers

Assortment of scrap booking and collage papers (optional)

Activities

Review: Review the theme in life, “*we are all members of one or more cultures or groups*” and the theme in art “*artists can get ideas from several cultures.*” Review some examples of artworks in the *Outsiders Within* exhibition that show that artists can get ideas from their cultures. Also remind students of some of the many types of lines artists used in works in the exhibition.

Assignment: Explain to students that they are to demonstrate what they’ve learned by:

- Selecting images from magazines and other print sources that show people, places, activities or ideas from cultures or groups to which they belong.
- Placing shapes so they touch or overlap [Elementary]
- Cutting out and arranging images so edges flow together or repeat in an interesting way within the composition of their collages. [Secondary Only]

- After gluing images down, students add lines with markers to unify their collages. Lines can flow along edges to connect images. Or lines can emphasize lines within images to unify their collages. Remind students to consider the type of line (width, direction, etc.) to best unify their work.

Step-By-Step-Instructions: Show [“Making A Culture Collage” PowerPoint](#).

In-Process Feedback: After students have selected and cut out several images for their collages but before they have glued them down, ask them to share their ideas in pairs or in small groups asking:

- What cultures or groups will your collage show?
- How can you arrange the images to create more unity?
- What kind of line/s are you thinking about using to unify your collage?

Presentation: When collages are completed, ask students to meet again in pairs or small groups to share their work. Then ask each student to display his or her collage to the class while a classmate points out cultures or groups represented and how lines help unify the collage.

Extension Ideas

Language Arts: Ask students to write a paragraph about each of the cultures or groups represented in their collages.

Vocabulary

Overlap

Collage

Unity

Unify

Composition [Secondary only]

Assessment Guides

Objective 1. Students select images to represent their own cultures.

Exceeds Expectations: Student arranges images from at least two of his/her cultures in a collage in a unified composition.

Meets Expectations: Student includes images representing at least two of his/her cultures in a collage.

Approaches Expectations: Student includes images representing at least one of his/her cultures in a collage.

Fails to Meet Expectations: Student glues images to make a collage.

Objective 2. Students use lines to unify their artworks.

Exceeds Expectations: Student adds expressive lines that contribute effectively to the unity of the collage through the line's type and direction or location.

Meets Expectations: Student adds lines that contribute to the unity to the collage through the line's type and direction or placement.

Approaches Expectations: Student adds lines that contribute in some way to the unity of the collage.

Fails to Meet Expectations: Student adds lines to collage.

Outsiders Within

TLISZA JAURIQUE [TLEE zah HOWD Ree Khee] has two homes: her old family home in south Phoenix and another near New York City. When she was a child, TLISZA's grandmother would tell her about the family's experiences in Mexico and of their difficult journey to the United States. They traveled and worked through Texas and Arizona mining towns before finally settling in south Phoenix. Her grandmother was from the Nahua and Yaqui people. The Yaqui are a Native American tribe who live in the Sonoran Desert of northern Mexico. TLISZA's grandmother also called herself a "Toltec," an ancient Mesoamerican word for artist, and passed this idea on to her granddaughter.

TLISZA calls herself "Mexica" [Meh SHEE Kah] after the people of the central valley of Mexico who speak the Nahuatl language. "Mexica" is also a name for many Indigenous people of Mexico. TLISZA also calls herself "Postmodern," which means she is a person who questions who we are and how we live.

Traditional Mexican celebrations, such as the Day of the Dead and the Feast Day of the Virgin of Guadalupe are important events in TLISZA's life. She was brought up to believe that people need to show respect for animals and the environment because each thing can have a spirit. One way to show respect is to create special places by setting up altars (offrendas) and little niches (nichos) in the home.

TLISZA always has seen herself as an "outsider." She believed that she was from a culture "other" than the dominant Anglo culture while growing up in Phoenix. She felt different from the popular groups in high school, the traditional Mexican women in south Phoenix and her Ivy League classmates at college. TLISZA is proud of her culture and she wants people to understand that Mexican-Americans can do many jobs. She has, herself, become a successful artist.

In her art, TLISZA often uses symbols borrowed from ancient Mesoamerican books. She is also influenced by a group of German artists called Expressionists. She admires their bold lines, strong colors and defiance of the Nazi regime and culture. Some of TLISZA's artworks are made with mirrors and glitter that sparkle and reflect light and people's reflections. She says that her artworks are constantly changing because they reflect different places and people. TLISZA's grandmother taught her that art is an everyday part of life. TLISZA believes that change is also a natural part of life, and she expresses this through her artworks.

Comments of TLISZA JAURIQUE's Work

Gary Keller Cárdenas, Director of Arizona State University's Hispanic Research Center and Chicana/o art collector

"TLISZA JAURIQUE explores the spirit and reality of pre-Hispanic peoples and how their experiences have affected the Chicana/o identity. The theme often evokes the conquest of Mexico by the Spanish. Her glitter paintings remind one of the style of pre-Conquest artwork and illustration, often using similar symbols. 'Ancestral Roots,' or 'Another Death in the Desert' uses images symbolic of a journey and of human sacrifice to comment on contemporary border issues."

ARTIST RANDY KEMP



Outsiders Within

Randy Kemp is a Native American artist. He was born in Los Angeles, and he grew up in Sapulpa, Okla. He currently lives in Phoenix. Randy is a member of the Euchee, Muscogee and Choctaw tribes. The Muscogee people also are called the Creeks. Randy is from the Turtle Clan of the Muscogee Nation. All of these tribes are from the Southeastern Woodlands region of the United States.

Many years ago, around the time of the Civil War, the tribes who lived in the southeastern United States were forced to leave their homelands. They were moved to a place called the Indian Territory. This Territory is now the state of Oklahoma. This displacement was called “The Trail of Tears.” Members of Randy’s tribes including his own ancestors were forced to make this move. They walked many miles and people died along the way. During the confusion of the move, many traditions were lost and families separated. The people who survived kept some of the knowledge alive.

Randy follows several of the traditions of the Southeastern Woodlands people. He always tries to dance in the annual Green Corn Dance and he sings traditional songs. Randy honors the old ways of his people and he enjoys his life in the modern world. Randy finds that some people who are not familiar with Native Americans believe that all Indian people live in teepees. Randy uses his artwork to spread the message that Native American people are alive today. He wants everyone to learn that Indian people live in houses and apartments. They are living in large cities, not just reservations. Randy wants his artwork to make people think about how Native American people can honor their traditions and still do things like work with computers and listen to iPods.

Randy learned how to draw from his older brother. “As a teen I watched my older brother, Fagan, make artwork. He taught me line drawing, half-tone shading and landscape perspectives.” Later, Randy went to college. He studied art with several famous Native American artists in Oklahoma and Arizona. Randy sees himself as an outsider in Arizona because he is not a member of any of the tribes that are based here. However, he sees himself as an insider because he has plenty to share with other people through his art.

Comments about Randy Kemp’s Work

Andrea Hanley, The Berlin Gallery at the Heard Museum

“Kemp is a noted multi-disciplinary artist in the contemporary American Indian art world. Kemp’s body of work includes painting, printmaking, installation, music and performance. Kemp is able to achieve and express a seamless balance of his beliefs and experiences as a contemporary urban artist and Indigenous person. He sometimes humorously juxtaposes visual layers which challenge viewers to reflect on multiple levels of culture. Kemp’s work successfully explores both tradition and modern expression, and often appears to be very contemporary; however, he does create elements that hold special, specific or serious meaning to his tribes.”



What Do the Lines Say?

Name: _____ Date: _____

1) Choose one artwork and answer the questions.



Randy Kemp

OR



Tlizza Jaurique

2) Circle two or more types of lines you see in the artwork.

Diagonal



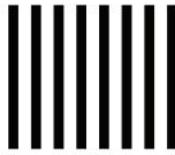
Thick

Horizontal



Thin

Vertical



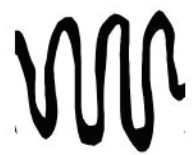
Straight

Curvy



Dotted

Wavy



ZigZag



3) Draw an arrow on the artwork where you see the lines.

4) Describe the lines you see.

What color are the lines? _____

Are they hard or soft lines? _____



Lines can add meaning. What feelings do the lines in the art express?

What do you think the artwork is about?



What Does Randy Kemp's Artwork Mean?

Name: _____ Date: _____

Read the quote by artist Randy Kemp. Then, read the quote by art expert, Andrea Hanley. What is the same about what each person is saying? Write this where the two circles overlap. How is what each person is saying different? Write this in the two side circles.

Randy Kemp, artist

"Even though I am from tribes outside Arizona, I feel 'in' because I share my culture and traditions through art."

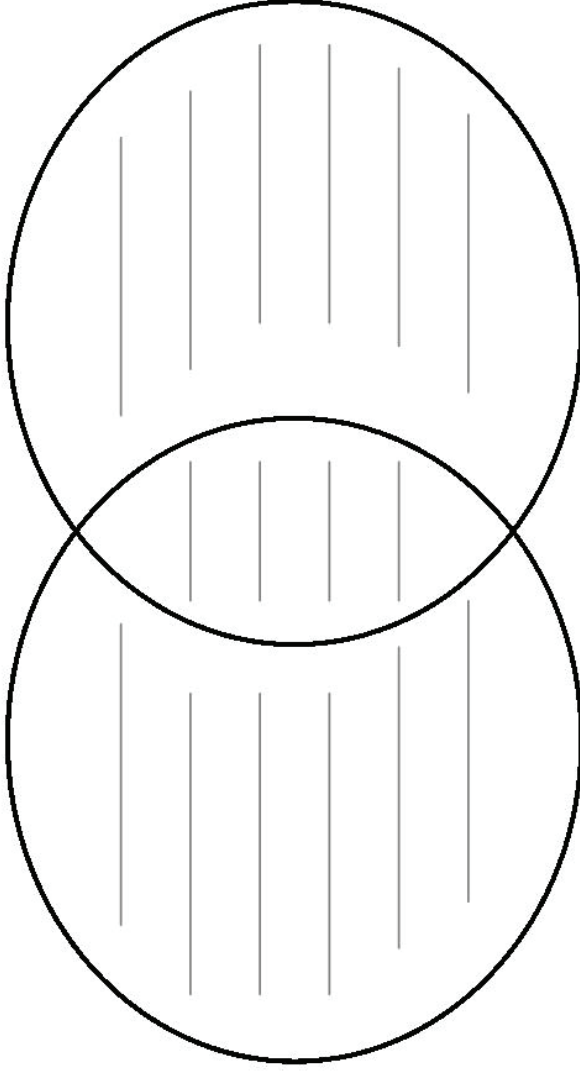
Andrea Hanley, Berlin Gallery at the Heard Museum

"Kemp is able to achieve and express a seamless balance of his beliefs and experiences as a contemporary urban artist and Indigenous person."



Describe the lines Randy uses:

What do the lines express?



Write your own statement about the meaning of Randy Kemp's artwork:



What Does Tlisa Jaurique's Artwork Mean?

Name: _____

Date: _____

Read the quote by artist Tlisa Jaurique. Then, read the quote by art expert, Gary Keller Cárdenas. What is the same about what each person is saying? Write this where the two circles overlap. How is what each person is saying different? Write this in the two side circles.

Tlisa Jaurique, artist

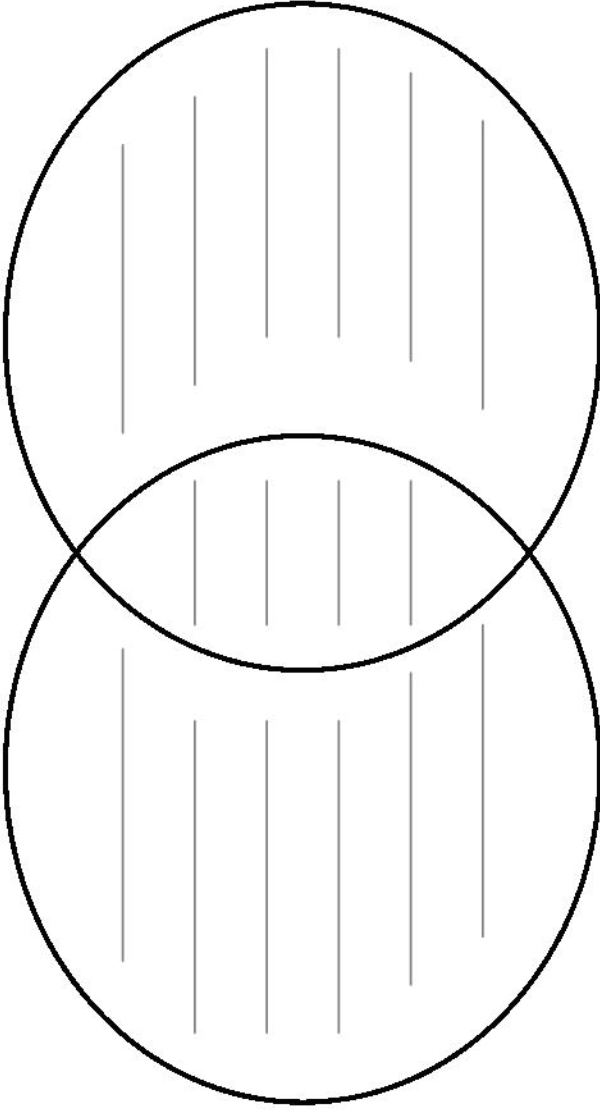
"What you see in my art tells me who you are."



Describe the lines Tlisa uses:

What do the lines express?

Gary Keller Cárdenas, Director of ASU's Hispanic Research Center and Chicana/o art collector: *"Tlisa Jaurique explores the spirit and reality of Pre-Hispanic people and how their experiences have affected the Chicana/o identity."*



Write your own statement about the meaning of Tlisa Jaurique's artwork:
