

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

Middle School Integrated Curriculum visit

Language Arts: Grades 6-8 Indiana Academic Standards

Social Studies: Grades 6 & 8 Academic Standards.

Visual Arts: Grades 6-8 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 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

Grade 6

Standard 2: READING: Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. ... At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, POETRY, magazines, newspapers etc.

6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.

Standard 3: READING 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 clarify the ideas and connect them to other literary works.

6.3.4 Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds) and rhyme.

6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.

- Symbolism: use of an object to represent something else
- Imagery: use of language to create vivid picture in the reader's mind
- Metaphor: an implied comparison in which a word or phrase is used in place of another.

Social Studies

Grade 6

Standard 2: Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

- 6.2.6 Define citizenship and roles of citizens in selected nation-states of Europe and the Americas, and make comparisons to the United States.
- 6.2.8 Analyze the impact of the concept of democracy on nations of Europe and the Americas.

Standard 3: GEOGRAPHY

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and Western Hemisphere.

Human Systems

- 6.3.10 Compare and contrast cultural patterns – such as language, religion, and ethnicity- in various parts of Europe, the Caribbean, and North, South and Central America.

Standard 5: INDIVIDUALS, SOCIETY and CULTURE

Students will examine the role of individuals and groups in societies of Europe and the Americas, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations, and examine the role of artistic expression in the selected cultures of Europe and the Americas.

- 6.5.2 Distinguish between material (things that a society makes or uses, such as clothing, shelter, food, tools, and other things needed, for both survival and enjoyment) and nonmaterial (behavior, such as customs, traditions, beliefs, values, interactions among people and ways of going about daily activities) aspects of culture.
- 6.5.3 Explain that cultures change in three ways: cultural diffusion (the spread of ideas from one culture to another), invention (a new idea about how something can be made or done) and innovation (an improvement in a culture's technology)
- 6.5.7 Examine art, music, literature and architecture in Europe and the Americas; explain their relationship to the societies that created them; and give examples of how artistic ideas have spread from one culture to another.
- 6.5.9 Examine artifacts (objects made or modified for use by human beings: document a two-dimensional artifact, such as a letter, chart, map, photograph, painting or drawing.

Visual Arts

Grade 6

Standard 1: RESPONDING to ART: History

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

6.1.3 Identify icons in contemporary works and analyze how icons reflect the culture.

Standard 3: RESPONDING to ART: Criticism

Students describe, analyze, and interpret works of art and artifacts.

6.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art for meaning.

6.3.2 Construct meaning and support well-developed interpretations of works of art with evidence from the work, personal response and research.

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

6.4.1 Identify a variety of criteria used to judge works of art across cultures.

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

6.12.1 Identify how experiences in galleries, museums, movie theaters, and other arts-related establishments in the community affect daily life.

6.12.2 Analyze and critique art seen at local museums, exhibits, arts performances, and exhibited by visiting artist in the schools.

Integrated Studies

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

6.13.1 Compare similar themes, concepts, or time periods through the multiple perspectives of art and other disciplines.

Language Arts

Grade 7

Standard 1: READING: Word Recognition, Fluency, and Vocabulary Development Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around the world), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- 7.1.1 Identify and understand idioms and comparisons – such as analogies, metaphors, and similes-in prose and poetry.
- idioms: expressions that cannot be understood
 - Analogous: comparisons of the similar aspects of two different things.
 - Metaphors: implied comparisons
 - Similes: comparisons that use “like” or “as

Visual Arts

Grade 7

Standard 1: Responding to Art: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological and economic issues

- 7.1.2 Identify, compare, and contrast themes, symbols and ideas that represent various cultural groups

Standard 2: Responding to Art: History

- 7.2.2 Research and identify how changes in beliefs, customs and technology affects artists’ style of work.

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

- 7.12.2 Examine and critique art at local museums, galleries performance center, or exhibition in the community

Integrated Studies

Standard 13: Students identify and make connection between knowledge and skill in art and all other subject areas such as humanities, sciences and technology.

- 7.13.1 Compare similar themes, concepts or time periods between art and other disciplines

Language Arts

Grade 8

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

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

- 8.1.1 Analyze idioms and comparison – such as analogies, metaphors, and similes – to infer the literal and figurative meanings of phrases.
- Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression
 - Analogies: comparisons of the similar aspects of two different things.
 - Metaphors: implied comparisons
 - Similes: comparisons that use like or as

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 clarify the ideas and connect them to other literary works.

- 8.3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets)
- Ballad: a poem that tells a story
 - Lyric: words set to music
 - Couplet: two successive lines of verse that rhyme
 - Epic: a long poem that describes heroic deeds or adventures
 - Elegy: a mournful poem for the dead
 - Ode: a poem of praise
 - Sonnet: a rhymed poem of 14 lines
- 8.3.4 Analyze the importance of the setting to the mood, tone, and meaning of the text.
- 8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.
- 8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work.
- Metaphor: implied comparison in which a word or phrase is used in place of another.
 - Symbolism: the use of an object to represent something else
 - Dialect: the vocabulary, grammar, and pronunciation used by people in different regions
 - Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous.

Literary Criticism

- 8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes and beliefs of its author.

Social Studies

Grade 8

Standard 2: CIVICS and GOVERNMENT

Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States.

Roles of Citizens

- 8.2.10 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/nongovernmental organizations that comprise civil societies.
- 8.2.11 Explain how citizens can monitor and influence the development and implementation of public policies.

Standard 5: INDIVIDUALS, SOCIETY and CULTURE

Students will examine the influence of individuals, ideas, and cultural movements in the development of the United States; consider the impact of scientific and technological developments on cultural life, and analyze the importance of artistic expression in the development of the American nation.

- 8.5.10 Use a variety of information resources to identify examples of traditional arts, fine arts, music, and literature that reflect the ideals of American democracy in different historical periods etc.

Visual Arts

Grade 8

Standard 1: RESPONDING TO ART: History

Students understand the significance of visual art in relation to historical, social, political, spiritual, environments, technological, and economic issues.

8.1.2 Identify ways in which arts from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.

Standard 2: Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

8.2.1 Identify and be familiar with a range of works from Western and non-Western cultures identifying culture, style, and aspects from the historical context of the work.

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

8.12.1 Analyze ways experiences in the arts connect to other life experiences.

8.12.2 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community

Integrated Studies

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

8.13.1 Analyze connections between the use of skills and processes in art (problem solving, critical thinking, and observational skills) and other subject areas, and analyze how integration of disciplines enhances learning.

Student Activities:

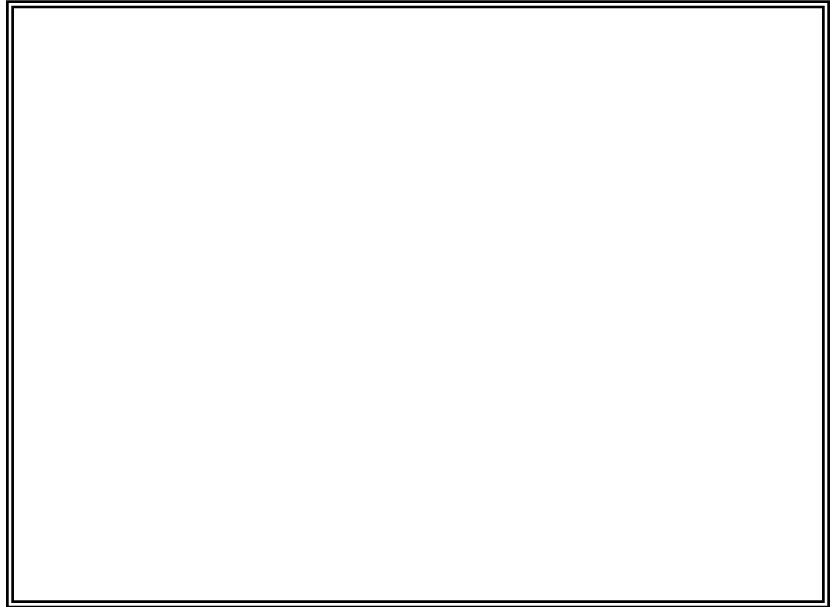
For **Latino Impressions** and **Poetas y Pintores** to be a memorable and valuable experience, there must be an assessment of what students learned. Following is a list of activities that can be used for an assessment or measurable assessment. These activities are suggestions that can be a basis for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

