

Conventions Merah

Worksheet (Grade Level)

Name _____

Question 1

How does Gauguin use color and pattern to reflect the cultural identity of Tehamana, and what emotions or ideas do these choices convey?

Question 2

What do the symbols and objects around Tehamana represent about her ancestors or her connection to her culture?

Question 3

How does this painting reflect Gauguin's interpretation of Polynesian culture, and do you think it is an authentic representation or influenced by his perspective?

Question 4

How might the textures and layering of oil paint affect the mood or meaning of the artwork?

Question 5

How is Tehamana's portrayal in this painting similar to or different from portraits in other cultures or time periods you have studied?

Question 6

Why do you think Gauguin included the inscriptions and patterns in the background, and how might these details add meaning to the painting?

Question 7

How does this painting make you feel, and what might it say about the connection between people, their ancestors, and their cultural traditions?

Notes:

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Worksheet (Higher Level)

Name _____

Question 1

In what ways does Gauguin manipulate color and pattern to communicate cultural identity and emotion, and how might these choices reflect his personal interpretation of Polynesian culture?

Question 2

What deeper meanings can be inferred from the symbols and objects surrounding Tehamana, and how might they connect to the broader themes of ancestry and tradition?

Question 3

How does Gauguin's portrayal of Polynesian culture in this painting challenge or reinforce colonial perspectives of his time?

Question 4

How do the material qualities of oil paint, such as texture and layering, contribute to the symbolic and emotional depth of the artwork?

Question 5

In what ways does Tehamana's representation align with or deviate from portrait traditions in Western and non-Western art, and what might this suggest about Gauguin's artistic intentions?

Question 6

How do the inscriptions and patterns in the background function as cultural or narrative devices, and what do they reveal about Gauguin's perspective on Polynesian spirituality and identity?

Question 7

How does this painting invite reflection on the relationships between cultural heritage, personal identity, and artistic expression, and how does your interpretation evolve when considering Gauguin's role as an outsider?

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Worksheet (Lower Level)

Name _____

Question 1

What colors and patterns can you see in the painting, and what do you think they tell us about Tehamana and her culture?

Question 2

What do the objects around Tehamana mean to you? Do they remind you of anything from your own life or traditions?

Question 3

Do you think Gauguin's painting shows what life in Polynesia was really like, or does it feel like it comes from his imagination? Why?

Question 4

How do the thick paint and textures make the picture feel? Does it seem calm, exciting, or something else?

Question 5

How is Tehamana's picture similar to or different from pictures of people in other artworks you've seen?

Question 6

Why do you think Gauguin added the patterns and writing in the background? What do they make you think about?

Question 7

How does this painting make you feel? What do you think it tells us about Tehamana and her connection to her family and culture?

Notes: