

Part 2: The Visual Art Connection

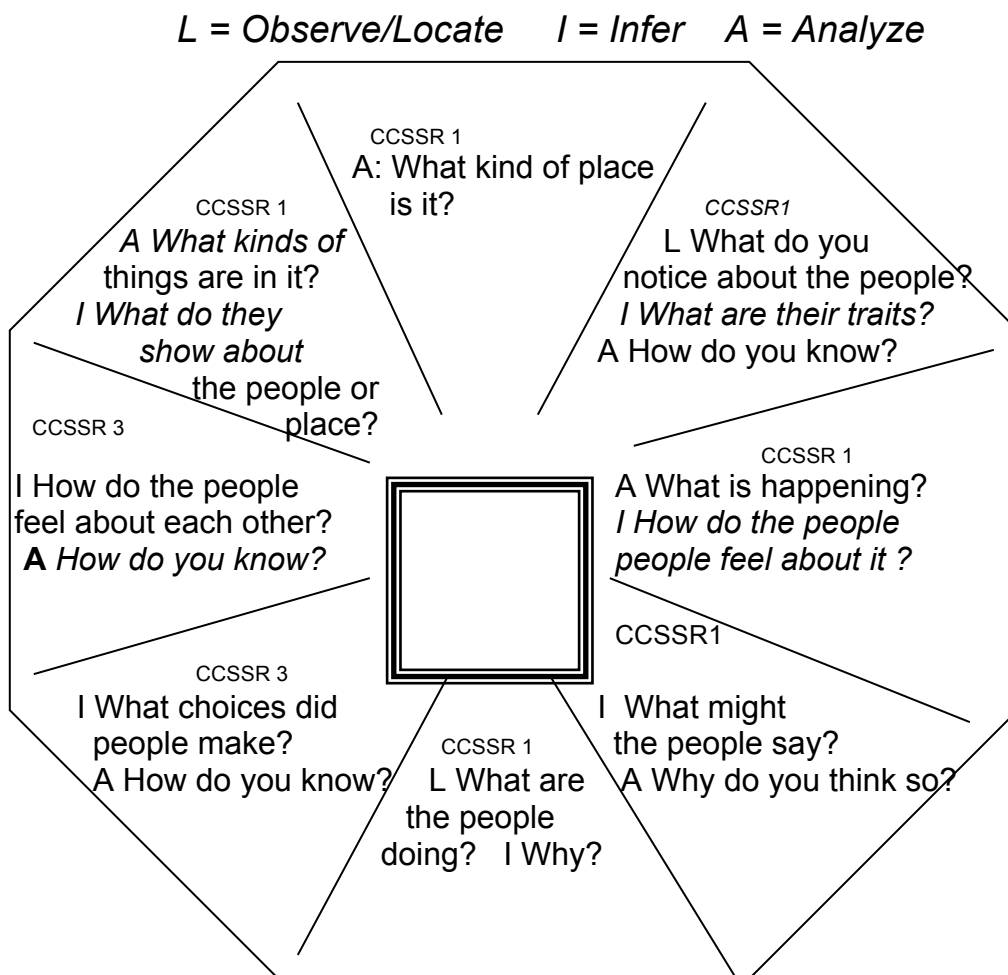
Common Core Anchor Standards for Reading: ART Parallels

STANDARDS	Art Interpretation
KEY IDEAS AND DETAILS	
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 .	What do you notice? What are the parts? What does this tell you about the values of the culture?
2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas .	What is the theme? Which parts tell you that is the theme?
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	What do you think at the beginning—when you first see or hear the art? What helps you figure out more as you look/listen and think more?
CRAFT AND STRUCTURE	
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 .	What choices did the artist make? (elements of music, dance, art) How do those choices help you understand the artist’s message?
5. Analyze the structure of texts , including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole .	How do the parts fit together? How does the structure help make the ideas clear?
6. Assess how point of view or purpose shapes the content and style of a text.	How do you think the artist wanted you to feel when seeing/hearing this artwork? Why do you think that?
INTEGRATION OF KNOWLEDGE AND IDEAS	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively , as well as in words.	How is the artwork like a story? How is it like a poem?
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence .	What makes this a good artwork? How well does it communicate the theme?
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	What does this artwork tell you about culture? How does it complement a story, fable, myth, or history?

Common Core Aligned Questions to Interpret Artwork that Includes People

Common Core Anchor Standards: KEY IDEAS AND DETAILS

1. Read closely to determine what the text [artwork] says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions drawn from the text [artwork]**.
2. Determine **central ideas or themes** of a text [artwork] 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.



What is the message or theme of the artwork? (CCSSR2) INFER

How did the artist help you understand that? (craft and structure)
RE-visit the artwork and look for ways the artist made the message clear.

Art-Poem-Story-Music Mood Analyzer

CCSSR5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Artists, poets, writers, and musicians use techniques to give their paintings or music a mood. They are all artists.

Painters use color. They use shades of colors. They use lines. They use details. They may use the title they give the painting.

Musicians use tones and other elements that communicate a tone.

Writers use words.

Tell what the mood is of a painting, poem, story, or musical composition. Then tell how the artist creates that mood.

Title: _____

My Inference—I think the mood is _____

List things the artist or writer did to create that mood.

What the Artist Did	How It Helps Create that Mood

Think more: What do you think the artist tell people about this creation? Use examples from the artwork to support your conclusions.

Paraphrase a Painting

This activity parallels CCSS Anchor Reading Standard 5. **Analyze the structure of texts**, including how specific sentences, paragraphs, and larger **parts** of the text (e.g., a section, chapter, scene, or stanza) **relate to each other and the whole**.

Name of the Painting _____

List Important Parts

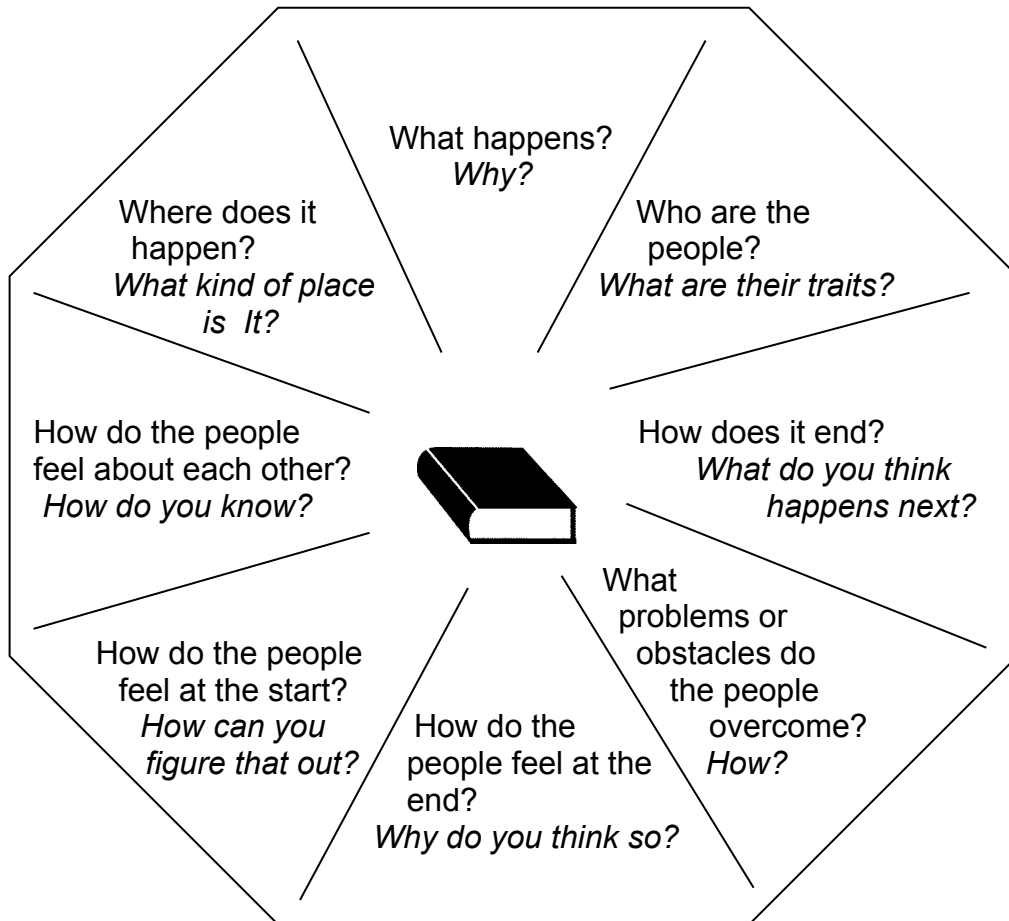
What do you think the artist wants you to think or feel when you look at the painting?

How does the artist show that?

Write what you would put in a label for this painting.

READ FICTION THOUGHTFULLY, then CREATE! Drama Art Music Connections

CCSSR Anchor Standard 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.



CREATE!

After you read the story, think more!

- Create an ad for the story—show and tell why someone should read it.
- Illustrate the story. Draw pictures showing important events that support the theme.
- Add dialogue.
- Write and illustrate a postcard that someone in the story might have sent.
- Choose or write music that the characters would like.
- Create a collage showing how the parts fit together to communicate the theme.
- Write the “prequel”—what might have happened before the story started.
- Turn it into a play.
 - > List the events and characters. Note the characters’ traits.
 - > Figure out the message or theme of the story. Then write the dialogue.

My Plan to Communicate A Theme or Idea through Art

CCSS Writing Standards—Choose the one you'll parallel with your art.

1. Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

What is the main idea or theme I want people to understand?

What details will I include so they see what I mean?

Sketch your picture here. Then write a caption.

Caption: _____

How to Make a Collage to Communicate an Idea *by David McKoski*

*This activity can support CCSSR2—Determine **central ideas or themes** of a text and analyze their development; **summarize the key supporting details and ideas** if students base their collage on a “close reading” of a text—identifying the theme of a work of fiction and then listing the parts of the story that support that theme or identifying the central idea of a work of nonfiction and then listing the ideas and most important supporting information from that reading.*

- ❖ First, choose the theme or idea your collage will communicate.
- ❖ List the kinds of images you will include to show that idea.
- ❖ Collect or draw the images you need.
- ❖ Then make your collage to communicate your idea.

Constructing the Collage:

1. Cut freely around the shapes and images you are going to collage.
2. Stay away from cutting out square, rectangular or other geometric shapes when cutting out the images. Organic shapes will make a more interesting collage and create a unified picture.
3. The collage should look like a new picture and not separate pictures glued to a piece of paper.
4. First create the background of the object or picture.
5. Add other images over the background.
6. Combine parts from different sources to create a new picture. (Taking pictures directly from magazines or newspapers limits a child’s representation to images found only in mass media.) For example:
 - a. When making a collage of a person find body parts from different sources and then combine them together to create an entirely new person.
 - b. Instead of looking for the exact picture create your pictures from images of textures, patterns or colors.
7. Cut or tear your pictures. Torn paper adds variety to the collage.

Poems are word pictures—illustrate them to understand more.

He Had His Dream

Paul Laurence Dunbar (1872-1906)

He had his dream, and all through life,
Worked up to it through toil and strife.
Afloat fore'er before his eyes,
It colored for him all his skies:
The storm-cloud dark
Above his bark,
The calm and listless vault of blue
Took on its hopeful hue,
It tintured every passing beam--
He had his dream.

He labored hard and failed at last,
His sails too weak to bear the blast,
The raging tempests tore away
And sent his beating bark astray.
But what cared he
For wind or sea!
He said, "The tempest will be short,
My bark will come to port."
He saw through every cloud a gleam--
He had his dream.

El Tenía su Sueño

Paul Laurence Dunbar (1872-1906)

Translation by Arturo Romero

El tenía su sueño, y a lo largo de su vida,
Trabajó con esmero y superando caída.
A flote para siempre ante su vista,
Esto iluminó todos sus días:
La nube de tormenta sombría
Sobre su barca.
La calma y el oscuro sepulcro del azul
Tomaron su esperanza entintada,
Colorearon cada rayo pasajero,
El tenía su sueño.

El laboró con empeño y al final falló,
Sus velas débiles sucumbieron al estallo,
Las violentas tormentas destrozaron
Y mandaron su abatida barca a lo extraño.
Pero que le podía angustiar
¡Por viento y mar!
El dijo, "La tempestad será corta,
Mi barca llegará a la costa."
El vio a través de cada nube un destello --
El tenía su sueño.

POEM INTERPRETER

CCSSR5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

THINK CLEARLY: Support your answers with evidence from the poem.

What is the main idea of the first stanza?

What is the main idea of the second stanza?

What is the poet's message?

What techniques did the writer use to communicate that message to you?

CREATE:

Draw the poet's ideas.

Use symbols to show what the theme is.

Write your own poem about this theme.

Illustrate it, too.

Haiku Reader, ART COMMUNICATOR

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.

Here are two haiku poems. A poet wrote them hundreds of years ago. His name is Matsuo Munefusa. He wrote them in Japan. A haiku poem uses words in a special way. The poet uses them to help people understand and envision their idea. It is a kind of picture that you don't see on the page. But you see it when you read the words and think about what they tell you.

The old pond. A frog leaps in. Splash!	Lady Butterfly Perfumes her wings By floating Over the orchid.
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Make Art Connections:

Show one of the poems—__dance it __pantomime it __draw it

Write your own poem.

First, choose a topic from nature: _____

Then list some words you will use.

Remember, you want people to see your picture through your words.

Write your poem. Then give it to another student. Ask that student to make the art connection with your poem.

__dance it __pantomime it __draw it

Haiku Writer

Common Core 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.

Students at Pocantico School in Sleepy Hollow, New York, wrote these poems. They wrote them in three lines. They are haiku poems.

Directions:

Read their poems.

Then write your own haiku poem.

Write about the Chicago environment or another environment.

Butterflies hatch. Bees drink the juice from flowers. Bees fly everywhere. By Andrea	Butterflies are flying Their orange wings touch the sun They perch on fresh leaves! By Jaya	Baseball is starting Spring is finally here yes! The bees are buzzing. By: Kaydee
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My haiku will be about _____.

Here is a picture of what I want people to see when they read my poem.

Here is my haiku.

The first line has five syllables.

The second line has seven syllables.

The third line has five syllables.

Spring is A Cat

On a cat's fur soft as pollen,
The mild Spring's fragrance lingers.

In a cat's eyes round as golden bells,
The mad Spring's flame glows.

On a cat's gently closed lips,
The soft Spring's drowsiness lies.

On a cat's sharp whiskers,
The green Spring's life dance.

14th century Korean Poem

Show what the poet's message is.

Checagou

Seasons change a lot on the Midwestern prairie, and after the harsh winter spring would bring new life. Long ago, much of the Chicago area was prairie land. After a long, hard winter, the Native Americans would look forward to spring. In fact, they called this land Checagou, which means stinking wild onion—the name of the plant that was the first sign of spring. When they found the wild onions they knew the hard winter was ending.

The Native Americans who lived in this area looked forward to spring. They would fish and gather food from plants. The prairie is very wet in the spring because the snow from the winter melts and leaves big ponds. The frogs that had hibernated under the ground would come out to splash in those ponds. Birds would sing at daybreak and sundown, and each day brought more sunshine that helped the plants grow.

Show what the historian's message is.

Common Core Anchor Literacy Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

1. What is the theme of the “Spring is a Cat”?
2. What is the main idea of Checagou?
3. How do the two writers feel about spring? How do you know?
4. Write a poem or passage about spring. First, decide what your message is—what you want your reader to understand?

Communicate a BIG IDEA about history through Art

CCSS 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS Anchor **Writing** Standards

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.

Event or Era: _____

1. Preview the history—what is it about?
2. Ask a **BIG question**.
What challenges did people face?
What choices did people make?
Or _____
3. Read to find examples, ideas, information that you will use to answer the BIG question.
4. List what you find.
5. Organize your answer to the BIG question.
 - > use an outline or chart to plan your answer
 - > plan illustrations to show what's important to understand
6. Communicate your answer:
 - Picture book
 - Exhibit
 - Illustrated extended response

Visualize Nonfiction: **Show to Tell BIG Ideas of History**

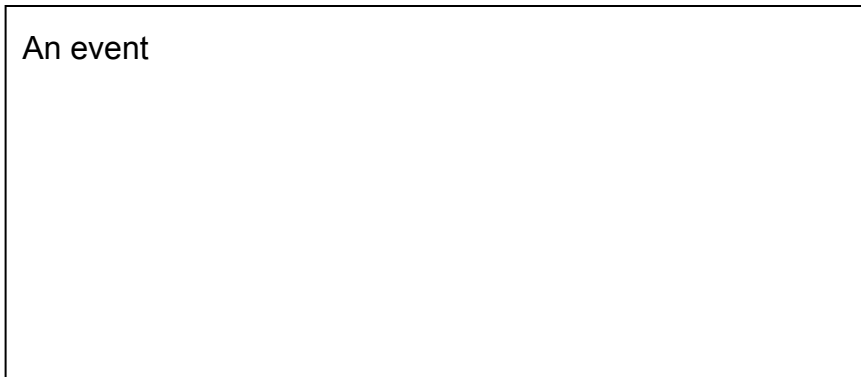
KEY IDEAS AND DETAILS—Common Core Literacy Standards

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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

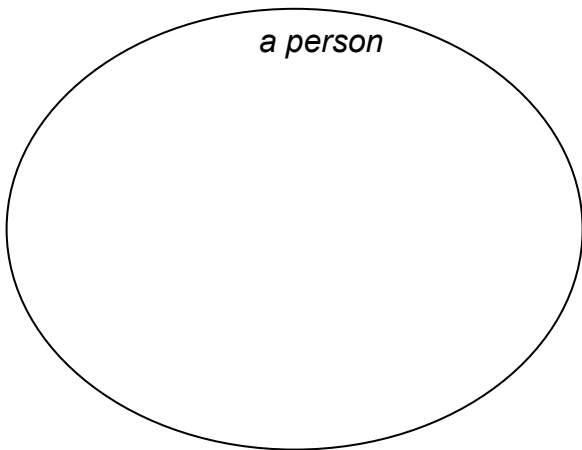
BIG IDEA: _____

Show three important parts of the history that support your idea. *Write a label for each part.*

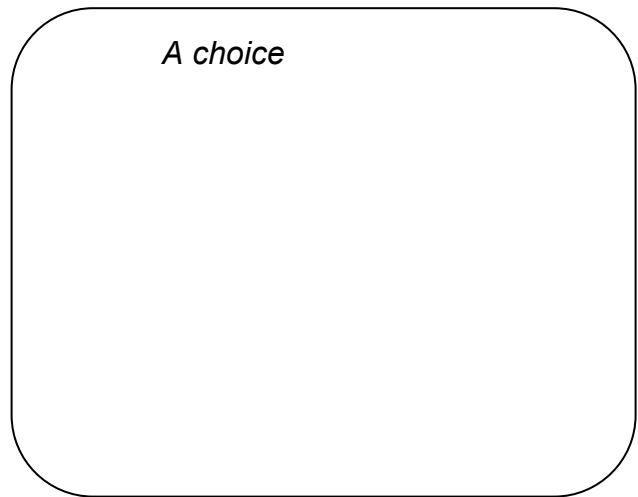
An event



a person



A choice



What is an important lesson people can learn from this history?

I can infer the moral or message of a fable.

CCSSR2. Determine **central ideas or themes** of a text and analyze their development; **summarize** the key supporting details and ideas.

Draw or briefly tell the three most important parts of the fable.

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This is what I think the moral is.

This is what this fable shows about the culture's values.


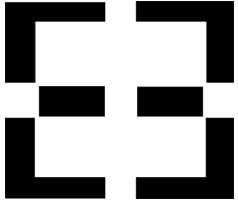

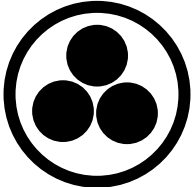







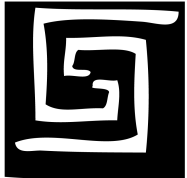
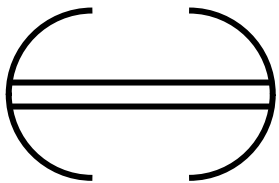

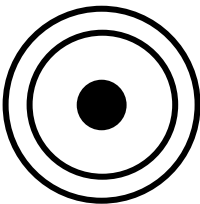
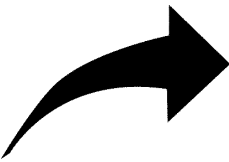
This is my evidence for that conclusion.

This is MY fable! (Write/draw/dramatize your own fable that tells a moral.)

Use Symbols to Focus on Concepts and Develop Interpretation Abilities including Analyzing Metaphors—a symbol is like a metaphor

CCSSR Anchor Standard 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.

These symbols show different cultures' values.

 <p><i>Village (Mayan)</i></p>	 <p><i>Support (West Africa)</i></p>	 <p><i>Wise, Watchful (Native American)</i></p>	 <p><i>Peace (India)</i></p>
 <p><i>Cooperation (West Africa)</i></p>	 <p><i>Friendship (Ute)</i></p>	 <p><i>Evaluation (West Africa)</i></p>	 <p><i>Justice (China)</i></p>
 <p><i>Good Future (Native American)</i></p>	 <p><i>Leadership (West Africa)</i></p>	 <p><i>Harmony (India)</i></p>	 <p><i>Brotherhood (Hopi)</i></p>
 <p><i>Unity (Nigeria)</i></p>	 <p><i>Progress (China)</i></p>	 <p><i>Highest (Ghana)</i></p>	 <p><i>Progress (US)</i></p>

Analyze: Choose one. Tell how it shows the idea.
Analyze: What values do some cultures share?

CREATE: Design your own. Show an idea you think is important.

SHOW CULTURE CONCEPTS

Choose a culture.

Then choose the values that are important to the people of that culture. You can use these and your own ideas. You can cross any that is not important to the culture. Then draw or paste a picture or symbol that shows what each of the ideas means.

Culture: _____

C	U	L	TU	RE
heritage	communication	<i>children</i>	diversity	<i>society</i>
continuity	<i>family</i>	values	<i>community</i>	change
generation	tradition	CHOICES	BELIEF	<i>nation</i>

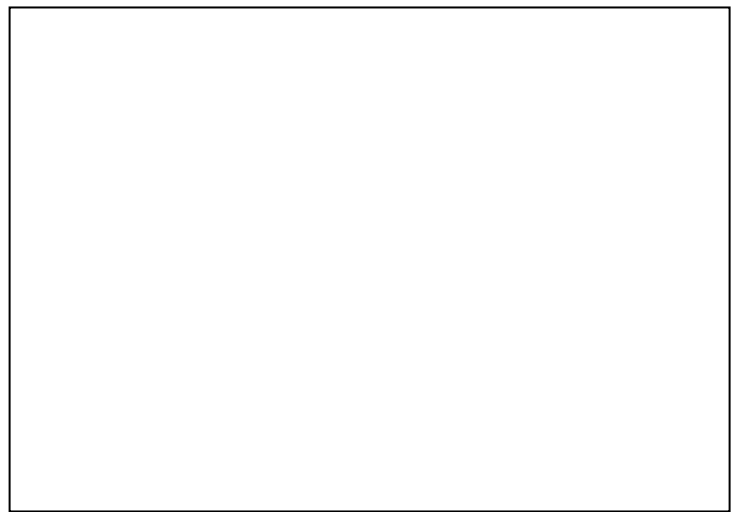
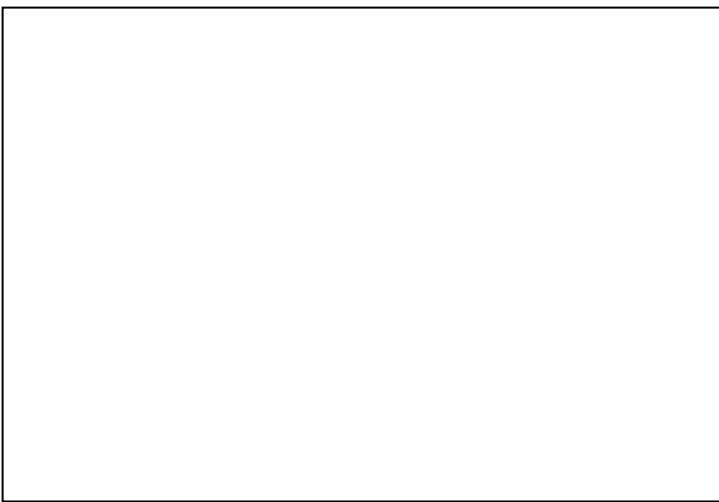
Visualize Nonfiction:

Show, Then Write What You Learn

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.
CCSS 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.

Topic: _____

Important Information Picture important facts.



Write what you learned.

Add captions to your pictures.

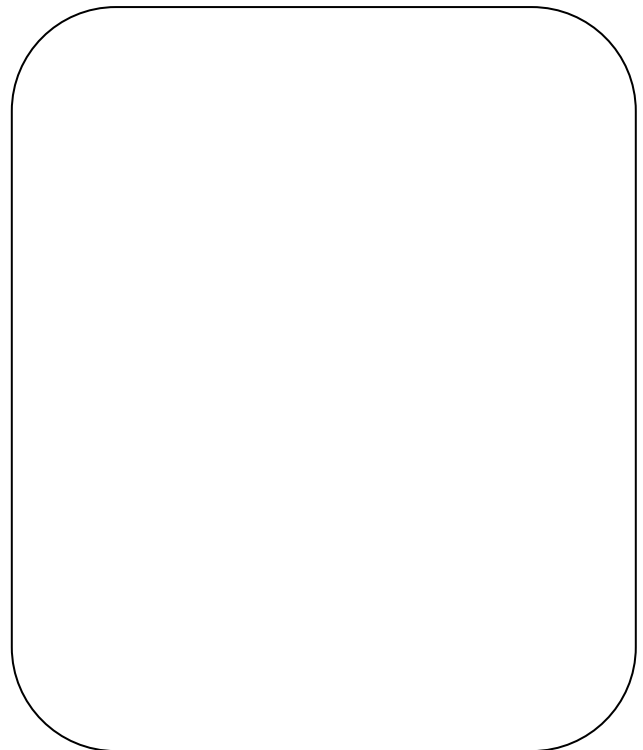
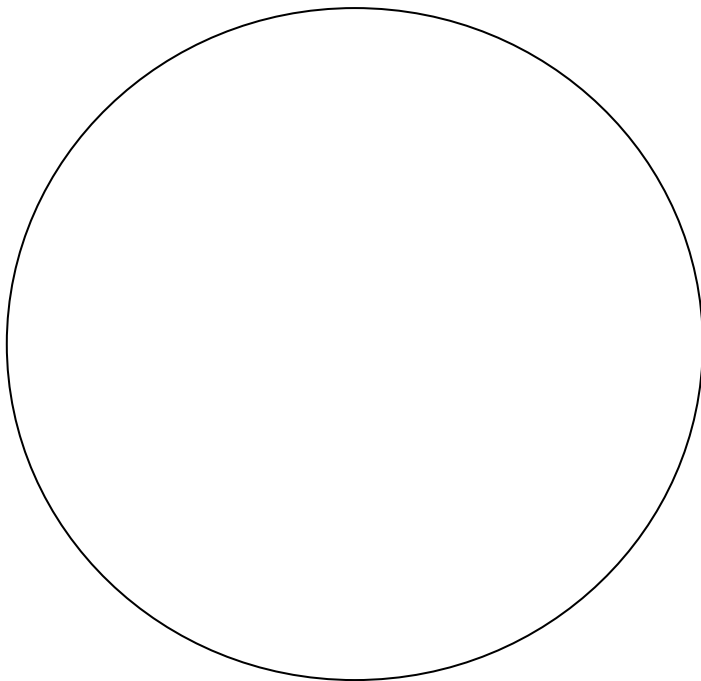
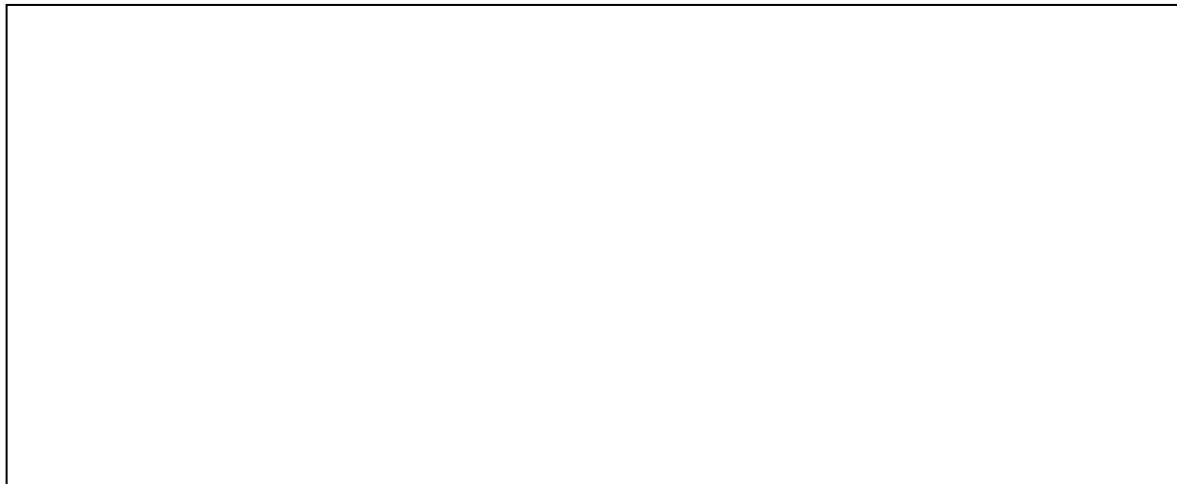
Then write a booklet. You can cut out the boxes and put them in the order you want to use the facts.

Visualize Ideas: Draw what you hear!

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.

Students listen to teacher read a passage. Then re-read the text. Students choose important information and draw pictures to show those parts of the topic from the reading.

Topic: _____



Write a title that fits all three parts.

Answer the BIG question in a Picture Book or Display

CCSS 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.

What is the BIG QUESTION you will answer?

Sketch or note what you will tell in 6 pages or parts. Then number the parts in the order you will include them. Then write your answer in a picture book or display with captions.

