

PIER Summer Institutes 2014 Lesson Plan for Classroom Teachers

Based on the SEED Common Core of Teaching (CCT) Rubric for Effective Teaching

Title of Lesson: Art of the Mexican Revolution/ El Arte de la Revolución Mexicana

Janna Aune, Saint Thomas Academy, Spanish Level 3, grades 9-12, 45 min lesson

Introduction: The Mexican Revolution continues to have lasting impacts that are relevant both to the study and analysis of the history of Mexico as a whole as well as the political and cultural relations between Mexico and the United States. The Mexican Revolution is characterized by a cultural revolution that was proliferated through various forms of public art and the search for a new Mexican identity. This new school of art would reaffirm the values of the revolution and provide a historical narrative as well as social commentary by the public and for the public. In this lesson, students will begin to recognize key icons and events in the Mexican Revolution as they examine and explore the visual arts.

Geographic Connections:

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

Content Standards:

CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.7

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Essential Question: How was art used in post-Revolutionary Mexico as a means of rediscovering a national identity, a historical narrative and social commentary?

Placement of Lesson within Broader Curriculum/Context: This lesson would be part of a larger unit on the History of Mexico; more specifically it would be a way to integrate the arts after learning about the main events in Mexican history, and would be used after a lesson in which students learn Spanish vocabulary to describe artistic elements.

Learner Background: Students will have a broad knowledge or a general overview of Mexican history from the Aztec Empire to the Mexican Revolution. This lesson is intended for students who are at an intermediate level in terms of proficiency in the Spanish language.

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Objectives for Lesson: Students will be able to: 1) Recognize key icons and figures in the Mexican Revolution; 2) examine the use of art as a means of social commentary and historical narrative 3) begin to understand the political and social issues in Mexican muralism.

Integration of 21st century skills: Learning and innovation skills: Critical thinking, communication, collaboration and creativity. Students will work with a partner and contribute to classroom discussions and critical analysis of an art form relating to Mexican history. Global Awareness: Using 21st century skills to understand and address global issues, learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts, understanding other nations and cultures, including the use of non-English languages. Students will use Spanish to communicate as they broaden their knowledge of a foreign history and culture.

Assessment: Students will be given opportunities for formative assessment during class by participating in group discussion and analysis. After classroom practice, students will be given a homework assignment wherein they will apply the practice gained in class and describe a historical Mexican mural in terms of its visual qualities, and its historical and social significance using the Spanish language. (see attached)

Materials/Resources: Computer, projector, Powerpoint displaying Diego Rivera's mural Dream of a Sunday Afternoon, student handouts, PBS video located at (<http://www.pbs.org/itvs/storm-that-swept-mexico/classroom/revolutionary-art/>).

Lesson Development/Instructional Strategies:

Pre-lesson and Introduction: (10-15 minutes)

Students have watched the 5 minute PBS video at home the night before the lesson. (<http://www.pbs.org/itvs/storm-that-swept-mexico/classroom/revolutionary-art/>) The assignment was to watch the video and to write down responses to the following questions in English:

1. In broad terms, how is post revolutionary Mexico described?
2. What does it mean to "search for our roots?" Or to "search for identity"? How did artists apply their perceptions of 'identity' to their artwork?
3. What images evoke Mexican identity in the artwork? What images were recurring?
4. What is public art? Why is it important?

Students already have assigned partners before coming to class. As a *bellringer* activity, students are asked to share their comments to the above questions with their partner. The teacher will circulate and monitor the discussions, as well as provide additional help as necessary.

Next, the teacher will lead a class discussion using the above questions. Students will share their input with the class. The teacher may decide to put important themes on the board and elaborate as needed.

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Next, the teacher will refer back to the *Learning Objectives* which are written on the board in English, and explain that today we will be examining a piece of Mexican post revolutionary artwork in an attempt to better understand this period of Mexican history and its social significance.

Activity #1: What is a Mural? (10-15 minutes)

Using a Powerpoint, the teacher will display Diego Rivera's mural, 'Dream of a Sunday Afternoon', and ask the class in Spanish, What is a Mural? How is it different from other forms of art? Why is it important? Who can view a mural? The teacher will jot down student input and examine themes as they occur. The teacher will help students come to the conclusion that a mural is more accessible to the public often due to its size and public location. It is not meant to be esoteric or difficult to interpret, but it is meant to reflect quotidian life and offer a social narrative. The teacher may ask students to compare and contrast a mural with graffiti. If time permits, a Venn diagram may be used to aid in instruction.

Activity #2: Analyze a mural (10-15 min)

Teacher will say, in Mexico, many artists such as Diego Rivera used murals to make the history of the Mexican people more widely available. (Be sure that the visual image of the mural is still on display on the Powerpoint.) We will now begin to analyze in more detail the themes of Rivera's famous mural 'Dream of a Sunday Afternoon.' Distribute student handout with the guiding questions students will use to analyze the mural with their class partner (See attached). When students have had time to respond to these questions, the teacher will engage the class in a discussion to review the questions and collect their answers in written form. The teacher may write common themes on the board as they occur and elaborate as necessary.

Closure (5 min)

Teacher will refer back to the learner objectives and ask students if they have any questions. Teacher will specifically refer to the first learner objective and mention that students will be expected to explore 'Dream of a Sunday Afternoon' in more detail in order to extrapolate further meaning by recognizing key historical figures. The teacher will distribute pieces of the mural 'Dream of a Sunday Afternoon' so that each student will have a small portion of the art to analyze. The PDF's are attached and were obtained from the PBS.org lesson "The Storm that Swept Mexico." The grading rubric is attached here as well. The teacher will end the lesson by answering questions, identifying relevant themes and explaining the follow-up assignment.

Students Needing Differentiated Instruction:

How will you differentiate instruction in this lesson for students you may anticipate struggling with the content/learning objectives?

Students with learning difficulties may be paired with a stronger student. In addition, these students will be given preferential seating and will be closely monitored by the teacher during partner work. The teacher may need to use strategies to more assertively guide the students in their analysis. These students may need additional help with Spanish language translation of the guided questions. Students with difficulties will receive frequent check-ins from the teacher and may require a copy of the notes that are put on the board. In addition, the teacher may consider

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giving these students extended time to complete the homework assignment so that they may have more time to process and receive help with editing.

How will you provide opportunities for enrichment/higher level of challenge for students?

Students who need enrichment, though potentially paired with a weaker student, will be pressed by the teacher during partner activities to further expand upon their responses. They may be asked to complete a Venn diagram wherein graffiti and muralism are compared and contrasted. They may be expected to do a further comparison/contrast of muralism as an art form by researching the Chicano murals from the 1960's in Los Angeles and identifying key elements of "Mexicanidad" and the blending with American culture. (See Chicano murals here: <http://www.muralconservancy.org/murals>) For further enrichment, students may choose to research or bring in an image of another post revolutionary mural by a Mexican artist to share with the class the following day.

(Attachment: Partner Activity)

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El Arte Revolucionario de México-

Diego Rivera: Sueño de una tarde dominical en la Alameda

Instrucciones: Con tu compañero, contesta las preguntas abajo sobre el arte. Después, escribe tres preguntas que tiene.

1. ¿Cuáles colores observan ustedes?
2. ¿Cuáles figuras se destacan? ¿Quiénes son algunas personas?
3. ¿Cuáles elementos de la identidad mexicana se ven en el arte?
4. ¿Cuáles tipos/clases de personas están respesentadas?
5. ¿Qué evidencia hay que el artista pintó el muro después de la revolución?

Nuestras preguntas: (¡Cuidado! ¡No se repitan las preguntas de arriba!)

- 1.
- 2.
- 3.

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(Attachment: Independent Homework Assignment)

El Arte Revolucionario de México-

Instructions: Thinking about what you already know about the Mexican Revolution and using the Internet as a resource, identify two figures in the piece of the mural you have been given and explain their social and historical significance as it relates to this period in Mexican history. Your response should be detailed; this means you will use factual information about the characters and the events in both world history and Mexican history to inform your perspective. Please write at least 100 words in Spanish. Your response will be graded on grammatical accuracy as well as your ability to analyze the art in detail. Please use academic internet sources, and cite them at the bottom of your response.