



Georgia O'Keeffe

VISIONS OF HAWAI'I

ON VIEW AT THE BROOKS MUSEUM OF ART DECEMBER 1, 2018 - FEBRUARY 24, 2019

Lesson Plan | Grades K - 12

Georgia O'Keeffe: Visions of Hawai'i was organized by The New York Botanical Garden in Bronx, NY, and was curated by Theresa Papanikolas, Ph.D.

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(Above) Georgia O'Keeffe, American, 1887 – 1986. *Untitled (Hibiscus)*, 1939, Oil on canvas, 18 7/8 × 15 7/8 in. Gift of The Georgia O'Keeffe Foundation. © 2018 Georgia O'Keeffe Museum / Artists Rights Society (ARS), New York

(Front Cover) Georgia O'Keeffe, American, 1887 – 1986. *Waterfall, No. 1, 'Iao Valley, Maui*, 1939, Oil on canvas, 18 7/8 × 15 7/8 in. Gift of Art Today. © 2018 Georgia O'Keeffe Museum / Artists Rights Society (ARS), New York

About the Exhibition

Pioneering American modernist Georgia O’Keeffe (1887–1986) conveyed a distinct sense of place with innovative depictions of her surroundings, from stark New Mexican landscapes to New York cityscapes. Yet flowers and plants were subjects that engaged O’Keeffe throughout her career.

This landmark exhibition offers a rare focus on seventeen of O’Keeffe’s depictions of Hawai’i from a nine-week sojourn in 1939 while on commission to produce images for a Hawaiian Pineapple Company promotional campaign.

About the Artist

Georgia O’Keeffe lived from 1887-1986. She was born November 15, 1887, the second of seven children, on the family farm outside of Sun Prairie, Wisconsin. She studied at the School of the Art Institute in Chicago, the Art Students League in New York City, and the University of Virginia. She was very influenced by the principals of Arthur Wesley Dow, who believed that the goal of art was to express the artist’s personal ideas and feelings. Dow taught that artists should focus on the harmonious arrangement of line, color, and lights and darks. Dow’s approach inspired O’Keeffe to create a series of abstract drawings.

O’Keeffe’s friend showed her work to Alfred Stieglitz, who exhibited O’Keeffe’s work in a solo exhibit in 1917. Stieglitz offered O’Keeffe financial support to work in New York for a year, which she accepted. They consequently fell in love and were married in 1924. Stieglitz and O’Keeffe worked together in New York City in the winter and spring, and Lake George, New York, in the summer and fall. O’Keeffe became known for her large-scale depictions of flowers. O’Keeffe explained "nobody really sees a flower - really - it is so small - we haven't time - and to see takes time... So I said to myself - I'll paint what I see - what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it." (Statement in An American Place Exhibition Catalogue, 1939).

In 1929 O’Keeffe began spending summers painting in New Mexico, where she created her distinctive paintings featuring desert landscapes and animal bones. In 1939 she journeyed to Hawai’i for nine weeks to fulfill a commission from the Hawaiian Pineapple Company. O’Keeffe relocated permanently to New Mexico in 1949, three years after Stieglitz died. O’Keeffe lived and worked in New Mexico for the rest of her life, dying in 1986 at the age of 98.

Georgia O’Keeffe’s legacy continues to grow. In 2014, her Jimson Weed/White Flower No. 1 (1932) sold to the Crystal Bridges Museum of American Art for \$44.4 million at Sotheby’s, becoming the world’s most expensive painting sold by a woman artist.

Learning Standards

Suggested TN State Standards in Visual Art

Visual Arts-Creating: Conceiving and developing new artistic ideas and work.

Visual Arts-Presenting: Interpreting and sharing artistic work.

Visual Arts- Responding: Understanding and evaluating how the arts convey meaning.

Visual Arts-Connecting: Relating artistic ideas and work with personal meaning and external context.

Suggested TN State Standards in English Language Arts

Speaking and Listening

Comprehension and Collaboration Standard 1 SL.CC.1:

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

Comprehension and Collaboration Standard 2 SL.CC.2:

Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Comprehension and Collaboration Standard 3 SL.CC.3:

Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Suggested TN State Standards in Science

LS1: From molecules to organisms: Structure and Process

LS4: Biological Change: Unity and Diversity

LS2: Ecosystems: Interactions, Energy and Dynamics

LS4: Biological Change: Unity and Diversity

BIO1.LS2: Ecosystems: Interactions, Energy, and Dynamics

Suggested TN State Standards in Social Studies

K-5 SSP.06 Develop geographical awareness

Goals of the Tour Experience

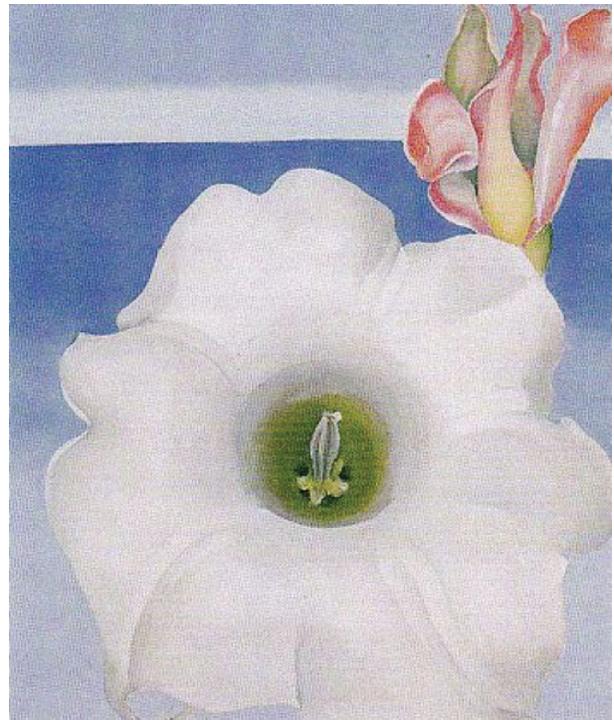
Students will explore and discuss Georgia O'Keeffe's nine week visit to Hawai'i and discover how she applied her unique artistic approach to the diverse flora and geography of this tropical state. Docents will use the elements of art to lead students in discussions about O'Keeffe's work. Students will also explore topics such as the formation of the islands from volcanic eruptions and the impact of non-native species on the ecosystem of Hawai'i.

Tour Objectives

Students will:

- Learn about the life of Georgia O'Keeffe.
- Observe Georgia O'Keeffe's artistic method and process.
- Discover the diverse flora and geography of Hawai'i.
- Explore the impact of non-native species on Hawai'i's ecosystem.
- Discuss the creation of the islands due to volcanic eruptions.

Georgia O'Keeffe, American, 1887 – 1986. *Bella Donna with Pink Torch Ginger Bud*, 1939, Oil on canvas, 19 x 16 in. (48.3 x 40.6 cm), Private collection, Photography by Richard P. Goodbody, NYC, © 2018 Georgia O'Keeffe Museum / Artists Rights Society (ARS), New York

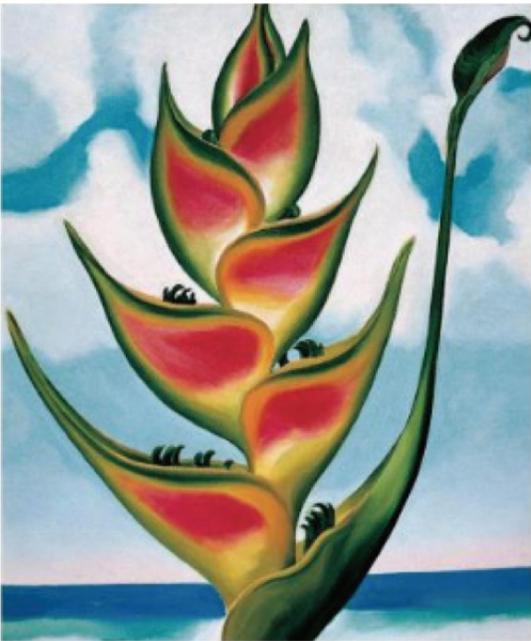


Objectives Established with Bloom's

Taxonomy

The learner will:

- Remember** Recall key facts about the life of Georgia O'Keeffe and her artistic process.
- Understand** Discuss how Georgia O'Keeffe applied her distinctive style to the flora of Hawai'i.
- Apply** Discuss how Georgia O'Keeffe utilized the elements of art in the creation of her work.
- Analyze** Compare and contrast Georgia's O'Keeffe's paintings with photographs and point out the similarities and differences.
- Evaluate** Reflect on the impact of non-native species in Hawai'i.
- Create** Using Georgia O'Keeffe as an inspiration, students will compose a work of art utilizing the elements of art, design, repetition, and pattern.



Georgia O'Keeffe, American, 1887 – 1986. *Heliconia*, 1939, Oil on canvas, 19 × 16 in. (48.3 × 40.6 cm), Private collection, Photograph courtesy of Honolulu Museum of Art, © 2018 Georgia O'Keeffe Museum / Artists Rights Society (ARS), New York

Teacher Resources

Suggested Websites:

1. Georgia O’Keeffe Museum:
<https://www.okeeffemuseum.org/>
2. Overview of Georgia O’Keeffe’s Life:
https://www.metmuseum.org/toah/hd/geok/hd_geok.htm
3. Tate Kids:
<https://www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe>
<https://www.tate.org.uk/kids/explore/kids-view/explore-georgia-okeeffe>
4. Hawai’i for Kids video:
<https://www.youtube.com/watch?v=klquB6gUHeo->
5. Invasive Species in Hawai’i:
<https://www.theatlantic.com/science/archive/2016/05/hawaii-invasive-species/483509/>
https://www.huffingtonpost.com/2013/11/08/hawaii-invasive-species_n_4237315.html
6. Hawai’i: Volcanoes - Travel Kids In North America:
<https://www.youtube.com/watch?v=uhZTZShA1dc>

Suggested Reading:

1. *Georgia in Hawaii: When Georgia Painted What She Pleas*ed, by Amy Novesky, ISBN: 0152054200 [grades 1-4]
2. *Georgia O’Keeffe: Getting to Know the World’s Greatest Artists*, by Mike Venezia, ISBN: 0531212912 [grades 3-4]
3. *My Name is Georgia: A Portrait by Jeannette Winter*, by Jeannette Winter, ISBN: 015204597X [grades preschool-3]
4. *Through Georgia’s Eyes*, by Julie Paschkis, ISBN: 0805077405 [grades kindergarten- 2]
5. *Wideness and Wonder: The Life and Art of Georgia O’Keeffe*, by Susan Goldman Rubin, ISBN: 0811869830 [grades 4-7]
6. *A is for Aloha: A Hawai’i Alphabet*, by U’ilani Goldsberry, ISBN: 1585361461 [grades 1-3]
7. *Froggy Goes to Hawaii*, by Jonathon London, ISBN: 0142421197 [grades preschool-kindergarten]
8. *Hawai’i (True Book: My United States)*, by Joanne Mattern, ISBN: 0531232859 [grades 2-5]
9. *Georgia O’Keeffe’s Hawai’i*, by Patrician Jennings and Maria Ausherman, ISBN: 978-0-9821656-4-5 [grades 6-12]

Suggested Vocabulary

American Modernism	An art and literary movement focused in North America which celebrated the US's technological advancements and American plants and animals. Georgia O'Keeffe was one of the leading artists of this movement.
Bella Donna	A perennial shrub with bell shaped flowers and very poisonous berries; this European plant was introduced to Hawai'i as an ornamental plant.
Bird of Paradise	Native to South Africa, this plant grows up to six feet tall and has beautiful flowers that resemble bird heads.
Hawai'i	This is the 50th and most recent state to join the America, receiving statehood in 1959. It is the only state composed of islands and the only state located outside of North America. Hawai'i has over a million permanent residents and its capital is Honolulu.
Heliconia	Native to the tropical Americas and commonly referred to as the lobster-claw, this tropical plant is known for its vibrant flowers in hues of orange and red that grow in alternating patterns.
Hibiscus	This iconic tropical plant is strongly associated with Hawai'i, and the yellow hibiscus is the state flower. However, the variety painted by O'Keeffe is native to East Asia.
Īao Valley	This lush, stream-cut valley is covered in tropical rainforest and located in West Maui, Hawai'i. It was designated a National Landmark in 1972.
Igneous rock	Igneous rock is formed through the cooling and solidification of lava. It is visible in Georgia O'Keeffe's work <i>Black Lava Bridge</i> .
Lotus	Native to Asia, this aquatic plant grows in the soil of ponds and river beds, with the leaves and pink flowers floating above the water.
Maui	This is the second largest island of Hawai'i, known for its black sand beaches, waterfalls, and tropical rainforests. During her trip to Hawai'i, Georgia O'Keeffe had her most productive artistic period during the time she spent in Maui, as she was given complete freedom to explore and create.
Papaya Tree	Also known as the Papaw Tree, this plant was imported to Hawai'i from Central America. The Papaya tree is a small, sparsely branched tree, usually with a single stem and spirally arranged leaves growing from the top of the trunk.
Plumeria	Native to Central America, this shrub is grown as an ornamental plant in warm climates. Plumeria are highly fragrant at night in order to attract the sphinx moth for pollination, however the fragrance is misleading as plumeria do not produce nectar.

Suggested Classroom Activities:

Activity 1 | Science Connection

Materials: plant cell visual (image or model), colored pencils or crayons

Explain to students that all plants are made up of cells. Show students a model of a plant cell. If possible, allow them to look through microscopes at plant cells. Allow students to create their own plant cell diagrams.

Suggested TN Standard in Science:

LS1: From molecules to organisms: Structure and Process

Activity 2 | Science Connection

Materials: seeds, soil, clear plastic cups

Allow students to plant their own seeds. Place the cups in an area that gets abundant sunlight, such as a window sill. Make sure you water the seeds daily or have a class helper do it. Ask your students to draw the different phases of the plant life cycle, from seed, to sprout, to plant, to flower.

Suggested TN Standard in Science:

LS4: Biological Change: Unity and Diversity

Activity 3 | Science Connection

Materials: seeds, soil, clear plastic cups

Hawai'i is known for its lush tropical climate. Use the worksheet on the end of the packet to allow students to analyze the weather patterns of Hawai'i during the time of year O'Keeffe visited.

Suggested TN Standard in Science:

ESS2: Earth's Systems

Activity 4 | Social Studies Connection

Materials: video, worksheet

Show your students the Hawai'i for kids video included in the suggested websites. Then ask your students to fill out the Hawai'i state fact sheet included at the end of this lesson plan.

Suggested TN Standard in Science:

K-5 SSP.06 Develop geographical awareness

Activity 5 | Visual Arts Connection

Allow students to draw their own Georgia O'Keeffe style flowers. Instruct students to fill the whole page and make all four sides of their flowers touch the edges of the paper. Provide them with photographs of Hawaiian flowers either on your projector or with physical print outs, to help them create art inspired by this exhibit. Provide color pastels, crayons, or paint for the students to complete their work.

Suggested TN Standard in Art:

Visual Arts-CREATING: Conceiving and developing new artistic ideas and work

Visual Arts-CONNECTING: Relating artistic ideas and work with personal meaning and external context

Activity 6 | Science and Language Arts Connections

Georgia O’Keeffe painted seven different plants that are found in Hawai’i, but none were native to the islands. In fact, every plant she painted during her trip had been introduced for agricultural and horticultural purposes many years prior to her trip. Today more than half of the approximately 2,700 flowering plant species growing in Hawaiian natural areas were not present prior to human settlement. Non-native plants have had a severely detrimental effect on Hawai’i. Single-crop farmers who cultivate plants such as sugar and pineapple greatly reduce the habitat for native flora by clearing massive tracks of farmland. Eighty-five percent of the native ecosystem cover has been lost on the Hawai’i’s most populated island, O’ahu. Of all of the endangered and threatened American plant species, 44 percent of them are Hawai’ian.

Discuss the impact of non-native species on ecosystems. For more information on the effect of non-native species in Hawai’i, provide these articles for your students:

‘Ohukani‘ōhi‘a Gon III, Samuel M. “Aloha ‘Aina: Hawaiian Ecology and Culture.” *Georgia O’Keeffe: Visions of Hawai’i*, edited by Joanna L. Groarke and Theresa Papanikolas, New York Botanical Garden, DelMonico•Prestel, 2018, pp. 69-80.

<https://www.theatlantic.com/science/archive/2016/05/hawaii-invasive-species/483509/>

https://www.huffingtonpost.com/2013/11/08/hawaii-invasive-species_n_4237315.html

Ask your students to write an argument. Whose needs should be given priority in Hawai’i? The farmers who depend on growing non-native species for their livelihood, or the scientists who want to preserve Hawai’i’s native ecosystem?

Suggested TN Standard in Science and Language Arts:

BIO1.LS2: Ecosystems: Interactions, Energy, and Dynamics

Text Types and Protocol- Standard 1 9-12 W.TTP.1

Activity 7 | Language Arts Connection

Post museum visit, ask your students to write an informative essay describing what they learned about Georgia O’Keeffe. Use grade level appropriate writing expectations.

TN State Standards in in Language Arts:

Text Types and Protocol – Standard 2 k-12.W.TTP.2

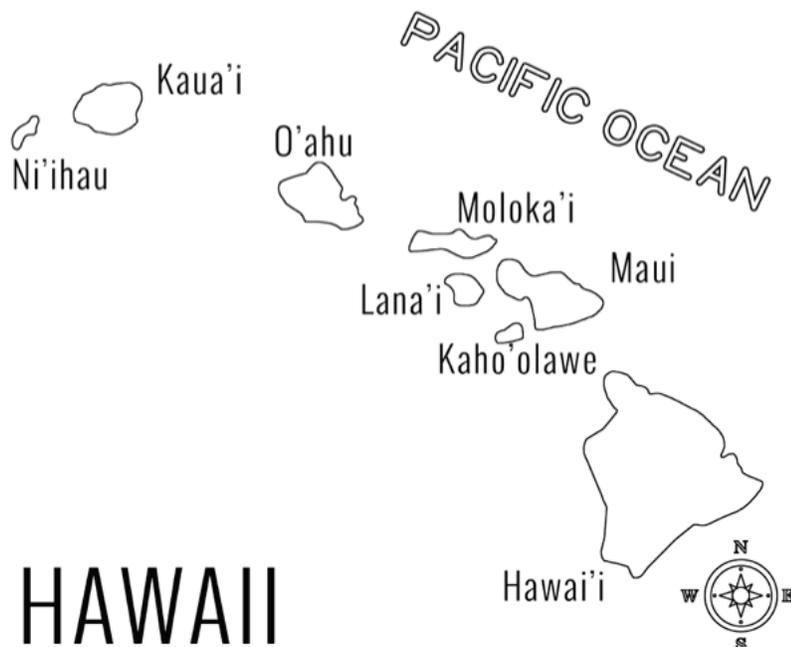
Activity 8 | Language Arts Connection

Georgia O’Keeffe was shown around Maui by a 12-year-old girl named Patricia Jennings. Ask your students to imagine what it was like being Georgia O’Keeffe’s tour guide and challenge them to write a narrative from the point of view of Patricia.

Suggested TN Standard in Language Arts:

Text Types and Protocol – Standard 3 k-12. W.TTP.3

Name _____

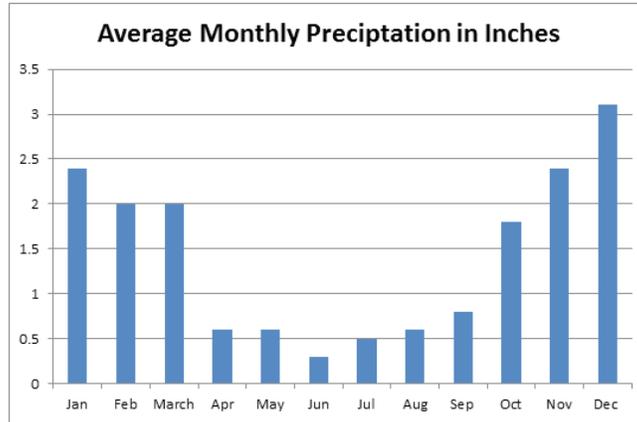


HAWAII

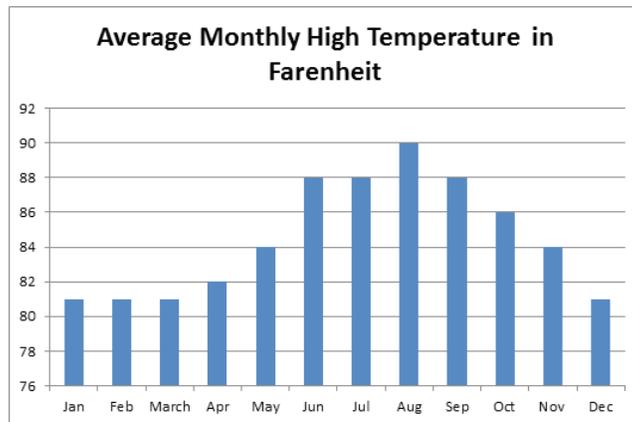
1. Hawai'i is the _____ state to be admitted to the United States.
2. Hawai'i is the only state made up entirely of _____.
3. Hawai'i is the only state that is not in _____.
4. Hawai'i is surrounded by the _____ ocean.
5. Hawai'i's nickname is the _____.
6. Hawai'i is the only state flag that features the flag of another _____.
7. The capital of Hawai'i is _____.
8. The largest island in Hawai'i is _____.
9. The volcano that has been erupting since 1983 is called _____.
10. The state bird of Hawai'i is the _____.

Name _____

Georgia O’Keeffe was in Hawai’i from February to April. Use the charts below to analyze Hawai’i’s weather and how it affected Georgia O’Keeffe’s visit.



1. Georgia O’Keeffe arrived in Hawai’i in February. About how much rain did she experience that month? _____
2. Georgia O’Keeffe was in Hawai’i from February to April. What was the total precipitation for her visit? _____



3. What was the average high temperature for the month of February? _____
4. What was the average high temperature for the month of March? _____
5. Georgia O’Keeffe left in Hawai’i in April. What is the average high in this month? _____



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