

School Tour Topics

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- Highlights
- Safari through Art
- Why is the sky yellow? Artists' choices
- Treasures of European Art
- A Taste of Asia
- Art of the Americas
- Living arts of Africa
- Ancient cultures



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Global Thinking Routines

(Another tool for your tool box!)

“Global Thinking Routines are novel, simple patterns of thought that are used repeatedly in a learning environment to facilitate the development of global competence.”

(V. Boix Mansilla IDGlobal.gse.harvard.edu)

Global Competence: The capacity and disposition to understand and act on issues of global significance.

Project Zero video: <http://www.pz.harvard.edu/who-we-are/about>

Why is this important to Mia?

- LI's learning framework, focus area of Global Awareness (consider multiple worldviews).
- Mia 2020 Strategic Plan: Engaging with Communities (make relevant connections) and Fueling Curiosity (interact with our collections and engage with our programs)
- Mission Statement: The Minneapolis Institute of Art enriches the community by collecting, preserving, and making accessible outstanding works of art from **the world's diverse cultures**.

There is a legitimate fear of offending someone on a tour, with a discussion involving cultural perspectives or difficult topics.

Don't let that fear paralyze a meaningful dialogue! These routines are to help give structure to discussions about difficult topics or responses to a challenging work of art.

Global Thinking Routines

Examples of global thinking routines:

- The 3 Ys
- Beauty and Truth
- Unveiling Stories
- Step inside and out

Global Thinking Routines

Danny Lyon, Atlanta, Georgia. A woman, who has come upon a mob abusing demonstrators with kicks, blows and burning cigarettes. She holds the mob at bay and protects the demonstrators., 1963. (Mia 2001.45.2.23)



Global Thinking Routines

Practice session. Form groups of 4 to 6 people. One person acts as the facilitator. One person records the response for discussion back in class. Choose two of these GTRs to explore in the galleries. (Avoid contemporary art galleries.) Fill out a response sheet for each discussion, then bring back to the classroom so we can debrief together on one experience from each group. 30 minutes in the galleries (15 minutes each), 30 minutes for debriefing. Response sheets will be posted.

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