

Teaching with *The Earth and I Are One* by Enoch Kelly Haney



This document is designed to help teachers present, discuss, and teach about Oklahoma history and art literacy through the use of this work of art. The information and exercises here will aid in understanding and learning from this artwork.

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First Analysis and Criticism

The steps below may be used for group discussion or individual written work.

Before beginning the steps, take two minutes to study the artwork. Look at all the details and subject matter. After studying the artwork in silence, follow these steps:

Describe:

Be specific and descriptive. List only the facts about the objects in the painting or sculpture.

- What things are in the artwork?
- What is happening?
- List what you see (people, animals, clothing, environment, objects, etc.).

Analyze:

- How are the elements of art – line, shape, form, texture, space, and value used?
- How are the principles of design – unity, pattern, rhythm, variety, balance, emphasis, and proportion used?

Interpretation:

Make initial, reasonable inferences.

- What do you think is happening in the artwork?
- Who is doing what?
- What do you think the artist is trying to say to the viewer?

Evaluate:

Express your opinion.

- What do you think about the artwork?
- Is it important?
- How does it help you understand the past?
- Do you like it? Why or why not?

Overview of the Artwork

The Earth and I are One is a mystical painting of a meditating Native American sitting amongst Oklahoma's state wildflower, the Indian blanket. The Native American's translucent physical being merges with the wonders of nature that surround him. The state bird of Oklahoma, a scissortail flycatcher, and America's national fowl, the bald eagle, hover above the native peacemaker as if guarding him. The Oklahoma natural splendor envelops the figure creating an atmosphere of calming peace.

The symbolism within this piece is a true testament to the artist's love for his native state. The crystal blue lake and the velvety green grass are common occurrences throughout Oklahoma. The overall feel of the painting is that of Oklahomans' deep respect and admiration for the natural beauty that surrounds us. Accordingly, *The Earth and I are One* was dedicated on Earth Day, 1990.

About the Artist

Truly a modern-day renaissance man, Enoch Kelly Haney's talents span two separate spheres - namely politics and art. Born on November 12, 1940 to William Woodrow and Hattie Louise Haney, Enoch grew up in Seminole, Oklahoma. The son of a full blood Seminole and Creek Indian, Haney's own grandfather was chief of the Seminole Tribe in the 1940s.

Haney's interest in Indian people is evident in his art, as he puts a great amount of energy into the research and documentation of Native American culture and traditions. His work is exacting in its detail and representation of native peoples. Haney received his Associate of Arts degree from Bacone College, and his Bachelor of Arts in Fine Arts from Oklahoma City University.

In 1962 he was honored with the Rockefeller Foundation Scholarship at the University of Arizona. Haney was designated as the Master Artist of the Five Civilized Tribes in 1975; he also was awarded a Governor's Art Award, Distinguished Alumni Award, and the Indian Heritage Award. Along with his work as an artist, Haney has served terms in the Oklahoma House of Representatives, as well as the Senate.

Painting Details



This painting, by artist Enoch Kelly Haney, pays homage to the earth and the natural beauty of Oklahoma. The painting symbolizes the need for us to conserve the resources of our state, nation, and earth.

1. The background illustrates the blue of the summer skies in Oklahoma.
2. Crisp, blue water and rolling, green hills are trademarks of Oklahoma's landscape.
3. A scissortail flycatcher, Oklahoma's state bird, is shown.
4. The bald eagle, American's national bird, is shown.
5. The birds hover above the Native American man, as if to guard him.
6. Oklahoma's state wildflower, *Gaillardia pulchella* or the "Indian Blanket," is seen in the foreground of the painting.
7. The central figure is a surreal (dream-like) depiction of a young Indian man, meditating and in total unity with his surroundings. His image disappears into the earth as though he is merging and becoming one with nature.

Suggested Reading

Oklahoma Adventure, Centennial Edition 2006 by Oklahoma History Press
Oklahoma Stories: Oklahoma's Climate and Geography, **pages 264-269**
Oklahoma Stories: Native Americans in the 20th Century, **page 412**
State Emblems, **pages 419-420**

Oklahoma: Land of Contrasts by Clairmont Press
Chapter 2: Where in the World is Oklahoma?, **pages 24-57**
Chapter 18: Oklahoma Roundup, **page 474**
Appendix 2: Oklahoma's Symbols, **pages 503-504**

The Story of Oklahoma, Second Edition by Baird and Goble
Unit 1: Natural Oklahoma, **page 2**
Chapter 1: Oklahoma's Diverse Land: **pages 4-19**
Appendix H: Oklahoma Symbols, **pages 410-411**

Final Analysis

After completing the readings and activities, go back and look at the artwork again. Now that the students are more familiar with the subject matter, ask them to write a few paragraphs about their interpretation of the artwork. In their own words, the writing should address the following:

- Description of the artwork and who/what is in it
- How the elements of art and principles of design are used within the artwork
- What feelings, emotions, or information the artwork depicts
- Their opinion of the artwork

Pass Objectives

Grade 4- The Arts

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol).

1. Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
2. Describe and use the principles of design: rhythm, balance, contrast, movement, variety, center of interest (emphasis), and repetition in works of art.
3. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

3. Demonstrate a basic knowledge of several fields of art such as painting, sculpture, drawing, computer graphics, printmaking, architecture, and fiber arts.

Standard 4: Visual Art Appreciation - The student will learn to appreciate visual art as a vehicle of human expression.

2. Demonstrate respect for personal artwork and the artwork of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

High School- Oklahoma History

Standard 1. The student will demonstrate process skills in social studies.

1. Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, art, music, literature, photographs, documents, newspapers, and contemporary media).
2. Identify, evaluate, and explain the relationships between the geography of Oklahoma and its historical development by using different kinds of maps, graphs, charts, diagrams, and other representations such as photographs, satellite-produced images, and computer-based technologies.

Standard 6. The student will investigate the geography and economic assets of Oklahoma and trace their effects on the history of the state.

1. Locate the significant physical and human features of the state on a map (e.g., major waterways, cities, natural resources, military installations, major highways, and major landform regions).

High School- The Arts

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., content, engraving, foreshortening, mosaic, perspective)

1. Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artwork of others.
2. Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap, negative, positive, size, color) in personal artwork, and the art work of others.
3. Describe exhibitions of original works of art seen in the school or community.
4. Differentiate between art criticism and art reviews, recognizing that criticism is positive as well as negative in its evaluation of a work of art.

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

1. PROFICIENT: Analyze a work of art within its cultural and historical context.
ADVANCED: Analyze common characteristics of works of art and artifacts across time and among cultural groups to analyze and identify influences.
3. PROFICIENT: Compare cultural and ethnic art forms throughout the world that have influenced visual art
5. PROFICIENT: Identify major regional, national, and international collections of art.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

2. Demonstrate respect for their work and the work of others.