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| **Title of Lesson:** | **History** |
| **Teacher:** | **Ms. Ayers** |
| **School:** | **High School** |
| **Grade Level[s]:** | **9-12** |
| **Date to be Taught:** | **Tuesday, October 17** |

**Big Idea that drives Lesson/Unit:**

We will be exploring the methods and purpose of the study of history and relating it to the process and purpose of artwork. We will look at the work of Theaster Gates and watch a video where he discusses his practice then we will investigate the ways he utilizes the methods of a historian and how he represents those ideas through artwork.

**Fine Arts Goals Met by the Objectives:**

* Construct and support meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, art- making approaches, contextual information, and key concepts.
* a. Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
* a. Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

**Vocabulary Acquisition:**

Fact: Something that happened in the past

Historical fact: A fact when a historian uses it in an argument

Propaganda: Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or POV.

Skeptical: not easily convinced; having doubts or reservations.

Synthetically: the combination of ideas to form a theory or system.

Empathy: the ability to understand and share the feelings of another.

**Key Artistic Concepts:**

* We will be learning to make connections between histories and artwork, the artist and the work and the work to a community.
* We will be considering metaphors and synthesizing information in artwork to tell a new story.

**Artmaking Materials Needed:**

* A pencil

**Contemporary/Historical/Multicultural/Literature exemplars:**

* Theaster Gates, a video clip from Art21, <https://art21.org/watch/art-in-the-twenty-first-century/s8/chicago/>

**Procedures:**

* DISCUSSION: (15 minutes)
  + We will begin with a handout. It will have information on the chapter as well as definitions to some uncommon ideas or terms used in the chapter.
  + I will begin the class by asking everyone what is history? There are a few different points from the text that offer conflicting views of the purpose of history. I will ask the class to tell me what they think.
  + From there we will talk about the way history is crafted. We must choose what to talk about and what to leave out. We need to take a stance and narrow our story to something we are interested in. And information that supports each other and offers a narrative.
  + We will discuss fact vs. historical fact and truthful vs. propaganda
  + We will discuss Considering the pastness and presentism of history. Bring up the moral dilemma of empathizing with terrible people or movements or potentially forgiving people for terrible things.
  + Then we will move on to the four historical methods, skeptical, argumentative, synthetically, and empathetically.
  + We will talk about integration and creative strategies artists use and then I will show the video.
* VIDEO (15 Minutes)
  + - While watching the video, the students will take down notes on:
      * What histories is he pulling from?
      * How is he thinking like a historian?
      * How does he integrate these ideas into his practice?
      * What creative methods is he using?
      * What might he be trying to contribute to history or art?
    - They can take quotes from the video as well
* DISCUSSION/CLOSURE: (10 minutes)
  + I will have them share out some of their responses and we will close off with me introducing a homework assignment for how they might incorporate their personal histories into a work of art and what they might whant to include.