



IDENTITY

**DALLAS
MUSEUM
OF ART**

Students will select works of art that match how they view themselves and how they think others view them.

THIS WORKS WELL WITH

This activity works in any gallery with any artwork.

SUGGESTED WORKS OF ART

- Contemporary Galleries, **Barrel Vault**
- African Galleries, **Level 3**
- US – Canadian Art, **Level 4**

GUIDING QUESTIONS

Use the following prompts to introduce the topic of identity. Students silently answer each prompt for themselves.

- Think of one word to describe yourself.
- Think of one word a friend would use to describe you.
- Think of one word a parent or trusted adult would use to describe you.
- Make a one-word wish for how you want to be described.



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MATCHING ACTIVITY: INNER / OUTER SELF (12 minutes)

1. Give students five minutes to take a closer look at anything in the gallery that sparks their curiosity.
2. Using the words they brainstormed earlier with the guiding questions, each student selects an artwork to represent either their INNER SELF or their OUTER SELF and stands in front of it (*remember to stand at least three feet away from the art*).
3. Gather the group in front of one of the artworks students have selected. Give everyone at least 30 seconds to look at the art. Use some of the following to connect what they see in the art with how they view themselves and others.
 - Which part of your identity does this artwork represent—INNER or OUTER?
 - What do you see in the art that matches how you see yourself or how others see you?
 - What choices did the artist make that feel important to you?
 - How does thinking about your identity affect the way you experience the art?
 - Why is it important for us to recognize similarities and differences between how we see ourselves and how others see us?
4. If desired, consult the artwork's label. What clues do you find about the artist's (or subject's) identity? Is there any surprising information that changes how you view the artwork?