

# LESSON PLAN TEMPLATE

**Teacher:** Marianne De Padua, N-YHS

**Date:** Wednesday, 3/9/22

**Topic/Subject/Grade Level:**

- Art as Activism
- Social Studies
- Grades 4th & 10th

**Aim/Objective:** What are your specific learning goals in this lesson? What will the students be able to do at the end of the lesson?

- Grades 4 & 10 students will be able to determine how and why art has been used as a form of activism throughout the 20th century.
- Grades 4 & 10 students will identify different mediums artists used to respond to world events and social issues in the 20th century.
- Grades 4 & 10 students will gain a deeper understanding of history by analyzing art through image based inquiry.

**Common Core or State Standard addressed in the lesson:**

**Standard 1: History of the United States and New York**

The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

**Standard 2: World History**

Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

**New York State K-8 Social Studies Framework**

*Grade 4: New York State and Local History and Government*

*4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.*

- *4.7(b) Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.*
  - *Students will investigate the reasons that African Americans moved into northern cities.*

- *Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.*

**New York State Grades 9-12 Social Studies Framework**  
*Grade 10 Global History and Geography II*

*1914-Present: Crisis and Achievement in the 20th Century*

*10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.*

- 10.5 (a) International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars.
  - Students will compare and contrast long- and short-term causes and effects of World War I and World War II.

**Essential Questions:** (What are the key questions that students will answer by the end of the lesson?)

- How and why has art been used as a form of activism throughout the 20th century?
- What mediums did 20th century artists use to effect change? What were they responding to?
- Why is art such a powerful medium for the learning and teaching of history?
- How can image inquiry help Grades 4 & 10 students gain a deeper understanding of the past?

\*It will be noted that essential questions are guiding questions for N-YHS facilitators as the workshop is being created. They are meant to structure the session content and pedagogical goals. Essential questions are also conversation starters and prompts for teachers with the hope K-12 teachers consider this content and teaching strategies demonstrated beyond the workshop.

**Motivation/Link:** (How will the students hook into the lesson? How will you connect this lesson to other subjects?)

Students will be able to make connections with:

**Music**

- Lift Every Voice and Sing renditions
- Beyonce Homecoming version

**New York City history**

- World's Fair 1939 in Corona Park, Flushing, Queens

**Social Justice Movements**

- Black Lives Matter (Augusta Savage's *Lift Every Voice and Sing*)
- Stop Asian Hate (Miné Okubo's illustrations)

## Women's History Month Graphic Novels & Comics

**Materials & Primary Sources:** Please list the materials and primary sources you will use.

- New-York Historical Society's *Women & the American Story (WAMS)* free online curriculum guide
- Padlet
- Google Docs
- Google Slides
- Youtube
- Mentimeter

**Guided Practice:** (How will the teacher practice and/or model with the students? How will this be differentiated for individual students?)

Teacher will lead full group in the following exercises:

- Icebreaker via Chat
  - What subject(s) do you hope to teach in the future and why?
  - Mentimeter short answer: What comes to mind when you think of the word activism? How might art fit into this conversation?
- Image Inquiry Exercise of Augusta Savage's sculptor: *Lift Every Voice and Sing*

**Independent Practice:** (What will the students do independently to practice the skills being taught?)

- BCC students will have the opportunity to discuss and reflect on Miné Okubo's illustrations on her experience as a Japanese- American who lived at Topaz concentration camp for nearly two years starting in 1946.
- BCC students will have the opportunity to reflect using Padlet to demonstrate an exercise for 10th grade students
- Teacher will demonstrate how to reflect using a collaborative Google doc and answering the prompts appropriate for 4th grade students: "I see, I think, I wonder,"

**Classroom staffing roles/ grouping:** (What type of groups are the students in and why?)

- There will be a Zoom instructor (referred to as "teacher")
- Bronx Community College Students (referred to as "BCC students") will be divided into small groups at random using the Zoom breakout rooms function.
- The lesson plan will refer to future learners instructed by Bronx Community College students as "Grades 4 & 10 students."

**Formative Assessment:** (How will you determine what students already know?)

The teacher will be able to assess BCC students' understanding, captured in responses via Padlet, Google Docs, and conversations during the Zoom session.

**Share:** (How will students demonstrate mastery?)

BCC students will be able to answer the essential questions proposed at the beginning of the session.

Essential Questions:

- How and why has art been used as a form of activism throughout the 20th century?
- What mediums did 20th century artists use to effect change? What were they responding to?
- Why is art such a powerful medium for the learning and teaching of history?
- How can image inquiry help students gain a deeper understanding of the past?

**What questions/problems might the students have about the material being covered?**

(Write at least two.)

- How will the materials help BCC students create their own lesson plans?
- What is the Scope & Sequence? How will students utilize this as they draft their lesson plans?

**Homework:**

**BCC Students were asked to prepare for the workshop by reviewing the following information sent on Tuesday, 3/8/22.**

To prepare for the workshop, please have students read the resources linked below from *Women & the American Story (WAMS)* and the Community Norms (attached to this email). These are light readings and are not meant to take more than a total of 10 minutes to read. For the *WAMS* resources, I'd like them to focus on reading the sections titled: Background, About the Image, and Vocabulary. If they want to explore the resource discussion questions and suggested activities, they can, but it is totally optional.

[Activist Art on a World Stage](#): A sculpture created by Harlem Renaissance sculptor Augusta Savage for the 1939 World's Fair.

[Surviving Internment](#): Illustrations by Miné Okubo, a Japanese American artist who lived at Topaz concentration camp for almost two years.

### Padlet

We'll also be using the online tool Padlet during the workshop. I'll give a brief tutorial, but if students are new to Padlet and would like to familiarize themselves with it beforehand, they can watch a 4 minute video [here](#).

### Community Norms

If students are unfamiliar, these are norms we review as a group during our time together. It's meant to provide us with a set of guidelines/standards on how to interact and engage with each other and the content and build that sense of community.