

YIA Mentor Artist: Brooke Toczykowski
Arts Integration with Teachers Ted Cosgriff and Jeff Snow
Subject Areas: Visual Art and Social Studies
Grade Level: 7
Unit Title: Historical Thinking about San Rafael

Lesson #1: Then and Now

Objectives - Academic and Artistic Skills

Students will be able to:

- Describe the visual elements they notice in a photograph
- Analyze images by making educated hypotheses with supportive evidence
- Compare and Contrast photographs
- Reflect on their own thinking process
- Make connections between an arts process and a historical concept

Materials/Resources Needed:

8 ½ x 11 regular and heavy paper to make pamphlet books, large stapler, projector, tracing paper, thin black sharpies, glue sticks, colored pencils, regular pencils, 2 printed photographs per student , scissors

Warm-Up

- What are books? Why are they important? What's the connection between books and history? What do you think we will do with these books? Students will make a simple pamphlet book we will be using during all of the sessions.

Purpose

- Artists and Historians use a lot of the same thinking skills – they observe and analyze all the time. We will learn about analyzing primary sources to become better artists and historians.

Modeling and Guided Practice

- As a class we will look at a historical photograph of San Rafael. First we will practice describing what we notice. What kinds of colors, shapes, and lines do they notice? Can they identify people, buildings and things? The teacher will list these on the board.
- Students will then be asked to use their observations as clues to go beyond the data and to put what they see together and make educated guesses about what might be going on this photo, when it was taken and where it was taken. The teacher will list these next to the observations.
- Students will then compare and contrast this photograph with a contemporary photograph of the same location.
- The class will now be asked to analyze what thinking skills they used during this activity. They will create a list in their books of thinking skills. These include: analyze, compare and contract, hypothesize, guess, synthesize, collaborate, describe, connect, etc).

- Modeling- Students will create a layered artwork that emphasizes THEN and NOW and gets students thinking about the passage of time. Students will each get two photographs of the same spot in downtown San Rafael, one representing THEN and the other NOW. They can choose which one they would like to trace and color on tracing paper. Then they will layer the tracing paper on top of the other photograph and glue this down on their cover.

Closure

- Reflection-in groups, then full class discussion. How does this artwork illustrate ideas about history? How might these places or locations have a memory? What do they have in common? What makes them different? What is a memory? What kinds of memories do you have? How do we remember moments?
- Last few minutes- quick explanation of information meeting about mural project and handout flyers.

Homework/Spiral

#1 On inside cover: Draw or Write three important things about yourself you want to share with me.

#2 Write one page in journal about a memory you have of a place that has changed.