



American Art Integrated Lesson

Name: Stephanie Cox
School: Medgar Evers Fine & Performing Arts
Grade/Subject: Upper Grade Reading / Language Arts

Lesson: Stories from Art / Writing a Metaphor Poem
Integration: Storytelling
Timeframe: Four Class Periods

Lesson Description:
 Teacher will display the artwork, The Rock. Students will scan for information. Next, the teacher will ask analyzing questions. Students will then provide support for their answers.

Goal: To use art to tell a story of what is occurring in the painting, The Rock. Create a poem base on their visual interpretations of the painting

- Student Objectives:**
- Discuss the painting
 - Respond to the scanning and analyzing questions
 - Share interpretation of what is happening in the painting.
 - Write a story depicting the painting
 - Write a poem

- Vocabulary:**
- Rebirth
 - Destruction
 - Devastation
 - Reconstruction
 - Construction
 - Metaphor

Illinois Learning Standards:

Art Standards:

Assessment:

- Accuracy in metaphors
- Support for individual interpretation is sufficient and representative

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 style.



Activity Description:

Create a book to show the use of metaphor in the painting to tell their story

Activity Instructions:

Students are given:

- Card Stock (4 pieces) to create their books
- On each page students will draw or use clipart to tell the story of the Rock using metaphors

Materials:

- Card stock (4 cut pieces)
- Rubber Cement Glue
- Scissors
- Clip art
- Wall paper (2 pieces)

Resources:

Reproduction of the painting, The Rock



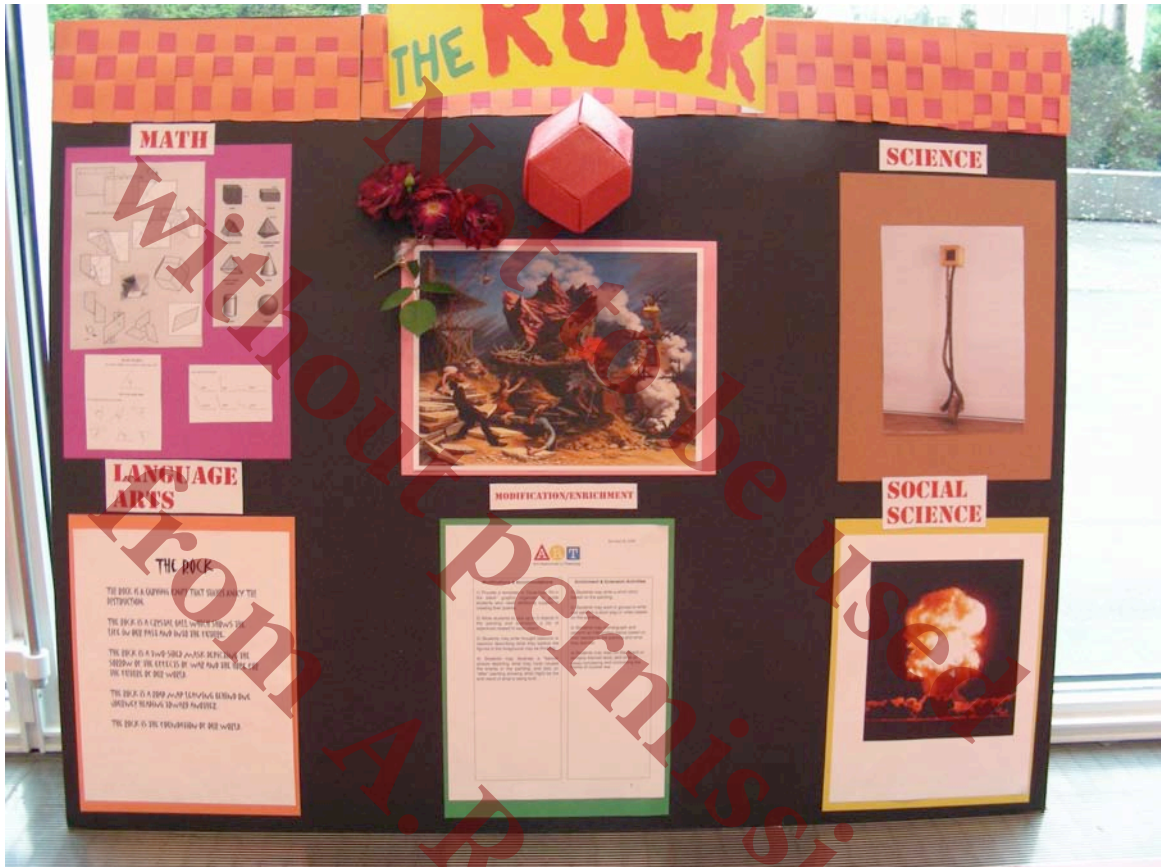
Modifications & Accommodations

- 1) Provide a template or Cloze-type "fill in the blank" graphic organizer to guide students who need additional support in creating their poems.
- 2) Allow students to pick up to 3 objects in the painting and brainstorm a list of adjectives related to each object.
- 3) Students may write thought balloons or captions describing what they believe the figures in the foreground may be thinking.
- 4) Students may illustrate a "before" picture depicting what may have caused the events in the painting, and also an "after" painting showing what might be the end result of what is being built.

Enrichment & Extension Activities

- 1) Students may write a short story based on the painting.
- 2) Students may work in groups to write and perform a short play or video based on the painting.
- 3) Students may choreograph and perform an interpretive dance based on their reaction to the painting and what they learned.
- 4) Students may read *On the Beach* or similarly-themed work, and write an essay comparing and contrasting the theme of nuclear war.

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.