



Courtesy *Art for the People* by Heather Becker, Photographer Peter J. Schulz

Title: *Incidents in the Life of Luther Burbank*

Artist: Andrene Kauffman

Medium: Oil on canvas glued to the wall

School: Luther Burbank Elementary

Grade Levels: K-3

Correlations

- 10.A.1 Collect data based on likes, dislikes, and favorites using concepts of more (most) and less (least).
- 12.A.2 Identify and name component parts of organisms.
- 25.A.1d Identify the elements of line, shape, space, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- 26.A.2e Demonstrate how to use the media and tools in a safe manner (painting, drawing and constructing). Collage/assemblage: experiment by gluing beads and found objects.
- 26.B.1b Create a visual work of art that demonstrates the knowledge and/or skill of constructing an object using additive and/or subtractive techniques.
- 27.A Explain how the effect of a work of art is directly related to the environment where it is performed or displayed (outdoor sculpture, mural, theater-in-the-round, dancing in a parade vs. on a stage).
- 27.B Identify ways artists contribute to enhance everyday life (architecture, landscape design, political cartoons, fashion design, music).

Materials

- Transparency of *Incidents in the Life of Luther Burbank*
- Paper (18" x 12")
- Paper (an assortment of colored and textured papers)
- Scissors (optional)
- Glue

Vocabulary

Collage	Leaves	Stamen
Composition	Pattern	Stem
Horticulturist	Petal	Stems
Hybrid	Shapes	

Educational Strategies

Have students examine the transparency of Andrene Kauffman's *Incidents in the Life of Luther Burbank*, a mural commissioned by the Works Progress Administration for Luther Burbank Elementary School. Andrene Kauffman was commissioned by the WPA to paint a mural about Luther Burbank, a *horticulturist* who grew and developed plant hybrids. *Hybrids* are the offspring of genetically dissimilar plants of different varieties. Tell students that because of his work, Luther Burbank made a lasting contribution to society.



Explain that the artist portrayed Burbank at different stages of his life and career. Paraphrase Burbank's biography to explain that Kauffman was not interested in painting a chronological timeline, but painted the images from Burbank's life to organize the objects in the mural according to the elements and principles of art and design. She was concerned with the composition. *Composition* is the result of arranging the elements according to the principles. Show students how Kauffman used plants to unify and separate each of the images of Luther Burbank from the other.

Ask students to describe what they see in each section of the mural. The first image is of Burbank as an old farmer, the second Burbank as a child in a garden with his mother, and the third image is of Burbank as a businessman dressed in a suit. Have students indicate what happened first in Burbank's life, what happened second, and what happened third. Have them describe the plants in the mural. Challenge them to identify the elements and principles of art and design that Kauffman used in the mural. Tell students they, like Luther Burbank, will be creating unusual plants and flowers, but from torn and cut paper.

Distribute a variety of real flowers, photographs, or show diagrams of flowers and plants to have students examine them. Point out the stems, leaves, petals, and stamens.

Distribute large sheets of paper. Instruct students to position their paper horizontally on their desks or tables. Demonstrate how to divide their paper into three equal sections by either folding or drawing lines on the paper. Tell students they will be creating from their imaginations three different plants to go in those spaces.

Provide various sizes, textures, and colored papers for each group of students. Tell them to tear pieces of brightly colored paper into round and oval shapes and arrange them in circles in each section on their large papers. Show students how to extend their designs by overlapping and superimposing more shapes, colors, and textures. Ask students to name this part of the plant; they should answer, *petals*. Help students glue their petals to their papers.

Invite students to cut and tear smaller paper shapes and arrange them in the center of their paper circles. Tell them to use a combination of lines and circles for this section of the plant. Tell them to glue the lines and circles in place on each of their flowers. Challenge students to name this part of the plants, *stamens*.

Have students complete their hybrid plants by adding stems and leaves cut and/or torn from an assortment of green papers.

Display the finished product for the class.

Ask students to describe the uniqueness of each flower. Ask them to describe how they are alike and how they are different.

Ask students to identify patterns and other principles of art and design in their flower creations.

Ask students to name the parts of plants.

Ask students to select their favorite plants and write stories about them.

Accommodations

Enrichment

Invite students to embellish their collages with fiber and suitable found objects for additional color and texture.

Arrange a field trip to the Garfield Park Conservatory, Chicago Botanic Garden, or Pulaski Nature Center.



Have students grow flowers. Help students record the growth on charts.

English as a Second Language

Have students pay close attention to the visual imagery used in the demonstrations.

Allow students to dictate their ideas or questions to peers that may help with translations.

Students with Disabilities

Have students:

- Use tools that match their motor skill ability.
- Focus on making one flower at a time.
- Follow the teacher's step-by-step instruction to construct flowers.
- Use stamping techniques.

Demonstrate in a small group setting examples of the three parts of plants.

Demonstrate the steps necessary to make flowers and plants using oversized plant parts.

Identify each part of the plant with large printed labels.

Provide students with alternative materials for petals, e.g., large post-it note sheets for easier construction.

Organize all tools and materials in trays, baskets, or boxes to help students stay on task.

Evaluation/Assessment

- Did students identify the elements of line, shape, space, color, and texture, the principles of repetition and pattern?
- Were media and tools used in a safe manner?
- Does student artwork demonstrate the knowledge and/or skill of constructing an object using additive and/or subtractive techniques?
- How does visual data (elements) collected and rearranged demonstrate conceptual understanding of formal composition?
- Were students able to orally identify and name basic components of the plants?

Homework Connection/Homework

Provide a list of hybrid plants and have students examine and identify hybrid plants and vegetables at the supermarket. Ask students to bring examples of hybrid plants or vegetables to school to share and compare with classmates.

Resources

Chicago Public Schools Art Collection Web Site:

www.cpsart.org

burbankhome@lutherburbank.org



Title: *Incidents in the Life of Luther Burbank*

Artist: Andrene Kauffmann

Medium: Oil on canvas glued to the wall

School: Luther Burbank Elementary

Grade Levels: 4–8

Correlations

- 5.A. Gather, organize, and integrate information from a variety of print and non-print sources to answer questions and solve problems related to investigate and research.
- 13.A Investigate and present ways in which science and technology have changed the tools, careers, resource use, and productivity of society over the centuries.
- 13.A.4 Evaluate ways in which biological technologies have expanded the human capacity to modify the physical environment (e.g., genetic engineering, selective breeding).
16. B Describe the role and contributions of significant historical figures and groups in the development of the United States and the world.
- 25.A.2d Identify and describe the elements of two- and three-dimensional spaces, figure, ground, value, form and the expressive quality of symbol and story.
- 26.A.2e Describe the relationships among media, tools/technology and processes.
- 27.A.2a Identify and describe the relationship between the arts and various environments.

Materials

- Transparency of *Incidents in the Life of Luther Burbank*
- Overhead projector
- Paper (construction, black) 12" x 18"
- Colored chalk or dry pastels
- Ruler
- Fixative spray

Vocabulary

Balance	Contrast	Shadows
Blend	Hybrids	Value
Complementary colors	Medium	
Composition	Mural	

Educational Strategies

Show students that *Incidents in the Life of Luther Burbank* illustrates scenes from Luther Burbank's life as a child, an adolescent, and as an adult. Explain that Burbank was a famous horticulturalist known for developing hybrid potatoes. *Hybrids* are the offspring of genetically dissimilar plants of different varieties (crossbreed).



Ask students whether they have ever visited nurseries or worked in gardens. Have they ever planted vegetable or flower seeds and watched them grow? Ask them to describe their feelings as they saw the seeds begin to sprout.

Ask students to look at the first section. Ask them to list the things they see. Ask for an interpretation of why Burbank is examining potatoes. Lead a discussion on what they think a better potato could be. Have them imagine how two different plants would look if they were merged to make one. Allow opportunities for all students to respond.

Have students look at the center section. Ask students to tell what Burbank appears to be doing in this scene. Allow them to guess the identity of the woman with Burbank. Challenge students to estimate Burbank's age in this section. Have them interpret the exchange of conversation between him and the woman.

Have students look at the third section. Ask students to share their thoughts about Burbank's style of dress. Have them guess the occasion and his destination, taking clues from the things he has with him.

Exhibit samples of plants and flowers. Include a variety of fruits and vegetables. Allow students to hold and examine the sizes, shapes, and textures of the plants. Allow ample time for students to share stories about the fruits and vegetables and tell them that they will attempt to create hybrid plants, just as Burbank did.

Have students contribute the names of fruits, flowers, and vegetables and record them on the chalkboard. In turn, have each student randomly select two (or three) from the list. Tell them that they will use colored chalk and/or dry pastels to create fanciful fruit and vegetable hybrids. Caution them that their creations may already be or may someday become realities. Remind them that they must create fruity vegetables, flowery fruits, or very-veggie vegetables so that someday they, like Luther Burbank, may become famous for their contributions to society.

Distribute sketch paper and pencils to students. Have students fold the sketch paper into fourths. This gives students several surfaces to experiment with their creations. Inform them that these are thumbnail sketches that will help them develop their compositions.

Distribute art paper, colored chalk, and paper towels to each student. Additional materials such as art gum or soap erasers, for cleanup; kneadable erasers, for blending in small areas; blending sticks; and soft tissue should be made available.

Instruct students to lightly sketch their creations with light blue chalk. Light blue chalk tends to blend nicely with other colors. Have students draw their hybrids large enough to fill the entire paper. Show students how to make shadows and light sources to transform their shapes to forms, making their creations appear to be three-dimensional. Tell students to blend light colors next to darker ones to create contrast. *Contrast* is the difference between light colors and dark ones. Shadows are made by toning colors down by blending in the colors' complement. *Complementary colors* are colors opposite each other on the color wheel. Encourage students to experiment with the chalk to create unusual and unique blends of hues, shades, tints, and tones. *Hues* are the names of the colors and the colors themselves. *Shades* are hues mixed with black. *Tints* are hues mixed with white. And *tones* are hues mixed with black and white (gray). Use fingers or kneadable erasers to blend colors. Use paper towels, soap erasers, or art gum to remove excess chalk.

Have students create backgrounds or settings for their hybrids to exist in. Have students make sure that the background reinforces the nature of the new breed. Cover completed compositions with plastic or fixative spray before displaying.



mural : Incidents in the Life of Luther Burbank

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Artist: Andrene Kauffman

Medium: Oil on canvas glued to wall

School: Luther Burbank Elementary

Grade Levels: 9-12

Correlations

- 3.B.5 Write an outline to organize ideas in a clear, coherent, cohesive, logical manner.
- 3.C.3 Produce descriptive/narrative accounts that contain an appropriate organizational structure.
- 3.C.6 Produce reflective essays that analyze a condition or situation of significance using personal experience or observation.
- 15.F.1 Describe the changing role of the family with respect to slavery, immigration, and refugees, with an emphasis on the United States.
- 18.A.1 Analyze and discuss ways in which various cultural traditions have contributed to and influenced the development of the cultural diverse society in the United States.
- 26.A.4e Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- 25.A.5. Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.
- 26.B.4d Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research, and problem solving.
- 27.A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.

Materials

- Transparency of *Incidents in the Life of Luther Burbank*
- Drawing paper (long, banner-style)
- Pencils (lead and colored)
- Erasers

Vocabulary

Shape	Format
Space	Form
Processes	

Educational Strategies

Have students view the transparency of the mural.

Have students describe what they see in the mural. Have students analyze how the artist used the elements and principles of art and design in the painting. Allow students to read a



brief biography of Luther Burbank. Instruct them to correlate events of Burbank's life with the individual scenes portrayed in the Kauffman mural.

Ask students to make three chronological lists: things they did for the past twenty-four hours, important things they did or that happened to them during the previous year, and significant events that they were involved in since birth.

Show students how to develop a timeline by making a sample one using a fictitious character. Suggest multiple life experiences for this fictitious character. Select several students to submit ideas to complete the timeline.

Have students choose one list and expand or shorten it to coincide with the number of letters in their first and/or last names (depending on individual circumstances).

On banner paper, have students create shapes using the letters of their names. A *shape* is an element of art and design that refers to a two-dimensional area clearly set off by one or more of the other visual elements such as color, value, line, texture, and space. Instruct students to leave the interiors of the letters open and make adequate use of the space around the letters as well. *Space* is an element of art and design that refers to the distance or area between, around, above, below, or within things.

Using the letters of their names, instruct students to draw their chronological events (autobiographies) inside the shapes, forcing the format of the events to conform to the internal shapes of the letters. (Extending beyond the format is desirable.) A *format* is a method for achieving an arrangement.

Supply students with colored pencils. Show students how colored pencils can be used to create form by using subtle and subdued color changes with complementary colors and white. *Form* is an element of art and design that describes an object with three dimensions. Show students how to blend the colors of the pencils with other colors to make new ones. Demonstrate the various effects that can be achieved by varying the way the colored pencils are used.

Accommodations

Enrichment

Have students design pictorial autobiographies using a variety of formats and processes. Have students choose from drawing, painting, collage, and sculpture. *Processes* are a series of actions changes, or functions bringing about a result.

English as a Second Language

Break down instructional units into smaller steps. Allow adequate time. Establish criteria and expectations prior to instruction. Use concrete examples. Encourage students to ask for clarification of instructions they do not understand.

Students with Disabilities

Relate the class lesson to real life skills and experiences. Concentrate on student strengths and apply those strengths to the lesson. Create small groups activities. Be aware of academic levels in order to address reading and vocabulary problems. Model assignment expectation and show an example of the end product. When students experience difficulty with motor skills/posture maintenance/materials manipulation, allow adequate time and use peer tutors. Adult supervision is required for certain steps.

This project is adaptable for students of various grade levels and various levels of expertise.



Evaluation/Assessment

Credit each of the four areas listed below with up to 25% of the student's score for this project:

- To what extent did the student show the ability to use the elements and principles of art?
- To what extent did the student master the use of the creative medium?
- How well did the student develop the theme and use appropriate symbols and images?
- How well did the student accept constructive criticism, work in a group, clean up his/her area, and complete the project within a reasonable length of time?

Home Connection/Homework

Suggest that students help arrange family photographs chronologically in a family album. Have students help write narrations for each of the pictures.

Have students bring in samples of hybrids, plants, fruits, and vegetables.

Resources

New Creations in Plant Life: An Authoritative Account of the Life and Work of Luther Burbank. W. S. Harwood. University Press of the Pacific. ISBN 0898752442.

Frederick Douglass: *Autobiographies: Narrative of the Life of Frederick Douglass, an American Slave. My Bondage and My Freedom. Life and Times of Frederick Douglass.* Frederick Douglass.

Potatoes (Early Reader, Science Foods,), Ann L. Burckhardt, Chuck Kostichka, Bridgestone Books; ISBN 1560654511.

The Potato: How the Humble Spud Rescued the Western World. Larry Zuckerman. North Point Press; ISBN 086547584.

Teacher's Notes

