Connecting the Past, Present and Future through Oratory and Art
By Krista McKim, Montgomery County Public Schools
Secondary School/ Nine Days

Introduction

This lesson sequence asks students to choose a historical speech to analyze, to research the context of the speech, and to relate those themes to today. The students will then create art visual representations to demonstrate their understanding. This lesson plan is scheduled to last for eight instructional periods of 45-minutes. It can be shortened by assigning some of the research as homework or lengthened by going into more depth. This sequence can be easily adapted to focus on a particular historical time period or historical theme such as civil rights, environmental issues, slavery, etc.

Learning Objectives:
- identify key events that led to the creation of the chosen speech
- identify important contributions of the speaker
- analyze an historical speech in order to understand its themes and purposes
- connect the historical speech to events of today
- produce a text-based art piece that communicates the connection of the speech to today's events

Guiding Questions:
- What inspires someone to speak out?
- How does the past connect to the present and future?

Common Core Standards:
CCSS.ELA-LITERACY.CCRA.R.2 (Reading: Key Ideas and Details) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Materials:
- Student Resource Packets for each student
- Examples of Text-Based Art (Printed in Color)(http://learninglab.si.edu/q/ll-c/XXDpfT0tdRbG4V0M)
    - o A Humument Page 10 by Tom Phillips, 1996
    (http://www.tomphillips.co.uk/humument/slideshow/1-50/item/5874-page-10)

- o By Any Means Necessary (After Malcolm X) by Tim Rollins and K.O.S., 2008 (http://americanart.si.edu/collections/search/artwork/?id=78300)
- o "Our Doubts…" by Joseph Low, 1952 (http://americanart.si.edu/collections/search/artwork/?id=14939)
- o Frankenstein (After Mary Shelley) by Tim Rollins and K.O.S., 1983 (http://www.lehmannmaupin.com/artists/tim-rollins-and-kos/news/177#16)
- o "It is right what…" by Dimitri Petrov, 1951 (http://americanart.si.edu/collections/search/artwork/?id=19668)
- o A Humument Page 21 by Tom Phillips, 1991 (http://www.tomphillips.co.uk/humument/slideshow/1-50/item/5884-page-21)
- o Animal Farm (After George Orwell) by Tim Rollins and K.O.S., 2008 (http://www.lehmannmaupin.com/artists/tim-rollins-and-kos/news/177#6)
- o "When Men…" by Paul Rand, 1954 (http://americanart.si.edu/collections/search/artwork/?id=20366)
- o A couple examples of Blackout Poetry: (http://austinkleon.com/category/newspaper-blackout-poems/) and (http://novelblackoutpoetry.tumblr.com)

  There are some good examples of *The Catcher in the Rye* and *The Old Man and the Sea*.
- Copies of Example Art Labels
  - o Examples of Label Writing, *Excellence in Exhibition Label Writing Competition 2013* (https://aam-us.org/docs/default-source/awards/view-the-2013-winners.pdf?sfvrsn=0)
  - o Helen Hales, *Writing Effective Museum Text*: (http://www.slideshare.net/HelenHales/writing-effective-museum-text-8243677?next_slideshow=1)
  - o Museum of Modern Art, *Writing Effective Art Exhibit Labels*: (http://www.slideshare.net/stephaniepau/writing-effective-interpretive-labels-for-art-exhibitions-a-nuts-and-bolts-primer)
- Copies of Historical Speeches
- Markers/colored pencils
- Watercolor or acrylic paints
- Scissors
- Glue
- Paper

Classroom Activities

- **Lesson Activity One: Research**
    - o Students choose a speech that interests them and research the context of the speech.
- **Lesson Activity Two: Textual Analysis**
    - o By using annotation techniques, students gain an understanding of the speech's theme(s).
- **Lesson Activity Three: Timeline Creation**
    - o Using a timeline, students find events related to their speech. Drawing on history and the speech itself, students infer the speaker's intent.
- **Lesson Activity Four: Symbolism and Art Piece Examples**
    - o Students identify visual symbols that relate to the theme in their speech and look at examples of text-based art.
- **Lesson Activity Five: Art Creation**
    - o Students create their own text-based art piece.
- **Lesson Activity Six: Label Examples and Creation**
    - o Students will compare art exhibit labels and then write their own.
- **Lesson Activity Seven: Gallery Walk**
    - o Students share their art pieces and reflect on what they've learned.

Lesson Activity One: Research

Students will begin by choosing a speech that interests them. If you want to focus on a particular historical theme or time period, give the students criteria in making their choice or create a list of speeches for them to choose from.

The American Heritage *Book of Great American Speeches for Young People* is a great starting point for choosing speeches. The editor, Suzanne McIntire, has done an excellent job shortening major American speeches to make them more manageable for students. I have found the book lacking in speeches by women, so I supplement with Denise Graveline's exceptional collection of speeches by women on her website: (http://eloquentwoman.blogspot.com/p/the-eloquent-woman-index-of-famous.html) Students will then research their orator, identifying 10 facts that everyone should know about him or her.

We like the following resources: EBSCO Student Research Center; Britannica School, or ESBCO Kids Search because they are constantly updated and most of them allow the student to change the information based on their reading level. See *Student Resource Packet, p. 2*

Next, students will research the event at which their speaker is presenting. Students need to understand the context of their speech. The students identify five facts about the event that everyone else should understand. See *Student Resource Packet, p. 3*

Lesson Activity Two: Textual Analysis

Students will annotate their speech. To help students truly understand their speech, they need to annotate it. There are many different ways to annotate. It is important that they identity the theme of their speech at this point. See *Student Resource Packet, p. 4*

Three of my favorite resources on annotating are:
- Analyzing a Speech or Remixing a Speech on the Oratory Homepage
- Hunter College Reading and Writing Center: (http://rwc.hunter.cuny.edu/reading-writing/on-line/annotating-a-text.pdf)
- Teaching Tolerance: (http://www.tolerance.org/sites/default/files/general/Thinking%20Notes.pdf)

Lesson Activity Three: Timeline Creation

Students will create a Timeline. This activity requires students to reflect on how history may have influenced their chosen speech and orator, inspiring him or her to speak out, as well as identifying contemporary connections. *Student can use the same research resources as they did in Day One, adding Newsela, SIRS Discoverer or Student Research Center Jr.* These resources add more current events than the previously listed sites. *See Student Resource Packet, pp. 5-6* . The student timeline can be done by hand in the Resource Packet or electronically.

The *Read Write Think* website allows students to easily create a timeline and include pictures: (http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html) Northwestern University created a program that allows anyone to make a timeline for a website that can incorporate video: (http://timeline.knightlab.com)
Example Timeline

Lesson Activity Four: Symbolism and Art Piece Examples

Students will identify symbolism in art and poetry. Students will begin thinking about what symbols they can use in their art piece by looking at examples. See *Student Resource Packet, p. 7.*

Students will then compare text-based art pieces. Using the examples listed under materials, students will use Visible Thinking Strategies to examine the artwork. Have students work in pairs. Give each pair a copy of at least five different pieces of artwork.

Have students ask each other:
1. What is going on in this picture?
2. What makes you say that?
3. What more can you see?

If you are unfamiliar with Visible Thinking Strategies, you can find a guide to using this one in the classroom from Project Zero:
(http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html)

After students look at all the artwork, have them make a T-Chart listing how the pieces are similar and different. See *Student Resource Packet, p.8.*

Extension: You can also have students look at how these art pieces were made. Here are several resources for them to explore:
- Tim Rollins and KOS - Animal Farm (after George Orwell): (http://hirshhorn.si.edu/wp-content/uploads/2012/06/Tim-Rollins-Brochure-Directions.pdf) and The Process: (https://vimeo.com/49748238)
- Black Out Poetry- How To Guide: (https://www.youtube.com/watch?v=esFPpHu42LY)
- Tom Phillips –(http://www.tomphillips.co.uk/humument)
- Great Ideas of Western Man Series (Paul Rand, Dimitri Petrov, Joseph Low)- (http://www.codex99.com/design/great-ideas.html)

Lesson Activity Five: Art Creation
Students create their own text-based art piece. Provide copies of the speeches, scissors, paper, markers and glue for students to work on their own art piece that connects the theme of the speech to modern society, culture, politics, history, etc. If your students have had little experience in art creation, try connecting with your school's art teacher. This provides a great opportunity for cross-curricular instruction.

Additionally, you can find student produced examples of oratory art and art exhibition labels here.

Lesson Activity Six: Label Examples and Creation

Students will compare art exhibition labels. Using the examples listed in the materials section, have students work in pairs looking at a minimum of three different labels. For each label, they should list what they like and don't like about the label. Working together they should come up with five rules for writing an effective label. See *Student Resource Packet, p. 8*

Students will write their own art exhibition label. Their label should connect the art piece to the historical speech explaining how the theme is still relevant today. See *Student Resource Packet, p.9*

Lesson Activity Seven: Gallery Walk

After students finished both their art piece and exhibition label, hang these around your classroom. Have students look at each one. After looking over the pieces, have a class discussion on what they liked about the pieces and what they learned from the process.
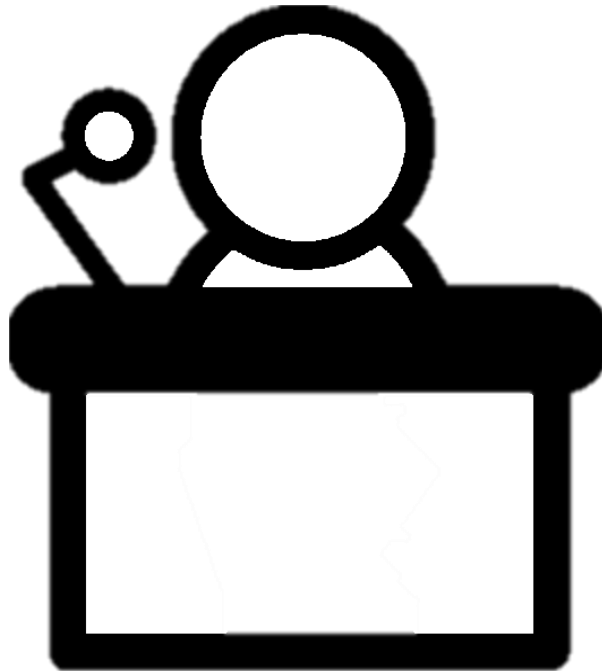
Assessment:

Use the rubric on page nine in the *Student Resource Packet* to assess student learning.

Connecting the Past, Present & Future through Oratory & Art

Student Resource Packet
By Krista McKim

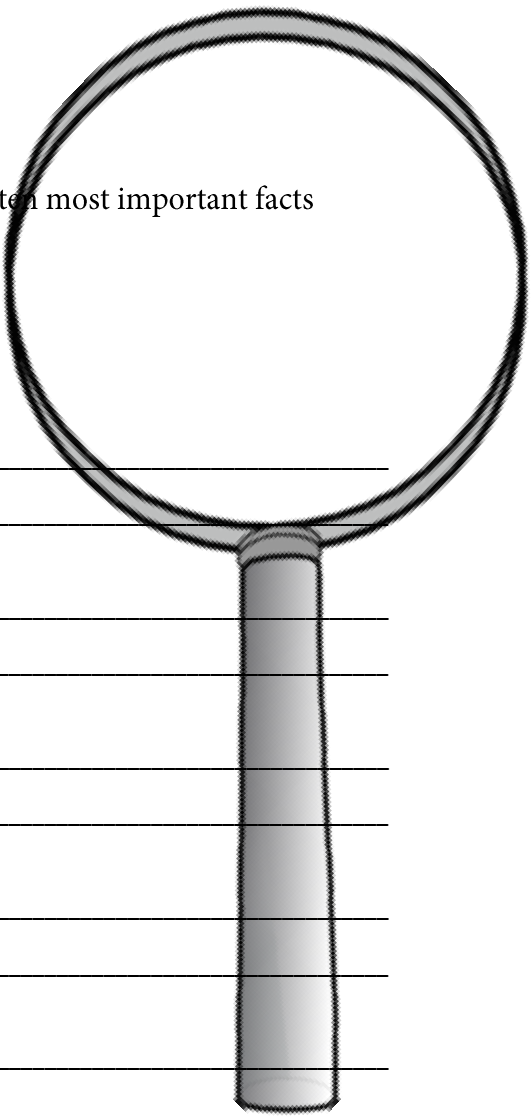Title of Speech:

_____

Speaker: _____

Date of Speech:_____

Location of Speech:_____

Speaker Research:

Think about the following questions and come up with the ten most important facts
everyone should know about your speaker.

        1.   Why is this person important to history?

        2.   What did they achieve in their life?

1._____

_____

2._____

_____

3._____

_____

4._____

_____

5._____

_____

6._____

_____

7._____

_____

8._____

_____

9._____

_____

10._____

_____

Event Research:

Think about the following questions and come up with the <u>five most important facts</u>

everyone should know about the event(s) at which your speaker is presenting.

    1.   What and where is the event?

    2.   Who is the audience?

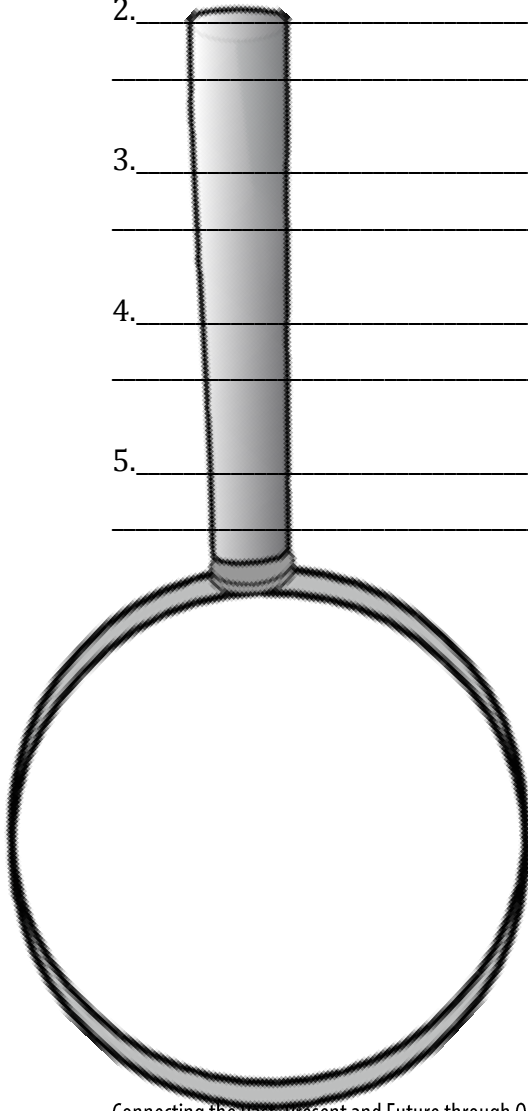   3.   Why is your speaker presenting?

1._____

_____

2._____

_____

3._____

_____

4._____

_____

5._____

_____

> "Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen."
>
>   - Winston Churchill

Textual Analysis:

After you have read and annotated your speech, answer the following questions.

1. List any phrases or words that your speaker repeats.

_____

_____

_____

2. What is the theme of the speech? Remember that a theme should be universal.

_____

_____

_____

3. How does this speech make you feel? Explain your answer.

_____

_____

_____

4. How does this speech apply to the world of today? Explain your answer.

_____

_____

_____

_____

_____

Placing the Speech in Context:

On the next page you have space to sketch out a timeline. The timeline should be divided into three sections: before the speech, after the speech, and the more distant future. In each section, you need to identify five events.

Think about the following questions as you decide what events to place in your timeline:

Before the Speech –
1. What historical events (battles, anniversaries, court cases, etc.) influenced the topic your speaker is addressing?
2. Does the speaker refer to any historical events? If so, you should probably include those.
3. What actions led up to the event where your speaker is presenting?

After the Speech –
1. What were the immediate effects of the speech?
2. How did society make progress relative to the topic of your speech?
3. How did society regress (or takes steps backwards) relative to the topic of your speech?
4. How is society still dealing with the topic of your speech? Think about current events.
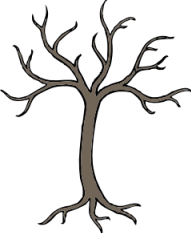
Future –
1. What events would your speaker like to see happen in the future?
2. What would you like to see happen in the future regarding the topic of your speech?

Timeline		
Before Your Speech	**After Your Speech**	**Distant Future**

Symbolism:

Different images and words can represent universal ideas. Think about the following images and what they could represent.

Symbol						
Represents						

Look at the following poems and think about what the underlined words represent.

Symbol	Represents
A Light Exists in Spring By Emily Dickinson A light exists in Spring Not present on the year At any other period— When March is scarcely here	
To the Moon by Percy Bysshe Shelley Art thou pale for weariness Of climbing heaven, and gazing on the earth, Wandering companionless Among the stars that have a different birth,— And ever-changing, like a joyless eye That finds no object worth its constancy?	

What images could represent the theme of your speech?

_____

_____

_____

Text Based Art Examples:

Look at all the different art pieces. How are they similar? How are they different?

Similarities	Differences

Art Exhibition Labels:

After you have looked at the different examples of the labels, come up with five rules for writing an effective art exhibition label.
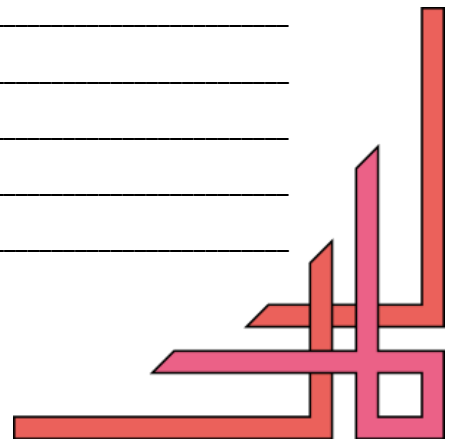
1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

Text-Based Art Making:

You will be creating an art piece that connects your speech to the present using the text as your canvas. You have seen many examples from students and professional artists. You also need to write an Art Exhibit Label for your piece.

Assessment Rubric	
Art Piece & Label	
Addresses a Universal Theme (15 Points)	
Connects the Theme to the Historical Speech (10 Points)	
Connects the Theme to the Present/Future (10 Points)	
Grammar & Mechanics	
Uses Complete Sentences (4 Points)	
Uses Correct Word Choice (3 Points)	
Uses Proper Punctuation (3 Points)	
Formatting & Language	
Uses Museum Label Format (5 Points) • Title • Word Count • Language is engaging, insightful, interesting	
Total:	/50

> "Art doesn't have to be pretty. It has to be meaningful."
> -Duane Hanson