

## **Instructions for Art and Historical conversations. World History 105**

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### **Activity I: Old maps. With a Partner.**

- A. Go to the Barber Library Home Page
  - Click on “Images, Films, and Audio”
  - Scroll down to ARTstor
  - Upper righthand corner—Click “Enter Here”
  - Click “advanced search” under the search bar
  - In the lefthand column, for date range, type 1350 CE (early side) to 1650 CE
  - Check the box that says “Find only records from this exact year (or within this range).”
  - Under classification, click only “Maps, Charts, and Graphs”
  
- B. There will be over 400 results. You may want to scroll to the end or middle pages of the stack so everyone doesn’t have the same map.
  - Choose a map that appeals to you. Once you choose the map, then expand it to fullscreen and study it closely along with your partner for 3 or 4 minutes. Have an open exchange, observing the map closely. What do you think it is? What is shown? Are there borders? Natural geographical elements? Who do you think made it? What materials do you think were used to make the map?
  
- C. Factual grounding. First, read the information caption about who created the map and when it was created. Use your textbook and Google searches to confirm your knowledge.
  - Who made the map? (If this information is available)
    - Find any other information about this individual.
  - When was the map made?
  - Where did the person who made the map live?
  - How geographically accurate is the map?
  - What can we infer about the person’s priorities based on this map?

### **Activity II: Globalization through the objects**

- A. Go to the Barber Library Home Page
  - Click on “Images, Films, and Audio”
  - Scroll down to ARTstor
  - Upper righthand corner—Click “Enter Here”
  - Click “advanced search” under the search bar
  - In the search area, type either “clock” or “watch” or “compass”
  - In the lefthand column, for date range, type 1350 CE (early side) to 1650 CE
  - Check the box that says “Find only records from this exact year (or within this range).”

- Under classification, click “Decorative Arts” and “Science, Technology, and Industry”
  
- B. Click through the thumbnail images for a few minutes without much reflection, and choose one that stands out to you. Perhaps it seems mysterious, perhaps beautiful, perhaps hideous. It doesn’t matter. Just pick a single image.
  
- C. Put the image on full screen as soon as you can, without really reading much. Make it so that the image is the only thing on your screen.
  
- D. With a partner, begin to discuss the image. (*choose only one image for each pair of students*) Begin the conversation by describing what you see and you may choose to explain why you chose it. Use phrases such as, “I see....” Or “I am noticing...” and be purely descriptive.\*
  
- E. Connect the work to what you know / what you can remember of the historical context while you are talking.
  
- F. After max 5 minutes of conversation, stop and write notes about the conversation.
  
- G. Once you have finished recording your observations, you may read about the artifact you have chosen, and please note the dates.

**Research: chapters 10, 11, 12 etc. in your textbook**

- Begin by figuring out the context of when your object was crafted by looking at the timeline on page 236-237.
  
- Read more within your textbook to determine the wider context of the object. Make new connections between your object and the political, social, and/or cultural landscape of your time period and note these.

**Part IV. Presentations.**

- Each pair will present for up to 6 minutes.
  
- Begin: Describe the conversational impressions that you had at first. The group will follow-up with a 2-minute synopsis of research from textbook about politics, society, religion and culture in the early modern period.

**\*Follow these ten tips for recording conversations from the SmartHistory writers:**

1. Look afresh and closely at the object—even if it is something you are very familiar with
2. Enjoy yourself and share your enthusiasm, be emotional and passionate.
3. Be spontaneous, don't think too much about "points" to make, trust that some will emerge naturally (accept that others will not).
4. Listen carefully to your partner and respond to what s/he has said and to their more subtle cues
5. Be willing to give up control of the conversation; don't be afraid to explore an idea and be wrong
6. Be personal—have opinions, connect things to your own experience, just don't lecture or go on too long
7. Don't ask questions of your partner that require a specific answer
8. Don't be afraid to gently disagree with each other; differences of opinion bring art history alive for your audience.
9. Remember that everything can be edited; do a second or third "take" if the first was problematic.
10. Try to limit your recordings to 2-4 minutes each.



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