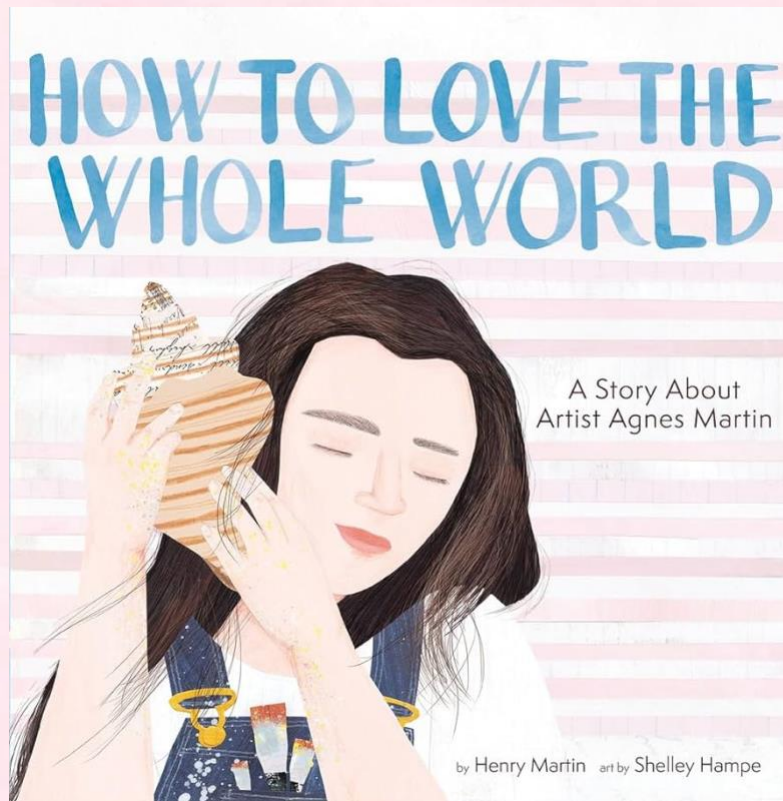


Resource Pack

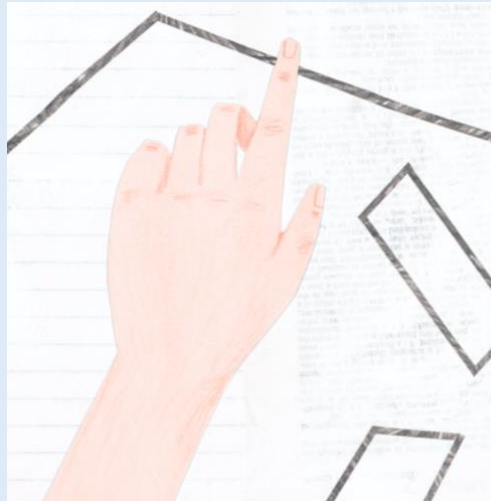


For readers, teachers, librarians and more...

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Summary

How to Love the Whole World is a powerful, poetic picture book biography about fine artist Agnes Martin and how she painted to show her love for the world from international art scholar Henry Martin and author/illustrator Shelley Hampe.

Like her contemporary Georgia O’Keeffe, Agnes was deeply inspired by the New Mexican landscape and lived a solitary life there, painting what she loved. And what did Agnes love? She loved an eggshell blue sky at sunrise, and she loved the cotton candy pink sunset. Agnes loved the whole world. She said, “If I paint the things I love, then my paintings will be about love. And you will feel love when you look at them.” She even painted a painting called *I Love the Whole World*—twice. But some days, Agnes did not love the whole world. Not everyone understood her art, or her, and she felt it all. Agnes painted solace in pale, barely-there, mercurial hues and painstakingly simple lines and squares.

In simple, poetic language, ***How to Love the Whole World*** tells a story of an artist and answers the question, “How do we love the whole world?” We slow down, pay attention, seek beauty and truth, feel it all, maybe even joy.

About the Author and Illustrator

Henry Martin (Author) is a writer, lecturer, researcher, the author of *Agnes Martin: Pioneer, Painter, Icon*, and narrator of the award-winning documentary *Agnes Martin: Before the Grid*. Henry's scholarly focus includes 20th-century American women art dealers, biography studies, as well as the history of exhibitions, art collections, and museums. He has written on art history for Phaidon, among others. Recently he was a Fulbright Creative Fellow at the Archives of American Art at the Smithsonian, and is currently a visiting doctoral student at the University of Oxford. He is based in the United Kingdom.

Shelley Hampe (Illustrator) is an author-illustrator based in Dallas, Texas. She illustrated the *Merlin Raj* series and has collaborated with professionals from Harvard University to illustrate a groundbreaking social-emotional learning program developed for children. Henry and Shelley met over their shared love of Agnes Martin and created *How to Love the Whole World*, their debut picture book, together.

Talking Points

- Individuality and Conformism
- Embracing Difference
- Supporting with Kindness
- Inspiration and Art
- Loneliness
- Meditation and Mindfulness
- Perseverance
- The importance of play and nature
- Self-esteem
- Emotional wellbeing
- Hope and ambition
- Overcoming adversity
- LGBT Pride

Questions

Before You Read

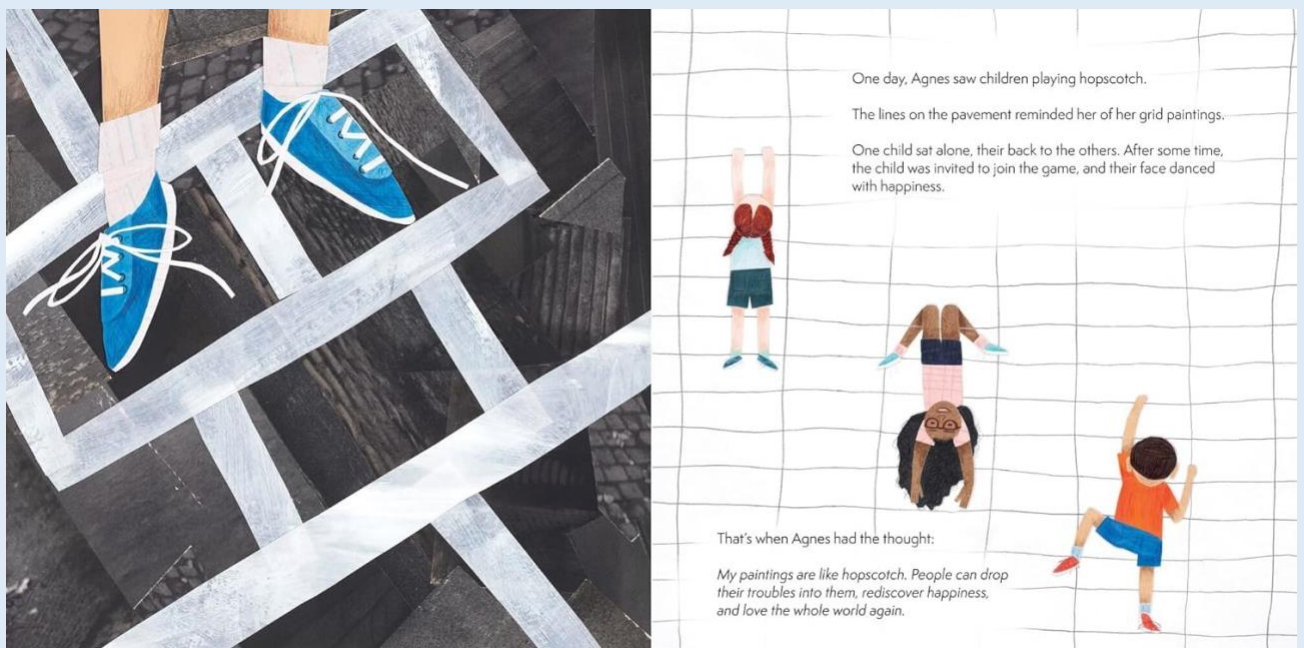
1. Look at the title and illustration on the front cover. What do you think this book is about?
2. Look at the woman on the cover. Where do you think she has come from? Where do you think she is going? What is she holding in her hand and do you think it might be important in some way?



After You Have Read

1. Look back on your answers to the earlier questions. Were you right?
2. Do you think the title or cover image captured the spirit of the book? Would you have chosen a different title or image?
3. Did you enjoy learning about Agnes Martin? Why, or why not?
4. What was your favorite picture or spread (two facing pages) in the book? Why was it your favorite? How would you describe it to a friend?
5. Do you like the shape and size of the book? Does the square format remind you of anything in the book?

6. Do you like the colors used in the book? What colors were mentioned by the text? Can you find them in the book?
7. How does each picture make you feel?
8. Agnes Martin loved travelling by boat (there is one on page 17). Have you ever travelled on a boat? Where would you go?
9. On pages 30 and 31 we see depictions of Agnes's paintings, both called *I Love The Whole World*. What do you notice about the size of the paintings? Why do you think Agnes created large paintings like these? If you were to make a big painting, what would you put into it?
10. The spread on pages 12 and 13 show geometric shapes. Can you name them?
11. Agnes Martin learns some important strategies to overcome her loneliness, frustration and sense of difference, 1. To focus on the things that she loves; 2. To not turn her back on the world or nature; and 3. To create art that helps other people. What do you do to overcome loneliness, frustration and feeling different?



For Older Readers

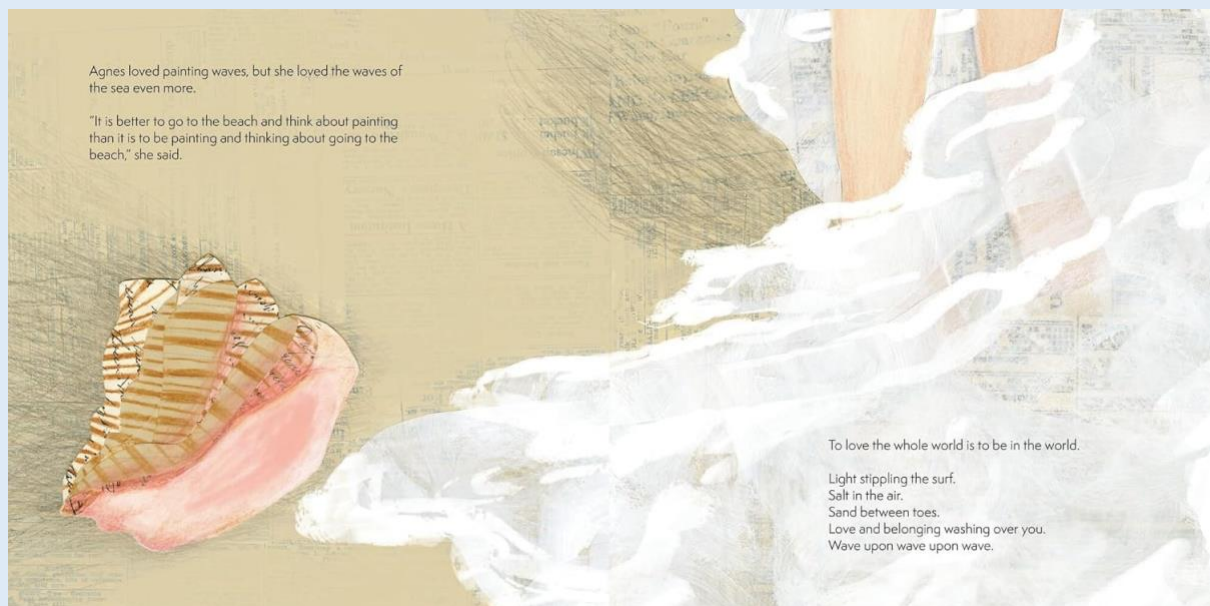
1. Why do you think the illustrator used this color scheme? Do you think it is effective?

2. What words would you use to describe Agnes Martin?
3. The illustrator uses both empty backgrounds and full-color landscapes. Why does she do this? Are some scenes or moments in Agnes Martin's story better suited to a certain type of background? Would you have chosen a different type of background at any other point in the story?
4. The illustrator uses both single-page and double-page spreads. Why does she do this? Do you like this approach? Why or why not? Would you have used different types of spreads at any points in the story?
5. Agnes has many feelings in the book. In addition to gratitude, love and happiness, there are times she feels frustrated, insecure, angry, sad and defensive. Her actions to deal with these feelings include to destroy her paintings and to withdraw from the world. Do you think these are good solutions? Ultimately, she learns that being in world, focusing on what she loves, helps her to overcome her negative feelings. Do you think this is a better solution? Why?
6. Here are some quotes by Agnes, used in the book, which one is your favorite and why? Do you like that the author has used these?
 - *"If I paint the things I love, then my paintings will be about love, and you will feel love when you look at them."*
 - *"A work of art doesn't have a subject; it has a spirit."*
 - *"My paintings are like hopscotch. People can drop their troubles into them, rediscover happiness, and love the whole world again."*
 - *"It is better to go to the beach and think about painting than it is to be painting and going to the beach."*

Questions based on the End Matter

1. Agnes Martin said, "My work is not what is seen. It is what is known forever in the mind." What do you think she means by this? Are there feelings, situations, or truths which can exist in the mind but not in the world?

2. Some people considered Agnes different and difficult. This made her feel left-out and misunderstood. How can we help one another feel included and understood, even when we think the person might look or act different to us?
3. When Agnes became a successful artist, she donated money to charities and facilities in her home town of Taos, New Mexico. In what way are these acts of kindness similar to her paintings and her intention as an artist. What are small acts of kindness we can do every day to make the world a better place?



Activities

1. Agnes Martin loved the whole world. What do you love in the world? Are there particular people, places, or things that bring you happiness or joy? Write out a list or draw a picture showing yourself surrounded by the things you love.
2. Can you count all the things mentioned in the book that Agnes Martin loved?
3. The sky in the morning and evening move through many different color shades, depending on the time of the year and the weather conditions. The author describes dawn as "candy-pink" and dusk as "egg-shell" blue. What words (or pairs of words) can you think of to describe 1. A morning snow blizzard, 2. An orange sunset, 4. A dark night, 5. A clear blue sky, 6. A sky filled with cumulus clouds, 7. Thunder and Lightning.

4. What artworks by Agnes Martin are mentioned in the book? Do you like the titles she chose?
5. Write a short review of the book. Do you like the overall story or individual pages? How do the words and images interact?
6. Can you point out the moments that Agnes is Happy and Sad? What does the illustrator do to communicate this? What colors, shapes, or patterns does she use?
7. Are there any words you did not understand in the book (maybe cerulean, cascading, gesso, translucent)? Can you find these words in a dictionary or ask an adult to explain them? What do they mean?
8. There are some hidden references to other paintings by Agnes Martin in the book; she has famous paintings called *The Tree*, *Joy*, *Happiness*, *Gratitude*, *Friendship*, *Weeds*, *Beach*. Can your teacher or an adult find pictures of these to show you?
9. Agnes said that her paintings are like the hop-scotch grid. Children and adults can drop their troubles into the grid and watch them disappear. Can you say, write, or draw your troubles and drop them into a grid? Does it feel better to communicate your troubles out loud, rather than hold them in?
10. There is no such thing as an ordinary line. A line can look very different depending on what material you use to draw it. Chalk, paint, pencil and crayons all interact with a page or canvas differently. Put this to the test. What material do you most enjoy using and why? Draw as many lines as you want, as fast as you can, going in all directions; now draw a line lightly and slowly; what kinds of feelings or qualities have you created with the lines.
11. Are there any other artists you would like to learn about? Who can help you learn about them? Maybe there is a parent, friend, teacher or librarian who can help you learn more.

(Answers: to **Q 2**: Ten. **Q 4**: *The Wave*, *Night Sea*, *Gratitude*, *Affection*, *Love*, *I Love the Whole World*).



Group Activities

Acts of Kindness

Materials: Empty jar, paper, pencil.

1. Get the child to write one act of kindness per piece of paper.
2. Put the acts of kindness in the empty jar.
3. Each day, the child (or children) picks an act of kindness from the jar and is encouraged to perform it during the day.
4. Ask the student how or when they performed their act of kindness and how they felt afterwards.

Emotion Party

Materials: Pencil and paper.

1. Ask the children to list emotions and write these down on pieces of paper.
2. Scrunch the papers up and put them into a hat or container.
3. Taking turns, each child picks a piece of paper and acts out the emotion (with noise, but they cannot say the word), while the rest of the group has to guess what the emotion is.
4. At the end, each student decides on their favorite emotion and all together the children create an emotion party, acting out the emotion as big and as loud as they can.

Hop-Scotch

Materials: Chalk, small rock or pebble.

Each player tosses a small object inside one of the squares on the hopscotch grid, then hops from square to square, avoiding (hopping over) the square with their rock in it. Each player's goal is to hop all the way down to the end and back without their other foot touching the ground.

How to Play:

1. Draw a hopscotch grid on asphalt or concrete with chalk.
2. The youngest child goes first, with other kids lining up behind them.
3. A rock is tossed onto the hopscotch grid.
4. The player then hops from square to square on one foot, avoiding (hopping over) the square with their rock in it.
5. At the end of the hopscotch grid, the player turns around and hops back.
6. On their return back to the starting line, the player again skips the square with their rock and also picks up their rock.
7. Back at the starting line, the player passes the rock to the next person in line and goes to the end of the line. The next player then takes their turn.

Hopscotch Rules:

1. If a player's toss goes outside the lines of the hopscotch grid, they lose their turn.
2. The player must hop through the game on one foot unless two squares are side by side, in which case the player can put their feet down simultaneously.
3. If a player hops on the wrong square, they stop and join the back of the line.
4. If a player hops outside of the hopscotch grid, they stop and join the back of the line.
5. If a player steps on a line, they stop and join the back of the line.

6. If a player puts both feet down inside one square, they stop and join the back of the line.

Ideas for playing hopscotch indoors. Don't let a rainy day keep the hopscotch away! Lay out hopscotch indoors using masking tape right on a tile floor, or even carpeting. Use a small beanie-style stuffed animal or a balled-up sock instead of a rock.

Trouble-Free Squares

Materials: Blank page, Pencil, Post-its.

1. Print off this page or draw your own square.
2. Alone, or with others, write or draw in each square one thing that troubles or annoys you.
3. Now, using post-its, cards or pieces of paper, write or draw a person, place or thing that makes you happy.
4. Stick your "happy cards" over your "troubled squares" and hang the new grid on your wall. Remember, troubles come and go, but the things that make us happy last forever.



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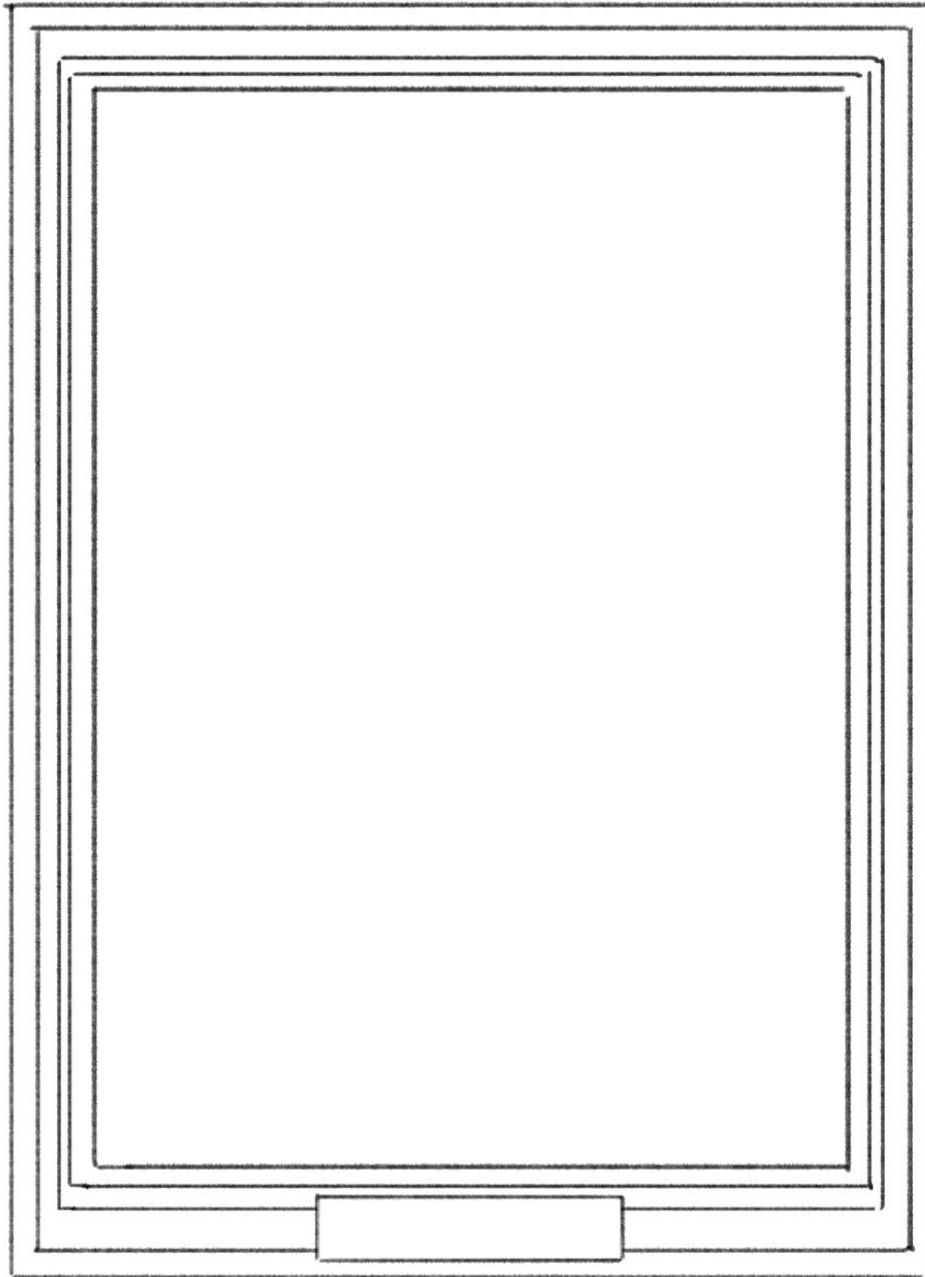
International Sales: international@abramsbooks.com

Seven “Lovely” Drawing Exercises

How to Love the Whole World

I show love to the whole world when I...

In the picture frame below, draw something you do to show love!

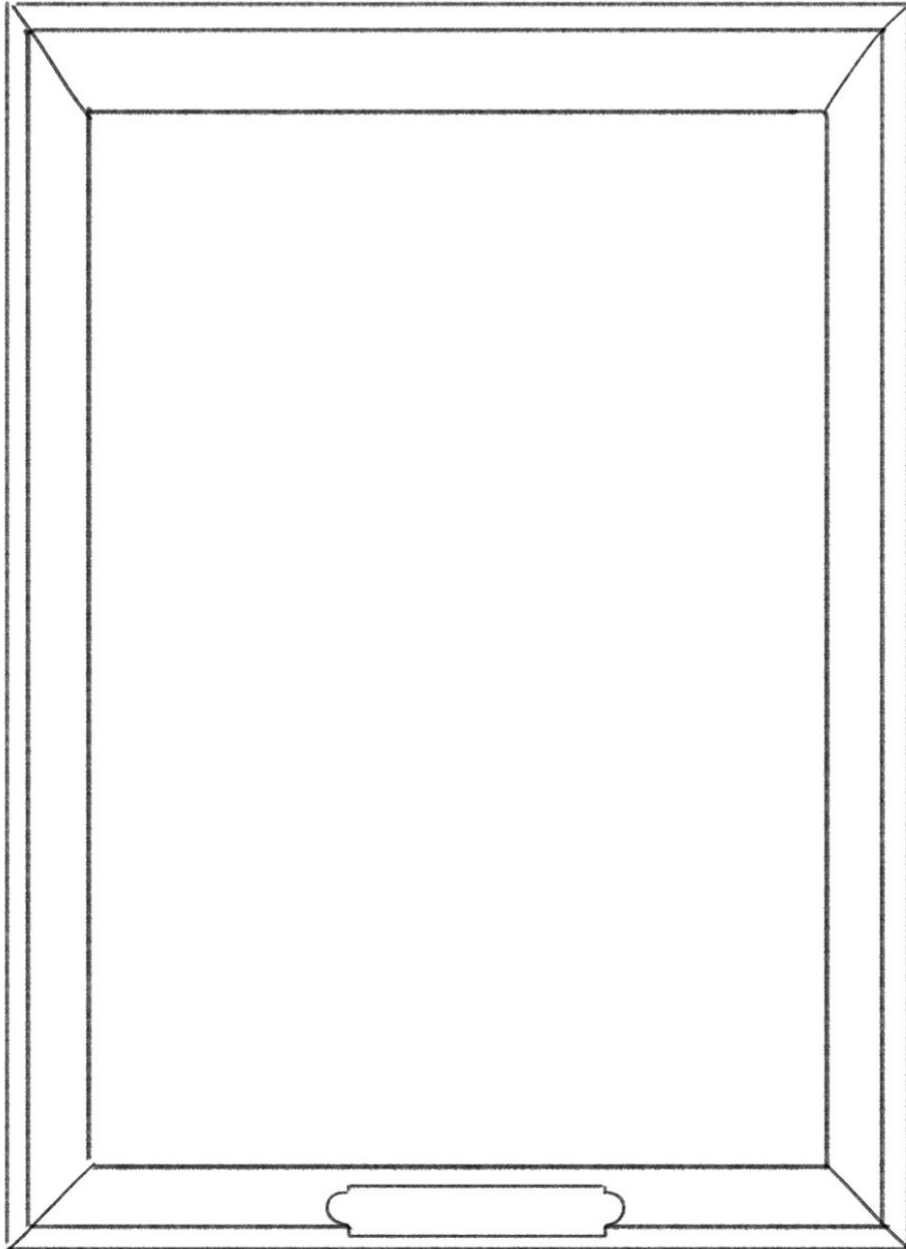


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How to Love the Whole World

I know I am loved when...

In the box below, draw something or someone that shows you love!



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How to Love the Whole World

Pick a color for each feeling!

What color do you think goes with happy, mad, or sad?

Happy

Sad

Angry

Scared

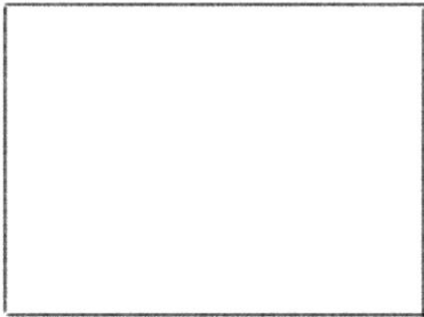
Surprised

Excited

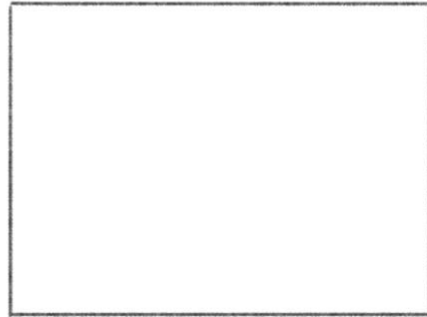
How to Love the Whole World

I spy something... Can you find it?

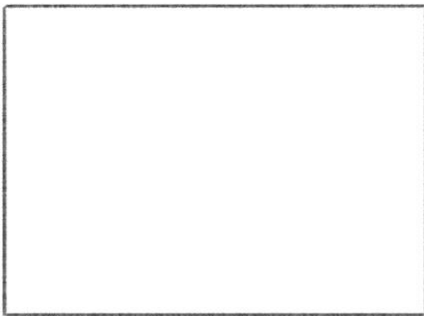
In the space below, draw what you see that matches the color. Do you see a red fire hydrant? Draw it in the red box!



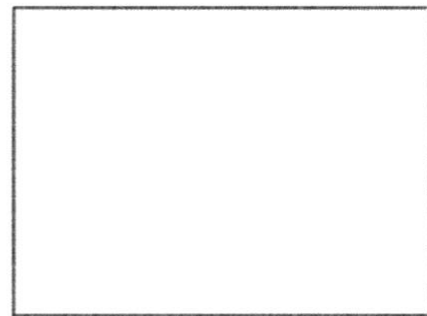
Red



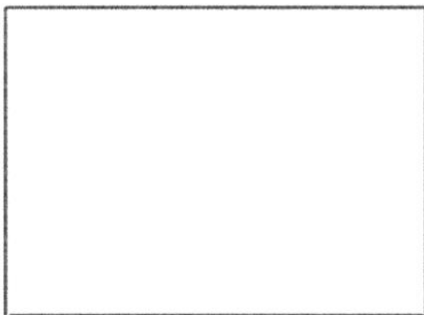
Yellow



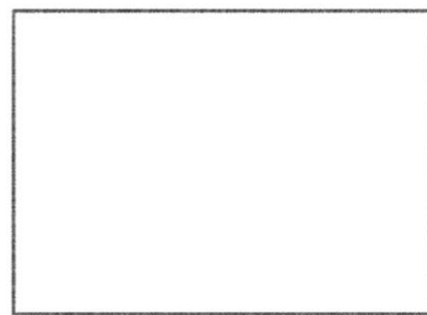
Blue



Orange



Green



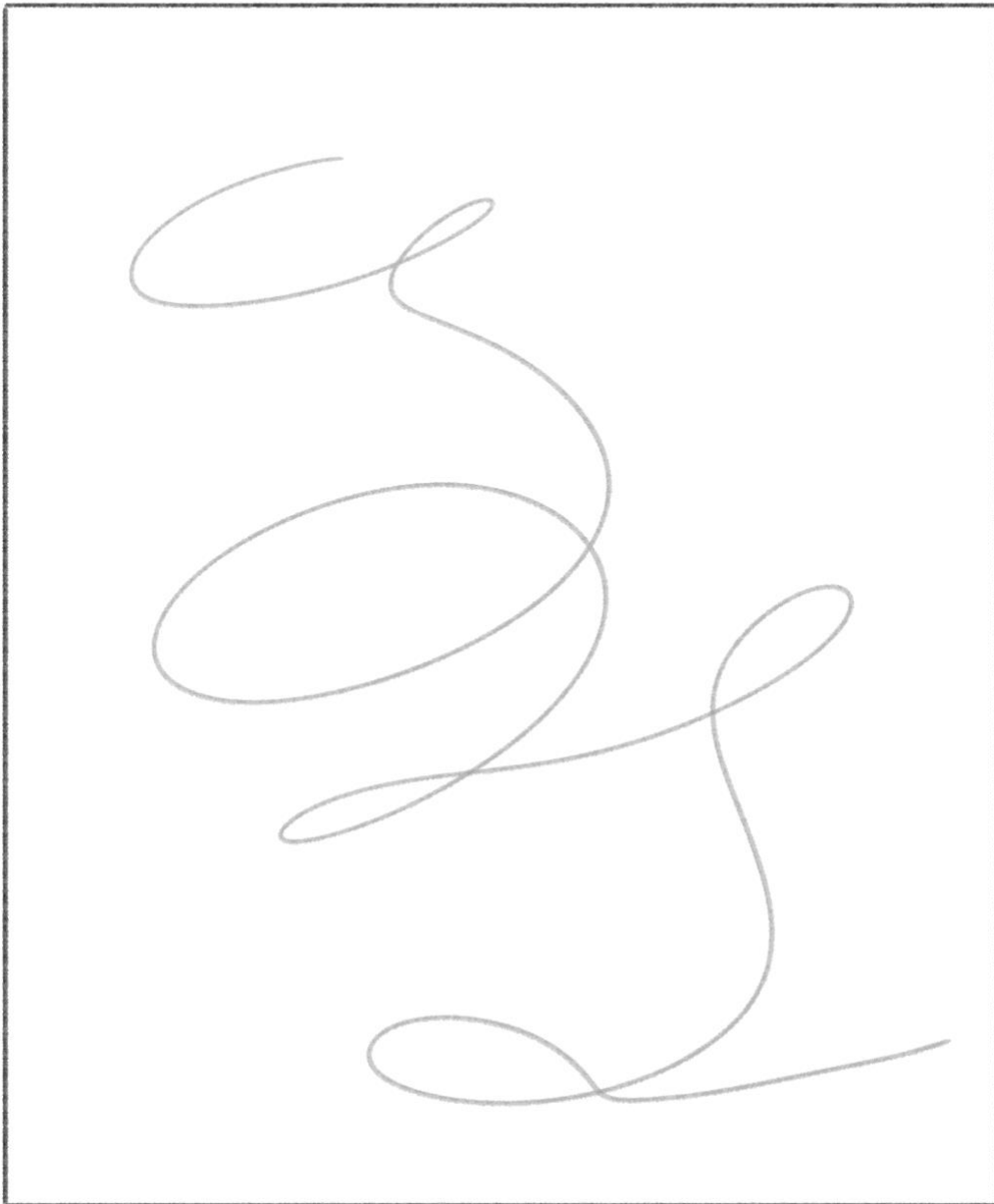
Purple

How to Love the Whole World

This isn't just a scribble – it's your chance to make something!

Add to the scribble below and turn it into something from your imagination.

Maybe it's an elephant at the beach?



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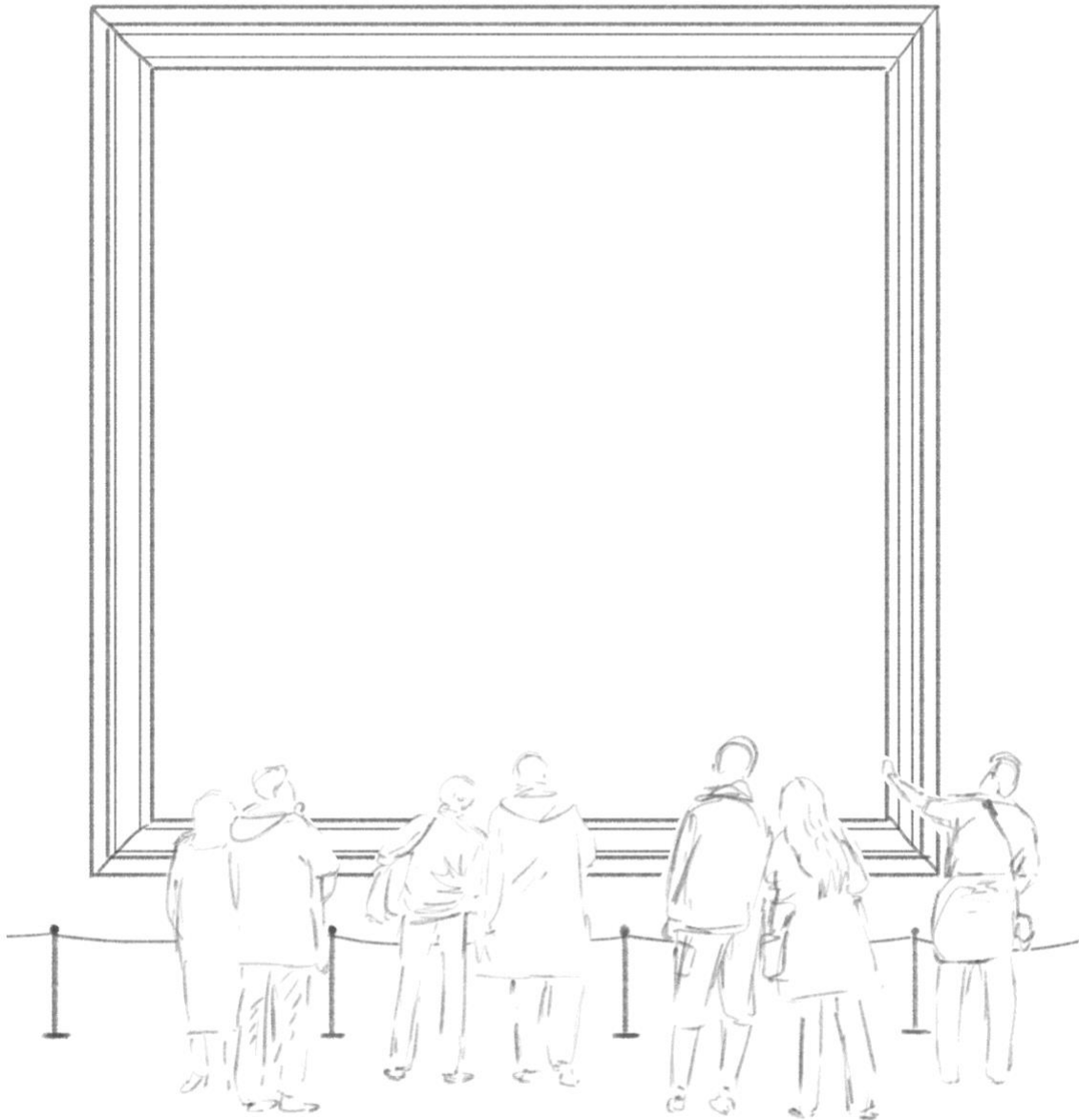


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How to Love the Whole World

What are the people looking at?

In the picture frame below, draw what you think they see!



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