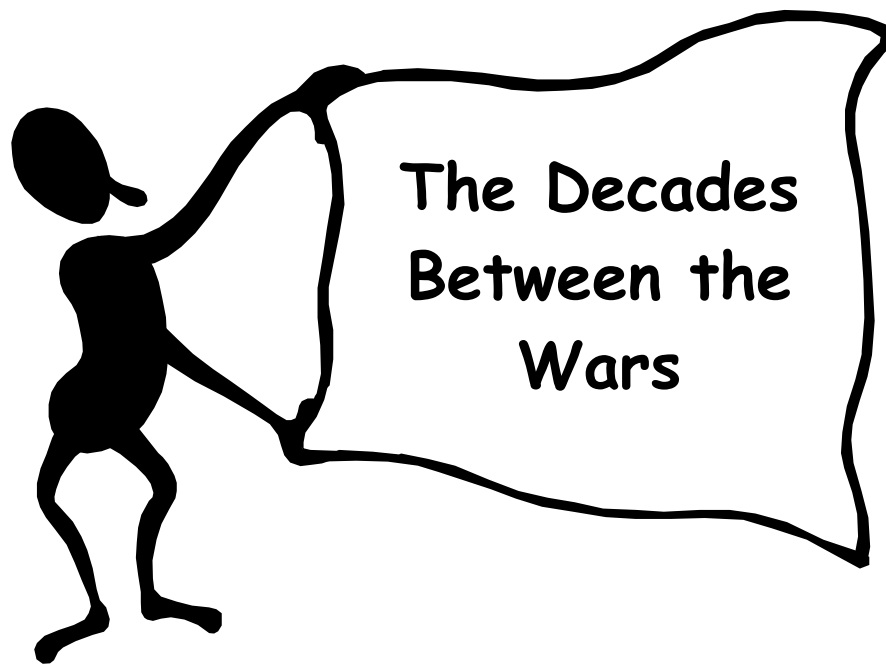


New York City Department of Education Magnet Program District 25 & 28

Rachel Carson I.S. 237 Magnet School for the
Arts



Essential Question: How is a nation's response to politics, social issues and economics expressed in art and music?

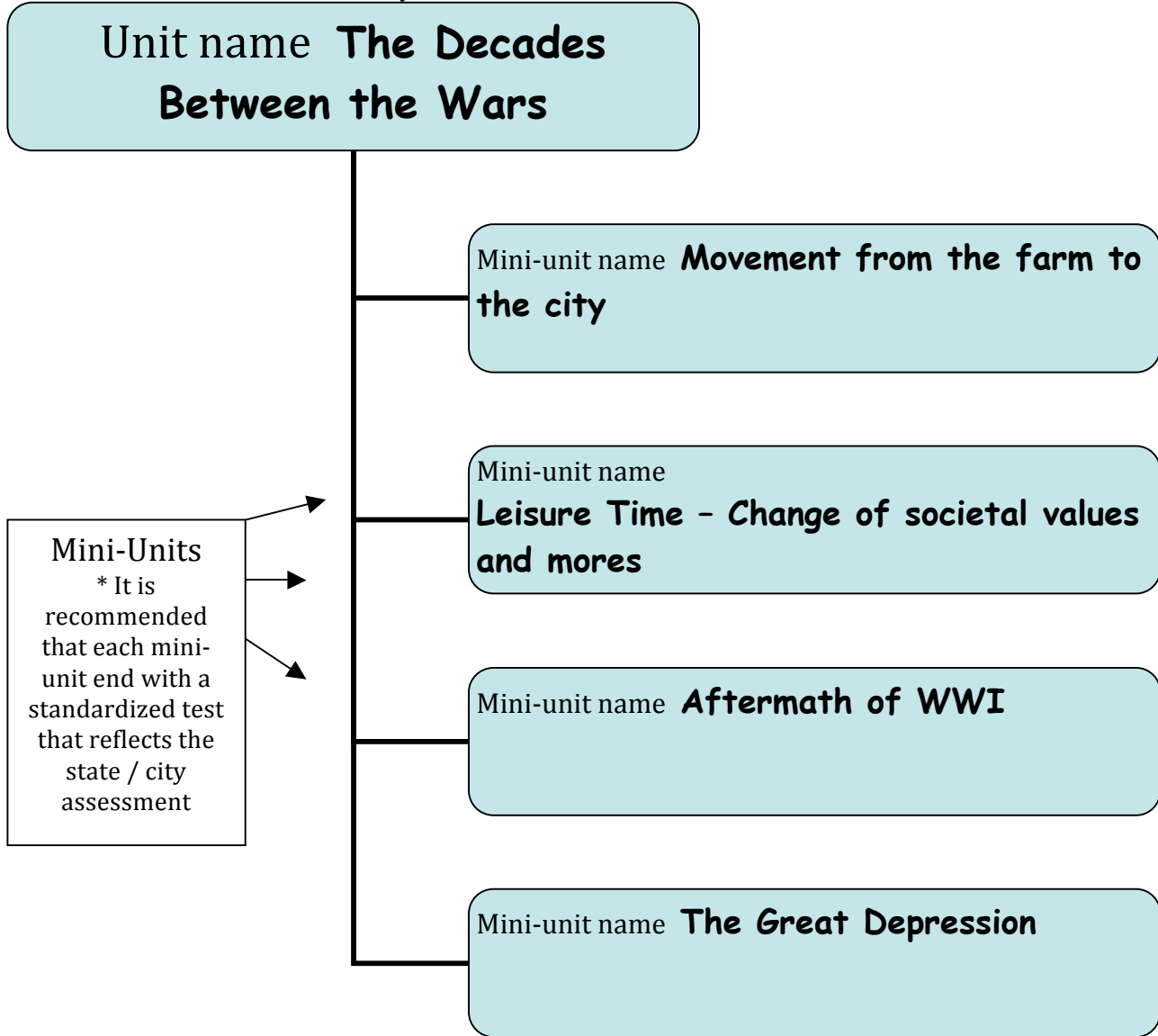
Suggested Time Frame: Six weeks

Theme: The Arts

Graphic Overview of Unit

Suggested Time Frame: 6 weeks

Essential Question: How is a nation's response to politics, social issues and economics expressed in art and music?



Unit's Culminating Project: (briefly explain in 2-3 sentences): Students will present a paper comparing and contrasting music and art of the Jazz age and Harlem Renaissance with the message in the music and art of today. Students will also produce an artistic piece presenting their view on a contemporary political issue. The product may be a political cartoon, a scene, a song, a work of visual art, such as a painting, photograph, film, or any approved artistic endeavor.

Stage 1- Desired Results

Standards-Based Learning Goals:

Concepts	
<p>Big Ideas for this Unit Change Expression Creativity Communication</p>	<p>Magnet School Theme: The Arts</p> <p>Relevant/Connected Big Idea: The era of the period between the two world wars is explored through music and art.</p>
<p>Enduring Understandings</p> <p>The disenfranchised will rise up and retake the rights they need to provide for their families.</p> <p>Creativity, art and the arts flourish in a safe environment.</p> <p>Art reflects the human condition</p> <p>There are peaceful ways to communicate a need for change and to persuade others to respond and act.</p>	<p>Overarching Essential Question(s):</p> <p>How is a nation's response to economic changes expressed in art?</p> <p>Why do the arts and creativity often flourish in a safe environment?</p> <p>How is the human condition reflected in the arts?</p> <p>How can we stand up for our values and fight peacefully? How did changes in communication modes impact historical changes?</p>
Content and Skills	
<p>Content Students will know...</p>	<p>Skills Students will be able to...</p>

<p>Changes due to the raise of the middle class</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Agrarian Urban Harlem Renaissance The Jazz Era Prohibition Leisure time Consumer economy credit <p>The Great Depression</p> <ul style="list-style-type: none"> Stock Market Dust Bowl 	<p>Compare and contrast urban geography to agrarian geography.</p> <p>Identify key people who impacted the arts in Jazz, Poetry, Sport and Art</p> <p>Identify key people outside of the arts who impacted history during the decades between the wars.</p>
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Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

➤ Design the Culminating/Summative Task:

G- (goal) To write a paper comparing and contrasting the messages in music and art of the Jazz Age and Harlem Renaissance to the messages in music and art of today. Students will also produce an artistic piece presenting their views on a contemporary political issue.

R- (role) You are a journalist and artist who has been hired by Rolling Stone Magazine to write an article and produce a work of art for their current issue.

A- (audience) Teenage and college age American youth---under 40

S- (situation) You have been asked to write a piece about the Harlem Renaissance as it relates to the music of today, and to give an example of a work of art that presents your views on a contemporary political issue.

P- (purpose and product)

The purpose of this project is to encourage young people to use the arts to focus political attention on issues that matter to them.

You will present a paper comparing and contrasting music and art of the Jazz age and Harlem Renaissance with the message in the music and art of today. You will also produce an artistic piece presenting your views on a contemporary political issue. The product may be a political cartoon, a scene, a song, a work of visual art, such as a painting, photograph, film, or any approved artistic endeavor.

S- (standards for performance)

Your presentation must include a visual reference to a piece of art from the Haarlem Renaissance, or Jazz age.

-A written piece describing the piece, the artist and the political View expressed by the artist

- You will present an artistic endeavor.
- You will include a persuasive journalistic essay addressing the political topic, addressed by your art. Describe the issue. Present at least 2 sides to the discussion. Take a stance, and give several reasons to back up your position. Be sure to present an opposing side, and write why you have decided against that view.

Student Task

In the space below, write the task exactly as students will see it.

Dear Writers and Artists,

Congratulations! You have been hired by *Rolling Stone Magazine* to write an article and produce a work of art for our upcoming issue. This issue will focus on young people finding their political voices through the arts. In this

spirit, we are taking a look back at a time when people expressed a new voice of politics and change through poetry, jazz and the arts. Your article will compare and contrast music and art of the Jazz age and Harlem Renaissance with the messages in music and art of today. You will also produce an artistic piece presenting your views on a current political issue. The art work may be a political cartoon, a scene, a song, a work of visual art, such as a painting, photograph, film, or any approved artistic endeavor. All of your work should show how people “speak,” communicate, and persuade through the arts, and encourage our readers to get in touch with their own artistic voices.

Your writing must include:

- A visual reference to a piece of art from the Harlem Renaissance, or Jazz age.
- A written article describing the piece, the artist, and the political view expressed by the artist
- A clear introduction, body and conclusion
- A headline and byline

Your artistic work must:

- Include an original artistic form of your choice: a song, scene, dance, visual work, such as a painting, photograph, video, etc.
- A political point of view and message.

A rubric will be created with students using www.rubistar.com

Mapping the Mini Units

Big ideas of the mini-unit / concept statement (macro)	Knowledge (Important Content to Know about Mini-Unit) (Micro)	Skills What should the students be able to do? (rule of thumb - skills are verbs - knowledge is a noun)	How does this connect to the theme of your school	Possible List of Topical Essential Questions / Focusing Questions	Mini-Unit Assessment	
How does a nation respond to economic	Inventions, factories Dust Bowl	Compare & contrast geo. jobs, leisure, crafts stores,	We will note that people express themselves	How did people prepare for the transition from the farm to the	DBQ with 3 short response questions	Int mu pic req

How does a nation respond to economic change?	Inventions, factories Dust Bowl	Compare & contrast geo. jobs, leisure, crafts stores, etc. between city and farm	We will note that people express themselves through the arts to reflect their life.	How did people prepare for the transition from the farm to the city?	DBQ with 3 short response questions	Int mu pic rep art Ha Re
How do people and a nation respond to changing moral values?	Haarlem Renaissance Jazz, F. Scott Fitzgerald, Langston Hughes, Major League Sports	Identify key people who impacted the arts in Jazz, Poetry, Sport, and Art.	Students will experience a variety of modalities where artists express the political climate through their choice of an artistic medium	How is social change reflected in today's society? How do members of your family react to social changes?	Ten short answer questions relating to the knowledge and skills of this unit	We La po fur the mu era
	Woodrow Wilson's fourteen points, Treaty of Versailles, League of Nations, Russian revolution, Rise of communism	Students will discuss the possible implications of the ideas presented in the knowledge portion of this unit	Students will listen to music from the war and discuss the reasons for the popularity of it.	Are there similar institutions, programs, outside conflicts today that can be compared to those following WW 1?	Fill in a graphic organizer	We so

What is the relationship between the Consumer Economy, credit, the stock market and the Great Depression	Credit, The Stock Market, The Great Depression, Black Friday, The New Deal, Franklin Roosevelt	Compare and contrast the conditions present just prior to the Great Depression to conditions of today.	Students will look at pictures depicting, the dust bowl, situations of the great depression, and prohibition	What situations and programs that followed WW I led to WWII?	Students will present a tableau. Portfolio check.	Stu be an fin

Backwards Design Unit Planning

A Week at a Glance – Copy as Necessary

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work at TAILOR work to student needs Be ORGANIZED to maxim	
Monday	Tuesday	Wednesday	Thursday
Content Focus: Vocabulary for the post WW1 unit Introduce Unit portfolio—GRASP project Hook: Show pictures of the Palace of Versailles, WW 1 photos of the land after the War. Daily Assessment: Homework	Content Focus: Wilson’s fourteen points Hook: Do Now: What should be done with the countries that started the war? Daily Assessment: Journal entry	Content Focus: Communism, Socialism Hook: Do Now: Interpret the Idiom “You can catch more flies with honey than vinegar.” Daily Assessment: Bring in political cartoon	Content Focus: Poetry and Music c WW1 Hook: Listen to WW1 American Big Banc songs Daily Assessment: H.W. try to write a song about the cur ongoing war
Weekly Assessment: Portfolio review			
What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)			

Backwards Design Unit Planning

: A Week at a Glance – Copy as Necessary

WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding		Allow students to EVALUATE work at TAILOR work to student needs Be ORGANIZED to maximize engagement	
Monday	Tuesday	Wednesday	Thursday
Content Focus: Vocabulary: Agrarian, urban, inventions, factories, Dust bowl, “Okies” Introduce piece to be added to individual portfolio piece. Hook: Show pictures from the Dust Bowl, of Factories, Prohibition Daily Assessment: Homework	Content Focus: Discuss skills and crafts, daily life on the farm. Hook: Teacher will show samples of American farm craft Pictures of the Dust bowl, and depression. Daily Assessment: compare craft of Early American Farm life to a craft someone in your family practices.	Content Focus Why would people leave the farm and come to the city? What skills would one need? Hook: Pictures and political cartoons of urban life in the 1920’s -30’s Daily Assessment: Compare and contrast farm and urban craft And skills	Content Focus: Societal reaction to change in economic climate Hook: Was prohibition a good thing? Daily Assessment: Compare and contrast prohibition to legalization of drugs
Weekly Assessment: Portfolio Assessment			
What have the students produced that scaffolds towards the units culminating assessment? (for example if the unit’s culminating assessment is a newspaper – perhaps the students have written an article)			

Backwards Design Unit Planning

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<p>WHERE is the student going and what is expected HOOK with needed skills to experience and explore Opportunity to REVISE and RETHINK their understanding</p>		<p>Allow students to EVALUATE work at TAILOR work to student needs Be ORGANIZED to maximize engagen</p>	
Monday	Tuesday	Wednesday	Thursday
<p>Content Focus: Vocabulary, Leisure time, Jazz, Haarlem Renaissance. Discuss piece to be added to portfolio Hook: Write the name of your favorite musical artist, song, and why you like them Daily Assessment: Homework..</p>	<p>Content Focus: Leisure time Hook: What do you do in your leisure time? How is it different from what your parents do? Daily Assessment: Class & Home work: Compare and contrast your music, leisure time activities, and practice of religion with that of your parents.</p>	<p>Content Focus: Haarlem Renaissance, Jazz age, Langston Hughes, Major League Baseball Hook: Show art books of the Haarlem Renaissance, Play some Jazz Daily Assessment: Discuss the messages of the music and art you have been viewing.</p>	<p>Content Focus: How customs, mores and values change to economic change...Prohibitive Social acceptance of minorities and alternate lifestyles Hook: Speakeasys Daily Assessment: Bring in a contemporary political cartoon</p>