

Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELAKR6: The student gains meaning from orally presented text

ELAKW2: The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

GRADE 1

ELA1R6: The student uses a variety of strategies to understand and gain meaning from grade-level text.

ELA1W2: The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

GRADE 2

ELA2R4: The student uses a variety of strategies to gain meaning from grade-level text.

ELA2W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

SOCIAL STUDIES

GRADE K

SSKH3: The student will correctly use words and phrases related to chronology and time to explain how things change.

GRADE 1

SS1H1: The student will read about and describe the life of historical figures in American history

GRADE 2

SS2H1: The student will read about and describe the lives of historical figures in Georgia history

VISUAL ART

GRADE K

VAKMC.3: Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

VAKCU.2: Views and discusses selected artworks.

VAKPR.2: Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

VAKPR.4: Participates in appropriate exhibition(s) of artworks.

VAKC.1: Applies information from other disciplines to enhance the understanding and production of artworks.

GRADE 1

VA1MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA1CU.2: Views and discusses selected artworks.

VA1PR.2: Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA1PR.4: Participates in appropriate exhibition(s) of artworks.

VA1C.1: Applies information from other disciplines to enhance the understanding and production of artworks.

GRADE 2

VA2MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning.

VA2CU.2: Views and discusses selected artworks.

VA2PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA2PR.4: Participates in appropriate exhibition(s) of artworks.

VA2C.1: Applies information from other disciplines to enhance the understanding and production of artworks.

National Standards

LANGUAGE ARTS

NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

NL-ENG.K-12.11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.

NL-ENG.K-12.12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

VISUAL ARTS

Standard 1: Understanding and applying media, techniques, and processes

Standard 6: Making connections between visual arts and other disciplines

Idea Contributed by Whitney Jones
Modifications, Extensions, and Adaptations Contributed by:
Peggy Barnes, Candy Bennett, Lindsey Elrod, Jennifer Plummer, and Vilma Thomas
Reviewed by Michael Miller

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100 Edgewood Ave, Suite 100
Atlanta, GA 30303
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

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Famous African Americans and Visual Art

Sequence • Painting • Historical Figures •
Jacob Lawrence • Informational Reading



Learn about historical figures through visual art!

Famous African Americans and Visual Art

Explore the artist Jacob Lawrence and learn about his bold artistic style while studying the life of the famous American Martin Luther King, Jr. Document history by creating a series of paintings to illustrate the struggles and triumphs of Martin Luther King, Jr. just as Jacob Lawrence documented the life of Harriet Tubman and Frederick Douglass.

Essential Question: How can you use Jacob Lawrence’s style of painting to document the lives of historical figures?

Process

- Read a biography of Martin Luther King, Jr., and discuss the life of Martin Luther King, Jr. with the class. Use a graphic organizer to sequence the important events in his life. Next, instruct the students to do a simple sketch or illustration of each event.
- Introduce Jacob Lawrence. Discuss the characteristics of his work and his role in documenting African American history. Discuss how he created a series of paintings that depicted Frederick Douglass’s and Harriet Tubman’s life with a description of each event.
 - Lawrence is among the best-known twentieth century African American painters.
 - Lawrence concentrated on depicting the history and struggles of African Americans.
 - The *Frederick Douglass* and *Harriet Tubman* series of 1938-40 are among Lawrence’s greatest achievements as a painter.
 - Lawrence used tempera paints.
 - Lawrence used vivid color, an expressive style, flat shapes, and the series format to convey a story.
- Tell students they are going to become Jacob Lawrence and create a series of painting that depict the life of Martin Luther King, Jr. Assign each student an event in Martin Luther King, Jr.’s life. The students will create a painting of the event in the style of Jacob Lawrence. Instruct the students to use pencil to make a sketch before painting. Be sure to reinforce the use of bold colors and flat shapes to show the style of Jacob Lawrence.
- After students finish painting, they will write a description of their painting on an index card describing what part of Martin Luther King, Jr.’s life is pictured.
- Display the paintings as a series that illustrates the life of Martin Luther King, Jr.

Assessment

- The student’s description accurately describes an event in Martin Luther King, Jr.’s life.
- The painting portrays an event in Martin Luther King, Jr.’s life.
- The painting resembles the style of Jacob Lawrence.

Materials

- Paintings by Jacob Lawrence
- Biography of Martin Luther King, Jr.
- Martin Luther King, Jr. graphic organizer to sequence and illustrate important events in his life
- Tempera paint (brown, white, black, red, blue, yellow)
- Paint brushes
- White construction paper
- Index cards

Vocabulary

Narrative

A story or sequence of events and experiences

Primary Colors

A hue from which all other colors can be mixed: red, yellow, and blue

Secondary Colors

A hue mixed from two primary colors, such as orange, green, and purple

Classroom Tips

Cover your work area. Have students share paint and water supply on work area. Fill 2 buckets with water-- empty one by filling student water cups 1/3 full, then use it to dump dirty water in; the second bucket will be your fresh water supply as needed.

Resources

Marzollo, J. (1993). *Happy Birthday, Martin Luther King*. New York: Scholastic Press.

<http://whitney.org/www/jacoblawrence/meet/index.html>

Duggleby, J. (1998). *Story Painter: Life of Jacob Lawrence*. San Francisco:Chronicle Books.

ESOL Modifications and Adaptations

To prepare the ESOL students for the painting assignment, the ESOL teacher will read to students *Story Painter: Life of Jacob Lawrence* by John Duggleby and discuss how a series of paintings can tell a story.

ESOL Assessments

Same as the lesson

Gifted Modifications and Extensions

After reading the group story, students will research other events in the life of Martin Luther King, Jr. using internet or library resources. Students will pick one event in his life to depict through a picture in the style of Jacob Lawrence. Once each student has created a picture, the student will write a paragraph describing the picture and the event. They will work together to create a chronological/numeric time line to represent the events in the life of Martin Luther King, Jr.

Gifted Assessments

Students accurately pick events in the life of Martin Luther King, Jr. Students accurately identify the corresponding time line. The picture will resemble the techniques and style of Jacob Lawrence as discussed.

Special Education Modifications and Adaptations

Read age appropriate book about Martin Luther King Jr. The teacher will provide cards with pictures and text that describe the life of Martin Luther King, Jr. based on the book of choice. Students will work as a group to sequence the cards in story order. Provide geometric shaped templates and straight edges for students to use as they draw pictures in the style of Jacob Lawrence. Students will accompany drawings with one or two sentences that they write or dictate.

Special Education Assessments

Student drawing is representative of an event in the life of Martin Luther King, Jr.

Common Core Georgia Performance Standards

(*CCGPS implementation year 1: 2012-2013)

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKR11: With prompting and support, ask and answer questions about key details in a text.

ELACCKR12: With prompting and support, identify the main topic and retell key details of a text.

ELACCKR17: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

ELACCKR110: Actively engage in group reading activities with purpose and understanding.

ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

GRADE 1

ELACC1RL3: Describe characters, settings, and major events in a story, using key details.

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI2: Identify the main topic and retell key details of a text

ELACC1RI7: Use illustrations and details in a text to describe its key ideas.

ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

GRADE 2

ELACC2RI1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ELACC2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELACC2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

WIDA English Language Proficiency Standards

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.