

Lesson Plan 6

Emily Christiansen | Final Media Literacy Project: Lesson Plan

1. **Name of Lesson:** Analyzing Art for conflict and theme (Visual Literacy)
2. **Target Grade Level:** 8
3. **Connection to specific standard:** CCSS RL8.2 Determine central ideas or themes of a text... summarize key supporting details and ideas
4. **Brief Description:** In Language Arts, students are reviewing the elements of literature at the beginning of the year (specifically setting, plot, conflict, and theme). This lesson builds on their previous work and uses art by Frida Kahlo to practice identifying conflict, gathering text evidence, and drawing conclusions about possible themes. Prior to this lesson, the students have learned about Frida's life and a bit about surrealism in art. The class will analyze the first painting together and fill out a chart, then work in pairs to analyze the second piece of art, and finally analyze the third piece independently. They will turn in their charts as an exit ticket to be assessed for understanding.

UNIT: ELEMENTS OF LITERATURE (Language Arts)

CCSS Standard: RL 8.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas

Teaching Point: Readers search for conflict in various text forms (for example, art). When they observe a conflict, they ask, "What could the author be trying to teach me about the world?" They think about potential **themes**.

Materials: Frida Kahlo PowerPoint | chart paper/doc camera + screen | talking partners established

Connection:

(Students have been learning about different types of conflict and identifying them in stories. They are familiar with the following types of conflict: self vs. self, self vs. others, self vs. society, and self vs. nature. They have also spent a couple of days learning about Frida Kahlo, reading excerpts from her biography and watching clips from the movie, *Frida*.)

Today, we will build on our knowledge of conflict and move on to the next step: looking for what lessons conflicts can teach us. When we recognize a conflict in a story or text, we need to stop and ask ourselves, "What could the author be trying to teach me about the way the world works? What is a potential **theme** in this text?"

Teach:

Today we will analyze a few of Frida Kahlo's paintings, beginning with this one, "The Two Fridas." We will examine conflicts in her life represented through her artwork. As we look over her paintings, we must stop when we see something that represents conflict and make note of it. After we have stated what conflict is being represented, we must ask, "What is Kahlo teaching us about the world? Or "What theme is present in this work?"

Let's take a look at the first painting together, and since it's the first time we've seen it, let's make note of everything we notice. Remember that all of the details the artist included can relate to elements of literature! (Show the PowerPoint slides and add to slide #3.)

Now let's track our thinking in a chart like this:
(Allow time for students to set up the chart, then fill in the first row together.)

Title of Painting	Conflict Present	Text Evidence that shows conflict	Potential message or theme about life/the world
1. The Two Fridas	Self vs. Self	The two Fridas The split heart The dripping blood	Some decisions can split you in half. Sometimes letting go can be a messy affair.
2. Tree of Hope			
3. The Dream			

Continue PPT and looking at next two pieces of art.

Active Engagement:

Continue PPT and looking at next two pieces of art. Students will work in pairs on the second painting and then independently for the third.

Let's come back together. Now that we've analyzed three pieces of art, let's look over our charts. Choose one theme you have written down and share with your partner, "Do you agree with the lesson Kahlo could be trying to teach us? Why or why not?" – turn and talk

Link:

Today, we have thought deeply about how conflict often can teach us a lesson as readers. When we see a character facing obstacles, we must think, "What is the author trying to teach me in this moment?" As you continue to read your independent books, continue this work. Create a new chart in your notebook. When you discover a conflict in the story, ask, "What is the author teaching me about the world?"

(Formative) Assessment: Turn and talks, chart in notebook.