The Parker Way

- Public Charter School & a member of the Coalition for Essential Schools ([www.essentialschools.org](http://www.essentialschools.org))
- Team-taught, heterogeneously-grouped classes
- Interdisciplinary (AH & MST) & multi-grade (9\textsuperscript{th} & 10\textsuperscript{th}) classes
- No textbooks, tests, or number/letter grades
- We use lots of primary documents, teacher-created handouts, and technology
- We assess using rubrics, product descriptors, and our 6 skill areas (Reading, Writing, Listening, Oral Presentation, Research, & Artistic Expression)
- We emphasize depth over breadth
Essential Questions

School-wide essential question, 2009-2010: What changes?
Division II AH EQ: What is the American identity & how does it change?
EQs for the following lessons include:

- How did the American Colonists create a new identity in the 18th and 19th centuries?
- What do images reveal that text and oral tradition do not?
- What do the photographs of Civil War landscapes and battle scenes reveal about the perception of the Civil War?
- What do the photographs of Abraham Lincoln reveal about his presidency?
There are three separate lesson plans which will be spread over two units.
I. American Portraiture in the 17th and 18th centuries
II. Civil War Photography
III. Photography of Abraham Lincoln

Colonial Portraiture Overview

- Introduce 3 levels of analysis
- Students analyze portraits in groups
- Students present findings
- Students discuss findings
- Students write a 1-2 pg paper

Three Levels of Analysis

Art Analysis Note Sheet:

Name: _____________    Date: __________

Title of Work: ___________    Date of Work: ______
Author/Artist: __________    Medium: __________

Level 1: Formal Analysis:
What you literally see? Describe this work’s formal elements, or annotate them on the print-out. (Terms to consider: medium, lines, color, light, space, background/foreground, composition, perspective).

Level 2: Iconographical or Analysis of MEANING
What details do you notice in the imagery? Are there any details that seem particularly symbolic to you? (Remember, symbolism is when a concrete object stands in for a larger idea)

Level 3: Iconological or Social Context Analysis
What knowledge do you have of the artist or the period it was produced, that you can connect to what you see?

b) What questions should you investigate to help inform your social-contextual understanding of this work?

How do the formal elements contribute to an interpretation of these images and symbols? (Remember, subject + form = meaning)
Civil War Photography

- Students analyze Civil War photography
- Students discuss finding in small groups
- Students present out
- Students discuss the nature of photography and how it affects our interpretation of events
Photography of Abraham Lincoln

- Students will view a photograph from the Lincoln series
- Students will brainstorm words that come to mind and create poems to represent their photograph
- Students will read each others poems, guessing the chronological order of the poem
- Students will match the photograph to the poem
- Students will debrief, sharing how prior knowledge and interpretation of the photographs and poetry affected their choices

Matthew Brady, Abraham Lincoln, 1860. National Portrait Gallery, Smithsonian Institution
Beyond KWL

- What?
- So What?
- What Now?
• Students will participate in a silent, public, written conversation with one another, answering the question:

What are some ways you would VISUALLY describe early Americans (a.k.a. Puritans or Colonists)?
What are some ways you would VISUALLY describe early Americans (a.k.a. Puritans or Colonists)?

- Black clothes
- Belt buckles on their hats
- Ben Franklin was HOTT! <3
- OLD!
Point, Question, Connect

- Point—the one idea or image that stands out to you
- Question—a question you have for an individual—real or fictional—or for the teacher or class
- Connect—any connection—personal, historical, or textual

**Rendering** is a process that converts waste animal tissue into stable, value-added materials.
I'll miss you guys! 😊
Bibliography

• Works Cited