

JSU-TPS Teaching with Primary Sources
(Lesson Plan Template)

Teacher: Gail Ambeau **School:** Yazoo City High School

Date: March 30, 2023 **Unit Title/Theme:** The Art of Protest/Political Art

Grade Level: 9th-12th grade **Lesson Title:** The Art of Political Protest: Using Culturally Relevant Primary Sources

Time Required: 1 week (5-90 minute classes)

Student "I Can" statement (Simple statement that states the objects in a manner that would be easily understood by students)

I can analyze artwork for interpretation, symbolism and meaning.

I can recognize and discuss themes pertaining to protest art.

I can create art that communicates what is important to me

I can relate artistic ideas and works with societal, historical, cultural context, and personal experiences to deepen understanding and create art.

I can demonstrate how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives through art

I can collaboratively create installation artwork

Standards (Use the MS Career Readiness Standards to write 1-2 objectives stating expected learner outcomes.):

Learning Standard 1: VA: Re7.1.I Perceive and analyze artistic work

- a. Hypothesize ways in which art influences perception and understanding of human experiences

Learning Standard 2: VA: Cn11.1.II Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

- a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Learning standard 3: VA:Cr1.2 Generate and conceptualize artistic ideas and work a. Use multiple approaches to begin creative endeavors

Learning Standard 3: VA: Cr2.3.III Organize and develop artistic ideas and work

- a. Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives



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Objectives (Statement(s) that describes what students will be able to do at the end of the lesson, as a result of instruction.

1. Students will develop aesthetic and empathetic awareness through engagement with art
2. Students will recognize, discuss and relate artistic ideas/themes and works with societal, cultural, and historical context.
3. Students will be able to create forms of protest art that communicate what is important to them on a subject of their choice
4. Students will be able to look at and analyze artwork from the exhibits "Art in Action: Herblock and Fellow Artists Respond to their Times" and/or "An Incomplete History of Protest: Selections from the Whitney's Collection. 1940-2017 Aug 18, 2017-Aug 27, 2018"
5. Students will create a collaborative interactive art installation with their protest artwork.

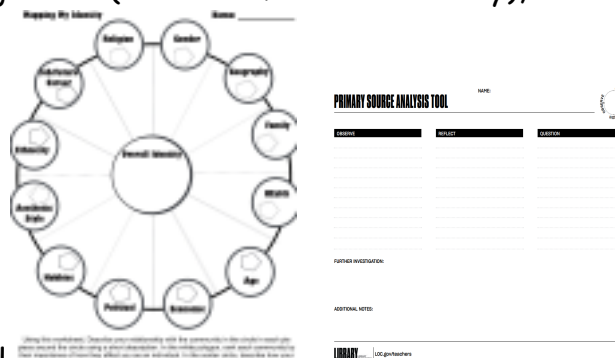
Materials/Resources Needed:

Resources:

www.tpsteachersnetwork.org/twork.org

<https://tpsteachersnetwork.org/crp-project-jackson-public-school-teachers/protest-artwork-and-resources>

Identity mapping Graphic Organizer (Initial Reflection Activity), Library of



Congress graphic analysis tool

Materials:

8x11 Photocopies of the artwork if student computers are not available.

1/2 poster board size or 11x14 drawing paper, cardboard



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Markers, colored pencil, pencils, pens, found/discarded objects, paint, paint brushes, wood scraps, glue stapler and stencils

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson):

Students will rank each category of their map from 1-12 according to what they is most important to least important based on their life experiences and influences

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

Students will need to have an understanding of basic art vocabulary in order to discuss the artwork.

Need to know...what it means to protest (peacefully).

Need to know... how art can be used to communicate feelings/passion. Students will use prior knowledge of painting, drawing collaging and use/reuse of found or discarded objects

The students will listen to audio and research social justice issues for point of reference.

Need to know...What is installation art and the characteristics of installation art

Vocabulary

Installation Art, Medium, Line, Shape, Texture, Mood, Color, Media, Subject matter, Mark making, Found objects, Protest, Social justice

Model (How will you demonstrate the skill for students?):

The teacher will model how to use graphic organizers and analyze the political artwork. The will model Students will model technique/process (collage, painting, masking, stenciling) while creating their artwork. (some prior knowledge applied)



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Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

Thumbs up/Thumbs down: I understand what it means to protest and can explain it in my own words.

Wave hand: I'm not completely sure what it means to protest and doubt that I could explain it.

Essential questions: What did you learn from today's lesson? How does learning about art impact how we perceive the world?

Have a student teach the lesson to another student that has been absent and or missed part of the lesson.

Guided Practice (List activities which will be used to guide student practice.) The teacher will lead discussion on "Momento", 1997, by Kerry James Marshall. the teacher will demonstrate how to use the **Library of Congress art analysis graphic organizers**

The teacher will demonstrate how found/discarded objects can be incorporated into the protest artwork.

Closure (What method of review and evaluation will be used to complete the

lesson?): Pre-Test

Daily Review X

Performance Task X Completed protest art, Installation Art

Post-Test

Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.)

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In groups or pairs

Students will

1. write their **OBSERVATIONS** Observations should be what they see in the picture (figures, people, details, patterns, materials, etc...). They will **REFLECT** by determining what they think the work could possibly be about. They will **EXPLORE** for symbolism and any information that can form a possible story about the artwork. Students will then **QUESTION** anything they would like to know more about in the artwork. Initial reflection activity on the graphic organizer.

Students will plan out their personal protest artwork based on what issues they feel strongly about.

Pairs of students from each class will be selected to create QR codes. QR codes will be included in the Instillation Artwork. QR codes will link to websites with various areas of concern associated with students' protest artwork.

After artwork has been completed the students will work Collaboratively to create a interactive in school temporary Art installation which will be displayed in the main hallway

Tier Instruction (what provisions have you made for Tier II & Tier III students?)

Tier II Differentiated Instruction

- **Lesson: Pairing of Tier I and Tier II students**
- **Instructions will be given verbally, written, and demonstrated for all**
- **A variety of materials will be provided to create artwork and demonstrate understanding**

Day's Per Week

- **Sensory accessibility considered/provided**

Extra time provided as needed

Minutes Per Day: 90

Tier III Differentiated Instruction

- Lesson: Pair Tier 3 students with Tier 1 student or paraprofessional.**
- **Instructions provided verbally, written, demonstrated as well as 1:1.**
 - **Adaptive equipment provided for physical disability.**

Day's Per Week extra time provided as needed

Minutes Per Day: 90



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Instruction

<p><u>Monday</u> 1. Identity Mapping: Initial reflection activity on the graphic organizer (individual) 2. Model how to use graphic organizers and analyze the political artwork (Whole Group)</p>	<p><u>Tuesday</u> 1) Model how to use graphic organizers and analyze the political artwork (Whole Group review) 2) Analyze artwork using LOC analyze tool organizer in groups (Pairs/small group) 3) Small Group presentations and discussion</p>	<p><u>Wednesday</u> 1. Students plan personal protest artwork based on what issues they feel strongly about. 2. Students begin creating personal protest artwork</p>	<p><u>Thursday</u> Students complete artwork</p>	<p><u>Friday</u> 1. Students revise /complete individual protest artwork 2. Collaborative: Students Create in school interactive installation art using individual creations</p>
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Student Name:					Assessment Rubric	
Assignment: Protest Art piece and instillation					Date Completed:	
Circle the number in pencil that best shows how well you think you completed the criterion for the assignment.	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
Criteria 1 –Identification: Did the student label their project & put their name on all handouts or assignments to make their work identifiable?	10	9-8	7	6 or less		
Criteria2—Preparation & Completion: Did the student complete a practice plan of their design and connect it to a personal theme? Did students show they had mastered the chosen 2D techniques added to their protest piece? Did the student use the primary sources as inspiration for the style and content of	10	9-8	7	6 or less		

their piece? Did they revise based on critique?							
Criteria 3–Requirements: Did the student’s include detail, correct use of layering, and aesthetic elements of design and the required elements? Did they creatively display their work in the installation?		10	9-8	7	6 or less		
Criteria 4—Composition/Craftsmanship: Is the design arranged neatly? Is the piece cohesive in color or theme? Is the subject matter chosen wisely? Did the final project look aesthetically pleasing?		10	9-8	7	6 or less		
Criteria 5–Concept/ Creativity: Did the student demonstrate good concepts of layer, unity, rhythm, balance, texture, variety, and/or shape? Is it visually pleasing and shows creativity?		10	9-8	7	6 or less		
TOTAL: 50 x 2 = 100 (possible points)	GRADE:					Your Total:	Teacher Total:

Student Reflection:

Teacher Comments:

This Lesson Plan Includes (Attachments)

Pre-Test

Post- Test

Activities

Worksheets

Quiz