**INTRODUCTION**

Still lifes depict carefully arranged collections of inanimate objects—in this case a chalice and roses. Weir’s painting invites a discussion of artistic tools and the variety of messages a still life might convey.

**GOALS**

Students will be able to:
- Demonstrate understanding of artistic tools and use that understanding to compare and contrast still life paintings.
- Practice artistic skills by creating an original still life artwork.
- Observe the effects of taking a different perspective in the realms of art and literature.

**LOOK AND DISCUSS**

- A still life provides an opportunity to explore artistic tools such as form, composition, color, and light. How do you see Weir using those tools in *Silver Chalice with Roses*?

**ACTIVITY #1: STILL LIFE LIGHTING**

**Materials:** Trays, flashlights, paper, sketching tools (colored pencils or crayons)

**Subject Areas:** Visual Arts

**Duration:** 30-45 minutes

Bring an object from home with a distinct shape and color (ex. flower, fruit, shell, vase, silverware, jewelry, etc.), and a small group of three or five students (must be an odd number), use your collective objects to arrange a still life atop a tray, inspired by Silver Chalice with Roses.

**ACTIVITY #2: REVERSO POETRY**

**Materials:** Mirror, *Mirror* by Marilyn Singer, paper, pencils, Duck! Rabbit! by Amy Krouse Rosenthal (optional)

**Subject Areas:** English Language Arts, Visual Arts

**Duration:** 30 minutes

Read *Mirror*, *Mirror* by Marilyn Singer with your class; additionally, you may read *Duck! Rabbit!* by Amy Krouse Rosenthal.

Discuss possible themes of the poems, including seeing multiple perspectives simultaneously. Find evidence of these themes in each. Then, refer back to Silver Chalice with Roses. As a class, look at a still life (either from Activity #1, or one arranged by the teacher). Walk around it, view it from various angles, notice how different the arrangement looks when viewed from above, below, one side or another. The still life hasn’t changed, but your perspective has. What do you learn about perspective from these activities and discussions?

**WRITE YOUR OWN REVERSO POEM**

Write your own reverse poem like those in *Mirror, Mirror*. A reverse poem’s lines can be read either top to bottom or bottom to top, but it will have a different meaning depending on the direction.

**Note to teacher:** There are many poems in *Mirror, Mirror* instead of reading all of them, you may want to limit yourself to *Cinderella’s Double Life*; “*In the Hood*; “The Doubtful Duckling”, and “Wears in the News.”

**ASSESSMENT**

Assessment for this lesson may include student participation in group work or discussion of interpretive answers. The lesson “Still Life Lighting” can be used to assess students’ understanding and application of artistic tools. The activity “Reverso Poetry” can be used to assess students’ critical thinking and writing skills.