



## American Art Integrated Lesson

**Name:** Mr. Caprice Walters  
**School:** Medgar Evers Fine & Performing Arts  
**Grade/Subject:** Sixth Grade / Language Arts & Social Science

**Lesson:** Integrated Unit: Rebirth of A Nation – The World Wars Leads to the Great Depression

**Integration:** Language Arts; Technology; & Social Science

**Timeframe:** Five Weeks

**Lesson Description:**

Students will connect making *inferences*, *main idea and supporting details* to scanning Peter Blume's, The Rock. Then, students will complete the form, Looking & Responding to Art Graphic Organizer. This form leads to an inquiry-based class discussion regarding student responses. The discussion leads to computer-lab fact-finding research on Peter Blume (the artist) and The Rock (the painting). Next, the students will write an Expository Essay on their research findings. This leads to the Social Science chapter on World Wars I, II and the Cold War.

**Goal:** Integrating art that enhances into knowledge for the core content areas

**Student Objectives:**

- Exploration methods of discussing a work of art
- Researching artist and paintings
- Researching and Writing culminating WWII or The Great Depression paper
- Using vocabulary in cross-content areas
- Making predictions and inferences – connecting skills in core subjects
- Applying critical thinking skills
- Integrating art into daily lesson plans

**Vocabulary:**

Inferences  
 Main Idea  
 Supporting Details  
 Economy  
 Propaganda  
 War  
 Multicultural  
 Technology  
 Background  
 Foreground  
 Rebirth

**Illinois Learning Standards:**

**Art Standards:**

**Assessment:**

**Language Arts:** Langston Terrace (The Great Depression) formal assessment

**A.R.T.:** Looking & Responding to art worksheet

**Technology:** Peter Blume & The Rock Fact-Finding Worksheet

**Social Science:** Chapters 16, 17 & 18 assessment & Unit Assessment

**Writing:** Expository Essay on the World Wars or The Great Depression

## ARTWORK



**Title:** *The Rock*  
**Artist Name:** *Peter Blume*  
**Medium:** Oil on Canvass  
**Date:** 1944-1948  
**Provanance:** Art Institute of Chicago

**Key information students will learn about the artwork:**

1. Blume's color pattern was influenced by political currents & art of the Surrealist
2. Blume emigrated from Russia to Brooklyn, New York at 5 years old
3. Blume fled to the United States during the rise of fascism in the 1930s the he developed his individual artistic stvle.

**Activity Description:**

This Unit integrates the basic core-subjects using Peter Blume's, *The Rock* as an initial piece to tap into prior knowledge. The piece is then used as a reference after research is completed.

**Activity Instructions:**

## Language Arts:

1. Students will scan Peter Blume's, *The Rock*
2. Students will connect making inferences to art work
3. Students will discuss the original scan of the art work
4. Students will read Langston Terrace (Basal) – Family Moves During the Great Depression
5. Students will connect Great Depression to World War II
6. Students will take formal and informal Langston Terrace Assessments
7. Students will write reflection
8. Students will complete Expository Essay on *The Rock*

## Research &amp; Technology:

1. Students will complete Fact-Finder Worksheet on Peter Blume and *The Rock*
2. Students will research paper on The World Wars or The Great Depression

## ART:

1. Students will complete Looking & Responding to Art Graphic Organizer for *The Rock*
2. Students will discuss and reflect
3. Students will complete Looking & Responding to Art Graphic Organizer for *Falling Water*
4. Students will discuss and reflect
5. Students will review *Falling Water* and make connections to *The Rock*

## Social Sciences:

1. Students will read Chapter 16
  - a. World War I
  - b. World War II

**Materials:**

35 Basal Reading Books – (Langston Terrace)	LCD Projector
35 Copies of Looking & Responding to Art	CD Player (Special Needs Accommodation)
Langston Terrace Audio CD	Rolling Computer Lab or 35 Computers
Internet Connection	35 Sixth Grade Social Science Books
Art Work: Peter Blume's, <i>The Rock</i>	Art Work: Frank Lloyd Wright's <i>Falling Water</i>
Illinois Expository Writing Rubric	Assessments: Langston Terrace: Social

**Resources:**

Reproduction of the painting, *The Rock*  
 Reproduction of *Falling Water*



### **Modifications & Accommodations**

- 1) Before lab time, the instructor will bookmark the websites students need to answer research questions.
- 2) Reduce the number of questions on the lab sheet, or allow students to pick which questions they want to answer.
- 3) Supply a PowerPoint or Boardmaker book with key points of the chapter to fit that student's reading level.
- 4) Provide flash cards with vocabulary terms and illustrations to help students study and review key terms.
- 5) To supplement text reading, students may view a video about the bombing of Hiroshima.

### **Enrichment & Extension Activities**

- 1) During research lab, students will conduct an independent research activity based on a topic of their choice related to World War II or nuclear arms.
- 2) Students will research and create a PowerPoint or multimedia presentation on the effects of the bombing on Hiroshima.
- 3) Students will choose another historical event that caused destruction or human turmoil (9/11, slavery, the Holocaust, etc.) and create their own symbolic art work to reflect on that event.



**Documentation:**  
(e.g. display board, photos, writing, artwork, etc.)



Any documentation with a student(s) face(s) requires an A.R.T. photo release form.