

Hero or Villain? Tour

All levels

Discover despicable villains, shocking secrets, and tragic deaths. Hear the stories behind the legends, and consider the challenging identities of heroes and villains.



Robert Shimomura, *Him-a-Hero*, 2004

Student Learning Goals

By looking at works of art that depict heroes & villains...

1. Compare and contrast qualities of heroes and villains.
2. Share content and context about the characters in selected works of art.
3. Discuss the challenges heroes and villains face.
4. Discuss how artists depict heroes and villains in different ways.

Connections to Texas Essential Knowledge and Skills (TEKS)

Elementary Social Studies

1. Understands how historical figures, patriots, and good citizens helped shape the community, state, and nation (Kinder, History 2 B)
2. Understand the role of heroes in shaping the culture of communities, the state, and the nation (Grade 3, Culture 14 A, B)
3. Understand the contributions of people of various racial, ethnic, and religious groups to Texas (Grade 4, Culture, 19 B,C)

Middle School Social Studies

1. Understand the influences of individuals and groups from various cultures on various historical and contemporary societies (Grade 6, History 2 B)
2. Understand the concept of diversity within unity in Texas (Grade 7, Culture 19 A)
3. Understand the relationships between and among people from various groups, including racial, ethnic, and religious groups during the 17th, 18th, and 19th centuries (Grade 8, Culture 23 D)

High School Social Studies

1. Understand the ways in which cultures change and maintain continuity (World Geography, Culture 18 D)
2. Understand the relationship between the arts and the times during which they were created (World History, Culture 25 A, C)
3. Understand how people from various groups contribute to our national identity (U.S. History, Culture 26 C)

Key Questions

1. What are some flaws or weaknesses of heroes? Name some heroes who don't have any flaws.
2. What role does technology play in the abilities of heroes and villains?
3. What challenges do superheroes face?
4. Describe the different characteristics of heroes and villains.
5. How do depictions of heroes and villains change throughout time? For example, compare *Burghers of Calais* with *Him-a-Hero*.

Works of Art to Consider

1. August Rodin, *Burghers of Calais*, late 1890s
2. Antonin Mercié, *Gloria Victis*, after 1879
3. Vincent Valdez, *The Strangest Fruit 9*, 2013
4. Robert Indiana, *LOVE*, 1966-2002
5. Jan Gossaert, *Portrait of Anne de Bergh*, ca.1530
6. Charles Umlauf, *War Mother*, 1939
7. Antoine Louis-Barye, *Theseus Fighting the Minotaur*, 1846-47
8. Antoine Bourdelle, *Beethoven: A Tragic Mask*, 1901
9. Desmond Heeley, Costume design for Richard III in Act IV, scene 2 in *Richard III*, 1967
10. Gabrielle Dumontet, *Head of Medusa*, 1906
11. Tim Burton, *Jack Skellington*, 1993
12. Marsden Hartley, *Portrait Arrangement*, 1914
13. Master of Frankfurt, *St. Catherine, St. Barbara*, late 1460-ca. 1533
14. Master of the Parrott, *Mary Magdalene*, 1530
15. Roger Shimomura, *Him-a-Hero*, 2004

Voting Activities

- Vote if a single work of art represents a hero, villain, or both/neither. Discuss choices.
- Select multiple works and ask students to stand in front of a work of art that best represents hero, villain, or both/ neither. Compare choices.