



What can we infer about the people featured in the piece of art?

Inferring Relationships in Art

Background Information

Students are expected to infer relationships between characters in stories. We can support them to do this important work by using artwork. They can look for visual clues that might give them some insight into the type of relationship the characters in the artwork have.

Lesson Description

The students will use visual clues in art to help them infer the relationships among the people depicted in the artwork.

Grade Range: 3-5

Time to complete lesson: 60 minutes

Resources needed:

- Projector
- Artwork (provided)
- Graphic organizer (provider)
- Chart paper

Lesson Author: Estela Sandoval Yanez





By the end of this lesson, students will **know:**

- Artwork tells a story
- We can use details in the artwork to infer the relationship between people

By the end of this lesson, students will **be able to:**

- Look for visual clues that might help them infer relationships
- Use these clues to develop an idea about the relationship

Supported Standards

CC 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CC 4.RL. 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).





Lesson Plan

Introduction:

- 1) Gather students
- 2) Act out being frustrated and ask, "How do you think I feel? How do you know?"
- 3) Point out how they looked for visual clues to help them determine that you were frustrated.
- 4) Tell students that we can use visual clues to help us infer what kind of relationship people have with each other.
- 5) Prompt students to think about their relationships with their friends and family, and how they act with these people.
- 6) Tell students that they will infer relationships between people in artwork.

Activity #1: The Western Brothers (15 minutes)

- 1) Project image of *The Western Brothers* (Material #2) and have a chart with the title "What can we infer about the people featured in the piece of art"
- 2) Divide the chart into sections.
- 3) Model how to look for visual clues. See examples below.
- 4) Use those visual clues to make inferences about the relationships. See example below.

What can we infer about the people featured in the piece of art?	
<p>Visual Clues/Evidence-what do I see? What are they doing?</p> <ul style="list-style-type: none"> • I see two boys. • One of them is pointing and the other is looking in that direction. • They boy pointing is smiling. • They have a dog who is joining them • The boy sitting down was drawing something. • They are drawing outside in the patio 	<p>Their relationship is _____ because _____ (evidence) and _____(evidence).</p> <p>Their relationship is friendly because they are drawing together and they are smiling.</p>



Activity #2: The Cowboys (30 minutes)

- 1) Same as previous activity, but students work in pairs
- 2) Pass out the graphic organizer (Material #1) and copy of The Cowboys (Material #3).
- 3) Have students work for 25 minutes
- 4) Gather students and invite them to share what they inferred.
- 5) If students want to add to their graphic organizer anything interesting that was shared, they may do so.

Extension: Young Mother (30 minutes)

- 1) Repeat steps in Activity #2 with Young Mother (Material #4)
- 2) Optional: You may give students the option of working on one on their own. You can assess this assignment and give them feedback.

Conclusion:

- 1) Gather students and invite them to share why it might be useful to infer relationships in art
- 2) Tell students they can use this same strategy when they are reading books or reading people around them.



Vocabulary List

<u>Word</u>	<u>Meaning</u>	<u>Variations to Use (and Encourage Students to Use)</u>	<u>Notes</u>
Infer	Make an educated guess based on clues.		
Visual clues	What you see in the art.	Evidence, Clues	
Relationship	The way in which two or more people, groups, countries, etc., talk to, behave toward, and deal with each other.		

Vocabulary List



What can we infer about the people featured in the piece of art?

Material #1

Visual Clues/Evidence-what do I see? What are they doing?

Their relationship is _____ because _____ (evidence) and _____ (evidence).



<http://emuseum.huntington.org/objects/211/the-western-brothers?ctx=1538977a-e809-4bf3-953a-c6c4475b66ac&idx=3>



<http://emuseum.huntington.org/objects/12225/two-cowboys?ctx=c65608f5-15a4-4035-952a-c62f9cc262b9&idx=8>



<http://emuseum.huntington.org/objects/42483/young-mother?ctx=2c8b1817-51c4-4081-8395-6e3d0691f538&idx=48>