READ A WORK OF ART AS YOU WOULD READ A BOOK

Art is a powerful pathway into the Hawai‘i Common Core
Learn more at HawaiiPublicSchools.org
The artist's murals can still be seen throughout Honolulu. Have you seen any of these?

- **Legends of Hawai‘i**, on view in the Hawai‘i State Library Children’s Room
- **Makahiki Ho‘okupu**, on view in the Hamilton Library Lobby at the University of Hawai‘i at Mānoa
- **Cycle of Water**, on view at the Honolulu Board of Water Supply

**Honolulu Museum of Art**

The museum offers:

- Free guided school tours
- Teacher resources
- Lending Collection
- Outreach programs
- Art School classes

To learn more, go to [honolulumuseum.org](http://honolulumuseum.org) and click on Learn.

**Observe, Describe, Interpret, Connect**

Four simple steps to engage with art:

- **Observe**: Start by taking a minute or two to do some silent, close looking.

  **Describe**: Have students describe what they see, using evidence from within the artwork. What is the first thing you notice? Where do you see that? How is the artist showing you that? What more can you find?

- **Interpret**: Have students interpret what they see, by thinking about the time, place, mood, intention, and content of the painting. What is the story? How do you know that? Who are the main characters? What is the mood of the painting? Where is the story taking place? Could this be taking place today or is it a long time ago? What might be going on just beyond the edge of the frame? Where does the story go next? Are there clues in the painting that make you think that?

- **Connect**: Have students connect the artwork to their own lives to make it relevant. Does this remind you of something from your own life? Can you relate to what’s going on in this picture? What more do you want to know? If you could ask the artist one question about the image, what would it be? If you could change one thing about this work of art, what would it be and why?

**Connecting to Standards**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Hawai‘i Common Core ELA–Literacy Standard (CCRA.R.1)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Hawai‘i Common Core ELA–Literacy Standard (CCRA.R.7)

Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences.

Hawai‘i Content and Performance Standards III Fine Arts - Standard I. Visual Arts

**Common Core Teaching Idea**

Have students read about Boat Days or read aloud to them. (See below for historical content and reading suggestions.) After students have read or heard information about the historical context of this painting, have them discuss how what they now know impacts their interpretation of *Lei Sellers*, the painting. Discuss or write about what a visual piece emphasizes as compared to what a written piece emphasizes/tells you.

Visit [honolulumuseum.org](http://honolulumuseum.org), click on Learn in the menu and go to Teacher Resources to find:

- A short history of lei greetings and Boat Days
- A short piece about the end of Boat Days
- A blog that includes a brief history of Aloha Tower
- An oral history of Hawai‘i’s lei sellers

**Boat Days**

In the 1880s, crowds would gather on Honolulu’s pier to welcome arriving ships with cheers, lei, hula, and song. When Aloha Tower was built in 1926, the Boat Day custom continued. Travelers were given fragrant lei of every color and lei makers on the pier, like the ones pictured in Fraser’s painting and on this poster, were ready to sell them more.