

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

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<u>Date:</u> 3/30/2023	<u>Unit Title/Theme:</u> Political Art
<u>Grade Level:</u> 6th-12th grade	<u>Lesson Title:</u> <b>The Art of Political Protest: Using Culturally Relevant Primary Sources</b>

Time Required: Three 90 minute classes or Five 60 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 themes regarding protest and political art
- I can assess my own priorities and interests through identity mapping.
- I can conceptualize and create an original work of art based on my own beliefs.
- I can collaborate with other students to create an installation of artwork
- I can analyze, select and curate artwork for presentation and preservation.
- I can convey meaning through the presentation of artwork.
- I can relate artistic ideas and works with societal, historical, cultural context, and personal experiences to deepen understanding and create art.

**Standards** (National Core Arts Standards)

- VA:Cr1.2 **Generate and conceptualize artistic ideas and work**  
Use multiple approaches to begin creative endeavors
- VA:Cr2.1 **Organize and develop artistic ideas and work.**  
Engage in making a work of art or design without having a preconceived plan
- VA:Cn10.1 **Synthesize and relate knowledge and personal experiences to make art**  
Document the process of developing ideas from early stages to fully elaborated ideas
- VA:Cn11.1 **Relate artistic ideas and works with societal , cultural, and historical context to deepen understanding**  
Describe how knowledge of culture, traditions, and history may influence personal responses to art
- VA:Cr3.1 **Refine and complete artistic work**  
Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design progress
- VA:Pr4.1 **Select, analyze, and interpret artistic work for presentation**  
Develop and apply criteria for evaluating a collection of artwork for presentation
- VA:Pr6.1 **Convey meaning through the presentation of artistic work**  
Analyze why and how an exhibition or collection may influence idealism beliefs, and experiences
- VA:Re7.1 **Perceive and analyze artistic work**  
Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others
- VA:Re8.1 **Interpret intent and meaning in artistic work**  
Interpret an artwork or collection of works, supported by relevant and sufficient evidence found the work and its various contexts
- VA:Re9.1 **Apply criteria to evaluate artistic work**

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Establish relevant criteria in order to evaluate a work of art or collection of works

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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.)**

**Collaboratively analyze and interpret artwork using culturally relevant resources**

- **Students will use the Library of Congress graphic organizer to look at and assess 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”**

**Conceptualize and Create a protest piece that has a strong personal connection that is used in a collaborative display.**

- **Students will create a protest piece on the subject of their choice. They will participate in a peaceful protest in front of the school where they will march with their artwork. They will also create a collaborative installation using their artwork based on the Washington DC protest fence.**

**Materials/Resources Needed:**

Resources:

[www.tpsteachersnetwork.org](http://www.tpsteachersnetwork.org)

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

Identity mapping Graphic Organizer (Initial Reflection Activity)

Library of Congress artwork analysis graphic organizer

Materials:

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

1/2 poster board size or 11x14 multimedia paper

Markers, colored pencil, pencils, pens, and paint, stencils, cardboard or plastic paint scrapers.

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

- **Students will contemplate and complete the Identity Map. They will then rank each category of their map from 1-12 according to what they value from most important to least important at this point in their life.**

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**Input**

- Students should have an understanding of basic artistic language in order to discuss the works of art.
- Students should have the ability to utilize basic art skills (painting, drawing, collage, tracing, layering)

**Model**

- The teacher will model how to use the **Library of Congress art analysis graphic organizer** when discussing an example artwork.
- Students will be taken through a step by step technique process (collage, painting, masking, stenciling) while creating their artwork. Each step will be modeled by teacher examples.

**Guided Practice**

Every group will use the **Library of Congress art analysis graphic organizers** while discussing “Momento”, 1997, by Kerry James Marshall. Students will discuss each section (Observation, Reflection, Questions). They will then read the printed blurb about the artwork and watch the video, **Art IN Action: A Conversation with Amos Paul Kennedy Jr. (13.10 mark)**.

When creating the artwork, students can use the work of Amos Paul Kennedy Jr. as a lesson. He discusses his work in detail in the the video, **Art IN Action: A Conversation with Amos Paul Kennedy Jr.**

**Check For Understanding**

- Students will complete their Library of Congress art analysis graphic organizers to write their OBSERVATION, REFLECTION, AND QUESTIONS on a post it note. The color of the post it note will correspond to the topic (observation= yellow, reflection=pink, questions= green). They will then add their information onto a large poster with thumbnail pictures of the artwork they are analyzing. They will then be able to discuss, compare and contrast the works of art.
- Students will present their posters to the class and share the subject matter they chose to protest. They will explain their layered creation and the words they chose to express their subject.

**Closure (What method of review and evaluation will be used to complete the lesson?):**

- |                   |                          |
|-------------------|--------------------------|
| Pre-Test          | <input type="checkbox"/> |
| Daily Review✓     | <input type="checkbox"/> |
| Performance Task✓ | <input type="checkbox"/> |
| Post-Test         | <input type="checkbox"/> |

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**Instruction and Activities**

1. Students will be paired/grouped together to begin the art analysis. All students will be given a color copy of the artwork, *Memento*, by Kerry James Marshall. They will use the **Library of Congress art analysis graphic organizer** to first write their **OBSERVATIONS** Observations should be what they see in the picture (figures, people, details, patterns, materials, etc...). They will then **REFLECT** by determining what they think the work could possibly be about. They will look 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. Students will then be given a copy of the blurb about the artwork. They will read and write new information discovered about the artwork. We will then watch a portion of the video, ***Art IN Action: A Conversation with Amos Paul Kennedy Jr. (13.10 mark), Where the artist, Paul Kennedy Jr. discusses detailed information about the painting.***
2. The pairs/groups of students will now be given a new painting color copy from the protest art resources (“**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**”). Students will complete their Library of Congress art analysis graphic organizers to write their OBSERVATION, REFLECTION, AND QUESTIONS on a post-it note. The color of the post- it note will correspond to the topic (observation= yellow, reflection=pink, questions= green). They will then add their information onto a large poster with thumbnail pictures of the artwork they are analyzing. They will then be able to discuss, compare and contrast the works of art.
3. Students will review the different topics of protest that were used in the artwork that we analyzed. They will add new topics to the list that were not previously mentioned.
4. Students will decide what topic of protest is important to them. They will use 11x14 inch multimedia paper or railroad board to begin their artwork. The artwork will be created in 5 steps. *Base the hands on activity on supplies and materials as well as student ability. Be Flexible about original student concepts that don't fall into the layering technique. Be sure to allow room for the student voice*
  - step 1: Students will begin with a magazine and texture/pattern collage of images that are relevant to their topic. Much of this will be covered up but will leave some areas of interest.
  - step 2: Students will add a layer of paint- colors of choice. They will use cardboard or texture scrapers to thin areas to reveal images, create texture and areas of interest
  - step 3: Students will create a symbol or abstract shape out of a separate piece of heavy paper. They will use the symbol/shape to mask areas of the artwork. They will lay the shape down and paint around it to stencil the shape. They should repeat this process 3-7 times to create repetition and emphasize areas of interest.
  - step 4; Students can paint back into the artwork to refine areas or create texture or patterns.
  - step 5: Students will use letter stencils to create a statement, quote, poem, ...any words that express their protest intention. They should use a color that will contrast with the background.

Once students have followed all of the layering steps they can work back into the piece as necessary to refine areas.

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5. Students will participate in a peaceful protest. We will walk on the sidewalk in front of the school with our signs. We will invite other departments to participate as spectators.
6. Once we complete the peaceful protest, all students will place their poster on the fence outside of the school. The teacher will show an example of the Washington D.C. protest fence where protesters post their signs after marches.

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

<p><b><u>Tier II Differentiated Instruction</u></b></p> <p><b><u>Lesson</u></b></p> <ul style="list-style-type: none"> <li>• Thoughtful pairing: Pair Tier II students with a Tier 1 student during art analysis and discussion.</li> <li>• Instructions provided verbally, written, and demoed for all types of learners.</li> <li>• A variety of materials were provided to create artwork and demonstrate understanding</li> </ul> <p><b><u>Days Per Week</u></b></p> <p>Extra Time as needed</p> <p><b><u>Minutes Per Day</u></b></p> <p>60-90 according to IEP</p>	<p><b><u>Tier III Differentiated Instruction</u></b></p> <p><b><u>Lesson</u></b></p> <ul style="list-style-type: none"> <li>• Thoughtful pairing: Pair Tier 3 student with a Tier 1 student or paraprofessional.</li> <li>• Instructions provided verbally, written, demoed and 1:1 with the teacher.</li> <li>• Adaptive equipment provided for physical disability.</li> <li>• Sensory accessibility considered/provided</li> </ul> <p><b><u>Days Per Week</u></b></p> <p>Extra time as needed</p> <p><b><u>Minutes Per Day</u></b></p> <p>30-90 according to IEP</p>
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<p><b><u>Monday</u></b> Identity Mapping: Initial reflection activity on the graphic organizer (individual)</p>	<p><b><u>Tuesday</u></b> 1) Model how to use graphic organizers and analyze the political artwork (Whole Group) 2) Analyze artwork using LOC analyze tool organizer in groups (Pairs/small group) 3) Small Group presentations and discussion</p>	<p><b><u>Wednesday</u></b> Students plan personal protest artwork based on what issues they feel strongly about.</p>	<p><b><u>Thursday</u></b> Students complete artwork</p>	<p><b><u>Friday</u></b> Interactive protest</p>
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<b>Student Name:</b>					<b>Assessment Rubric</b>	
<b>Assignment: Protest Art piece and instillation</b>					<b>Date Completed:</b>	
<b>Circle the number in pencil that best shows how well you think you completed the criterion for the assignment.</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Rate Yourself</b>	<b>Teacher's Rating</b>
<b>Criteria 1 –Identification:</b> 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		
<b>Criteria2—Preparation &amp; Completion:</b> 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 their piece? Did they revise based on critique?	10	9-8	7	6 or less		
<b>Criteria 3–Requirements:</b> 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		
<b>Criteria 4—Composition/Craftsmanship:</b> 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		

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<b>Criteria 5–Concept/ Creativity:</b> 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		
<b>TOTAL:</b>  50 x 2 = 100  (possible points)	<b>GRADE:</b>					<b>Your Total:</b>	<b>Teacher Total:</b>

**Student Reflection:**

**Teacher Comments:**