

**LESSON TITLE:** History and Culture

**GRADE/AGE LEVEL:** High School, Intermediate—Advanced

**TIME FRAME:** 1 - 90 minute class period

**DESCRIPTION:** Students will be introduced to the concepts of culture and identity by examining works from 3 focus artists: **Frida Kahlo**, **Kerry James Marshall**, and **Matika Wilbur**. The instructor will present about each artist along with images of notable works to inform the initial class discussion, exploring the ways each artist uses color, symbolism, juxtaposition, and other properties of composition to communicate their story.

**OBJECTIVES/LEARNING OUTCOMES:**

*Students will be able to:*

- Recognize and identify works by Kahlo, Marshall, and Wilbur
- Describe/discuss formal and compositional features of each artist's work
- Recognize larger ideas about culture from artistic elements, with particular emphasis on color and composition of figures

**FOCUS ARTWORKS:**



*Las Dos Fridas*, 1939  
Frida Kahlo  
(1907-1954)



*The Lost Boys*, 1993  
Kerry James Marshall (b. 1955)  
Acrylic and collage on canvas



*Darkfeather, Bibiana, and Eckos Ancheta*,  
*Tulalip Tribes*  
Matika Wilbur (b. 1984)  
Photograph

## **INSTRUCTIONAL RESOURCES:**

- Presentation slideshow: Expressions of Cultural Identities; Frida Kahlo, Kerry James Marshall, Matika Wilbur
- Computer and Projector
- Black/whiteboard (or equivalent)

## **SOURCES FOR REFERENCE/INFORMATION:**

- <https://www.frida-kahlo-foundation.org/>
- <https://art21.org/read/kerry-james-marshall-rythm-mastr/>
- <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/reimagining-native-america-matika-wilburs-project-562>

## **PROCEDURES:**

### Anticipatory Set

- Instructor will open the lesson asking students to think for a few moments about the terms *culture* and *identity*; what these words means, things that they incorporate, etc. Students can brainstorm their thoughts in journal or sketchbook. Instructor will then ask students to share their ideas, creating a master list or mind map on the black/white board for each concept.
- Instructor will use the class-created, working definitions to introduce the unit theme, and the History & Culture presentation.

### Direct Instruction

- Instructor presents slideshow and leads class in observation and interpretation of the works shown. When showing a work, instructor will ask students to share their ideas/ responses
  - questions/prompts for the discussion:
    - *Instructor asks students to describe what they see in each work—formal elements, narrative/scene, etc.*
    - *How is this artist using color? What do these colors make you think/feel?*
    - *What do you notice about this composition?*
    - *What do you think the artist might be communicating about their personal experience/culture?*
    - *What elements of these works might be symbolic?*

### Guided Practice

Students will respond to the presentation in their journal/sketchbook, reflecting on the expressive qualities of the works, what questions they may have about the artists/works, and making notes/sketches about the class ideas on Culture/Identity.

### Closure

Instructor may ask students to share their thoughts/questions, either with partners or in the large group discussion.

### Independent Practice

Students may complete their journal entry as homework.

### **MODIFICATIONS and/or ACCOMMODATIONS:**

*English Language Learner:* Instructor can provide worksheet using terms written in both English and the student's native language, or provide a digital PDF that can be used in translation software.

*Hearing Impaired student:* Instructor can provide printed or digital PDF of the presentation, with corresponding notes.

*Struggling/Learning Disabled student:* Instructor may pair student with a more advanced classmate to complete the assignment.

*Advanced Student:* may select a work from the artist of their choosing, rather than one addressed in the presentation.

### **VOCABULARY:**

- *Color Palette:* the range of color characteristic of a particular artist or painting or school of art
- *Composition:* the spatial property resulting from the arrangement of parts in relation to each other and to the whole
- *Culture:* all the knowledge and values shared by a society; a particular society at a particular time and place; the attitudes and behavior that are characteristic of a particular social group or organization
- *Identity:* the individual characteristics by which a thing or person is recognized or known
- *Juxtaposition:* the act of positioning close together (or side by side) for the sake of comparison/contrast.

- Pop Culture: cultural activities or commercial products reflecting, suited to, or aimed at the tastes of the general masses of people; music, TV, cinema, books, etc. that are popular and enjoyed by ordinary people, rather than experts or very educated people
- Surrealism: 20th-century avant-garde movement in art and literature which sought to release the creative potential of the unconscious mind, for example by the irrational juxtaposition of images.
- Symbolism: the use of symbols to represent ideas or qualities; an artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind.

### **CRITERIA FOR ASSESSMENT:**

*Did students:*

- Participate in the class discussion and the History & Culture presentation?
- Respond to the discussion and presentation in a sketchbook/journal entry?
- Recognize connections between the expressive features of art and artist ideas/experience?

### **METHOD OF ASSESSMENT:**

Instructor will clarify information when needed during the presentation and work time, as well as frequently ask for student questions about or responses to the presented material (formative assessment). Instructor will evaluate student understanding of the concepts by examining the sketchbook/journal entry for the above criteria, and observing student contributions to the discussions (summative assessment).