

Lesson #2  
Art as Social Commentary


Learning Targets:	
<p>Understandings/Prior Knowledge: Key Vocabulary: Society, Culture</p> <p>Concepts: Civil Rights Movement, Segregation</p>	<p>Essential Question(s): How can art communicate important messages about society, the environment, and culture?</p>

Key Understanding	Standards Addressed:
	6-8.RH.2
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
	D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.
	HA Connection:
	Strengthened Sense of Aloha (Communicate effectively to diverse audiences) Strengthened Sense of Hawai'i (Compare and contrast different points of view, cultures and their contributions. )

Set-up	Classroom Set-Up:
	Students can work individually at a desk
	Materials and Equipment Needed:  Writing tools Projector

Product	RUBRIC:		
	Well Below	Approaches	Meets
	<ul style="list-style-type: none"> <li>Student is well below grade level conventions for writing</li> <li>Students written response is</li> </ul>	<ul style="list-style-type: none"> <li>Student approaches grade level conventions for writing</li> <li>Students written response alludes to but does not include</li> </ul>	<ul style="list-style-type: none"> <li>Student meets grade level conventions for writing</li> <li>Students written response uses the primary source as</li> </ul>

	incomplete	a reference to the primary source	evidence to support their response )
--	------------	-----------------------------------	--------------------------------------

Lesson Flow	Mins	Procedure:
	15	<p>Open the class with the following essential question:</p> <p>How can art communicate important messages about society, the environment, and culture?</p> <p>Have students discuss this with their neighbors and then choose 1-3 students to share out.</p> <p>Explain to students that today you will be viewing different works of art, each with their own style and intended message.</p> <p>Visual artists, much like authors and musicians, often create art to highlight socially important topics. These topics range from race, culture, and environmentalism.</p> <p>Project the following picture for students to see.</p>  <p>Ask students the following questions</p> <ul style="list-style-type: none"> <li>• What topic or issue did the artist capture in this painting?</li> <li>• What message is the artist trying to communicate to the public?</li> </ul>

	<p>Have students discuss this with their neighbor. Select students to share out and chart down correct responses.</p> <p>Appropriate responses might include</p> <p>“The artist wants to use to see that social media is fake and that maybe everything we see on instagram isn’t real”</p> <p>“The artist is showing us a social issue which is The negative effects of social media use”</p>
15	<p>Give student handout. Explain to students that they will now be doing the same activity on their own. Students can work individually for 10 minutes and then as neighbors for the last 5 minutes.</p> <p>Tell students that their written responses must include evidence from the primary source (artwork). Students should also use proper conventions.</p>
10	<p>Closing:</p> <p>Ask several students to share out their responses for each work of art.</p> <p>Have students share the final two questions at the bottom of handout.</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Throughout history art has provided us with great social commentary. Some of the most popular works of art make us question the world we live in. Look at the works of art below, in the space provided answer the following questions:

- What topic or issue is depicted?
- What is the artist's intended message or statement?

Be sure support your ideas with evidence from the source. Be sure to use proper grammar, spelling, and complete sentences.





Why is it important for art to have a message?

What is the overall message of the mural at your school?

Ref lec tio n	<p>How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D</p>
	<p>The Teacher can circulate around the room during individual work time and check in with students. During student share out the teacher can call on students and clear up any misconceptions</p>