

Exploring the Work and Life of Charles “Teenie” Harris

Grades

● 3–5

Teacher-In-Residence

● Cicely Hanner

Subjects

● Art, Social Studies, English
Language Arts

Carnegie
Museum of Art

Goals

- Develop an understanding of Charles “Teenie” Harris and his style of photography.
- Create photographic renditions of Charles “Teenie” Harris’s work.

Objectives

- Students will research Charles “Teenie” Harris’s life, artworks, and connection to Pittsburgh.
- Students will connect their experiences to artwork.
- Students will take photographs of their daily life and activities.
- Students will present their thoughts and feelings about artwork in connection to their life.
- Students will present their artwork to peers.

Common Core/National Core Arts Standards

- **CCSS.ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

PA Standards

- **8.1.1.A** Demonstrate an understanding of chronology.
- **CC.1.2.1.C** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **CC.1.4.1.J** Create an organizational structure that includes reasons and provides some sense of closure.

Materials

- Camera (or cell phone camera)
- Inkjet printer
- Lined paper
- Pencils
- Photograph paper/regular printer paper
- Frames
- Paint markers
- Preprinted worksheets (Biography and Person Questionnaire)

Vocabulary

- Photography
- Digital
- Lighting
- Negatives
- Portfolio
- Flash
- Camera
- Photograph
- Candid
- Black and white
- Exposure
- Lens
- Shutter speed
- Sharpness
- Observe
- Connect

Artworks

Educators can choose any Charles “Teenie” Harris photos from the Carnegie Museum of Art collection.



Charles “Teenie” Harris, *Barbers Pete Boyd and Johnny Gator cutting man’s and boy’s hair with women and girl looking on in Johnny Gator’s barbershop*, ca. 1950, Heinz Family Fund, 2001.35.3045 © Carnegie Museum of Art, Pittsburgh



Charles “Teenie” Harris, *Doris Clark (Moody) seated on Buick car, with steel mill in background, Clairton*, ca. 1945, Heinz Family Fund, 2001.35.36901 © Carnegie Museum of Art, Pittsburgh

Artworks

Educators can choose any Charles “Teenie” Harris photos from the Carnegie Museum of Art collection.



Charles “Teenie” Harris, *Charles “Teenie” Harris self-portrait in Harris Studio*, ca. 1940, Heinz Family Fund, 2001.35.3124 © Carnegie Museum of Art, Pittsburgh

Lesson

Day 1

- Students will learn about Charles “Teenie” Harris’s life by watching these videos:

Teenie Harris Photographs: Around The Clock

One Shot: Teenie Harris — The Bird Boys Of Pittsburgh

- As students watch, they should fill in their artist biography sheet (see Resources) and take notes. The biography sheet will include the artist’s name, birth and death dates, the city they lived in, special facts, style of art, medium(s), artworks, and a drawing of the artist.
- They will share the type of photography that Charles “Teenie” Harris made and what made it so special and sought after.

Day 2

- Focusing on the type of photos Charles “Teenie” Harris took, students will connect his work to their own lives, answering questions on the Charles “Teenie” Harris: Questionnaire About Me! worksheet (see Resources) to help them think about the type of pictures they will take.

Day 3

- Students will take photos at home. The worksheet from the previous lesson will help them decide what type of pictures they will take.
- The pictures can be taken at home and send to the teacher, or the teacher can make time to walk around the school and/or neighborhood to take pictures with the students.
- The teacher will print the pictures and the students will decide on their final image.
- This image will be given a name and description.
- The photo will be framed and displayed.

Assessment

Students will answer questions about the artist and his work after each lesson.

Extensions

- Learning about Charles “Teenie” Harris, complete a similar autobiography sheet.
- Learning and recognizing his photography.
- Students can also take family portraits or parents can send in family photos like the photos Harris took.
- Students can fill in a timeline with information about Harris’s life using pictures or words, depending on the grade.

Modifications

- Students can take photos at school, using classmates, playground time, or staff working together.
- Students can send in family pictures past or present to be displayed.

Artist Biography Research

Directions: Choose an artist to research. After you have read about the artist, answer the following questions:

1. Name of artist: _____
2. When was the artist born? _____
3. When did he/she die? _____
4. Where did he/she live? _____
5. Where did the artist go to art school? _____

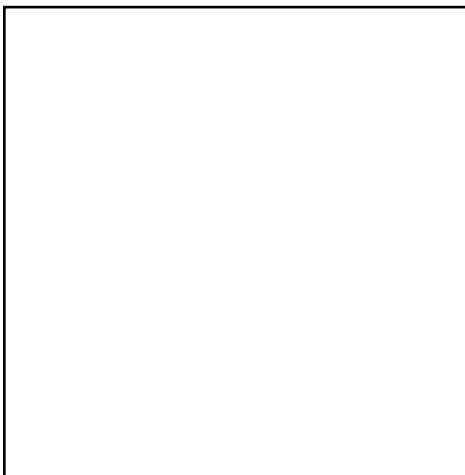
6. What media (materials) did the artist use? _____

7. What style did the artist work in? _____

8. Write an interesting fact about the artist: _____

9. Name three famous artworks by this artist: _____

10. What did the artist look like? Draw a portrait of the artist in the box:



Charles “Teenie” Harris Questionnaire

Learn about me! Some questions may have more than one answer. Please feel free to add additional questions.

1. What state do you live in? _____

2. What city do you live in? _____

3. What borough do you live in? _____

4. What school do you attend? _____

5. How many people live in your home? Name and their relationship to you.

6. What holidays do you celebrate? _____

7. When do you get together with family and friends? _____

8. What makes you happy when you see it? _____

9. What is your favorite color?: _____

10. What do you like to do for fun? _____

11. What do you like to watch that shows other people having fun?