

Latino Impressions: Portraits of a Culture ***Poetas y Pintores: Artists Conversing with Verse***

High School Integrated Visit

Language Arts: Grades 9-12 Indiana Academic Standards

Social Studies: Sociology, Psychology, US Government, US History Indiana Academic Standards.

Visual Arts: Grades 9-12 Indiana Academic Standards

Behavioral Objective:

Students attending the *Latino Impressions* and the *Poetas y Pintores* exhibits at the Lubeznik Center for the Arts will experience how the Latino culture views itself and the world around them through poetry and art. With an ever changing diversity in communities, these exhibits give students a rare insight into the Latino Culture of today and yesterday.

Learning Objective:

Students will:

- 1) visually encounter the vitality and spirit of the Latino culture through the work of Latino artists both historical and contemporary
- 2) read poetry by contemporary Latino poets and view an artist interpretation of the poems
- 3) find themes current to historic trends, political and personal identities, mythical symbols, rites of passage and memories that are expressed by Latino artists and poets

Vocabulary:

Latino
Impression
Poetas
Pintores

Language Arts

9th Grade

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development.

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

- 9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.
- 9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.

Standard 2: READING: Comprehension.

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate author's arguments and positions. **At Grade 9, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, POETRY, magazines, newspapers, etc.**

Standard 3: READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or CULTURALLY significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works.

- 9.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Literary Criticism

- 9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Standard 5: WRITING: Applications

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion and description in texts. ... Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

- 9.5.2 Write responses to literature that:
 - demonstrate a comprehensive grasp of the significant ideas of literary works.
 - demonstrate an awareness of the author's style and appreciation of the effects created
 - identify and assess the impact of ambiguities, nuances, and complexities within the text.

Language Arts

Grade 10

Standard 1: READING: Word recognition, Fluency, and Vocabulary Development.

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply.

Standard 2: READING: Comprehension

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate author's arguments and positions. ... At Grade 10, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, **POETRY**, magazines, newspapers etc.

Standard 3: READING: Literary Response and Analysis.

Students read and respond to grade-level-appropriate historically or **CULTURALLY** significant works of literature that reflect and enhance their study of history and social science.

10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme) and explain their appeal.

10.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Language Arts

Grade 11

Standard 1: READING: Word Recognition, Fluency and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

11.1.3 Analyze the meaning of analogies encountered, analyzing specific comparison as well as relationships and inferences.

Standard 2: READING: Comprehension

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. ... At Grade 11, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, **POETRY**, magazines, newspapers etc.

Standard 3: READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically and **CULTURALLY** significant works of literature that reflect and enhance their study of history and social science.

Structural Features of Literature

- 11.3.1 Analyze characteristics of subgenres, types of writings such as satire, parody, allegory and pastoral that are used in POETRY, prose, plays, novels, short stories, essays and other basic genres.
- Satire: using humor to point out weaknesses of people and society
 - Parody: using humor to imitate or mock a person or situation
 - Allegory: using symbolic figures and actions to express general truths about human experiences
 - Pastoral: showing life in the country in an idealistic-and not necessarily realistic way.
- 11.3.4 Analyze ways in which poets use imagery, personification, figures of speech and sounds to evoke reader's emotions.

Language Arts

Grade 12

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

12.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Standard 2: READING: Comprehension

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate author's arguments or positions. ... At Grade 12, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, *POETRY*, magazines, newspapers etc.

Standard 3: READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or CULTURALLY significant works of literature that reflect and enhance their study of history and social science.

Structural Features of Literature

12.3.1 Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory and pastoral that are used in poetry, prose, plays, novel, short stories, essays and other basic genres.

- Satire: using humor to point out weaknesses of people and society
- Parody: using humor to imitate or mock a person or situation
- Allegory: using symbolic figures and actions to express general truths about human experiences
- Pastoral: showing life in the country in an idealistic-and not necessarily realistic-way

12.3.3 Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.

12.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke reader's emotions.

Social Studies

Standard 2: CULTURE

Students will examine the influence of culture on the individual and the way cultural transmission is accomplished. They will study the way culture defines how people in a society behave in relations to groups and to physical objects. They will also learn that human behavior is learned within the society. Through the culture, individuals learn the relationships, structures, patterns, and processes to be members of the society.

- S.2.2 Explain the differences between a culture and a society
- S.2.6 Identify the factors that promote cultural diversity within the United States.

Standard 3: SOCIAL STATUS

Students will identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.

- S.3.3 Examine and analyze various points of view relating to historical and current events.

Standard 4: SOCIAL GROUPS

Students will explore the impacts of social groups on individual and group behavior. They will understand that social groups are comprised of people who share some common characteristics, such as common interests, beliefs, behavior, feelings and contact with each other.

- S.4.10 Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve within the United States culture.
- S.4.11 Discuss how humans interact in a variety of social settings
- S.4.12 Determine the cultural patterns of behavior with such social groups as rural/urban or rich/poor.
- S.4.13 Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

Standard 5: SOCIAL INSTITUTIONS

Students will identify the effects of social institutions on individual and group behavior. They will understand that social institutions are the social groups in which an individual participates and that these institutions influence the development of the individual through the socialization process.

- S.5.3 Discuss the concept of political power and factors that influence political power.
- S.5.8 Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

Standard 6: SOCIAL CHANGE

Students will examine the changing nature of society. They will explain that social change addresses the disruption of social functions caused by numerous factors and that some changes are minor and others are major.

- S.6.1 Describe how and why societies change over time.
- S.6.3 Describe how collective behavior (working with others) can influence and change society
- S.6.6 Describe how the role of the mass media has changes over time and project what changes might occur in the future.

Standard 8: INDIVIDUAL AND COMMUNITY

Students will examine the role of the individual as a member of the community. They will also explore both individual and collective behavior.

- S.8.1 Describe traditions, roles, and expectations necessary for a community to continue.
- S.8.7 Define propaganda and discuss the methods of propaganda used to influence social behavior.
- S.8.10 Identify a community social problem and discuss appropriate actions to address the problem.

Psychology

Standard 5: SOCIO-CULTURAL DIMENSIONS OF BEHAVIOR

Students will understand the socio-cultural dimensions of behavior including topics, such as conformity, obedience, perception, attitudes and the influence of the group on the individual.

- P.5.1 Understand how cultural socialization determines social schema development.
- P.5.2 Describe the components of culture, such as symbols, language, norms and values
- P.5.9 Explain how social and cultural factors affect behavior.
- P.5.10 Understand how social structure can affect inter-group relations.
- P.5.16 Describe how a social group can influence the behavior of an individual or another group.

US Government

Standard 2: FOUNDATIONS OF GOVERNMENT IN THE UNITED STATES

Students will identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these core ideas to government, politics, and civic life and demonstrate how citizens use these foundational ideas in civic and political life.

- USG.2.3 Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
- USG.2.7 Explain the importance for diverse individuals, groups, and communities to make common commitment to foundational ideas and values of American democracy, which constitutes a unifying civic identity in a pluralistic society.
- USG.2.8 Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.

Standard 3: PURPOSES, PRINCIPLES, AND INSTITUTIONS OF GOVERNMENT in the UNITED STATES

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will also describe the structures and functions of American constitutional government at national, state and local levels and practice skills of citizenship in relationship to their constitutional government.

- USG.3.11 Define the relationship between the public agenda, special interest agendas, and the political agenda acted on by the national, state, and local government.
- USG.3.19 Identify a current community issue and the branch or branches of Indiana local or state government that might deal with the issue. Examine ways of participating in the decision making process about the issue.

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US History

Standard 8: The CONTEMPORARY UNITED STATES: 1980 to the PRESENT

Students will examine the political, economic, economic, social, and cultural development of the United States during the period from 1980 to the present.

USH.8.7 Analyze and evaluate the continuing grievances of racial and ethnic minority groups and their recurrent reference to core principles and values of constitutional democracy in the United States as justifications for their position on issues of justice.

USH.8.9 Trace and explain demographic changes in the United States

Visual Arts – Grades 9-12

Responding to Art: History

Standard 1: Students understand the significance of visual art in relation to historical, social, political, environmental, technological and economic issues.

- H.1.1 PROFICIENT: Identify connections between major world events and issues and the ways artists have responded to these through their work.
 ADVANCED: Hypothesize about future developments in the arts based on current political, economic, technological, environmental, and historical trends.
- H.1.2 PROFICIENT: Identify function and how it relates to the history, aesthetics, and culture of the work.
 ADVANCED: Compare works of art for function and identify relationships in terms of history, aesthetics, and culture.
- H.1.3 PROFICIENT: Identify iconography in an artist’s work or a body of work and analyze the meaning.
 ADVANCED: Analyze how forms and icons have been borrowed and modified through the ages.

Responding to Art: Criticism

Standard 3: Students describe, analyze, and interpret works of art and artifacts.

- H.3.1 PROFICIENT: Analyze the effective use of symbols, elements, principles, and media in works of art.
 ADVANCED: Analyze how the visual organization of the work affects the communication of ideas and suggest alternatives.
- H.3.2 PROFICIENT: Construct well-supported interpretations of works of art using problem solving and critical inquiry (reflecting on various interpretations, evidence presented in the work and its cultural context).
 ADVANCED: Construct insightful, convincing interpretations of works of art by identifying problematic features, forming theories, and evaluating alternative theories.

Standard 4: Students identify and apply standards to make informed judgments about art.

- H.4.2 PROFICIENT: Demonstrate the ability to make informed judgments about the characteristics, functions, meaning, and purposes of art and artifacts, and defend these judgments.
 ADVANCED: Demonstrate the ability to make convincing, informed judgments about the characteristics, functions, meaning, and purposes of art and artifacts, and present well-supported defenses of these judgments.

Standard 12: Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

- H.12.2 **PROFICIENT:** Visit and critique art at local and state museums, exhibits, movie theaters, and other arts-related establishments and analyze the effect of these experiences upon daily life.
ADVANCED: Visit and critique art at local and state museums, exhibits, movie theaters, and other arts-related establishments and analyze the effect of these experiences upon daily life.

Integrated Studies

Standard 13: Students identify and make connections between students' knowledge and skill in art and all other subject areas including humanities, sciences and technology.

- H13.1 **PROFICIENT:** Compare characteristics of visual arts within a particular historical period or style with similar ideas, issues, or themes in other disciplines.
ADVANCED: Synthesize the creative and analytical principles and techniques of the visual arts and selected other disciplines.

Student Activities:

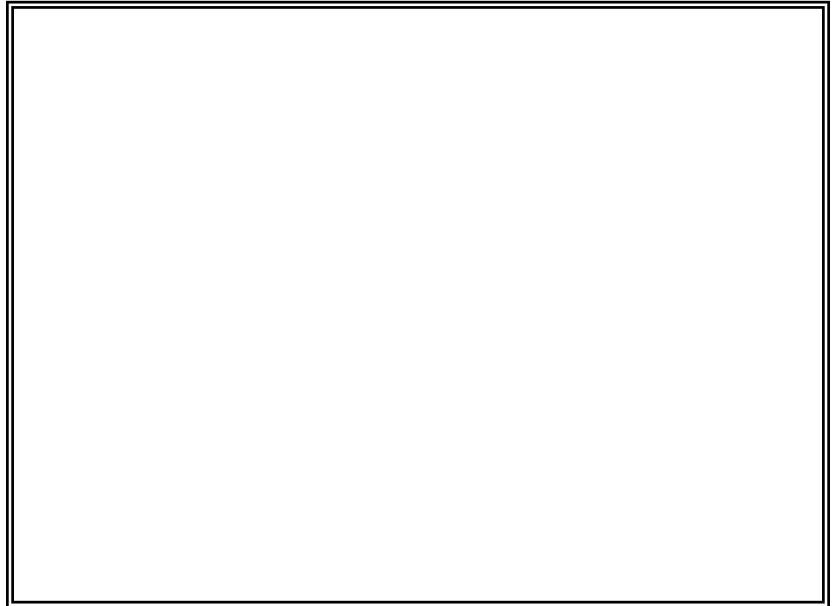
For **Latino Impressions** and **Poetas y Pintores** to be a memorable and valuable experience, there must be an assessment of what students learned. Following is a list of activities that can be used for an assessment or measurable assessment. These activities are suggestions that can be a basis for classroom projects and other learning experiences.

- 1) Using the visit, have students create a story about their experience. This story can be written or told orally
- 2) Students choose a painting that they like and write a description of it.
- 3) Students identify the basic elements of style, color, and content in selected paintings representative of the foreign culture.
- 4) Have students express judgments of either a painting or a poet/artist piece.
- 5) Write a short well-organized composition on a painting or poet/artist.
- 6) (see next Page)

Name _____

Student Activity Sheet.

When you go some place that is out of the ordinary, you wish to share that experience with your friends. At this exhibit ***Latino Impressions*** and ***Poetas y Pintores***, you saw some exciting art work. Now it is time to share your experience. Find the piece of art that is most interesting to you. Draw your interpretation of that piece on this side of your postcard, You can use words that would be necessary for your design. Create your work to have the “flavor” of the Latino culture.



On this side of your post card, Write your message. The message should contain 3, well constructed sentences describing your experience at the Lubeznik Center and the show. Remember on postcards there isn't much room to write, so you have to make your sentences concise and meaningful. You might want to compose a poem about the exhibit and/or your experience.

