



Lesson: My Journey to Somewhere New

GRADES K-5

Subjects: Visual Art and English Language Arts



Jean Baptiste Camille Corot, *View of Volterra*, 1838, oil on canvas, 32.2 x 24.4 cm (62-5/8 x 47 in.), Putnam Foundation, Timken Museum of Art

Vocabulary:

Immigrant – A person who moves to a new country to live there.

Migration – When people or animals move from one place to another place.

Immigration – When someone comes to live in a new country.

Setting – Where and when a story happens.

Main Characters – The most important people (or animals) in the story.

Plot / Action – What happens in the story. The things the characters do.

Art Materials:

Printed handouts

Colored pencils

Pencils with erasers

Look, Talk, Listen, Connect

This is a simple, discussion-based activity to introduce students to the artwork. It's based on the Visual Thinking Strategies (VTS) method and helps build critical thinking, language, and observation skills.

How to Start:

Project the artwork image (downloadable from timkenmuseum.org) and give students a few minutes to look closely.

Ask These Three Questions:

What's going on in this artwork?

What do you see that makes you say that?

What more can we find?

Teacher Tips:

Paraphrase responses without judgment

Point to the area being discussed

Connect and highlight student comments

Student Goals:

Look closely

Share observations

Support ideas with visual evidence

Listen to others' perspectives

This process helps students connect the artwork to historical, cultural, and personal experiences.

Process

Take your students through the vocabulary definitions.

Begin with a directed discussion closely looking at the painting. Encourage students to use their imagination; no right or wrong answers.

Discuss:

- Where do you think this place is?
- Who do you see in the painting?
- Where might they be going?
- How does this place make you feel?
- Would this be a place someone might travel to for a new beginning?

Pass out the worksheet in Supplement 1.

Teacher Prompt:

"Today we are going to imagine a journey to a new place. Just like the people in this painting, we will think about where we are going, who comes with us, and what we will do when we arrive."

Go through each question on the worksheet with the class. After each question, pause for 10 minutes to allow time for students to draw their answers.

At the end of class, invite each student to share one of their drawings and explain what it shows and what it means.

SUPPLEMENT 1

MY JOURNEY TO SOMEWHERE NEW

Name: _____ Date: _____

SETTING — Where are you going?

I am going to: _____

Draw the place you are traveling to.

MAIN CHARACTERS — Who or what comes with you?

Circle who comes with you.

Family Friend Pet Toy Memory Something special

Other: _____

Draw who or what comes with you.

ACTION — What will you do when you get there? Write below.

Draw what you will do there.

Lesson: My Journey to Somewhere New

GRADES 6– 12

Subjects: Visual Art, History, and English Language Arts



Jean Baptiste Camille Corot, *View of Volterra*, 1838, oil on canvas, 32.2 x 24.4 cm (62-5/8 x 47 in.), Putnam Foundation, Timken Museum of Art

Vocabulary:

Immigrant – A person who moves to a new country to live there.

Migration – When people or animals move from one place to another place.

Immigration – When someone comes to live in a new country.

Displacement – Being forced to leave your home and live somewhere else.

Exile – When someone is made to leave their home and is not allowed to return.

Refuge – A safe place where someone goes for protection.

Asylum – Permission to stay in another country because it is not safe to return home.

Visa – An official permission that allows someone to enter or stay in another country for a certain amount of time.

Empathy – Understanding how someone else feels by imagining what it would be like to be in their situation.

Art Materials:

Printed handouts
Colored pencils
Pencils with erasers

Process

Take your students through the vocabulary definitions.

Begin with a directed discussion that looks at the painting through the lens of immigration.

Discuss:

- Why would someone leave their home?
(Safety, War, Family, Opportunity, Education, Freedom, Work, Disaster, other reasons)
- What might be dangerous about the journey?
- What would it be like to arrive in a new place not knowing anyone?
- What challenges might you face?

Using the comic strip template provided in Supplement 2, or on a blank sheet of paper, ask students to create a drawing imagining themselves—or an avatar they design—immigrating to the United States.

Instruct students to create three drawings that show the beginning, middle, and end of the journey. They may use the template provided or design the layout in their own way.

Questions to consider:

- Where would they be coming from?
- How would they get to the United States without a travel visa?
- Once inside the United States, where would they live?
- How would they make money?
- Would they go to school?
- Can they speak English?

After students complete their drawings, allow time for a share-out. Ask students whether creating the artwork helped them realize something new or develop empathy for others.

SUPPLEMENT 2

IMMIGRANT JOURNEY IMAGINED

Name: _____ Date: _____

