

Balance of Power: 9th-12th Grade

Museum Manners

Please review these guidelines with your students before your visit to the museum.

- Touching can permanently damage works of art. Please don't touch the art or lean on the walls in the galleries.
- Food, drinks, and gum are not permitted in the galleries.
- Be careful where you walk! Try to stay at least arms-length from any work of art.
- No pens, backpacks or large bags are allowed in the galleries.

Questions? Contact us at 803.343.2163 or email tours@columbiamuseum.org
columbiamuseum.org/learn



Resources

Want to explore more? Use these references to learn and share information with your students.

- History of the World in 100 Objects: British Museum. http://www.britishmuseum.org/explore/a_history_of_the_world/objects.aspx#1
- Power in West African Masks: Met Museum https://www.metmuseum.org/toah/hd/powe/hd_powe.htm
- Chicago Art Institute Online Database: <http://www.artic.edu/aic/collections/search-artwork>

Big Ideas & Major Themes

Here's some information relating to your program to review with your students before visiting the museum.

- For centuries art has served to empower, celebrate and memorialize individuals, cultures and countries. But not all groups have been equally represented.
- Art was often created for those who were in power, often to the exclusion of others.
- Art can, and has been used to, make powerful statements. More often artists are using art as a tool to communicate ideas and to bring visibility.



Seated Dignitary. Chinese. c. 12th-14th century

Standards Addressed

VAH1-4 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 6.2

De.C.1H.7, C.AL.7, C.NM.8, NH.7

ELA I.3, I.5.1, I.5.2, P.7, C.1.1, 1.2

S H.B.1A.7, H.E.1A.7, H.C.1A.7, H.P.1A.7

SS USHC-2.1, 2.3, 2.4, 3.3.4, 4.3.4, 4.5, 6.1, 6.2, 7.4, 7.6, 8.5; USG-2.2, 4.5

In the Classroom

Prepare students for your visit with one or more of these activities.

- Show students an image of a work of art (or several). Have them write a paragraph describing it. From there, have them synthesize that paragraph into one sentence. Finally have them distill that into one word.
- Examine works of art with human figures. Determine what the emphasis or focal point is and how the artist made that clear. Draw connections between visual elements and issues of power and hierarchy.
- Discuss how power is manifested in works of art in various cultures, e.g. masks in West African culture. Have students create their own visual responses, employing symbols and using similar materials.
- Gather images of like genres (e.g. palatial architecture, portraiture, clothing) from various cultures and compare them. Ask students to determine what commonalities exist across cultures in terms of how power is made visible.