

**Magoffin County Schools
English Language Arts
Kentucky Core Academic Standards Planning Guide**

Teacher: **Suggested Unit 4**

Date: **January 2-February 8, 2012**

Title: Authors and Artists	<input type="checkbox"/> Unit: 4 <input type="checkbox"/> 5.5 weeks	Grade Level: <u>8th</u>
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Overview –In this unit, students step back and consider the motivations of authors and artists alike: What inspires artists? How is it similar and different from that which inspires authors? How is the process of creating a painting or sculpture similar to and different from the process of writing a story or poem? Students also read books written about artists, and study art that can be seen in museums across America. Students work with classmates to uncover the unspoken meanings behind words and artwork. In addition to fine art, students discuss illustrations and other forms of commercial art, looking for similarities to and differences from fine art, both in motivation and presentation styles. They write an informative/explanatory piece about an artist of interest. This unit ends with an open-ended reflective essay response to the essential question.

Essential Question: How are artists and authors similar?

Focus Standards

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Language
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5 (b): Use the relationship between particular words to better understand each of the words. L.8.5 (c): Distinguish among the connotations (associations)

of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Student Objectives : Knowledge/Understanding Reasoning Performance Skill Product

I can...

1. Read and discuss novels and biographies about characters, real and fictional, that survived in the wild.
2. Analyze the development of characters and themes over the course of texts about survival.
3. Discuss how authors use of literary techniques in narration, such flashback or point of view, engage the reader.
4. Write a variety of responses to literature and informational text.
5. Write an argument about the importance of reading original versions of stories, such as *The Call of the Wild*, in order to better appreciate abridged versions.
6. Conduct research on authors who write about survival in the wild and present findings to the class.
7. Compare and contrast *The Call of the Wild* in written form to the film version.
8. Write a "survival in the wild" story.
9. Participate in group discussions.

Resources

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Stories

From the Mixed Up Files of Mrs. Basil E. Frankweiler (E.L. Konigsburg)

Leaving Eldorado (Joann Mazzio)

Talking With Tebe: Clementine Hunter, Memory Artist (Mary E. Lyons) (easier)

A Portrait of the Artist as a Young Man (James Joyce) (advanced)

Poems

Is This Forever, or What?: Poems & Paintings from Texas (Naomi Shihab Nye)

Unit Template created by Tonie Weddle, BLMS

Unit Plan created by www.Commoncore.org

Picture Books (Introductory Material)

Museum ABC (NY Metropolitan Museum of Art)

Museum Shapes (NY Metropolitan Museum of Art)

Informational Texts

Biographies

Artists

Artist to Artist: 23 Major Illustrators Talk to Children About Their Art (Eric Carle, Mitsumasa Anno, and Quentin Blake)

Vincent Van Gogh: Portrait of an Artist (Jan Greenberg and Sandra Jordan) (E)

Book of Black Heroes: Great Women in the Struggle (Tayomi Igus)

Norman Rockwell: Storyteller with a Brush (Beverly Gherman)

Sparky: The Life and Art of Charles Schulz (Beverly Gherman)

Andy Warhol, Prince of Pop (Jan Greenberg and Sandra Jordan)

A Caldecott Celebration: Seven Artists and their Paths to the Caldecott Medal (Leonard S. Marcus)

Marc Chagall (Artists in Their Time series) (Jude Welton)

Mary Cassatt: Portrait of an American Impressionist (Tom Streissguth)

Vincent Van Gogh: Sunflowers and Swirly Stars (Smart About Art series) (Brad Buck and Joan Holub) [easier to read]

Henri Matisse: Drawing with Scissors (Smart About Art series) (Jane O'Connor and Jessie Hartland) [easier to read]

Pablo Picasso: Breaking All the Rules (Smart About Art series) (True Kelley) [easier to read]

The Lives of the Artists (Giorgio Vasari), excerpt on Michelangelo or Leonardo [advanced readers]

Authors

Maya Angelou (Just the Facts Biographies) (L. Patricia Kite)

Invincible Louisa: The Story of the Author of Little Women (Cornelia Meigs)

Margaret Wise Brown: Awakened by the Moon (Leonard S. Marcus)

Mark Twain (Just the Facts Biographies) (Susan Bivin Aller)

Bram Stoker: The Man Who Wrote Dracula (Great Life Stories) (Steven Otfinoski)

Aung San Suu Kyi: Fearless Voice of Burma (Whitney Stewart)

Informational Text

Art

A Short Walk Around the Pyramids & Through the World of Art (Philip M. Isaacson) (E)

Smithsonian Q&A: American Art and Artists: The Ultimate Question & Answer Book (Tricia Wright)

Pictorial History

Buffalo Hunt (Russell Freedman) (EA)

The Buffalo and the Indians: A Shared Destiny (Dorothy Hinshaw Patent)

Art, Music, and Media

Unit Template created by Tonie Weddle, BLMS

Unit Plan created by www.Commoncore.org

Art

Prompt: How do painters use perspective to engage viewers in their work?

Édouard Manet, [Dead Toreador](#) (1864)

Andrea Mantegna, *Lamentation over the Dead Christ* (1480)

Michaelangelo Merisi da Caravaggio, [Supper at Emmaus](#) (1601)

Paul Cézanne, [The Card Players](#) (1890-92)

Paolo Uccello, *Niccolo Mauruzi da Tolentino at the Battle of San Romano* (1438-40)

Hieronymus Bosch, *The Garden of Earthly Delights* (1503-04)

Chuck Close, [Fanny/Fingerpainting](#) (1985)

Sylvia Plimack Mangold, [The Linden Tree](#) (1988)

[Artist Pablo Picasso was born on this day in 1881](#) (ReadWriteThink) (RI.8.2)

Pablo Picasso, a dominant figure in twentieth-century Western art, was born on October 25, 1881, in Málaga, Spain. He was one of the creators and popularizers of the Cubist style of painting and sculpting.

[WebQuest From the Mixed-Up Files of Mrs. Basil E. Frankweiler](#)

Teacher's Guide: Eyes on Art (Knowledge Network Explorer, AT&T) (Note: This website includes a glossary of terms for teachers without an art background.)

[Looking at Art: Seeing Questions](#) (Incredible @rt Department)

[How to Look at Art](#) (Kinder Art)

[Most Famous World Art Museums](#) (ExploringAbroad.Com)

[Art Museums in the USA](#) (ExploringAbroad.Com)

[10 Breathtaking Pencil and Ink Works of Art](#) (Frikoo.Com)

[Extreme Engineering: 15 of Man's Most Impressive Construction Projects](#) (Frikoo.Com)

Activities-

Introductory Activity/Class Discussion

Read *Museum ABC* or *Museum Shapes* by the Metropolitan Museum of Art with the class. What is the author's purpose in creating these texts? How do these books provide a different way of looking at art and artists? How is this presentation similar to or different from information you find online? Consider creating your own ABC book of art and artists as a class. (RI.8.1, RI.8.6, RI.8.7)

Graphic Organizer

As you read biographies of authors and artists, take notes in your journal about the character's motivation for creativity. As you take notes about these categories, think about the similarities and differences between authors and artists. Be sure to note page numbers with relevant information so you can go back and cite the text during class discussion.

- Who is the focus of the biography?

Assessments –

Class Discussion

Look at how artists' use of perspective impacts the works of art (from the list above). Discuss the different perspectives with your classmates (e.g., bird's eye, worm's eye) and how changing the perspective would entirely change the piece. Find other examples of art using these perspectives. As you proceed through this unit, use a similar approach to examine how authors use point of view. Determine an author's point of view or purpose in a text and analyze how (and if) the author acknowledges conflicting viewpoints. How does the point of view affect your understanding of the story, and how would changing the point of view entirely change the story? (SL.8.1a, b, c, d, RI.8.6)

Class Discussion

Compare and contrast the lives of authors and artists based on the

Unit Template created by Tonie Weddle, BLMS

Unit Plan created by www.Commoncore.org

- When did the author or artist first know that he/she was a creative person?
- How did the time in which the author or artist lived, or his/her physical location (i.e., urban or rural), impact his/her work?
- What unique words and phrases are used to describe the artist?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RI.8.1, RI.8.2, RI.8.3, RL.8.3, RL.8.1, RL.8.2, RL.8.4, RI.8.8)

Informational Text Response/Report Writing

Look at the websites listed above, and read through *A Short Walk Around the Pyramids & Through the World of Art* by Philip M. Isaacson in order to select an artist whose work you enjoy. Choose at least two different biographies about this artist to read. As you read the biographies, determine the figurative, connotative, and technical meanings of words and phrases as they are used to describe the artist and his/her work. Supplement this reading with additional research about the artist, his/her artistic style, preferred subjects, and where his/her art is exhibited. Work with classmates to strengthen your writing through planning, revising, and editing your report. Publish your report on a class blog for this unit. (RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.8, W.8.7, W.8.5, W.8.6, W.8.2a, b, c, d, e, f)

Informational/Literature Text Response Comparison

Read and compare the use of humor in *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg to the use of humor in *Vincent Van Gogh: Sunflowers and Swirly Stars* by Joan Holub. How does the use of humor engage the reader? How do artists use humor in their art to engage the observer? Write responses to these questions in your journal and share with a partner prior to class discussion. (RI.8.1, RI.8.2, RI.8.3, RI.8.5, RL.8.2, RL.8.6)

Literary Response

From the Mixed-Up Files of Mrs. Basil E. Frankweiler takes place in an art museum. How does the setting contribute to this story? Why? How are the characters' motivations (Claudia, Jamie, Mrs. Frankweiler) similar and different? Write responses to these questions in your journal, citing specific examples/page numbers from the text. (RL.8.1, RL.8.2, RL.8.6)

Literary Response

information from the graphic organizer. Can you begin to make any generalizations about how authors and artists are similar? What are they? (SL.8.1a, b, c, d, RL.8.4)

Class Discussion

Look at a variety of art: fine art, illustrations, ads, pictorial histories, etc. Evaluate the motives (e.g., social, commercial, political) behind each presentation. How does the motivation impact the message? Why? Write responses to these questions in your journal and share with a partner prior to class discussion. (SL.8.2, SL.8.1a, b, c, d)

Class Discussion/Art Appreciation (1)

Just as the elements and principles of design are the building blocks for artists, discuss the elements or building blocks for quality writing. Write responses to these questions in your journal and share with a partner prior to class discussion. (SL.8.1a, b, c, d)

Class Discussion/Art Appreciation (2)

Examine and discuss the variety of perspectives used by the artists in the artworks listed above (e.g., worm's eye perspective, sitting at the table, far away, up close, etc.). How does the perspective affect the viewer's relationship to the work? Write responses to these questions in your journal and share with a partner prior to class discussion. Discuss how this compares to authors' use of perspective in the characters they create. (SL.8.1a, b, c, d)

Reflective Essay

Based on everything read, written, and discussed in this unit, write a response to the essential question: "How are artists and authors similar?" Make sure to include words and phrases learned as part of word study, including connotative language. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing. Be prepared to record your essay and upload it as a podcast, or other multimedia format, on the class webpage for this unit. (W.8.4, W.8.9a, b, SL.8.1a, b, c, d, L.8.1a, b, c, L.8.2a, b, c, L.8.3, L.8.5b, c)

How do Maude's circumstances in *Leaving Eldorado* by Joann Mazzio hinder her dreams of becoming an artist? How do these circumstances motivate her? Does this story remind you of others read? Why? Write responses to these questions in your journal, citing specific examples/page numbers from the text. (RL.8.1, RL.8.6, RL.8.9)

Literary Response

How does James Joyce's stream-of-consciousness style in *A Portrait of the Artist as a Young Man* help you understand the character's motivations? Write responses to these questions in your journal, citing specific examples/page numbers from the text. (RL.8.1, RL.8.6, RL.8.9)

Dramatization/Fluency

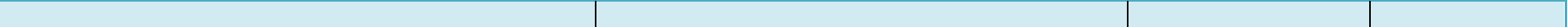
After reading selections from *Is This Forever, or What?: Poems & Paintings from Texas* by Naomi Shihab Nye, select your favorite poem. How does the structure of the poem selected contribute to its meaning and style? How does the point of view of the author create effects such as suspense or humor? Share your insights with a partner and then perform your favorite poem for your classmates. (RL.8.5, SL.8.6)

Word Study

[Continuing activity from the third unit] Add words found, learned, and used throughout this unit to your personal dictionary (e.g., from *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*: inconspicuous, impostor, and stowaway; elements of art/principles of design: color, line, proportion, line, shape, space, unity, balance, form, texture, rhythm). This unit focuses on distinguishing among the connotations of these words as they are used by artists. This dictionary will be used all year long to explore the semantics (meanings) of words and their origins. (L.8.4a, b, c, d, L.8.5b, c)



Terminology/Vocabulary



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|---|--|--|--|
| <ul style="list-style-type: none">• author's style• humor• irony• mood• perspective (worm's eye, bird's eye)• point of view• tone | | | |
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Notes:

2011/2012