

CAEA 2015 - *Images of Power* Lesson Plan

LESSON TITLE: Images of Power: Portraiture as Historical Primary Sources

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Grade Level: MS, HS (Adaptable for Elementary, University, Special Needs)

Background Information:

Using visual clues and close observation of paintings (and other artworks), students can learn about individuals and their public image, and the time period and culture in which they lived. Artwork can be used as a primary source to enrich and expand learning through reading. By examining the artwork as a group/class, students will engage in discussion and encourage each other to look deeper, and practice interpretation. These techniques are applicable to many time periods and cultures.

Content Standards: See page 3.

Common Core Content Standards addressed with the lesson: See page 5.

Learning Objectives/Goals/Essential Understandings:

- To explore how a culture conveys an image of power through portraits of leaders by examining paintings (and other art works).
- To describe how different cultures and time periods portray their leaders by comparing portraits of their leaders.
- To engage in collegial discussions, share personal viewpoints and interpretations, pose questions, practicing speaking and listening skills.
- To engage in art analysis, aesthetic valuing, and art history.

Vocabulary:

power: the possession of command over others; authority; political ascendancy or control of the government

symbol: a material object representing something, often something immaterial; an emblem;

portrait: a likeness of a person, especially the face

propaganda: information, ideas, or rumors deliberately spread widely to help or harm a person, group, nation, etc.

image: a representation of a person or thing made visible

art analysis terms: line, color, shape, pattern, movement, etc.

Materials:

Image of portrait, digital or print - may be any leader related to students' history/social studies course. See Resources on page 2 for possible sources.

Motivation:

- Connections to history and social studies.
- Personal expression, sharing of ideas, open-ended discussion.

Procedure:

1. Display portrait. Ask what students already have learned about the time period and leader depicted.
2. Using "Reading" Portraiture Guide for Educators, <http://npg.si.edu/docs/reading.pdf>, choose an interactive discussion technique.
3. Engage students in discussion.
4. Provide factual information in response to students' questions and comments. Extend and elaborate upon student responses.
5. Paraphrase, reflect, and rephrase student responses to keep the discussion moving.
6. Summarize student comments and be sure to connect back to history/social studies learning.

Assessment and/or Evaluation: Possible pre- and post-discussion questions. Responses can be written or oral.

Pre-discussion:

- What do you already know about [portrait subject]?
- When you hear the name [portrait subject], what visual image comes to mind?
- When you hear the name [portrait subject], what impressions come to mind?
- How do you think [portrait subject] was perceived by the public during his/her lifetime?

Post-discussion:

- Has your opinion of [portrait subject] changed? In what way?
- What have you learned about [portrait subject] that you didn't know before?
- What have you learned about the culture/time period of [portrait subject] that you didn't know before?
- What was the most interesting interpretation/comment/opinion/fact you heard today?
- How does the portrait of [portrait subject] differ from or is consistent with facts known about him/her?
- What are the most important ideas about power/leadership/[portrait subject] expressed in the portrait?
- What symbols were used to help convey the ideas?
- How are these symbols different or the same as ones used today?
- How are these symbols different or the same as ones used in other cultures?
- What were the circumstances around the making of the portrait? Who commissioned it? Where was it originally displayed? What was its original purpose? Where is it now?
- How did the artist use art elements and principles to convey the desired meaning/image in the portrait?
- What else do you want to know about the portrait / [portrait subject] / the time period / the culture / the artist?

Extensions:

- Create a portrait of another leader from the same culture and time period.
- Create a portrait of a contemporary leader using symbols to convey a planned message/image/impression.
- Create a portrait of the same leader, but convey a different message.
- Compare and contrast this portrait with others of the same person. (written or oral)
- Compare and contrast this portrait with that of a leader from a different culture/time period. (written or oral)
- Research other symbols used in that culture/time period that most people would have recognized and understood.

Resources:

"Reading" Portraiture Guide for Educators, <http://npg.si.edu/docs/reading.pdf>

National Portrait Gallery, <http://www.nationalportraitgallery.org/>

National Portrait Gallery UK, <http://www.npg.org.uk/learning.php>

Portraits:

- *George Washington* (Lansdowne portrait), by Gilbert Stuart, 1796. <http://www.georgewashington.si.edu/portrait/>
- *George Washington* (Athenaeum portrait), Gilbert Stuart, 1798. <http://pamplincollection.org/the-pamplin-collection/george-washington/washington/athenaeum-portrait-3.html>
- *Washington Crossing the Delaware*, Emanuel Leutze, 1851. <http://www.metmuseum.org/collection/the-collection-online/search/11417>
- *Napoleon Crossing the Alps*, Jacques-Louis David, 1801. <http://www.ngv.vic.gov.au/napoleon/art-and-design/A-Closer-Look-Jacques-Louis-David>
- *The Emperor Napoleon in His Study at the Tuileries*, Jacques-Louis David, 1812. <http://www.nga.gov/content/ngaweb/Collection/highlights/highlight46114.html>
- *Napoleon I on his Imperial Throne*, Dominique Ingres, 1806. <https://www.learner.org/courses/globalart/work/7/index.html>
- *Portrait of Toyotomi Hideyoshi*, Seisho Shotai, 1599. <http://education.asianart.org/explore-resources/hideyoshi/25>
- *Qianlong Emperor*, Guiseppe Castiglione, 1736. <http://www.learn.columbia.edu/nanxuntu/html/emperors/>; <http://www.clevelandart.org/art/1969.31>; http://www.wmf.org/sites/default/files/wmf_article/pg_24-30_qianlong.pdf

- *Portrait of Louis XIV*, Hyacinthe Rigaud, 1701. <http://www.louvre.fr/en/oeuvre-notices/louis-xiv-1638-1715>
- *Portrait of President Barack Obama*, Shepard Fairey, 2008. <http://www.npg.si.edu/collection/obamaportrait.html>
- *John F. Kennedy*, Elaine de Kooning, 1963. <http://www.npg.si.edu/exh/travpres/jfks.htm>;
http://face2face.si.edu/my_weblog/2015/03/elaine-de-koonings-jfk.html
- *Rosa Parks*, Marshall D. Rumbaugh, 1983. http://face2face.si.edu/my_weblog/2013/02/losing-to-win-rosa-parks-at-100.html
- *Cesar Chavez*, Steve Fontanini, 1979. <http://framework.latimes.com/2012/03/29/remembering-cesar-chavez/#/0>

Content Standards, Visual Arts

GRADE 6

1.0 ARTISTIC PERCEPTION

- 1.1 Identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.
- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial)

3.0 HISTORICAL AND CULTURAL CONTEXT

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.

4.0 AESTHETIC VALUING

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe ways in which their culture is being reflected in current works of art.

GRADE 7

1.0 ARTISTIC PERCEPTION

- 1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.
- 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.
- 1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).

3.0 HISTORICAL AND CULTURAL CONTEXT

- 3.1 Research and describe how art reflects cultural values in various traditions throughout the world.
- 3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

4.0 AESTHETIC VALUING

- 4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

GRADE 8

1.0 ARTISTIC PERCEPTION

- 1.1 Use artistic terms when describing the intent and content of works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

- 3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.
- 3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

4.0 AESTHETIC VALUING

- 4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.
- 4.3 Construct an interpretation of a work of art based on the form and content of the work.
- 4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward

by others within a classroom setting.

GRADES 9 -12: PROFICIENT

1.0 ARTISTIC PERCEPTION

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

3.0 HISTORICAL AND CULTURAL CONTEXT

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

3.4 Discuss the purposes of art in selected contemporary cultures.

4.0 AESTHETIC VALUING

4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

4.5 Employ the conventions of art criticism in writing and speaking about works of art.

GRADES 9 -12: ADVANCED

1.0 ARTISTIC PERCEPTION

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.

3.0 HISTORICAL AND CULTURAL CONTEXT

3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.

4.0 AESTHETIC VALUING

4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.

4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Content Standards, History and Social Studies - depending on the portraits used

GENERAL ANALYSIS SKILLS

GRADES KINDERGARTEN - 6

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.

2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.

GRADES 9 - 12

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.

Historical Interpretation

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Common Core Content Standards addressed with the lesson:

SPEAKING AND LISTENING STANDARDS 6–12: *Comprehension and Collaboration*

GRADE 6

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

GRADE 7

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

GRADE 8

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

GRADES 9 -10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

GRADES 11 - 12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,

links among ideas, word choice, points of emphasis, and tone used.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

GRADES 6 - 8

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

GRADES 9 - 10

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights to such features as the date and origin of the gained from specific details to an understanding of information.
2. Determine the central ideas or information a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

GRADES 11 - 12

Key Ideas and Details

1. Cite specific textual evidence to support analysis of attending primary and secondary sources, connecting insights to such features as the date and origin of the gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.