

Lesson Plan

Title: History, Literature, Art: Connections

Creator: Leslie Balkany, Museum Educator, Ackland Art Museum

Subject: Social Studies Course: American History

Grade Level: 11th grade

Unit Plan: This lesson is designed to have students consider how works of art can help them make connections between history and literature. They will compare a literary work to an artwork, based on the assumption that they have done some preliminary reading.

Standards: NC SCOS COMPETENCY GOAL 10: World War II and the Beginning of the Cold War (1930s – 1963) – The learner will analyze the United States' involvement in World War II and the war's influence on international affairs in following decades.

Lesson Goals:

10.01 Elaborate on the causes of World War II and reasons for United States entry into the war.

10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.

10.03 Describe and analyze the effects of the war on American economic, social, political and cultural life.

Differentiation: Students will work in small, heterogeneous groups to complete this lesson.

Duration: This can be done as a single 50-minute lesson, or broken down into shorter, discrete, lessons if the classroom teacher would like to:

- o incorporate additional images or readings
- o have everyone work on the same image and reading selection simultaneously

Teacher Materials:

- Access to relevant online images of works in the Ackland collection (see Attachment 1)
- Questions for students to consider about the images (see Procedures, below)
- Additional notes about some of the artists and/or their work (see Attachment 2)
- Website links that will provide additional information about artists and/or images (see Supplemental Resources, below)

Student Materials:

- Access to relevant online images of works in the Ackland collection (see Attachment 1)
- Questions to consider about the images (see Procedures, below)
- Website links that will provide additional information about artists and/or images (see Supplemental Resources below)

Preparation: Students will have read one or more of the following, either in their history or literature class, as an assignment or as extra credit:

- *The Death of the Ball Turret Gunner* by Randall Jarrell (see Attachment 2)
- *The Crucible* by Arthur Miller
- *Hiroshima* by John Hersey

Procedures:

- Small groups of 3-5 students will be given:
 - information about a particular work of art
 - a set of questions to consider that relate the work to one of their readings (see works above, and questions below)
- Students should rely on visual and written material and be prepared to share their findings.

Still Life with Hunting Trophies by Jan Weenix, and
The Death of the Ball Turret Gunner by Randall Jarrell

1. How is the imagery similar in the painting and the poem?
2. Is this painting more about being a hero or being a victim? What evidence do you find to support your choice?
3. Is the poem more about being a hero or being a victim? What evidence do you find to support your choice?
4. What is a contemporary issue for which the painting or the poem could serve as a metaphor?

Christ before Caiaphas by Mattias Stom, and
The Crucible by Arthur Miller

1. In the painting, what kinds of power or strength are represented in each of the two central figures? What visual evidence supports your observations?
2. For each of the two central figures, identify one character in the play who possesses similar qualities of strength or power. How can you tell?
3. How do the roles of the background figures in the painting remind you of supporting characters in the play?
4. How does history repeat itself? What is a contemporary issue that the painting and/or play could represent?

Project for a Monument to the Defense of Paris, by Auguste Rodin, and
Hiroshima by John Hersey

1. War is often spoken of in terms of “heroic” and “tragic.” Tragedy is generally easier to see. What about this sculpture is tragic?
2. What about it is heroic?

3. What parallels can you find in what you've read or what you know about Hiroshima?
4. If this sculpture was changed to commemorate what happened at Hiroshima, what would it look like if it were made by an American?
5. What would it look like if it were made by a Japanese?

Students can extend this experience by considering a more current problem or event and then (as a possible culminating activity):

- drawing or constructing a monument to the victims
- writing a poem or song in memory of the event or victims
- composing a piece of music to commemorate the event
- writing a short story or journal entry from the point of view of someone who has lived through one of these problems.
- Etc.

Culminating Activities: Students can (individually, with a partner, or in a small group):

- research different war monuments and draw or make one that reflects a war in their recent memory.
- read more (of Randall Jarrell's) poetry about war, then write their own poem about a war in their recent memory.
- research the House Un-American Activities Committee (HUAC) hearings of 1947. Draw comparisons with *The Crucible* and then
 - select one of the characters in the play
 - determine a modern counterpart (1950 – present)
 - write a defense of your actions as you would present it to the HUAC, if the Committee were still in place
- Create a PowerPoint “slide show” of images that either:
 - compare visual and verbal images of wo/man as “hero” and/or “victim”
 - compare visual and verbal images of “power”
 - compare visual and verbal images of war as “heroic” and/or “tragic”

Assessment:

- Quality of project or paper as determined by a rubric written by the classroom teacher

Supplemental Resources:

about discrimination:

http://www.pbs.org/wnet/americanmasters/education/lesson30_overview.html

about Arthur Miller:

http://www.pbs.org/wnet/americanmasters/database/miller_a.html

http://en.wikipedia.org/wiki/Arthur_Miller

about John Hersey and *Hiroshima*:

http://en.wikipedia.org/wiki/John_Hersey

<http://www.teachervision.fen.com/page/10166.html?detoured=1>

about Caiaphas:

<http://www.law.umkc.edu/faculty/projects/ftrials/jesus/jesuskeyfigures.html>
<http://en.wikipedia.org/wiki/Caiaphas>

about Rodin's sculpture and its relevance to democracy (originally developed for 8th grade social studies, it can be adapted for application in 11th grade American History):
<http://www.learnnc.org/lessons/KarenWagoner5232002115>

Technology Integration:

Computers with internet access
(PowerPoint)

Relevant Websites:

Jan Weenix:

<http://www.ackland.org/tours/classes/weenix.html>

Auguste Rodin and Mattias Stom:

<http://www.ackland.org/tours/classes/index.html> (scroll down the left screen to find Rodin and Stom; also read "Issues to consider" following each article)

Key Focusing Questions: See "Procedure" above

File Attachments:

- Images in the Ackland collection
- Copy of *The Death of the Ball Turret Gunner*

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Ackland Art Museum

The University of North Carolina at Chapel Hill

Attachment 1
Images



Weenix, Jan
Dutch, 1642?-1719
Still Life with Hunting Trophies, 1680s-1690s?
oil on canvas
Ackland Fund
84.43.1



Stom, follower of, Matthias
Dutch, active in Italy, 1600-after 1652
Christ Before Caiaphas, early 1630s
oil on canvas
Ackland Fund
79.58.1



Rodin, Rene-Francois Auguste
French, 1840-1917
Project for a Monument to the Defense of Paris (The Call to Arms), 1879, cast later
bronze
Ackland Fund
73.35.1

Attachment 2

Notes

The Biblical passage on which Stom based his painting may be Matthew, 26:57 – 68.

The Death of the Ball Turret Gunner by Randall Jarrell

From my mother's sleep I fell into the State,
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from its dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.