

Modified Lesson Plan Format

Name: Tor Warren	Subject Area: Visual Arts
Grade Level: Introductory HS Levels	Length of Lesson: 1 hour 30 minutes
Instructional Materials: <ul style="list-style-type: none">❖ <u>The People's Painter: How Ben Shahn Fought For Justice with Art</u> By Cynthia Levinson with pictures by Evan Turk❖ Papers for individual KWLs❖ White Board or similar for shared KWL❖ 4-7 Printouts of art from different cultures, time periods, styles, and materials❖ Slideshow of Ben Shahn's artworks, and then of Lithuania, Hebrew and English letters❖ Some speaker or audio to play music (plus music from Lithuania, and then the US)	
Common Core Standard: <p>VA:Pr6.1.I - Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.</p> <p>VA:Re7.1.I - Students will be able to Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Re8.1.I - . Construct meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.</p>	
Learning Target/Objectives: At the end of the lesson students will know and be able to do... <p>Students will be able to contextualize artworks with time periods and events.</p> <p>Students will be able to show curiosity about the background of artwork.</p>	
LEARNING PLAN <p><u>Step-by-Step Lesson Implementation.</u></p> <p><i>Part 1: How will you introduce the lesson?</i></p> <p style="text-align: right;"><i>10 minutes</i></p> <p>Set up a slideshow with images of Ben Shahn's work without attaching his name. Ask students to contribute to a class KWL chart on the board by walking up to the front and writing on the board, filling out the "Know" section with a list of things they notice about the style, and filling out the "Want to Know" section with a list of things they're curious about. As a class, ask students to guess where the artist is from. Then ask why.</p> <ul style="list-style-type: none">• If students do not volunteer "artist name" on "Want to Know," pose it to the group. Ask why students weren't curious about who made the piece. Cycle back to Batman project about credit.	

Part 2: During the Lesson

(What will you do after the opening introduction, what will do to **build on** their prior knowledge, how **will you keep them engaged**? What questions will you ask to check for understanding DURING the lesson (write out the questions, be sure to ask a variety—literal, inferential, critical/evaluative)? What STRATEGY will you employ?

While reading, keep a slideshow or image(s) up in the background of Lithuania, Hebrew letters and English letters, and the words mame, tate, shtetl, cheder with their definitions. Ask students if they want to change their guesses, but tell them to keep it in their heads for now. Also, would be great to play music from Lithuania.

Questions for Understanding while Reading:

20 minutes

“Now that we know Ben Shahn is from Lithuania, let’s look at the illustration where it’s revealed. What are we looking at?”

- “This is a house in Lithuania. Does it look different from yours? How?”

“Before I read this green and purple page out loud, what do you all think is happening in this scene? How can you tell?”

- “What does this tell us about the political scene in Lithuania at the time? What can we see happening to the community?”

“Take a look at this scene with the large imposing guard and our protagonist, Ben. Ben is on the left side page, in front of a house, with people, while the guard takes up the whole other page. Why do you think the artist did that?”

- “Does it remind you of any of the pieces we saw before we read the book?”

“Let’s look at how America is drawn here. What kind of colors do we see? Where are the darkest parts? What kinds of shapes do we see?”

- “We see brightness, diversity, and darkness only in the corners where the old world is hanging on.”

“Now let’s compare Ben’s new house to his old one. Does this one look any different from his house in Lithuania? How so?”

- “It’s more crowded, and only takes up 1/3 of the page rather than the full spread.” More of the illustration is devoted to what?”
- “The rest of the city, and Ben trying to eat a tomato.”

“How has Ben’s art changed? We saw him in Lithuania drawing shop signs, and now in the United States he’s able to draw people. Why would he shift?”

- “Let’s not forget where money came into the situation. In Lithuania, his family needed the money so he couldn’t devote as much time to art. In the US when he received a grant from the president, he was able to make what he wanted. Why is it important to consider money and class when thinking about art?”

“After looking at how the settings have influenced Ben’s art, how do you think Ben’s art is now influencing the cultures is in?”

Part 3/After Reading/Continuing Instructional Section:

10 minutes

Finish the class KWL with the “What did we learn about Ben Shahn?” as a group discussion. Make sure to include where Ben was born and where he died, or his Lithuanian and then American influences.

Stay Curious About Art Gallery Walk Project

5 minutes

1. Have different art pieces from different artists hanging up around the classroom. Try to have as much diversity as possible, not only in cultures but also in time periods, styles, and materials. Let students shop around and just observe, chatting with each other.

10 minutes

2. Students in groups (chosen by teacher based on who hasn't interacted very much together yet) will choose one image they connect with, and fill out the first two sections of a KWL about it.

10 minutes

3. Using computers or ipads and textbooks, each student group will fill out as much of the last column of their KWL as possible.

25 minutes

4. Then the class will go around together, and each group will present what they found to the class. The audience will have a chance to ask questions, which the group may or may not know. If we don't know, we'll keep a running list of questions to look up later.
5. At the end of the presentations, we will return to the list of questions and divide them to groups or students to go and research during the exit ticket.

While circulating, ask students why it's important to learn about art and not just to look at it and enjoy it. “Think about how your perspective of your piece changed after you learned about where and when it came from.”

DIFFERENTIATION:

This is the section where you can write how you will adapt the lesson for students who need specialized instruction. What is your “back-up plan” to be able to meet the students at their level? If it is too hard/too easy, how will you adapt it? For our purposes, do NOT have students who are advanced teach the struggling/striving students.

During the questioning part of the assignment, I will be circulating groups and posing higher order questions to students who are thinking simply, and encouraging students who work very quickly to come up with as many questions as possible, and then wonder which ones are crucial to knowing the piece.

For those who struggle with technology or may not have their own, it would be great to rent out a computer cart ahead of time or allow them to use a class computer.

Making use of a poster somewhere in the room that has reliable Internet resources for researching, like art museum websites.

Closure (5 Minutes): How will you end the lesson to assure that students saw its meaning, purpose, and relevance? How will you know if they met the learning target? What will they do to show you what they learned? (Do not ask: Are there any questions?)

Exit Ticket/Open Question in Sketchbook to be collected and seen: “Why is it important to know the context of an art piece?”

Citation:

Bloom's Taxonomy

The People's Painter: How Ben Shahn Fought for Justice with Art by Cynthia Levinson and pictures by Evan Turk

