



Conflict, Disability and Art

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This curriculum unit is recommended for:
Art and Social Studies/Grade 5

Keywords: Conflict, Art, Disability, Veterans, Propaganda, Service Dogs, and Art Therapy

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit explores how art and disability are expressed throughout our history by looking at the causes and effects of historical conflict. During this unit, the students will be the artists of their own stories as they learn about the negative and sometimes positive impacts of our nation’s involvement in conflicts. In some cases they may be able to relate to these hardships by reflecting in trials and tribulations they may be experiencing (or have experienced) at home. Unfortunately, some of my students are in the midst of “wars” at home as they suffer the consequences of troubled marriages, divorce, abuse, and poverty. Learning more about the history of our nation will help my students become more aware of their surroundings. The unit concentrates on five different wars Civil War, World War I, World War II, Vietnam War and War in Iraq. Students will research the causes and effects of the assigned war. Students will begin to see how each conflict looked from its landscape to weapons. Students will step into that time in our nation’s history. They will create conflict windows and analyze art from that time period. This will lead into some of the positive and negative outcomes of the war such as propaganda and assisting our returning veterans. The unit will culminate with an assembly given by the Paws4People Foundation along with a Gallery Walk. Throughout this unit connections will be made between Art, Literacy, and Social Studies.

I plan to teach this unit during the coming year in to 60 students in Art/Grade 5.

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Conflict, Disability, and Art

“We may encounter many defeats but we must not be defeated.” – Maya Angelou, Poet

Teresa S. Strohl

Introduction

This poignant quote reminds us all that, though we encounter situations in life that could dampen our spirits and make us bury our heads in the sand; we must not let them define us. As I developed my unit for elementary art students, I kept this quote in the forefront of my mind. So many of my students have experienced challenging circumstances throughout their short lives and I wanted to find a way to assist students in managing those conflicting feelings through art.

Background

Barringer Academic Center is an elementary school located in Charlotte, NC. It is in the Mecklenburg school district, which is very diverse with 178 schools. There are 655 students within the school with a wide range of academic abilities. Barringer Academic Center is a partial magnet school providing specialized public education. Language Immersion Talent Development for the academically gifted is the focus. The school promotes excellence in student achievement and growth. There are 37 classrooms with 100% fully licensed teachers, 85% are highly qualified.

I teach Visual Arts at Barringer Academic Center once a week for 45 minutes to all students. Due to the nature of the topics and the limited time with students, most of my lessons require at least two or more class sessions. This specific unit “Conflict, Disability and Art” will take approximately six weeks to complete. As an art educator, I inspire my students by exposing them to famous artist masterpieces that relate to the themes I am covering. I routinely look for ways to connect my art lessons to the subjects that the students are focusing on in the regular classroom setting.

I am lucky to have a large art room with eight tables and a large drying rack. I have storage for supplies, three sinks and a separate room for the kiln. My students are able to create an array of 2D to 3D projects. My school website has student work displayed and a blog page for families to post comments about student work. I frequently display student work in the community.

This unit “Conflict, Disability and Art” will be implemented in the 5th grade. Because I teach both academically gifted and general education students, it is imperative that I differentiate my lessons to keep the students motivated and challenged in my art room. Art brings forth excitement and enthusiasm of most students and these fifth graders are

no exception! I will be teaching these lessons to four separate classes. Producing art taps into the critical mind-set of students as they develop answers to questions, conduct research, develop comprehension skills, make meaningful connections, communicate meaning, show beauty and practice creativity.

Rationale

How do historical, social, and political factors influence artistic expression?

Throughout history, art has been used to express the opinions of individuals and groups, sharing an artist's point of view or depicting a moment in time. Artists create art to tell a story, capture a landscape or simply arrange colors on a canvas to create beauty. An artist's canvas is their book. During this unit, the students will be the artists of their own stories as they learn about the negative and sometimes positive impacts of our nation's involvement in conflicts. In some cases they may be able to relate to these hardships by reflecting in trials and tribulations they may be experiencing (or have experienced) at home. Unfortunately, some of my students are in the midst of "wars" at home as they suffer the consequences of troubled marriages, divorce, abuse, and poverty. Learning more about the history of our nation will help my students become more aware of their surroundings.

My students will observe how our nation, throughout history, has dealt with war and the lasting impact each has had. Some of the consequences have been negative, such as the casualties and wounded soldiers/civilians. Others have been positive, such as advances in technology, new and improved laws for citizens, freedom of religious practices, and growing friendships with other nations. During the four lessons I have planned for the unit, students will be challenged to problem solve and use critical thinking strategies. All four lessons will cross into other subject areas, such as literacy, social studies and technology to help students make connections and easily retain more information. We as a country need to assist returning soldiers and wounded soldiers with acclimating back into society. One of the ways service is provided to wounded soldiers is through assistance from service dogs. Conflicts have lasting effects on soldiers the use of service dogs and art therapy encourages socialization back into society.

Here is one example of how our soldiers come back broken from conflicts.

"He has changed my life,"

Staff Sergeant (SSGT) Fasnacht says of the 1-year-old mutt, Sapper his service dog who goes everywhere with him. SSGT Fasnacht was injured in Afghanistan when his vehicle was struck by an IED (Improvised Explosive Device). SSGT Fasnacht dealt with physical disability from the IED blast, he also suffers TBI (Traumatic Brain Injury) along with PTSD (Post-traumatic Stress Disorder). This affected him and his family greatly until Sapper the service dog came into his life.¹ Service dogs assist with everyday

tasks and guide their handlers through life. Art also provides an outlet for these injured returning soldiers by giving them an outlet to express their fears and emotions.

Objectives

In this unit, students will recognize the causes and effects of wars, past and present. How the country forms opinions about war by using propaganda. Studying the causes and effects of war will include the reason we are fighting the war, what is happening on the home front and the effects it has on returning soldiers. Students will look at artwork depicting moments from five different historical wars. They will describe, analyze, interpret and evaluate six famous works of art Jacob Lawrence's "*Forward*", Pablo Picasso's, "*Guernica*" (1937), Winslow Homer's, "*Prisoners from the Front*" (1866), Goya's, "*The Third of May*" (1808), John O. Wehrle's, "*Combat Zone Rappelling*" (1966) and Horace Pippin's "*Abe Lincoln, The Great Emancipator*" (1942). Learning about art from different time periods, students will begin to see the landscape of the country, the weapons used, and the uniforms soldiers wore. Students will include visual clues to create a "window" into a particular war. The window will illustrate the landscape and the action taking place out of the window. This will establish a moment in time so students will imagine themselves on the other side of their window. I will discuss how people are influenced by outside sources such as media, posters, advertisements, editorials, and political cartoons. These sources are an example of how propaganda was displayed. I will be displaying propaganda from our country's history and what propaganda looks like now. I will show expressive artwork created by returning soldiers as a form of art therapy and students will also look at how not for profit foundations assist soldiers by providing service dogs that guide soldiers through their everyday lives. As students attend an assembly put on by the "Paws 4 People Foundation" they will see firsthand how service dogs assist veterans and people with disabilities.¹

The lessons in this unit will integrate Literacy, Social Studies and Visual Arts. Reading or Literacy is based on Common Core National Standards. Social Studies and Visual Arts are based on state Essential Standards. Common Core ELA literacy standards will be implemented at the beginning of each lesson by a read aloud pertaining to a specific war. The three books are *Pink and Say* by Patricia Polacco, *Number the Stars* by Lois Lowry, and *Horace Pippin* by Mike Venezia. After each book students will respond to direct questions about the characters, plot and setting of the book. Students will see the illustrations depicting that time in our nation's history. Reading the stories and viewing the illustrations will make it easier for students to create the landscape of that time period.

Essential History Standards will be integrated throughout all four lessons in this unit. I will discuss Civil War, World War I, World War II, Vietnam War and War in Iraq and discuss the causes and effects of each war. Students will research the differences in weapons, uniforms and advances in technology while in the Media Center. I will use many resources to discuss the wars such as Brain Pop, post 5 fast facts of each war, 5th grade Social Studies book, internet, and art prints. Brain Pop is an array of short videos

using an animated boy and a robot friend as hosts for each video. The videos easily engage the students. I post five fast facts about each war on my white board it is a manageable way to review previously learned facts studied in their general education classroom. Students will access the internet in the Media Center with the Librarian. The art prints will be a reference tool used to view the landscape, weapons used, and uniforms for the time period.

Essential Visual Arts Standards will be implemented by using six art prints. Students will view famous paintings involving the conflict and art from disabled artists. Use visual thinking skills to analyze and interpret art throughout our history. Integrating arts across the curriculum contributes to student learning and provides a deeper understanding. I have found when students view artwork they each have their own interpretation of the piece which results in a passionate discussion. I will also read the biography of Horace Pippin by Mike Venezia. Pippin was a famous artist during World War I. Pippin injured his arm in the war; he later used his arm with much difficulty. Pippin became a famous painter depicting images of his childhood and memories from his time in battle. Students will begin to realize that the arts have a positive effect on socializing returning soldiers.

Teaching Strategies

There are many causes of war stemming from differences of political opinions, religious affiliations, acts of terror, economic issues, etc. Some of the effects of war (positive and negative) are loss of lives, wounded and disabled men and women, new laws, technological advancements, new weaponry, varying levels of respect for one's country and one's culture. How can the arts/society assist in redirecting the effects of war? Students will begin to get a deeper understanding of the causes and effects of war.

Read Aloud

One strategy that I will use to open three out of the four lessons will be "Read Aloud." As I read the book aloud students will picture the characters and the setting of the story, all the while visualizing themselves there. An example of visualizing would be the line from Pink and Say by Patricia Polacco "Let me touch the hand that touched Mr. Lincoln,"² the viewer or the reader can visualize what that might look like. Those descriptive words paint a picture of the scene in this heartwarming story by Polacco. I will ask comprehensive and open ended questions to discuss the story in more detail.

Picture Literacy

I will grab student's attention by demonstrating visual thinking strategies. The painting I will use during my demonstration is Jacob Lawrence's "*Forward*" (1967). Jacob Lawrence painted politically charged works of art throughout his career. In the painting, Harriet Tubman moves a small group of fugitives North to freedom. Clutching the revolver, Tubman commands center stage. She is an example of courage and

determination. I will tell the students the title, artist and date the painting was painted and that is all I will tell them. Students will look at the picture without discussing it. Then I will be the facilitator and ask three questions. *What is going on in the picture? What do you see that makes you say that? What more can we find?* ³From the beginning students are also encouraged to back up their interpretations with visual evidence such as night or day, emotions on face or abstract/realism. The facilitator ensures that every response is heard by pointing to what is mentioned as a student talks, and then paraphrasing what is said. This approach uses art to teach thinking, communication skills and visual literacy. All along the facilitator/teacher is never the expert, only there to guide students as they process new information.

Students will view artwork in a slide show. While looking at the slides students will work in pairs to complete Looking at Art handout questions. The strategy used is called Think-Pair-Share. Students would view the slides with a partner and think about the answers individually then share them with each other. The answers vary widely in this activity because each person observes art work differently. It is amazing to see the differences in observation skills within one class.

Demonstration

Throughout this unit I will review previous learned material due to forty-five minute blocks once a week. One week is a long time between lessons. All activities are modeled first to demonstrate the art technique. I feel the students have greater success at the activity if they see examples. All four lessons in this unit require hands-on participation so there will be an art product after every lesson. There is a strategy that I often use called "two stars and one wish." It is an individual reflection technique. Students complete a project and individually they write two positive comments about their own work and one comment (wish) they will work on in the future. Students express their two stars and one wish in the front of the class and their peers can make positive/constructive comments. Students write this reflection on the back of their project so it makes it easier for the teacher to assess students' growth moving forward.

Modeling strategy offers a specific skill such as sculpting with clay. This hands-on strategy meets the needs of the tactile and visual learners. If I model the activity step-by-step the student feels more successful at each step. By adding details to the work enrich the finished product this may foster creative chatter between students.

Word Wall

The word wall that is posted in the art room is divided into modes of creative expression such as clay, fiber arts, drawing, painting, and sculpture with art terminology listed under each category. Vocabulary is an important teaching strategy. Students need to be aware that words have different meanings within different content areas.



Differentiate Learning

Differentiated learning looks different in the art room than in general education classrooms having only 45 minutes proves difficult to help all 25 students. I have 3-4 people assigned to each table. There is always a peer helper at every table because when I assign seats I put at least one strong student at every table. I frequently roam the classroom to assist students with more support. When a student asks for help most likely they want you to draw for them I solve that problem by drawing with the eraser not the pencil. The eraser technique assists them at the same time giving them confidence in their own artistic abilities.

Posting 5 fast facts about a certain discussion topic seems to work best with my students. The 5 fast facts will give students background knowledge of each war. The facts are posted on the white board throughout the class so they can refer back to them as needed. This technique seems to work due to the short time I see them each week. One of the resources I use frequently in the art room is Brain Pop⁴ which is short educational videos on an array of subjects. The characters on the videos keep the students engaged and cover the subject well.

Centers - Teaching for Artistic Behaviors (TAB)

There is a choice based educational approach to teaching art. It is called Teaching for Artistic Behaviors (TAB).⁵ This concept enables students to become the artist. I often refer to my students as artists to inspire them to think like an artist. This choice-based approach encourages multiple modes of learning through art-making within one class time. There are four core practices Personal Context, Pedagogical Context, Classroom Context and Assessments. This approach offers student's choice through their own ideas and interests. Basically this concept is setting up centers around the room at every center

there is a rubric to follow for each activity. Students complete the activity then move to another center. This TAB approach diversifies student learning. Students work at their own pace developing their artistic skills through self-discovery.

Reflection

Rubrics are a strategy that I often include in my lessons. A rubric focuses on a specific skill and places accountability on the student. I find it easy to assess a student's learning through rubrics. I organize them as grade levels it is interesting to see their growth from one year to the next.

Technology

Technology will be used as a tool to engage student learning. Students respond well to technology because of the overwhelming use of it in our society today. During the propaganda lesson students will see how forms of propaganda are used in our social media today. When students produce something on a technological device they seem to absorb it more easily because students today are 21st century learners. Using games as a strategy also keeps students engaged in the activity. The best teaching strategies are the ones where students do not know they are learning they seem to retain the information much more easily. I use balls (basketballs or ping pong balls) with questions written out on them. Students then toss the ball or bounce the ball to a peer and the peer answers the question then repeats the process.

This unit will use cross disciplinary teaching strategies. There will be Literacy, Social Studies and Visual Arts taught within the same unit. The students are familiar with integration it is used throughout the district and our individual school. Classrooms like this require planning and cooperation. Creating integrated lessons gives art education greater visibility in the school and community because it creates a hands-on activity related to the subject area. Teachers create more rigorous and meaningful lessons by working together. Modeling partnerships for students encourages stronger peer relationships.

Classroom Activities

Before I start the unit I will have the students pick a war or conflict out of a hat. The tables will be labeled with the different wars: Civil War, World War I, World War II Vietnam War and War in Iraq. Students will sit at the table they have been assigned so they can focus on one war. Students will be better able to focus on one war while doing the research. The Librarian and I will work together on this unit to further students' background knowledge.

Introduction of Conflict

In the art room, I will start by introducing the word Conflict. Students will brainstorm the word Conflict with guidance students will define Conflict. One definition is warfare of opposing countries and the other as a disagreement between individuals. Throughout this unit students will research our nation's historic global conflicts. Hopefully students will reflect upon how our nations resolved conflicts and internalize how they could better resolve conflicts in their own lives such as troubled marriages, divorce, abuse and poverty.

Lesson One: Looking at Art Journals

Goal: Understand how visual arts reflect the cultures, traditions, and history of the United States. Gain confidence in one's ability to construct meaning from art. I will introduce five different conflicts Civil War, World War I, World War II, Vietnam War and War in Iraq using the 5 fast facts strategy. This will help them in the first activity Looking at Art. I want them to observe the differences in land, weapons, and uniforms. There has been war art throughout our history I will convey to my students that war is documented in many different works of art as far back as Prehistoric cave paintings depicting their victories on cave walls and Greek vessels illustrating warrior's battles.⁶ Students will view a slide show of paintings/sculptures/photos representing a moment in our nation's history. Included in the slide show will be Jacob Lawrence's "*Forward*", Pablo Picasso's, "*Guernica*" (1937), Winslow Homer's, "*Prisoners from the Front*" (1866), Goya's, "*The Third of May*" (1808), John O. Wehrle's, "*Combat Zone Rappelling*" (1966). Artists use their work to illustrate social and political injustices occurring in our country. Also included in the slide show will be artists that have been disabled or come to use art as therapy such as Horace Pippin's "*Abe Lincoln, The Great Emancipator*" (1942) and Niki de Saint Phalle's "*Firebird*" (1991). Horace Pippin was disabled while serving in World War I. Niki de Saint Phalle had a nervous breakdown early in her career. Creating paintings and sculptures helped both artists overcome their health issues. According to research done at Walter Reed Hospital the arts encourage creative expression it is an outlet for emotional issues. Walter Reed National Military Medical Center has developed the Healing Arts Program, which seeks to treat psychological issues sustained by active combat.⁷

The students will first work independently writing their own answers to the Looking at Art handout in their journals then find their partners and share/reflect with one another. This strategy is called Think-Pair-Share. At the end of the activity I will have students discuss their findings with the whole class.

To wrap up this activity I will pick another painting Jacob Lawrence's "*Forward*" (1967) this is a painting about struggle set before the Civil War. I want the students to analyze differently given what they already have learned. Students have not seen this

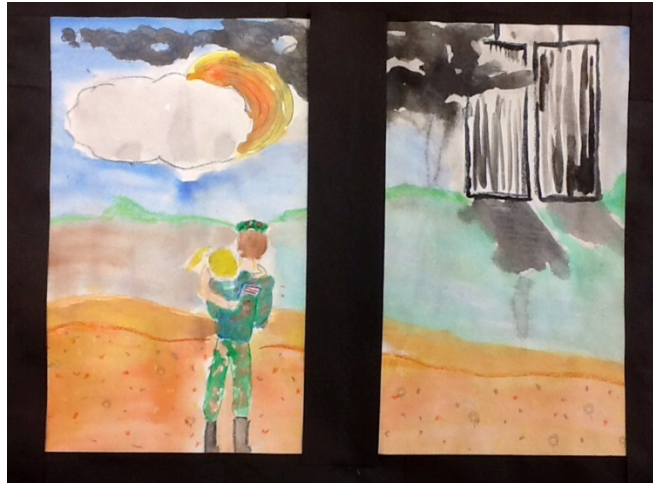
painting. I will show them a different strategy to analyze and interpret works of art called Visual Thinking Strategies.⁴ I will explain that I am the facilitator. I will encourage students to examine what they see by asking *What is going on in this picture?* Later I will be more specific by adding more probing and direct questions such as *What do you see that makes you say that?* and *What more can we find?* Students are asked to back up their answers with evidence throughout this process. Students answer by raising their hand I will paraphrase what is said. I will express to students that there are not wrong answers during this activity.

Incorporating ping pong balls with creative open ended questions written on them about famous works of art is another way to implement this activity. Some examples of open ended questions: *If you were standing in this painting what would you see?*, *What do you think about when you see this painting?* and *I wonder what the artist is telling us?* I will bounce a ball to a student, the student will state the question, answer it, and they will bounce a different ball to another student. The process will be repeated. This kind of playful strategy helps keep the students engaged in the activity. The best kind of strategy is one where students do not know they are learning. I will display their Think-Pair-Share activity (pages of Art Journal) next to the art prints outside of the art room.

Lesson Two: Conflict Windows

Goal: A deeper look into conflicts throughout our nation's history while examining the causes and effects of conflicts. One of the first books I will read aloud is Pink and Say by Patricia Palocco is a short easy read book.³ Pink and Say highlights the brief friendship of two young boys during the Civil War. Say is wounded by attempting to escape his unit and is rescued by Pink. Pink carries him back to his Georgia home where his family is slaves. Both boys are taken prisoner by the Confederate Army fortunately Say survives but Pink was hanged shortly after being taken prisoner. The author encourages the readers of this book to say Pink's name out loud and vow to always remember him. I will ask students questions about the setting, the main characters, and most importantly identify important visual clues throughout the story. This lesson will be implemented second to give the Librarian time to let students research their assigned conflict. Once they have researched their assigned war each student will create a window view of what the land, weapons, uniforms looked like. Students will place themselves back in time. Students will each get a white piece of paper using pencil lightly draw their landscape. *What students may see outside a window during that time in history?* I will review with student's horizon line and creating the illusion of distance. I will remind them about the bump and jump technique if you hit something with your pencil please jump to the other side of that object. This is a technique to overlap objects easily. Students will trace the pencil lines with sharpie markers then paint using watercolors. When the project is dry students will construct a window frame using black construction paper. The Conflict Window below depicts the cause of the War on Iraq and a soldier coming home to his

family. The student expressed what could be seen outside of a window during that time period in our nation's history either on the home front or within the context of the battlefield. The student added visual clues in this work the twin towers, smoke, soldier, and emotion.



At the end of the Conflict Windows lesson students will reflect on their work by using 2 stars and 1 wish. This reflection activity lets students talk about their own work using two positive things they did and one wish they could do differently. This particular student's two stars for this conflict window were the position of the girls head on soldiers shoulder and the smoke coming out of the towers. Both of those stars express the emotion of the piece. The wish was adding more detail in the background of the painting. Using this technique provides evidence of student growth throughout the school year.

Two Stars and a Wish
Name: Tuliza N.
Subject: World History

★ The girls position in the picture.

★ I like the smoke coming out of the building.

✍ The background of the picture could have more detail. I wish she had more color.

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

Lesson Three: Proposed Propaganda Posters

Goal: Understanding the influences of media past and present. The next book I will use is Number the Stars by Lois Lowry.⁸ I made a summary handout for the students because the book is too long for a forty-five minute class. This method of creating a book hook is a great way to get the student intrigued by the book so they may take the initiative to read it on their own. The story is about the Holocaust during World War II. The stories main characters are Annemarie and Ellen. Annemarie is a Christian, blonde hair blue eyed child. Her best friend, Ellen is Jewish. As the story continues AnneMarie's family takes in Ellen as part of their family to hide her from Hitler's followers and get her to safety. I will ask students to talk about the emotions they are feeling and what they think the main characters in the story are feeling. This particular book is not directly related to Propaganda it does have anti-Semitic views throughout the story. I will show the students the hostility felt toward the Jews during that time period.

I will introduce what propoganda is, what it looked like throughout our history and why propoganda was important past and present. Theodor Seuss Giesel before he became known as Dr. Seuss he created cartoons for Saturday Evening Post. As World War II approached, Theodor Seuss Geisel's focus shifted he began contributing political cartoons and propoganda posters to PM Magazine. I will use a You Tube documentary called Theodore Geisel Comics and Cartoons. After viewing this documentary I want students to realize how Dr. Seuss books take on new meaning. I will discuss with students what propoganda may look like today such as Social Media (Twitter and Facebook). Students will persuade others to join their cause by creating a poster. The causes will be issues in our school such as cafeteria food, homework, recess time and bullying. Students will use persuasive devices such as repetition, emotional appeal, humor, catchy slogans and testimonials. Students will work with a partner on one poster. I will demonstrate how to draw block and bubble letters. I will show students how to plan out their space to make the poster eye catching. I will display the colorful posters around the school and upload the photos of posters to social media sites.

Lesson Four: Super Service Dog Sculptures

Goal: Relate to the effects of disability. The book I will read before beginning this lesson will be Horace Pippin by Mike Venezia.⁹ This book is about the famous artist Horace Pippin. Pippin was disabled while serving in World War I. Pippin was shot in the shoulder during battle the bullet shattered his shoulder. He could hardly lift his arm; his injury caused him severe pain throughout the years. When he arrived home from war, he started to paint pictures from his experiences of World War I. The last lesson will be an individual activity. There will be an assembly from the Paws4People Foundation² their mission is to assist veterans and the disabled. By providing canine companionship to acclimate their handlers back into society making sure they have a suitable quality of life. The assembly will demonstrate how the dogs help their handlers with everyday activities. In the art room I will discuss what the students saw in the assembly and any feelings they

may have. We will go to the Paws4People Foundation website² and view stories similar to this one:

Robert Soliz was in the Army he was discharged in 2005. Soliz saw much combat while he was there. Soliz became one of 300,000 U.S. veterans of the wars in Iraq and Afghanistan with a diagnosis of post-traumatic stress disorder (PTSD). Soliz was feeling isolated from his family after returning from war.

“I couldn’t show affection, couldn’t hug my kids” says Robert Soliz. ¹

Soliz participates in an experimental program pairing veterans afflicted by PTSD with trained canines. Hopefully with programs like this soldiers will have a better quality of life.

Students will create their own super service dog. The dogs will have super powers; I wonder what kind of abilities their dogs will have? How will they assist their veteran? I will model how to knead the clay to get out any air bubbles. Then I will show students how to mold clay into a wide oval shape for the body. Students will add legs by rolling and attaching legs with slip. Slip is a water and clay mixture acting as “glue” for clay. Students will add a head shape by using slip. After they get the basic shape of the dog then they can use their imagination to add super powers. The clay sculptures will slowly dry for one week. When the sculptures are dry it is called leather hard then I will fire the sculptures in the kiln. When the sculptures come out of the kiln the sculptures will be hard. The sculptures are referred to as green ware. The next class students will paint the dogs with tempura paint. Here is an example of the super dog sculpture this dog has exceptional hearing and can fly to assist with heights.



After the sculptures are painted, students will write a fictional story about their Super Service Dog informing the reader of their dog’s super powers. I would like to send photos

of the sculptures and stories to Paws 4People Foundation² to thank them for coming to visit our school. I would like students to continue their relationship with veterans. When students arrive in middle school they need community service hours Paws4People Foundation² would be a great organization to volunteer for.

There will be a Gallery Crawl set-up in the school's main hallway. I will place the conflict windows at eye level on both sides of the hallway. I will add students Journals and Propaganda Posters. Super Service Dog sculptures will be arranged on a table. I will invite the students and their families to the event. Students enjoy showing off their projects and explaining how they did it.

Vocabulary

Conflict – a disagreement between two opposing forces

Propaganda – rhetoric to persuade someone to join your cause.

Opinion –the view somebody takes about an issue, especially when it is based solely on personal judgment

Service Dogs – one-on-one dogs that serve individuals with mental and physical disabilities

Typeface – style of printed text

Describe – tell all about something

Analyze – break something down into components

Interpret –to establish or explain the meaning or significance of something

Evaluate – examine and judge something

Foreground- the part of a picture or scene that appears nearest the viewer

Background- area behind something

Middle Ground- space located between the foreground and background in a painting.

Realism- lifelike artistic representation

Landscape – art of painting or drawing scenery

Perspective- appearance of distant objects to observer

Horizon Line – It is always at eye level it is where the land and the sky come together

Visual Clues –the symbols are linked with each other; words can be used to further clarify meaning.

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An easy read book on the life of Pink Aylee, a Union soldier.

Venezia, Mike. *Horace Pippin*. New York: Children's, 2008. Print.

An easy read book about a self-taught painter Horace Pippin who was injured in the World War I.

List of Materials for Classroom Use

White drawing paper

Brown Roll Paper, Ribbon (Art Journals)

Pencils, Colored Markers, and black Sharpie Markers

Watercolor paint/brushes

Black Construction Paper (Tru-ray brand) Cut in 2" strips

Colored Construction Paper

Highwater clay, water (slip), water containers

Tempura paint/brushes

Ping Pong Balls

Brain Pop videos: www.brainpop.com WWI, WWII, Vietnam and 9/11

You Tube video: Theodore Geisel Comics and Cartoons

Paws4People Foundation: www.paws4people.org

[Looking at Art](#) handout

[Two Stars and a Wish](#) handout

[5 Fast Facts](#)

Art Prints

Jacob Lawrence's "*Forward*", Pablo Picasso's, "*Guernica*" (1937), Winslow Homer's, "*Prisoners from the Front*" (1866), Goya's, "*The Third of May*" (1808), John O.

Wehrle's, "*Combat Zone Rappelling*" (1966), Horace Pippin's "*Abe Lincoln, The Great Emancipator*" (1942) and Niki de Saint Phalle's "*Firebird*" (1991).

Appendix - Implementing District Standards

Common Core ELA Standards - Literacy

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Three books: Pink and Say by Patricia Polacco, Number the Stars by Lois Lowry, and Horace Pippin by Mike Venezia. Each book will be read out loud to the class during their 45 minute art class time. After each book students will respond to direct questions about the characters, plot and setting of the book.

Essential Standards - History

5.H.1 Analyze the chronology of key events in the United States.

Concepts: Conflict, Historical understanding

5.G.1 Understand how human activity has and continues to shape the United States.

Concepts: Physical environment human activities, technology, immigration, innovation and technology

I will discuss Civil War, World War I, World War II, Vietnam War and War in Iraq and discuss the causes and effects of each war. I will use many resources to discuss the wars such as Brain Pop, post five fast facts of each war, and art prints.

Essential Standards - Visual Arts

5.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

5.CX.2 Understand the interdisciplinary connection and life applications of the visual arts.

5.V.2 Apply creative and critical thinking skills to artistic expression.

5.CR.1 Use critical analysis to generate responses to a variety of prompts.

Students will view famous paintings from the year the conflict occurred and art from disabled artists. Use visual thinking skills to analyze and interpret art throughout our history. Integrating arts across the curriculum contributes to student learning and provides a deeper understanding to reach every child. As we discuss causes and effects of conflict I hope the students will make connections to conflict in their everyday lives such as troubled marriages, divorce, abuse and poverty. I will also read the biography of Horace Pippin by Mike Venezia. Pippin injured his arm in the WWI; he later used his arm with much difficulty but soon became a successful artist. Students will realize that the arts have a positive effect on socializing returning soldiers.

Endnotes

¹ Paws4people Foundation website

² Polacco, Patricia, Pink and Say (1994)

³ Vtshome.org, Visual Thinking Strategies

⁴ BrainPop.com

⁵ Teaching for Artistic Behaviors

⁶ The Annotated Mona Lisa (1992)

⁷ Walter Reed's Healing Arts Program

⁸ Lowry, Lois Number the Stars (1989)

⁹ Venezia, Mike Horace Pippin (2008)