

Objects can also have a life of their own. In JMCA sessions, students were asked to create their own culture around a variety of everyday items: paper clips, water bottles, remote controls, clocks and clothespins.

What in the World...?

Ms. Gandara's 2nd grade class studied the surrealist art of Rene Magritte and Salvador Dali, who often used cultural objects in unexpected ways to create imaginary worlds. Students randomly picked cut-out magazine photos of an object and were encouraged to create their own world around their selected item.

Paintings viewed and discussed by students as examples

Rene Magritte "The Listening Room"

Rene Magritte "Personal Values"

Salvador Dali "The Persistence of Memory"

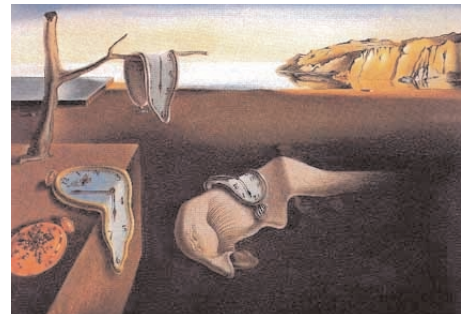
Julia Morgan at Rooftop Fall 2002

"House on Mango Street"

Line of Inquiry: How are cultural and family dynamics portrayed in the Word for Word production of Sandra Cisneros's "House on Mango Street"?

Guiding Questions:

- What is family? (Naming and Nicknames)
- What is the importance of 'home' in these stories?
- What is culture?
- How do we bridge cultures?
- How do we bridge families?



- Describe what you see in the paintings? What is unusual?
- Is the scene painted real or imaginary? How do you know?
- How would you describe the place shown in the painting? (list adjectives)

Students randomly select a photo of an object out a box. Students will be creating a drawing using a Sharpie and watercolors around their selected photo. Glue the photo on to the finished painting.

What is the object? How is the object really used? In your imaginary world, how would this object come to life? (If a student selects a picture of a hairbrush, they will be painting their idea of "Hairbrush World") How would they describe their imaginary world?

