

## Teacher Lab

# Lesson Plan

**Title of Lesson:** Where Do I Belong?

**Topic or Theme of Unit that Lesson is Part of:** Identity

**Subject Area(s):** Language Arts

**Schedule:** 6 sessions (class periods or days)

### Lesson Summary:

Through this unit, students will explore the theme of identity. They will examine an anchor painting, *Kalounna in Frogtown* by Jamie Wyeth, as well as other works of art connected to the theme of identity. Finally, students will create their own artwork answering the question, “Where Do I Belong?”

### American Artwork on Which Lesson is Based:



Jamie Wyeth  
(1946-2009)  
*Kalounna in  
Frogtown*, 1986  
Oil on Masonite  
(36 x 50 1/8 in.)  
Terra  
Foundation for  
American Art,  
1992.163

**Big or Main Ideas Students Will Understand:**

Art reflects a person's identity both literally and symbolically

Art represents and comments on greater societal issues

Identity is a byproduct of our experiences and community

**National Standards and Lesson-Specific Objectives****Include the Common Core Reading Standards**

<b>Standards</b>	<b>Objectives—Students will...</b>
<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>Students will examine and discuss a painting in an informal setting.</p> <p>After viewing and analyzing <i>Kalounna in Frogtown</i> (Wyeth, 1896), students will read and classify information about the painting, artist, and time period.</p>
<p>RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>Students will analyze both formal and contextual elements of a painting and explain how these elements contribute to the theme.</p>
<p>RL.6.4. Explain how an author develops the point of view of the narrator or speaker in the text.</p> <p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>Students will examine the formal elements of a painting and how the artist's choices develop the character's point of view.</p> <p>Students will examine formal elements of painting and how the artist's choices create the effects of tension and distance between viewer and character.</p>
<p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>Students will explore symbols and details within <i>Kalounna in Frogtown</i> to determine character's identity and emotions.</p>
<p>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.</p>	<p>Students will create an artwork about their own identity and explain how their own artwork represents the struggle to identify themselves.</p>

## **Vocabulary Students Will Learn:**

### Academic Vocabulary:

identity, assimilation, societal issues, explanatory/exposition, point of view, mood

### Art Vocabulary:

color, line, shape, portrait, “close read”, formal analysis, contextual information, landscape, horizon line, gaze, pose, gesture

## **Assessment:**

- Students will write to explain how their own artwork represents a theme about their identity.

### Relevant Information about the Time Period

Information	Source
Many Laotian refugees came immigrated to the US in the early 1970's due to their country's civil war.	"Jamie Wyeth, <i>Kalounna in Frogtown</i> " Terra Foundation for American Art website
Survivors of that civil war carried emotional scars of what they saw and heard on the killing fields of Laos. A burst of fireworks might scare these children, as it could remind them of the bombing of their homes.	Duff, James H. et al. <i>An American Vision; Three Generations of Wyeth Art</i>
"Dallas" was a very popular TV show at the time, an American soap opera that gained massive pop culture status at the time. Also, mention the global influence of American culture then and now.	

### Relevant Information about the Artist

Information	Source
Jamie Wyeth is from a family of distinguished artists, (grandfather, father, aunt).	"Jamie Wyeth, <i>Kalhounna in Frogtown</i> , 1986, Collection Cameo" Terra Foundation of American Art
Wyeth was a famous artist by the time he was 18 years old. He was often commissioned by the US government for paintings of space probes, Watergate hearings, postal service, u.s. mint, Special Olympics.	"Jamie Wyeth: Artist's Biography," Terra Foundation for American Art Collections

### Relevant Information about the Artwork

Information	Source
The subject of the painting is an eleven-year-old Laotian refugee whose parents are the caretakers of the artist's family farm. The boy lives on the farm and thus, the artist watched this boy grow up.	"Jamie Wyeth, <i>Kalhounna in Frogtown</i> , 1986, Collection Cameo" Terra Foundation of American Art
The title maintains the boy's Laotian name even though he'd assumed an American first name, Bruce.	Duff, James H. et al. <i>An American Vision; Three Generations of Wyeth Art</i>
"Dallas" was a very popular TV show at the time, an American soap opera that gained massive pop culture status at the time. Also, mention the global influence of American culture then and now.	

**Resources:**

**High-quality art reproductions**

Source (e.g., Terra handout, museum store, website URL, etc.): Terra Foundation for American Art website
Format (e.g., overhead transparency, poster, jpg, etc.): Displayed from LCD projector

**Field trips to See Original Works of American Art** (Indicate type of trip below—school field trip or a guide you will prepare for students to use with their families.)

__X__ class trip	_____ guide for family visit to museum
Location:	Date: TBD
___ class trip	_____ guide for family visit to museum
Location:	Date:

**Texts, Web sites, and Primary or Secondary Sources for Student Use**

Website:

Terra Foundation for American Art

**Other Materials/Supplies Needed for the Lesson**

*See Instructional Activities section below.*

## Student Activities

Day	Emphasis and Objectives of the Day's Lesson	Activities	Instructional Materials
1	Students will examine and discuss a painting in an informal setting.	<p>Guide students in a informal analysis of <i>Kalounna in Frogtown</i> (Wyeth, 1986)</p> <ol style="list-style-type: none"> <li>1. Tell students to begin at a point and “walk their eye” around the painting noticing what they see. (1 min)</li> <li>2. Students share out what they saw (literal information, 2 min.) as the teacher records on chart paper</li> <li>3. Students will spend an additional minute reading the painting and develop “I wonder...questions” (1 min)</li> <li>4. Students will pair-share “I wonder...questions” and then share out as a group as the teacher records on chart paper (3 min.)</li> <li>5. Students will discuss what would be a good title for this painting, write the title and a post-it, and share out.</li> <li>6. Teacher will share with students the “tombstone” information.</li> </ol>	<ul style="list-style-type: none"> <li>• Enlarged image of <i>Kalounna in Frogtown</i></li> <li>• Chart paper</li> <li>• Post-it notes</li> </ul>
2	Students will examine the formal elements of a painting and how the artist's choices develops the character's point of view.	<ol style="list-style-type: none"> <li>1. Teacher will model a formal analysis of a painting with a focus on color, line, and shape.</li> <li>2. Afterwards, teachers we guide the students through a formal analysis of Wyeth's <i>Kalounna in Frogtown</i> with a focus on color, line, and shape. Students and teacher will use “Analyzing A Painting” graphic organizer to record thinking. (Teacher will blow up copy)</li> </ol> <p>Questions to consider:</p> <ul style="list-style-type: none"> <li>• Ask questions that help students see how the artist used formal means (perspective, horizon line, color, pose, gesture, expression, details of background forms and T-shirt) to communicate how Kalounna feels and what his relationship to the viewer/artist might be.</li> <li>• Synthesis: What's the main idea? What do you see that makes you say that? What would you like to know about the artwork? What would you like to ask the artist?</li> </ul>	<ul style="list-style-type: none"> <li>• Enlarged image of painting TBD</li> <li>• Enlarged image of <i>Kalounna in Frogtown</i></li> <li>• Class set of graphic organizer, “Analyze a Painting”</li> <li>• Enlarged graphic organizer for teacher recording class ideas</li> </ul>

3	After viewing and analyzing <i>Kalounna in Frogtown</i> (Wyeth, 1896), students will read and classify information about the painting, artist, and time period.	<ol style="list-style-type: none"> <li>1. The teacher will conduct a read-aloud of the contextual information about Wyeth’s <i>Kalounna in Frogtown</i>, using gathered information in “relevant information” template.</li> <li>2. As the teacher reads, he will model placing the appropriate information into the following three columns: About the time-period, About the Artist, and/or About the Painting</li> <li>3. After the modeling, the teacher will continue the read aloud as the students classify the information into the appropriate columns</li> <li>4. Synthesis: What do you think the artist shows about American ideas and ideals or values? Do you think this artwork relates to your experience, and if so, how?</li> <li>5. Theme Discussion: Inform students of theme (identity) and use previous charts to find supporting evidence.</li> </ol>	<ul style="list-style-type: none"> <li>• Enlarged image of <i>Kalounna in Frogtown</i></li> <li>• Chart paper</li> <li>• Contextual information</li> </ul>
4	Students will analyze both formal and contextual elements of a painting and explain how these elements contribute to the theme.	<ol style="list-style-type: none"> <li>1. Students will be guided by the teacher through a “Close Read” (1 &amp; 2) of <i>Self-Portrait</i> (Motley, c. 1920)</li> <li>2. After the “Close Read”, students will work in pairs to complete the Identify and Support the Theme of a Story graphic organizer</li> <li>3. Finally, students will share out with another pair of students</li> <li>4. Class discussion about the comparison between Wyeth’s and Motley’s portraits. One is a portrait, one is a self-portrait. How are they similar/different?</li> </ol>	<ul style="list-style-type: none"> <li>• Enlarged image of <i>Self-Portrait</i> by Motley</li> <li>• Class set of graphic organizer “Support the Theme of a Story”</li> </ul>
5	Apply skills and knowledge necessary to create and perform in one or more of the arts  Students will explain how their own artwork represents who they are (identity).	<p>Creating your own artwork</p> <ol style="list-style-type: none"> <li>1. Students will bring in a photo of themselves and cut around the body.</li> <li>2. Construct a landscape based on places in their daily lives (i.e. School, park, friend’s house, public library, imaginary place) Ask students to think about what connects, or disconnects, them from their community.</li> <li>3. Place the photo on the background.</li> <li>4. Question to consider: Where do I belong?</li> </ol> <p>Compose an “Artist’s Statement” or gallery label describing how your artwork answers the question “Where do I Belong?” This text will work as an assessment and will be posted with the artwork to create an “exhibition.”</p>	<ul style="list-style-type: none"> <li>• Student photographs</li> <li>• Paper</li> <li>• Collage materials (magazines, newspapers, printed paper)</li> <li>• Scissors</li> <li>• Glue</li> <li>• Class set of homework prompt</li> </ul>