Educational Guide for studying the collection of African Art and Artifacts

Museo de Historia, Antropología y Arte
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22 Credits

Introductory Message

At a historic moment when discussions about race, memory, and identity occupy a central place in the cultural debates of the Caribbean and the Americas, the Museum of History, Anthropology, and Art of the University of Puerto Rico, Río Piedras Campus, has reaffirmed its institutional commitment to education through the dissemination of artistic heritage. As part of this effort, it joined the commemoration of the International Decade for People of African Descent (2015–2024), proclaimed by the United Nations under the theme "People of African Descent: Recognition, Justice, and Development."

Within this context, the Museum submitted a proposal to the Mellon Foundation, which included the development of several projects. Among these projects was the cataloging of the Museum's collection of African ethnographic objects. The collection consists of 60 objects representing diverse African cultural traditions. Of this group, 49 pieces were donated by William B. Simmons and 11 by Myrna Báez. Despite their documentary and cultural value, these objects had not been formally cataloged, in part because the Museum did not have a specialist with the expertise necessary to undertake their identification, documentation, and interpretation from an ethnographic and museological perspective.

To undertake this work, the Museum engaged Dr. Kathy Curnow, a recognized specialist in African art. For purposes of cataloging and interpretation, the objects were organized geographically according to the major regions of the African continent: North, Central, Southern, Eastern, and Western Africa.

The project was carried out in collaboration with Dr. Yvonne Narganes Storde, archaeologist and curator at the Museum, and research assistant Mariela Collazo Heredia. The Spanish translation was prepared by Dr. Alejandro Alvarez Nieves.

As part of the project, educator Oneida Matos Adorno developed the educational guides to accompany the catalog of objects. These were designed to facilitate the integration of the collection into the Museum's educational programs and to promote the use of African art and material culture as resources for teaching art, history, and social studies. The guides were translated into English by Dr. David Auerbach.

Through the cataloging, scholarly documentation, and educational interpretation of these objects, the Museum seeks to facilitate access to its African collections for researchers, educators, students, and the community at large. The project also represents an important step toward strengthening the study, preservation, interpretation, and public understanding of African and Afro-diasporic cultural heritage within the Museum's collections.

We express our deepest gratitude to the generous financial support of the Mellon Foundation, whose commitment made this project possible.

Flavia Marichal Lugo
Director/Coordinator of Project

Educational Guide for Studying the Collection of African Art and Artifacts

by Oneida Matos Adorno

Clarification: The term "educator" is used in this document to inclusively refer to teachers, instructors, docents, guides, cultural mediators, and other individuals who facilitate educational processes. The use of this term is understood to encompass all genders.

This educational guide invites you to explore a selection of African objects that are part of the ethnographic collection of the Museum of History, Anthropology, and Art. This collection includes the William B. Simmons bequest, Myrna Báez, and Sidney Mintz bequest. Research conducted by African art specialist Kathy Curnow provides valuable insights for appreciating and learning about the different cultures that produced these pieces.

By studying these works, students will have the opportunity to use the same skills that an archaeologist needs to do their work: carefully observing, describing, comparing, asking questions, identifying evidence, and proposing interpretations based on what is observed. Archaeologists are a kind of "detective of the past" who study how ancient people lived by analyzing objects, constructions, and human remains.

The selection includes vessels, rings, bracelets, clay pipes, headrests, shields; 20th-century souvenir-type objects belonging to the Zulu, Tuareg, Gurunsi, Mandingo, Lobi, Yoruba, Senufo, Bobo, and Dogon cultures; and encompassing regions such as Côte d'Ivoire (Ivory Coast), Burkina Faso, Zaire, Mali, Ethiopia, Nigeria, and South Africa.

This guide establishes curricular connections with the following areas:

- English Language Arts, by fostering descriptive observation, oral communication, reflective writing, and the use of specific vocabulary.

- Social Studies, by contextualizing the objects within their cultures, geographic regions, and social practices.

- Art Education, by analyzing the forms, designs, materials, patterns, and aesthetic functions of the pieces.

- Technology, by documenting observations, researching additional information, and communicating findings using digital tools.

Through thought-provoking questions, guided dialogues, and sharing relevant information about the objects, the educator can facilitate spaces for dialogue that promote critical thinking, intellectual curiosity, and cultural empathy, recognizing that each piece is a valuable data resource that helps to understand the diversity of human experiences, both past and present, on that great continent called Africa.

Grade: 4th
Lesson Plan - African Objects: Shapes, Materials, and Daily Life

Integrated Subjects: English, Social Studies, Visual Arts
Duration: 1 period (45–60 minutes)

Primary Resource: Collection of African artifacts (vessels, gourds, headrests, receptacles)

Alignment with the Puerto Rico Curriculum Framework (DEPR)

English

Comprehension and Interpretation
- Observes and understands visual information related to culture and daily life.

Oral Communication
- Expresses ideas and observations using complete sentences.

Written Expression
- Writes short sentences to explain personal ideas.

Social Studies

Identity and Culture
- Recognizes that people use cultural objects to live, work, and express themselves.

Art – Visual Arts

Art Education
- Observes, describes, and recognizes shapes, lines, and textures in art objects.

Learning Objectives

After completing this lesson, students should be able to:
- Recognize that the African art objects studied were used in everyday life.
- Identify shapes, lines, and materials in the pieces in the collection.
- Express ideas and emotions when observing cultural objects.
- Create an object inspired by a piece in the collection.

Introduction (10 minutes)

Activation
Show selected images of vessels or receptacles.

Guiding Questions:
- What do you think this object was used for?
- Brief guided discussion, forming complete sentences.

Development (20–25 minutes)

Guided Observation

Questions:

- What shape is it?
- Is it round, tall, wide?
- What material does it appear to be made of?
- Do you think it was used every day?

Language Prompt:

- "I observed…"
- "I think it was used for…"

Creative Activity

My Object Inspired by the Collection

Each student:

- Chooses an observed piece
- Creates an inspired object (not an exact copy) using simple materials
- Completes the sentence:

"My object is inspired by ___."
"I chose that object because…"

Suggested Materials

- Construction paper or cardboard
- Play-Doh or modeling clay
- Scrap or recycled materials
- Colored pencils and markers

Closing and Reflection (5 minutes)

Questions:

- What did you learn about this object?
- Why do you think it was important to the people who used it?

Evaluation

The evaluation should be formative and consider the following aspects:

- Oral participation in the guided observation.
- Object created, which was inspired by the collection.
- Brief oral or written explanation.

Grade: 5th
Lesson Plan - African Designs: Forms, Symbols, and Cultural Significance

Integrated Subjects: English, Social Studies, Visual Arts
Duration: 1–2 periods (45–90 minutes)

Primary Resource: Collection of African artifacts (decorated vessels, bracelets, rings, textiles)

Alignment with the Puerto Rico Curriculum

English

Comprehension and Interpretation
- Analyzes visual images and texts related to culture.

Oral Communication
- Participates in guided discussions, expressing ideas and opinions.

Written Expression
- Writes short texts to explain cultural observations.

Social Studies

Identity and Cultural Diversity
- Recognizes that cultural designs communicate identity and values.

Art – Visual Arts

Art Education
- Analyzes lines, patterns, and designs in artistic objects.

Basic Cultural Research
- Relates visual design to the use and meaning of the object.

Learning Objectives

After completing this lesson, students should be able to:
- Analyze how decorative designs communicate cultural identity.
- Identify geometric and symbolic patterns in African art and artifacts.
- Explain the possible use and meaning of an object.
- Create a piece inspired by designs from the African collection.

Introduction (10 minutes)

Activation

Show images of decorated bracelets, rings, or vessels.
- **Guiding Question: Why do you think these objects have designs?**

Development (25–30 minutes)

Guided Analysis
Questions:

- What patterns are repeated?
- Do you see lines, shapes, or symbols?
    - Types of lines: straight, curved, zigzag, etc.
    - Types of shapes/figures: circle, square, diamond, etc.
    - Types of symbols: sun, star, flower, eye, cross, etc.
- Do you think the design has a meaning?

Language Prompt:

- "The design shows…"
- "This pattern could mean…"

Activity

Designing a Meaningful Object

Each student:

- Selects a piece from the collection as a reference.
- Designs and creates an object inspired by the reference object's patterns and symbols.

Brief Explanatory Labels:

- The object that inspired me: _____
- The design I used: _____
- What does my object communicate?: _____

Suggested Materials

- Construction paper or cardboard
- Clay or Play-Doh
- Thread, beads, textured paper
- Markers and colored pencils

Closing and Reflection (5–10 minutes)

Questions:

- What can a design communicate?
- How can art tell us who we are?

Evaluation

The evaluation should be formative and consider the following aspects:

- Participation in guided discussion.
- Creation of the object with an intentional design.
- Oral or written explanatory label.

Grades: 6th through 8th
Lesson Plan – Reading African Objects: Form, Function, and Cultural Design

Integrated Subjects: Social Studies, Visual Arts, English

Duration: 1–2 periods (45-90 minutes)

Primary Resource: Images from the African artifact collection (vessels, gourds, pipes, bracelets, utilitarian and decorative objects)

Alignment with the Puerto Rico Department of Education (DEPR)

Social Studies

History and Social Processes
- Analyzes cultural objects as evidence of ways of life and social organization.

Cultural Identity and Diversity
- Recognizes that cultural expressions reflect values, beliefs, and collective identity.

English

Comprehension and Interpretation
- Analyzes information presented in visual texts and cultural descriptions.

Oral Communication
- Participates in guided discussions, expressing well-founded ideas.

Written Expression
- Writes short texts that explain cultural observations and interpretations.

Art – Visual Arts

Art Education
- Analyzes shapes, lines, patterns, and textures in artistic objects.

Historical, Social, and Cultural Research
- Relates visual design to the function and cultural context of the object.

Learning Objectives

After completing this lesson, students should be able to:
- Analyze how the shape and design of an object relate to its function.
- Interpret African art and artifacts as cultural and historical resources.
- Use art-related and cultural vocabulary to communicate observations.
- Design and create an object inspired by a piece from the collection with a functional or symbolic intention.

Introduction – Activation (10 minutes)

- Show various images from the collection
- Guiding Question:

Why don't all objects have the same shape?
Do you think the shape suggests the use?
- Record key ideas: design, shape, material, use, culture

Development (25–30 minutes)

Guided Analysis – Object Detectives / Archaeologists for a Day

In small groups:

- What material is it made of?

- What is the predominant shape or form?

- What type of design does it have?
    - o Carving: Removing material from a solid block
    - o Casting: Pouring liquid material into a mold
    - o Modeling: Shaping malleable materials (e.g., clay)
    - o Construction: Assembling different components to create a structure

- What was it used for?
    - o Storing liquids or solids
    - o Cooking, processing, or consuming food
    - o Body adornment
    - o Rituals or ceremonies
    - o Other

- What does it tell us about the place and the people who created it?

Creative Activity

Design an object with a cultural purpose

Each student or group:

1. Select a piece from the collection as a reference

2. Design an inspired object (not an exact copy) that:
    a. Has a current everyday use or
    b. Communicates a cultural idea

3. Create the object with accessible materials.

Suggested Materials

- Cardboard, poster board or construction paper
- Clay, Play-Doh, or papier-mâché
- Thread, beads, textured paper
- Scrap or recycled materials
- Markers and colored pencils

Brief Explanatory Label

- The object that inspired me:
- Materials used:
- The function or meaning of the object:
- What I learned about the culture:

Closing and Reflection (10 minutes)

Questions:

- What do we learn about a culture by observing its objects?
- Why is design as important as function?

Evaluation

The evaluation should be formative and consider the following aspects:

- Participation in the group analysis
- Object designed with a clear intention
- Oral or written explanatory label

Grades: 6th through 8th
Lesson Plan – Researching an Artwork or Artifact: From the Collection to a Cultural Interpretation

Integrated Subjects: Social Studies, English, Visual Arts

Duration: 1–2 periods (45–90 minutes)

Primary Resource: Collection of African artifacts (utilitarian and ritual objects, textiles, ornaments, instruments)

Alignment with the Puerto Rico Department of Culture (DEPR)

Social Studies

Historical Awareness
- Uses non-traditional sources to learn about the past.

Cultural Identity
- Recognizes the importance of preserving cultural objects as part of collective memory.

English

Comprehension and Interpretation
- Analyzes cultural and visual descriptions.

Written Expression
- Writes informative and reflective texts based on simple research.

Art – Visual Arts

Art Education
- Identifies visual elements, materials, and techniques in cultural objects.

Cultural Research
- Interprets the object as a bearer of cultural meaning.

Learning Objectives

After completing this lesson, students should be able to:
- Research an African artifact from the collection as a cultural source.
- Identify the object's material, shape, design, and possible use.
- Communicate information orally or in writing.
- Develop a cultural interpretation of the artifact studied.

Introduction (10 minutes)

Activation

Guiding Question:
What can an ancient object tell us without reading a history book?

Brief discussion about:
- ancient objects

- cultural memory
- anthropology and archaeology
- museums

Development (25–30 minutes)

Guided Research – Learning about an Artifact

Each student or group selects an artifact and completes a research sheet:

- Name of the artwork/artifact
- Culture/Region
- Material
- Shape and design
- What do you think it was used for?
- Why is it in the museum's collection?

Creation/Communication Activity

Interpret and Present the Piece

Choose ONE option:

Option A – Visual

- Poster or illustrated label.

Option B – Written

- Short text: "This object tells us that…"

Option C – Oral

- Short presentation explaining the importance of the piece.

Suggested Materials

- Paper or construction paper
- Colored pencils and markers
- Printed or digital image of the piece

Closing and Reflection (10 minutes)

Questions:

- What did we learn about this culture?
- Why is it important to preserve these objects today?

Evaluation

The evaluation should be formative and consider the following aspects:

- Completed research sheet.
- Interpretive project (visual, oral, or written).
- Use of cultural and art-related vocabulary.

Grades: 9th through 12th
Lesson Plan – Collecting to Care: Museums, Memory, and Personal Collections

Integrated Subjects: English, Social Studies, Art – Visual Arts

Duration: 1–2 periods (45–90 minutes)

Primary Resource: Images from the African collection

Museum collection associated with the book

Pedagogical Approach of the Plan
To analyze collecting as a cultural and social practice, understanding:

- why museums collect,
- how collections preserve memory and identity,
- and how the act of collecting also occurs at a personal and community level.

This plan invites students to reflect on the ethical role of the museum, the responsibility to conserve heritage, and the relationship between collective and individual memory.

Alignment with the Puerto Rico Department of Education (DEPR)

Social Studies

History and Collective Memory
- Analyzes how societies preserve historical memory through objects and collections.

Civic Education and Cultural Responsibility
- Recognizes the role of cultural institutions in heritage conservation.

English

Comprehension and Interpretation
- Analyzes visual, descriptive, and informative texts related to culture and memory.

Oral Communication
- Expresses ideas and reflections clearly and with supporting evidence in guided discussions.

Written Expression
- Writes reflective texts that connect personal experiences with cultural concepts.

Art – Visual Arts

Historical, Social, and Cultural Research
- Analyzes artistic objects as bearers of cultural and historical meaning.

Artistic and Aesthetic Judgment
- Expresses well-founded assessments of the cultural importance of a collection.

Learning Objectives

After completing this experience, students should be able to:
- Analyze collecting as a cultural and social practice.

- Recognize the museum's role in preserving, protecting, and educating through its collections.
- Reflect on personal and collective reasons for collecting objects.
- Connect institutional collections with personal and family experiences.
- Express reflective ideas orally, in writing, or visually.

Introduction – Activating Prior Knowledge (10 minutes)

Guiding Question:

Why do we keep things, and what meaning do they have for us?

The educator guides responses in complete sentences, for example:

- "We keep things because…"
- "Some objects are important because…"

Key ideas are written on the board: remembrance, history, value, identity, family, memory

Lesson Development (25–30 minutes)

Guided Observation of the Collection

The educator presents general information about:

- the origin of the objects,
- donations,
- museum records,
- conservation and care.

Guided Analysis Questions:

- Why are these objects in a museum and not in everyday use?
- What kind of memory do these objects hold?
- What would be lost if these pieces were not preserved?
- Who decides what is collected?

The connection is established: The museum as a space of care, memory, and education.

Main Activity

My Collection and the Memory It Preserves

Objective: To reflect on collecting from a personal perspective, connecting it to museum practice.

Each student should:

1. Think about a collection (objects, images, music, books, etc.)
   a. that they have had,
   b. that they currently have,
   c. that they would like to have.

2. Choose a representative object from that collection.

3. Develop a creative project based on ONE of the following options:

Option A – Visual

- Drawing, collage, or visual diagram of the personal collection.

Option B – Written

- Short reflective text titled:
  "I collect this because…"

Option C – Mixed

- Image or drawing accompanied by an explanatory paragraph.

Guiding questions:

- Why do you collect this type of object?
- What memory or history does it hold?
- Why is it important to preserve it?
- What is its relationship to what a museum does?
- The functions of an archaeologist

Suggested materials

- Paper or construction paper
- Pencils, pens, markers
- Personal photographs (if permitted)
- Digital material (optional)

Closing and reflection (10 minutes)

Students voluntarily share their work.

Final questions:

- What did we learn today about museums and collections?
- What responsibility do we have in preserving objects and memories?
- How is a personal collection related to a museum collection?

Guiding phrases:

- "I learned that collecting means…"
- "Now I understand that the museum…"

Evaluation

The evaluation should be formative and consider the following aspects:

- Participation in observation and dialogue
- Reflective outcome (visual, written, or oral)
- Clarity in the connection between personal collection and museum collection
- Appropriate use of vocabulary related to object description, memory, culture, and heritage

Grades: 9th through 12th
Lesson Plan – Reinterpreting the Collection: African Art, Memory, and Contemporary Creation

Integrated Subjects: English, Social Studies, Art – Visual Arts

Duration: 1–2 periods (45–90 minutes)

Primary Resource: Collection of African artifacts, museum collection associated with the book

Pedagogical Approach of the Lesson Plan: This plan proposes a critical and creative analysis of the collection of African artifacts, understanding the collection as a cultural and visual archive that allows students to:

- study forms, materials, and symbols,
- understand historical and social contexts,
- and reinterpret those meanings from the present.

Students move from observing and interpreting to creating with an objective, recognizing that art can foster a dialogue between past and present.

Alignment with the Puerto Rico Department of Education (PRDE)

Social Studies

History and Historical Thinking
- Analyzes cultural objects as historical and social sources.

Power Relations, Culture, and Identity
- Examines how cultural expressions reflect identities, values, and social structures.

English

Comprehension and Interpretation
- Analyzes visual and descriptive texts related to history and culture.

Oral Communication
- Expresses ideas and analyses clearly and with supporting evidence.

Written Expression
- Writes analytical and reflective texts that integrate observation, interpretation, and personal perspective.

Art – Visual Arts

Art Education
- Analyzes forms, materials, symbols, and composition in artistic objects.

Historical, Social, and Cultural Research
- Relates works and objects to their cultural and social context.

Artistic and Aesthetic Judgment
- Makes informed judgments about the meaning and relevance of an artistic piece.

Learning Objectives

After completing this lesson, students should be able to:

- Analyze African pieces from the collection as cultural and historical documents.
- Interpret the use of materials, forms, and symbols in specific contexts.
- Evaluate the contemporary relevance of these pieces and their meanings.
- Creatively reinterpret a piece from the collection from a current perspective.
- Provide an analysis and reflections through oral, written, or visual language.

Introduction – Conceptual Activation (10 minutes)

Guiding Question
Can an object from the past still say something important today?

The educator guides responses with support such as:

- "It can still be important because…"
- "Objects speak about the past when…"

Key ideas are introduced: memory, symbol, context, relevance, reinterpretation, past, present, future

Lesson Development (25–30 minutes)

Guided Observation and Analysis of the Collection

Each student (or pairs) selects a piece from the collection, for example:

- a vessel,
- a mask,
- a ritual object,
- a textile,
- a body ornament.

Analysis Questions:

- What materials were used and why?
- What shapes or symbols stand out?
- What function might this object have had?
- What values, beliefs, or experiences does it reflect?

Emphasis is placed on: **The collection as a visual and cultural archive, not as decorative objects.**

Main Activity

Reinterpreting a work from the collection

Objective: To create a contemporary work inspired by a 20th-century African piece, maintaining a clear connection and not merely imitating the original object.

Activity Development

Each student should:

1. Select a work from the collection as a reference.

2. Decide which aspect to reinterpret:
    a. shape
    b. material
    c. symbol
    d. function
    e. cultural meaning

3. Create a reinterpreted contemporary piece, which can be:
    a. sculpture or model
    b. collage or two-dimensional artwork
    c. symbolic object
    d. conceptual design (physical or digital)

Suggested Materials
- Cardboard, construction paper, plywood
- Colored pencils or markers
- Scrap or recycled materials
- Clay, papier-mâché, or Play-Doh
- Fabric, thread, beads
- Digital resources (optional)

Reflective Text (Guide)

Each creation should be accompanied by a short text:
- Which piece from the collection inspired me?
- What did I keep intact and what did I transform?
- What new message does my reinterpretation communicate?
- Why is this piece still relevant today?

Closing and Reflection (10 minutes)

Students share their process orally.

Closing Questions
- What did we learn by reinterpreting the collection?
- How does the meaning of an object change when brought into the present?
- What responsibility do we have when reinterpreting cultures different from our own?

Guiding phrases:
- "Reinterpreting a piece means…"
- "This object remains important because…"

Evaluation

The evaluation should be formative and consider the following aspects:
- Participation in the critical analysis.
- Piece created with conceptual coherence.
- Reflective text justifying the reinterpretation.
- Appropriate use of historical, cultural, and art-related vocabulary.

Grades: 4th through 12th
Lesson Plan – Collecting to Care: Museums, Memory, and Personal Collections

Integrated Subjects: English, Social Studies, Art

General Focus: To understand why museums collect, how they preserve cultural memory, and relate this to personal and family collections.

Integrated Disciplines

- Social Studies
- Visual Arts
- English

Learning Objectives

Students should be able to:

- Understand collecting as a cultural practice.
- Recognize the role of the museum in preserving and educating.
- Reflect on why people collect objects.
- Connect the institutional collection with personal experience.

Introduction

Guiding Questions

- Why do we keep things?
- What do we keep things for?

Development

Observation and analysis of the museum collection:

- Origin: From what part of the world?
- Donations: The gifting of objects to expand the permanent collection
- Registration: Inventory list with information about each object
- Conservation: Protecting and preserving the object in the best possible condition

Questions:

- Why are these works in a museum?
- What would we lose if they weren't conserved?

Activity

- Think about a personal collection you once had, have now, or would like to have. Draw or write something that reflects or represents your collection.
- Explain: "I collect _____ because…"

Closing

Presentation of the mini-collection.
Brief oral or written reflection on the role of collections in a museum.

Evaluation

The evaluation should be formative and consider the following aspects:

- Participation in the observation and dialogue.
- Basic understanding of the role of museums in collecting.
- Clarity of the oral, written, or visual message.
- Connection between art and history.

CREDITS

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