

Water Across the Curriculum Educator Resource Guide

Pre-K – 12th grade



Barbara Morgan (American, 1900 – 1992), [*Children Dancing by the Lake*](#), 1940. Gelatin silver print, 13 5/8 x 17 15/16 in (34.6 x 45.6 cm). Gift of Lloyd and Janet Morgan, Collection of the Haggerty Museum of Art, Marquette University, 91.3.61.



HAGGERTY MUSEUM OF ART
MARQUETTE UNIVERSITY

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Themes explored: Defining water, states of water, personal reflection + art

2. The Water Cycle (Pre-K – 5th grade)

Themes explored: Evaporation, condensation, and precipitation; groundwater and underground aquifers + art

3. Water and Pollution (Pre-K – 12th grade)

Themes explored: Sources of water pollution for the Great Lakes + art

4. Water Properties (6th – 12th grade)

Themes explored: Water as molecules, three different states of water, water terms such as surface tension, water pressure, cohesion + art

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Note to Educators

The Water Across the Curriculum (WAC) program is designed both to offer educators a menu of enrichment options and to train university students studying education to integrate the visual arts into their classroom curricula. To get the most from this program we encourage you to combine this resource guide, 2 – 3 classroom visits that feature inquiry-based discussions and hands-on activities, a tour for your students at the Haggerty Museum of Art (HMA), and take-home activities for your students to share their learning with their families.

For information about booking a tour at HMA for your students, visit our website [here](#). This resource guide provides activities designed to integrate the diverse arts of the HMA collection into your classroom to support skills and concepts that you are already teaching, or that you may be planning to teach. Thematic chapters introduce students to HMA artworks through grade-appropriate activities that encourage them to think critically, to express themselves creatively, and to make connections between their own lives and WATER. As part of Marquette University, HMA fully embraces [Ignatian Pedagogy \(IP\)](#) in our teaching methods. IP is a practical teaching framework that creates opportunities for personal and cooperative study, discovery, creativity, and reflection to foster lifelong learners.

What are the benefits of integrating art into your teaching?

Art is diverse. The HMA collection spans many cultures, traditions, time periods, and histories.

Art is accessible. HMA believes that art is for everyone! Which is why HMA is open every day of the week and is free for all.

Art fits into the curriculum. Each chapter was designed to support interdisciplinary grade-level standards, though the activities can be adapted to meet the needs of a variety of grade levels.

Art is engaging! Each section follows an IP model. Complete as many or as few segments as your time allows.

Christine Fleming

Manager of Community Engagement

How to Use this Resource

Please use this resource digitally; there are many links to websites, videos, and activities. If you do print out a chapter, please conserve paper and print only what you need. This resource guide includes four chapters of water-related themes with recommended grade levels. You will notice similar sections running throughout the entire resource guide. These sections directly connect to key tenets of the Ignatian Pedagogy process: **Context, Experience, Reflection, Action, and Evaluation.**

Experience and Explore

To enhance learning, each chapter includes opportunities for students to gather and recall the material of their own experience in order to create deeper meaning.

Art in Context

Learn more about the 19 artworks and 14 artists that are included in this resource guide and how this work connects to water issues and themes. Each chapter features 3 or more artworks from the HMA collection. Each artwork is featured as a two-page printable resource. The first page features the artwork on a full page, the next page includes information about the artist. Feel free to print these out for your students. Make use of any and all featured artworks from all chapters in your classroom.

Make It Personal

Help students formulate questions that will broaden their awareness and compel them to consider the viewpoints of others.

Deep Dives

This resource guide is just a starting place! Investigate additional resources from local and global organizations, read books selected by Sandy Brehl, request a visit to HMA, or arrange a classroom visit from the lesson plan themes listed.

Evaluation

Evaluations give you and your students time to reflect on what you have learned and how the WAC program enriched your classroom teaching goals. A feedback form is available [here](#). Please take a few minutes to let us know what you think, and encourage your students to help you fill it out.

Engage

Use the recommended activities to challenge the imagination of your students to put each theme into action.

Talking about Art with Students

Discussing a work of art as a group generates interest in and ideas about the work. Given the integral relationship between speaking, listening, and writing, these discussions also prepare students for successful writing by allowing them to rehearse the language that they will use in their written work.

What questions should I ask to facilitate a discussion about art with my students?

Look. Begin by asking everyone to look at the image quietly for a few moments. This gives them an opportunity to digest the visual information.

Describe. Next, have students describe what they notice about the work of art. What do we notice? What more can we find? Make sure to record the observations for the group.

Think. Next, ask more analytical questions. What do we think about what we see? What do our observations tell us about the artist's perspective, story, ideas, or the mood of the work of art? How is water represented in this artwork? Ask questions of your own, or see what questions students have.

Discover. If factual questions arise, read the Art in Context section of each artwork for more information. Then ask the group to consider what new thoughts they might have.

Respond. Last, invite personal responses. How does the artwork relate to your own life experiences and prior knowledge? How do you use water? What is your favorite way to use water?

What if I don't know all of the information about a work of art or artist?

Don't worry! Having a discussion about art is about sharing ideas, not giving a lecture. You do not have to be an art expert to facilitate a discussion with your students. The idea is to observe and respond together. The primary objective of this resource guide is to use art as an inspiration to explore interdisciplinary themes. If looking at a work of art inspires further investigation or research, that's fantastic!

What if everyone has a different opinion or understands the artwork differently?

Art is multi-layered in its meaning, and everyone comes to it with their own life experiences. Therefore, everyone will respond a little differently. It is important to validate all ideas equally, and without judgment.