

Lesson Plan Template

Name: Mr. Ozni Torres

School: Ogden International High School

LESSON TITLE

Imaging Democracy through **Action**

GRADE LEVELS

11/12th Grade Civics; Political Science

NUMBER OF INSTRUCTIONAL MINUTES

200 minutes; 4 50-minute class periods

OVERARCHING THEME

Identify a topic or recurring idea that drives the focus of the lesson.

The nature of democracy; Citizenship as an active duty.

CONTENT FOCUS

This unit can serve as a summative project for students studying the nature of American democracy and/or history. Students will engage in close reading exercises of both works of visual art and written material. The goal is to get students to think about how images and words convey ideas, and specifically, how selected images and texts support the thesis that a vibrant democracy requires the active participation of its citizens. Students are then tasked with creating a photograph that captures democracy through the actions of citizens working to better their community.

This unit will support Common Core Reading and Writing Standards as listed below, providing opportunities to engage meaningfully with complex texts in varied formats and to work toward an alternative form of assessment that is accessible to students at different levels of achievement.

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ART ANALYSIS

List the names of artist(s) and titles of their artwork that students will do close reading exercises on.

Artist	Work of Art
<p>John Trumbull 12' X 18' 1818 Rotunda; U.S. Capitol</p>	
<p>Paul Shambroom 2'9" X 5'6" 1999 Museum of Contemporary Photography</p>	 <p>Markle, IN (pop. 1,228) Town Council, 7/21/99</p>

SKILLS BASED STANDARDS

<p>Common Core State</p>	<p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in</p>
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	<p>words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<i>Lesson Goal(s)</i>	<ol style="list-style-type: none"> 1. Students will be able to perform close-reads on a variety of sources through the examination of works of art and historical American sources. 2. Students will be able to synthesize information from multiple sources to determine the true strength of American democracy. 3. Students will apply information derived from written and visual sources in the creation of a photograph depicting democracy in action.
Enduring Understandings	<ol style="list-style-type: none"> 1. Close reading a source does not apply only to written material. 2. A nation's strength is determined in large part by the active participation of its citizens. 3. Art is an appropriate avenue to express notions about democracy and citizenship.
Questions for Exploration	<ol style="list-style-type: none"> 1. Is there any difference in how you determine the main idea of a written text and a visual "text"? 2. Can a democratic nation truly be strong if its citizens are no longer interested in what is happening? 3. Can taking a picture be an act of citizenship?
Processes –	<p>Day One: Students will engage in Art Analysis & Discussion Protocol (see attached) around the question, "What does democracy look like?" The protocol lists 25 questions that can be used in its entirety or partially. The images can be printed and distributed to students with questions attached for small group discussion, or the protocol can be done whole class. By the end of Day One, students should come away with the ideas that close analysis can occur with pictures as well as written texts, and that images of democracy are not about the celebrity of the people in the image, but rather the actions taken by those people. These understandings can be assessed by an exit slip.</p>

	<p>Day Two: Students are given the hand-out with the two readings, the first by Ralph Waldo Emerson and the second by Alexis de Tocqueville. Students can be grouped to read through texts together, or the texts can be read through together, or some combination depending on the strength of reading ability of students in your class. Grouping and pace of assignment will be determined by teachers. Teachers are strongly recommended to go through the texts thoroughly, stanza by stanza and paragraph by paragraph. The accompanying text dependent questions are designed to facilitate such close analysis. Question Nine on the hand-out is a formative writing prompt to ensure students get the main point of the day's activities - A nation's strength is determined in large part by the active participation of its citizens.</p> <p>Day Three: Students by this point should have a strong idea of what their photographs should be about – <i>people doing things that benefit the whole</i>. Teachers are free to question students about their ideas and to check their appropriateness. Students will be working on Artist's Statements by reading through Paul Shambroom's statement about his <i>Meetings</i> series. The first part of the hand-out about general information regarding how to write an artist's statement can be given as homework. The class period belongs to the Shambroom statement. The teacher can also show students a nine-minute video by <i>Minnesota Original</i> about Shambroom (can be found at http://www.youtube.com/watch?v=Y5YmTKI0ySk). Students conclude the day by rewriting the Shambroom statement focusing on answering three questions: 1. Why did you take the picture? [context]; 2. How did you take your picture? [methodology]; and 3. What is your picture about? [significance]</p> <p>Day Four: Students will present their photographs with statements (see sample final product). Teachers will use the rubric to determine quality of work.</p>
Products –	1. Close read questions of Emerson/Tocqueville

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	2. Shambroom rewrite 3. Democracy picture with artist statement
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SOURCES/ADDITIONAL RESOURCES:

Paul Shambroom MNO documentary: <http://www.youtube.com/watch?v=Y5YmTKI0ySk>
How to take a great picture - Carolina Molinari: <http://ed.ted.com/lessons/how-to-take-a-great-picture-carolina-molinari>
Alexis de Tocqueville. *Democracy in America* Vol.1 (full text):
<http://www.gutenberg.org/files/815/815-h/815-h.htm>
Karen Irvine. "Paul Shambroom: Evidence Of Democracy":
<http://www.mocp.org/exhibitions/2003/10/paul-shambroom-evidence-of-democracy.php>