



**Themes: Courage, Democracy**  
*Selma-to-Montgomery March for Voting Rights in 1965*  
 James Karales 1930-2002

# Picturing America

## Lesson Plan Seed: Visual Art and English/Language Arts Grade 10



<b>One Event, Multiple Perspectives</b>	
<p><b><u>Fine Arts Content Standard: Visual Art</u></b></p> <p><b>Standard 2.0 Historical, Cultural and Social Context:</b> Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.</p>	<p><b><u>Content Standard: English/Language Arts</u></b></p> <p><b>Standard 1</b> The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.</p> <p><b>Standard 2</b> The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.</p>
<p><b><u>Visual Art Indicator(s):</u></b></p> <p><b>1.2</b> The student will determine how works of art provide social commentary, document historical events, and reflect the values and beliefs of the society in which they are created.</p>	<p><b><u>English/Language Arts Indicator(s):</u></b></p> <p><b>1.1</b> The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. <b>(ECLG 1.1)</b></p> <p><b>2.1</b> The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. <b>(ECLG 1.2)</b></p>
<p><b><u>Visual Art Objective(s):</u></b></p> <p><b>1.2.a</b> Compare historical, cultural, and social themes in selected artworks that communicate beliefs, customs, or values of a society.</p>	<p><b><u>English/Language Arts Objective(s):</u></b></p> <p><b>1.1.3</b> The student will confirm understanding after reading, viewing, and/or listening to a text.</p> <ul style="list-style-type: none"> <li>- <b>ECLG 1.1.2</b> Analyze relationships between and among ideas within the text and/or relevant prior knowledge</li> <li>- <b>ECLG 1.1.3</b> Compare/contrast, draw conclusions from, and synthesize</li> </ul> <p><b>(Continued)</b></p>

	<ul style="list-style-type: none"> <li>- significant ideas in a text or across texts*</li> </ul> <p><b>2.1.3</b> The student will analyze connections between and among themes, ideas, and/or styles of two or more texts. <b>(ECLG 1.1.3)</b></p> <ul style="list-style-type: none"> <li>- <b>ECLG 1.2.4</b> Analyze the similarities or differences in themes or central ideas of two or more texts*</li> </ul>
--	---

**Objective(s) (Connecting the content areas)**

Students will engage in the Creative Questions Artful Thinking Routine using the photograph *Selma-to-Montgomery March for Voting Rights in 1965*, by James Karales (from the *Picturing America* resource kit), and read a self-selected text related to the same historical event creating the understanding that literature and art interpret human experience and enrich culture.

**Description of Lesson/Activities**

**Procedure:**

- The teacher will use the Artful Thinking Routine *Creative Questions* to expand and deepen students thinking, encourage curiosity, see varied perspectives, and increase their motivation to inquire.
- **Each student will brainstorm a list of 10-12** questions about the image. The following question stems may be offered:
  - Why?
  - Suppose that?
  - How would it be different if?
  - What are the reasons?
  - What would change it?
  - What is the purpose of?
  - What if?
- **Students will review brainstormed list** and star the questions that seem most interesting.
- **Divide students into groups of five** to share questions and engage in discussion.
- Following discussion, **students individually reflect** on new ideas and questions about the topic or image and record new perspectives.
- **Teacher will identify four novels**, each representing a different perspective of the historical time period depicted in the image. The following suggested titles are only a small representative sample of the quality literature available.
  - *Four Spirits*, by Sena Jeter Naslund
  - *Freedom Songs*, Yvette Moore
  - *Clock Without Hands*, Carson McCullers
  - *Freshwater Road*, Denise Nichols
  - *Mississippi Challenge*, Mildred Pitts Walter
  - *A Walk Through Fire*, William Cobb
  - *Short Stories of the Civil Rights Movement – An Anthology*, Margaret Earley Whitt

- *And All Our Wounds Forgiven*, Julius Lester
- *Freedom Riders*, Ann Bausum
- *Just Like Martin*, Ossie Davis
- *Two Trains Running*, August Wilson

- **Each student will select one of the four identified novels** to read independently with pre-selected stopping points by teacher.
- At each stopping point **students will engage in a literature circle discussion** about each section of the book. Students will come prepared with journal entries to share their thoughts on the varied perspectives of the characters, and on how their perspective has/has not been altered based on the text.
- Additionally, upon completion of the book, **students will be regrouped into new literature circles** that will include at least one member who read each of the designated texts. Students will engage in discussion of the different perspectives represented in each text and their own perspectives of the characters and their relationship to history.
- **Repeat the thinking routine again.** Have students compare their questions after expanding their thinking through reading.

### **Possible Assessment Strategies**

#### **Possible Assessment Strategies:**

- **Extended Constructed Response:** Select one character in the text and examine how the character changes throughout the story. Use information from the text to support your answer.
- **Journal Entry:** How has your thinking about the image, *Selma-to-Montgomery March for Voting Rights in 1965*, by James Karales (from the *Picturing America* resource kit) changed after reading and discussing your selected novel?