



## Teacher/Viewing Guide

### Arab American Stories – Episode 104

Huguette Caland

Artist

Grade Level 9-12

#### Episode Overview:

Huguette Caland was born in 1931 in Lebanon. She is a painter and sculptor who now lives in California. Her father, Bechara El Khoury, was the first president of Lebanon from 1943 to 1952. She grew up during the time that Lebanon was fighting for its independence from France, and she had many French and Lebanese friends. Even though her country was fighting the French, she eventually married a French man and moved to Paris. Later, she made the very personal choice to move to America, where she found artistic inspiration and freedom she had not found elsewhere. In this episode she talks about her childhood in Lebanon, and how she left and found her artistic home in America, and an identity outside of her role in her family through her art. We see her as she works with her staff in her studio and shares both her story and her artistic process.

In addition, Huguette co-founded INAASH (Association for the Development of Palestinian Camps), which creates jobs for refugee women and sells their embroidery. Her work inspired a historic exhibition on Palestinian embroidery at the Craft and Folk Art Museum in Los Angeles.

#### Previewing Questions:

1. What is artistic freedom? What is artistic inspiration?
2. How do our roles within our family create our identity?
3. How is our personal history related to the overall history of our time?

#### Vocabulary:

1. Artistic Freedom: The extent of the capacity of an artist to produce creative works related to his/her own insight. This can involve deviating from customs of a certain school of art, the directives of others, or cultural norms, tastes and expectations.
2. Generation: All of the people born and living at about the same time, regarded collectively: "one of his generation's finest songwriters."
3. Artistic Process: A general guideline for a system for creating artwork.
4. Embroidery: Decorative needlework done usually on loosely woven cloth or canvas, often being a picture or pattern.

#### Lesson Overview/Review:

After viewing the segment on Huguette Caland students should be prepared to discuss the idea of artistic freedom. Students should consider the choices that Huguette made to leave her family, her husband and her homeland to come to a place where she felt she would have more "freedom of expression" and the freedom to choose a career in art.

#### Post-viewing Class discussion:

After viewing the segment, consider the following questions:

1. In the segment Huguette Caland states that she was "the daughter of my father, wife of my husband, sister of my sister and mother of my children." How can our family identity either support or prevent us from becoming our full and truest self?

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2. Huguette is the daughter of the first president of Lebanon, but she chose to come to America, where her status is less known. Why do you think she made that choice?
3. Huguette states that she feels that America is the best for her to express her artistic freedom. In America we have many freedoms and rights guaranteed in the constitution. What constitutional rights make up the concept of artistic freedom?
4. Many young people are discouraged from pursuing a career or education in art and told instead to focus on a “real” career. Do you think the choice to become an artist should be encouraged? What careers rely on the work of artists?

### Journal option:

Have students take a moment to write a journal based on the following writing prompt: Art is an important aspect of society because...

### Activity:

Art Is Everywhere. Huguette Caland is one of the most famous Lebanese artists of all time and has made an enormous contribution to the art community in the United States. You can find her work in galleries around the world. However, art is not only contained in galleries: it can be found in many different places and is an important part of society, culture, and even industry. Have students explore how art can be found everywhere. Have students explore items in their homes (food labels, CD covers, household objects, etc.) and find the “art” in these objects (you may want to give them examples.) Have students create a presentation where they demonstrate photographs of “household” art, identify the artist or group that created the piece, and provide a detailed analysis of the style, colors and theme presented in the piece.

**Explore online:** Use the following resources to allow your students to further explore the topic of art and the Arab American community.

1. <http://huguetecaland.com/>
2. [http://en.wikipedia.org/wiki/Lebanese\\_Independence\\_Day](http://en.wikipedia.org/wiki/Lebanese_Independence_Day)
3. <http://www.inaash.org/>

**Interdisciplinary Options** Art, US and World History, Middle Eastern history

### Common Core Alignment

- SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.