Looking to Learn: Using the Visual Arts to Create Connections in Language Arts and Social Studies

National Art Education Association

New York, 2012

Susan Santoli, Ph.D.

Paige Vitulli, Ph.D.
Santoli & Vitulli’s
Looking to Learn Top 10 Concepts

1. Deepen the study of a historical period with research about a particular artist or art movement.
2. Study the development of a particular art related technology.
3. Convey or infer meaning from visual images.
4. Identify aesthetic qualities reflective of a historical period or society.
5. Become familiar with various utilitarian purposes of art.
6. Experience places, people and things they would be unable to otherwise.
7. Exercise critical analysis skills while examining different aspects of and different types of art.
8. Compare and contrast themes, experiences, and symbols of different societies and examine the universality of many human experiences.
9. Create something as a reflection of or an artifact of a historic person, event, or time period.
10. Address the variety of learning styles, readiness, and interest levels that are present in all middle school classrooms.
1. Deepen the study of a historical period with research about a particular artist or art movement.
Research about a particular artist deepens the study of a historical period.

**Leonardo Da Vinci**

- Informational (expository) Texts: Books about Artists
- Internet Searches:
- Creating Cyber Hunts
First, the name. We owe the name "Photography" to [Sir John Herschel](http://www.rleggat.com/photohistory/), who first used the term in 1839, the year the photographic process became public. The word is derived from the Greek words for light and writing.

There are two distinct scientific processes that combine to make photography possible. It is somewhat surprising that photography was not invented earlier than the 1830s, because these processes had been known for quite some time. It was not until the two distinct scientific processes had been put together that photography came into being. The first of these processes was optical. The [Camera Obscura](http://www.rleggat.com/photohistory/) (dark room) had been in existence for at least four hundred years. There is a drawing, dated 1519, of a Camera Obscura by Leonardo da Vinci; about this same period its use as an aid to drawing was being advocated.

The second process was chemical. For hundreds of years before photography was invented, people had been aware, for example, that some colors are bleached in the sun, but they had made little distinction between heat, air and light.

For more fascinating info:
A History of Photography from its beginnings till the 1920s by [Dr. Robert Leggat](http://www.rleggat.com/photohistory/) MA M.Ed Ph.D. FRPS FRSA

http://www.rleggat.com/photohistory/
Additional Resources

History of Photography Timeline

× http://www.photo.net/history/timeline

The American Museum of Photography

× http://www.photography-museum.com/

History of Photography and the Camera

× http://inventors.about.com/library/inventors/blphotography.htm

History of Photography

× http://www.azuswebworks.com/photography/history.html

International Center for Photography Curriculum Guide

× http://www.teachinghistory.org/history-content/website-reviews/24160

George Eastman House Discovery Kits Online

× http://www.teachinghistory.org/history-content/historical-places/9815
Wordle

Word Clouds: http://www.wordle.net/
Tagxedo: Word Clouds with Style  http://www.tagxedo.com/
Western Expansion Exercise

- Students are in pairs or threes
- Each group receives a primary source which is numbered
- Each group answers these basic questions regarding the source:
  - What are you viewing?
  - What message does it contain about western expansion in the 1800s?
- At end of 2-4 minutes, each group passes its primary source to another group, receives another source and answers the same questions for the new source
× Diary entries and reminiscences of western travelers
After all items are viewed, students are asked to complete the following questions:

- What conflicting messages did you find?
- Why do you think these occurred?
- If you were summarizing, in one sentence, what westward expansion was like, what would you say?

Extend assignment by having students read the Homestead Act, examine homestead applications, design their own ad encouraging or discouraging settlers from moving west.
Horace Pippin

Christmas Morning
Honore’ Daumier

Orchestral Stalls
ABC Assignment

This project is an opportunity for you to express your creativity while researching some aspect of the culture, politics or economy of World War and Its Aftermath. It covers the years 1914-1929. You may make some references to the war, but do not make that the primary focus of your book. Instead focus on the home front and the period of the 1920s. We viewed a primary document titled, ABCs for Baby Patriots, a story book for British children that glorified the British Empire. Your assignment is to produce a similar ABC book focusing on this era. Have fun with this. Let your imagination run wild!

Specifics:

• Your book may be a hard copy or in digital format
• You must select an aspect of European life or a particular country as a focus for the book
• You must have one page per letter of the alphabet.
• There must be at least one visual on the page for each letter.
• Your book must have a cover with the title and your name as author.
• Your book must be attractive and free of spelling and grammar errors.
• Additional points may be earned for rhyming, original art work, special effects, or especially creative additions to be the basis book format.
ABC Books:

Student Example: The ABC’s of World War 1
Learning to Look

- Integrating Social Studies and the Visual Arts
- Observation vs. Interpretation
- Dividing up the artwork
- 5 W’s and an H:
- Matching Text and an Image

**Integrating Social Studies and the Visual Arts**

**Seeing Art in a Historical Context**
Posters to Go!
Picturing America

http://picturingamerica.neh.gov/

Childe Hassam
Allies Day, May 1917
Selma to Montgomery March, James Karales
5. Become familiar with various utilitarian purposes of art.

- Ancient Pottery
  - Spark a study of Ancient Greece and the first Olympics by learning about the arts of the time

- Create an Olympic Hydra!
  - Have your students create Olympic water carriers out of plastic water bottles.

- Historic Advertisement Site
  - Ad Access
  - http://library.duke.edu/digitalcollections/adaccess/
  - http://www.bbc.co.uk/history/ancient/greeks/greek_olympics_gallery_03.shtml
6. Experience places, people, and things they would be unable to otherwise.

- Virtual Field Trips
- Web Quests
- Thinkquests

Cappella Sistina
[http://www.christusrex.org/ww1/sistine/0-Tour.html](http://www.christusrex.org/ww1/sistine/0-Tour.html)
7. Exercise critical analysis skills while examining different aspects of and different types of art.

✗ Four Freedoms Activity

Initial Activity

Four Freedoms Website, which includes audio of speech excerpt

We look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression--everywhere in the world. The second is freedom of every person to worship God in his own way--everywhere in the world. The third is freedom from want . . . everywhere in the world. The fourth is freedom from fear . . . anywhere in the world.

--President Franklin D. Roosevelt, Message to Congress, January 6, 1941
7. Exercise critical analysis skills while examining different aspects of and different types of art.

Image Resources

- Images, Clip Art, Pictures, Image Search, News Photo Galleries: [www.libraryspot.com/images.htm](http://www.libraryspot.com/images.htm)
- Online Image Resources: [http://copyright.columbia.edu/copyright/special-topics/art-and-other-images/online-image-resources/](http://copyright.columbia.edu/copyright/special-topics/art-and-other-images/online-image-resources/)
Ways to integrate ART, WRITING, and SOCIAL STUDIES:

- Describe what is observed in selected works of art.
- Describe subject matter in works of art.
- Use vocabulary associated with looking at and talking about art.
- Describe elements of art and principles of design.
- Observe and discuss art in nature and in the environment.
- Observe, describe and identify features, similarities, and differences in artwork.
- Express feelings generated by a work of art.
- Identify and describe the historical period/event being represented in the artwork.
- Compare art associated with various cultures.
- Discriminate between actual and dramatic or romanticized portrayals of persons or events.
- Analyze various works of art for clues depicting time periods and places.
- Use technology to investigate visual images.
Using ART to Inspire Writing in Social Studies

- Write a letter to an artist, asking questions about the artwork.
- Describe an abstract work of art in writing.
- Look at a photograph or painting and write about the “sounds” you might hear in the background.
- Describe how a work of art reflects and differs from real life.
- Give a title to an artwork. Write why you would call it this.
- Tell what you think it would be like to live in this painting/drawing.
- Write a conversation between characters seen in a work of art (or two works of art).
- Imagine an artist’s show has just opened; Write a press release or review for a newspaper describing his/her artwork.
Using ART to Inspire Writing in Social Studies

- Look at a painting or poster, and then invent a history. Write something about how the artist was feeling when it was painted, why the curator purchased this painting, or something about the subject.

- Write about three works of art you would purchase if price were no object. This is the beginning of a personal art collection. Write about the choices.

- Collect a variety of reproductions from various historical periods (post cards, art memo cards, calendar prints, etc...). Students are provided with a random group of reproductions and assigned a specific historical period. Students trade with one another to obtain works representative of their assigned period. When the collections are complete, students arrange works and as the “curators,” and describe the show for a potential audience.

- Groups find several works of art that are based on a myth, historical event, or person, and then write about the events or people that inspired the works of art.
Describe It...Post-it®....
Brainstorming with Post-it® Notes

Students will provide “many, varied, and unusual” single words to describe selected or assigned works of art. No repetition of words!

The words may be dictated and recorded by the teacher on Post-it® Notes or written by the students on Post-it® Notes.

Students will stick Post-it® Notes to the laminated artwork to for all to view, respond to, and reflect upon.

More than one piece of artwork may be described at a time.

Students may be divided into teams for cooperative work and may compete for the quantity and/or quality of responses.
Describe It...Post-it®....

Brainstorming with Post-it® Notes

Technology Integration
Variation:

× Copy artwork onto an Inspiration® diagram as the main idea.

× Use the Rapid Fire feature to facilitate brainstorming of descriptive words or create a worksheet for group or independent work.
Describe It...Post-it®....
Brainstorming with Post-it® Notes

× Now, responses should reflect time period, culture, geography, socio-economic group, etc...

× Put several pieces of art on display. Ask students: if you were a curator and could buy any one piece of art for your museum’s collection, which would it be and why? Put a post-it note on your choice with your explanation.

× Identify the century in which each work of art was produced and tell why you selected the century that you did. (Could also do this with artistic periods or different artists)

× Put several pieces of art from the same artistic period on display. Ask students to give one characteristic of each painting that reflects the Renaissance, Impressionistic, etc. period.

× What would it be like to live in this painting?

× How would you describe the place represented in this painting?

× How is this painting different from real life?

× What is the most important part of this painting?

× For objects d’art: For what purpose do you think this object was created?
Mask-Making

“ It is unclear exactly when humans first starting using masks, but there is evidence of them even in prehistoric cave art. There are numerous styles of masks around the world, and they are used for a variety of purposes. Most began with a religious, ritualistic, and/or social purpose. Some masks are considered to be alive and possess great power, whereas others may mark a rite of passage, such as that from childhood to adulthood. Some funerary masks are used to help the spirit find the correct body, and others are meant to keep the spirit from possessing the body. In contemporary western society, masks are commonly used in role playing for theatrical or holiday festivities. The purposes of masks are numerous, but the human need for them is perhaps universal.”

From: University of Missouri-Columbia Museum of Anthropology
Links to Masks

Masks

http://ignca.nic.in/mask.htm

Another Face: Masks around the World

http://gallery.sjsu.edu/masks/menu.html

Mexican Masks

http://www.mexicanmasks.us/

The Art of the African Mask

http://cti.itc.virginia.edu/~bcr/African_Mask.html

Masks Theme Page

http://www.cln.org/themes/masks.html

Mask Examples at Art Talk

http://arttalk.wetpaint.com/page/Mask-Making
9. Create something that is a reflection of or an artifact of an historical period.

✗ Student Created Newspapers:

✗ Civil War Newspaper Lesson Plan
http://www.civilwar.org/education/teachers/lesson-plans/civil-war-newspaper-lesson-plan/creating-a-civil-war.html

✗ Lesson Plan for a French Revolution Newspaper

✗ Colonial Newspaper
http://www.pghs.org/library/colonial_newspaper.htm
Museum in a Box

Your job is to create a type of museum which will provide a student with an overview of ________ (example: Manifest Destiny). The box should include ten to twelve items. Of these items you must include the following:

✗ A chronological outline of events which influenced America’s belief in Manifest Destiny. These events should cover the period of time from 1830-1860.

✗ A pamphlet or brochure which identifies each item in the box and explains its connection with Manifest Destiny. The explanation for each item should be written in 100 words or less.

✗ An audio recording which gives the listener an overview of Manifest Destiny and discusses each of the other items included in the box. With this “audio tour” the listener should be able to “walk through the museum” and discover what Manifest Destiny is all about. The listening time on the recording should not be longer than 15 minutes; however, some pauses may be built into the audio presentation which allows the audience to stop and discuss an artifact or read a document.

✗ Your group may select the other items to include in the box. Be careful to select and arrange your exhibit so that your museum tells the story of Manifest Destiny. Use strategies and techniques to keep your audience interested in your subject. Make your museum something that someone would want to view. You have one week to complete this assignment.

This can easily be done with any person, book, country, historical period, etc.
10. Address the variety of learning styles, readiness, and interest levels that are present in all classrooms.

http://artandsocialstudies.wetpaint.com/page/Differentiated+Instruction
All resources can be found at
Art at the Heart of History

http://artandsocialstudies.wetpaint.com
“All peoples, everywhere, have an abiding need for meaning-to connect time and space, experience an event, body and spirit, intellect and emotion. People create art to make these connections...a society and people without the arts are unimaginable” .....Gelineau
Questions or Comments?

I have a GREAT Idea!