UNIT BLUEPRINT -- Communicating a Theme

Unit Theme: Art Communicates Ideas

<table>
<thead>
<tr>
<th>BIG Ideas (also called “enduring understandings”)</th>
<th>Essential Questions (Big Questions) students will explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artists create artworks that communicate a theme.</td>
<td>How can you figure out the theme of an artwork?</td>
</tr>
<tr>
<td></td>
<td>What techniques do artists use to communicate a theme?</td>
</tr>
</tbody>
</table>

**CCSS Anchor Reading Standards:** (grade-level specific standards will be inserted)
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Knowledge to be developed/expanded:**
Elements of art
Mood
Tone
Perspective
Techniques

**Abilities to be developed/expanded:**
How to...
- analyze the artist's choices—parallel to interpreting the writer’s choices
- interpret an artwork
- infer ideas and themes
- summarize key ideas and supporting details
- synthesize from different texts and media
### Active Learning and Informative Assessments

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>Main Activities</th>
<th>Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4 ART--elements</td>
<td>Complete chart about artist's use of elements--explain how artist's use of elements supports your interpretation of theme</td>
<td></td>
</tr>
<tr>
<td>Week 4 ART--communication</td>
<td>Complete Venn diagram comparing artist and poet or story writer</td>
<td></td>
</tr>
<tr>
<td>Week 4 ART--Theme</td>
<td>Identify or draw art that communicates the theme of a poem or story</td>
<td></td>
</tr>
<tr>
<td>Week 5 Synthesis</td>
<td>Synthesis and Performance-Based Assessment: Write artist’s guide--how to communicate a theme.</td>
<td></td>
</tr>
<tr>
<td>Week 5 Synthesis</td>
<td>Synthesis and Performance-Based Assessment: Create a painting that communicates a theme of a story or poem</td>
<td></td>
</tr>
</tbody>
</table>
CULTURE/LITERACY UNIT BLUEPRINT with INTEGRATED ART

Unit Focus: ________________________________________________________

Content Standard: 18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture. (Choose other standard/s as appropriate to your focus and grade.)

Concepts: __change __culture __diversity __heritage __identity __tradition __values

BIG Ideas (also called “enduring understandings”) | Essential Questions

Read to Learn
Anchor Reading Standards: These are recommended for any content unit. Specify nonfiction reading standards for your grade level.
CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSSR7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Standards-Aligned Reading Skills Development: Students will increase ability to…
__ summarize __ synthesize __ infer __report learning __construct response
__ compare and contrast __ identify and cite evidence to support an idea or position
__ interpret and create visuals __ identify and use text structure __ analyze/infer causes/effects

Focus Artwork: ________________________________________________________

Write to Learn More
Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content
Specify writing standards for your grade level. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.

Performance Assessment for the Unit:
__Make a presentation __Make a display __Debate the Issue __constructed response
__Write a ___________________ __create an exhibit __ ____________________

Center for Urban Education  http://teacher.depaul.edu © 2013  3
HISTORY/LITERACY BLUEPRINT with INTEGRATED ART

Unit Focus: _____________________________________________________________

Content Standard: 16.A.2c  Ask questions and seek answers by collecting and analyzing
data from historic documents, images and other literary and non-literary sources. (Choose
other standard/s as appropriate to your focus and grade.)

Concepts: ___ choices ___ challenges ___ cause-effect relations ___ change

BIG Ideas (also called “enduring understandings”) | Essential Questions

Read to Learn

Anchor Reading Standards: Specify reading standards for your grade level,
CCSSR1  Read closely to determine what the text says explicitly and to make logical inferences from it; cite
specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key
supporting details and ideas.
JUSTIN INSERT STANDARD 7

Standards-Aligned Reading Skills Development: Students will increase ability to…
___ summarize ___ synthesize ___ infer ___ report learning ___ construct response
___ compare and contrast ___ identify and cite evidence to support an idea or position
___ interpret and create visuals ___ identify and use text structure ___ analyze/infer causes/effects

Focus Artwork: ____________________________________________________________

Write to Learn More

Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas,
concepts, and information through the through the selection, organization, and analysis of relevant content
Specify writing standards for your grade level. The explanatory writing standard is recommended because
students need to use the concepts and vocabulary they learn to communicate their new knowledge.

Performance Assessment for the Unit:
___ Make a presentation ___ Make a display ___ Dramatize historic event ___ make collage
___ illustrate the history ___ write history for younger students ___ Debate the Issue
___ constructed response ___ create a gallery ___ Write a _________________

Directions for Performance Assessment Task:

Criteria: Specify the criteria based on standards for your grade level. Then create a
rubric.
Example Unit Plan  
**Focus: Women’s History**

**BIG IDEAS:**
- One person can influence society.
- Changing a community requires vision, determination, and collaboration.
- To achieve a change in society, individuals need to overcome obstacles.

**BIG QUESTION:** How have determined women made a difference?

Common Core Anchor Reading Standards:
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**ANCHOR ARTWORK:** ______________________________________________________________________

________

**Assessment:** Students will use information about the topic to explain ideas in…

<table>
<thead>
<tr>
<th>charts</th>
<th>diagrams</th>
<th>illustrations</th>
<th>maps</th>
<th>presentation</th>
<th>essay</th>
<th>report</th>
<th>poem</th>
<th>glossary</th>
<th>booklet</th>
<th>display</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PART</th>
<th>Topic</th>
<th>Concepts</th>
<th>Resources to Interpret and Respond to</th>
<th>Writing, Drawing, Presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A woman who helped our community</td>
<td>cause change community determined effect leader</td>
<td>Students’ information based on their own experience Interviews with local persons Photos</td>
<td>How someone has helped our community: write/illustrate that history.</td>
</tr>
<tr>
<td>2</td>
<td>A woman who enabled people to make progress in Chicago.</td>
<td>enable progress leadership obstacles persistence urban</td>
<td>Photos Paintings of Chicago Chicago newspaper articles Biography of Chicago leader</td>
<td>Dramatize an event in that person’s life</td>
</tr>
<tr>
<td>3</td>
<td>A woman who enabled people to make progress in the United States.</td>
<td>country improve nation progress</td>
<td>Portrait Music relevant to that person’s history US history book Biography</td>
<td>Write a poem or song about the way that person helped the country. Draw a portrait showing the woman’s traits</td>
</tr>
<tr>
<td>4</td>
<td>Synthesis</td>
<td>future heritage important value</td>
<td>Resources collected and developed Focus artwork that relates to the unit concepts</td>
<td>An illustrated booklet, galley, or exhibit about determined women.</td>
</tr>
</tbody>
</table>
UNIT WEEK to WEEK PLAN WITH INTEGRATED ART

TOPIC/THEME: ____________________________________________

*Week Overview—add a row for each week.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus/big question of the week</th>
<th>Vocabulary:</th>
<th>Texts and Artwork:</th>
<th>Learning Plan</th>
<th>assessments</th>
</tr>
</thead>
</table>
| Week 1 |                                |             |                   | Reading Skill/Strategy – I do, you do, we do: | _make glossary_  
|       |                                |             |                   | Activities: | _daily learning report_  
|       |                                |             |                   |              | _weekly summary_  
|       |                                |             |                   |              | _graphic organizer with analysis_  
|       |                                |             |                   |              | _illustrate text_  
|       |                                |             |                   |              | _respond to big question with text-based evidence_  
|       |                                |             |                   |              | _write _____________  
| Week 2 |                                |             |                   | Reading Skill/Strategy – I do, you do, we do: | _make glossary_  
|       |                                |             |                   | Activities: | _daily learning report_  
|       |                                |             |                   |              | _weekly summary_  
|       |                                |             |                   |              | _graphic organizer with analysis_  
|       |                                |             |                   |              | _illustrate text_  
|       |                                |             |                   |              | _respond to big question with text-based evidence_  
|       |                                |             |                   |              | _write _____________  
| Week 3 |                                |             |                   | Reading Skill/Strategy – I do, you do, we do: | _make glossary_  
|       |                                |             |                   | Activities: | _daily learning report_  
|       |                                |             |                   |              | _weekly summary_  
|       |                                |             |                   |              | _graphic organizer with analysis_  
|       |                                |             |                   |              | _illustrate text_  
|       |                                |             |                   |              | _respond to big question with text-based evidence_  
|       |                                |             |                   |              | _write _____________  

The next page provides examples of kinds of products aligned with Bloom’s Taxonomy, including visual representations ranging from literal through synthesis.
Levels of Thinking: Questions/Directions, Actions, Products – ART highlighted  Based on Bloom’s Taxonomy
How challenging is the question? How rigorous is the task? Drawing and designing are highlighted in bold.

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>Knowledge*</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Evaluation</th>
<th>Synthesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ When?</td>
<td>✓ Locate and classify __.</td>
<td>✓ Explain how _____ works.</td>
<td>✓ Give examples.</td>
<td>✓ Which is the best choice? Why?</td>
<td>✓ What is the answer to the BIG question?</td>
<td>✓ What is the answer to the BIG question?</td>
</tr>
<tr>
<td>✓ Where?</td>
<td>✓ What is the stated ____? (reason, cause, effect, trait...other stated information)</td>
<td>✓ How do you _____?</td>
<td>✓ List opposites.</td>
<td>✓ Support your position.</td>
<td>✓ Create a ____ that shows _____.</td>
<td></td>
</tr>
<tr>
<td>✓ Who?</td>
<td>✓ What is the sequence?</td>
<td>✓ What would happen if ____ changed?</td>
<td>✓ What are important differences?</td>
<td>✓ Select the strongest evidence.</td>
<td>✓ Based on what you knew and what you learned, what do you think?</td>
<td></td>
</tr>
<tr>
<td>✓ What?</td>
<td>✓ Summarize the important parts.</td>
<td>✓ How do you solve this kind of problem?</td>
<td>✓ What do you infer caused ____?</td>
<td>✓ How could you improve this?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ How?</td>
<td>✓ What is the stated ____? (reason, cause, effect, trait...other stated information)</td>
<td>✓ How do you answer this kind of question?</td>
<td>✓ How will ____ affect ____?</td>
<td>✓ Diagram to show how the parts relate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge may be of facts, procedures, or concepts.**

Center for Urban Education  http://teacher.depaul.edu © 2013  7