

LESSON #1

DAY #5

“The Art and Personal Quotes of Diego Rivera and Archibald Motley”

OBJECTIVES

- < Develop English skills by dissecting quotes for comprehension
- < Compare the quote with the artist’s life experience
- < Analyze how the quote relates to the artist’s painting style
- < Choose a position and defend it using evidence

RATIONALE Motley and Rivera are minority pioneers in painting at this time. The students need to understand how different individuals responded to the changes of this time period. The images and themes portrayed in their art are direct responses and can be analyzed for better understanding of the effects of the period on the people.

INSTRUCTIONAL STRATEGIES

- < Working in pairs, students will copy down the two quotes from the board.
- < They will read the quotes aloud to their partner, then go back and underline any unfamiliar words.
 - Look up each of the words identified in a thesaurus.
- < Then, rewrite the quote using the new words and reread it aloud.
- < Students will then attempt to rewrite the quote in their own words.
- < They will reference a bio on the artists that they received on Day #3, taking about a few minutes to read it again. Then write their answers to the following questions
 - < **“How does each artist’s statement reveal their feelings about their backgrounds?”**
 - < **“Do you think the artist’s statement directly relates to their painting styles?”**
Defend your position.

ASSESSMENT

- < Students will show proficiency at using the thesaurus to help comprehend the quotes and paraphrase them in their own words.
- < Quality of student response should correlate with students’ ability to interpret material and match it with influence.
- < Students’ answers should be organized and focused on the question. There should be 2-3 pieces of evidence to support their opinion.

RESOURCES

“I believe in order to make American art, a real American art, this will be necessary, this blending of the art of the Indian, the Mexican, the Eskimo, with the kind of urge which makes the machine, the material side of life, which is also an artistic urge, the same urge primarily but in a different form of expression.”

Rivera 1940

“It is my earnest desire and ambition to express the American Negro honestly and sincerely, neither to add nor detract, and to bring about a more sincere and brotherly understanding, between him and his white brethren.”

Motley 1933

LESSON #2
DAY #8
“The Effects of Advertising on the American Consumer”

OBJECTIVES

- < Understand the importance of advertising during the 1920's and its impact on economics and consumerism.
- < Recognize the connections between commodities and culture in America during the 1920's.
- < Improve students' abilities to analyze and interpret historical documents, images, and advertisements.
- < Identify what techniques are used in advertising to attract consumers.

ACTIVITIES

A. Discussion (historical ideas)

1. Purpose: What is advertising? Why is it necessary? Why is it important?
2. Consumer Products: What products were prevalent in the forms of advertising during the 1920's? (Beauty, radio, cigarettes, automobiles) Why are these particularly important to the culture of the times?
3. Techniques of Advertising: What techniques did companies use in order to attract the attention of the consumer? (Bandwagon, “just plain folks,” Testimonials, and snob appeal)

B. Activities

1. Printed Materials/overheads: Beauty, Cigarette, Radio, and Automobile ads
2. Use of ads:
 - a. Compare two advertisements from different parts of the decade using similar products. Identify the purpose of the ad, what goods/services are advertised, technique used, diversity of people found in ad, and stereotyping.
 - b. Collect ads from today to compare to ads from the 1920's. What techniques are similar or different? What products are being advertised? Discuss stereotyping over the decades. Who is your target audience? Does length of text influence the consumer?

C. Summary of Discussion

1. How does advertising in the 1920's connect the needs of industry to sell products with the changing culture of the 1920's?
2. How did the advertising encourage consumerism and add to the false idea of prosperity?
3. How does advertising “hook” the consumer into purchasing a variety of products?
4. How do these two statements describe the advertising of the 1920's and its culture?
 - a. **“I will improve my lot in life by working harder, being more disciplined, and always doing the right thing.”**
 - b. **“I will improve my lot in life by being funny, wearing the right clothes, and being able to talk about the right things.”**

ASSESSMENT - After completing the lesson, the students will create an ad of their own, using one of the techniques of advertising. Within the ad, they will structure it similar to the 1920's and show how it will increase the rise of consumerism and demonstrate the culture of the day.

RESOURCES

Marchand, Roland. Advertising the American Dream. Berkeley: University of California Press, 1985

<http://www.ohio teach.history.ohio-state.edu/lessons/1920sconsumercult.htm>

LESSON #3
DAY #11

“The Great Depression Through Song and Image”

OBJECTIVES

- < Create empathy for the hardships faced by Americans during the Great Depression.
- < Begin to form an understanding of the dramatic changes in American Society as a result of the Great Depression.
- < Analyze and interpret primary sources to gain historical insights.
- < Develop an appreciation of the value of the arts in illuminating historical events.

RATIONALE - The Great Depression is a pivotal point in American History. It is essential that students understand the radical changes that occurred as a result of the greatest economic disaster in U.S. History. The poignant images and evocative music of the period can set the stage for an understanding of these changes.

INSTRUCTIONAL STRATEGIES

< Have students listen to the song “Happy Days are Here Again” (1929). Lyrics may be distributed and/or projected on an overhead concurrent either with playing the song or after listening. Students should be asked to address the mood, tempo, and lyrics of the song. Question and discuss how this song may reflect some of the feelings of the time.

< Students will then listen to “Brother Can You Spare a Dime?” (1932). Lyrics provided as above. Song analyzed and discussed in terms of how it reflects both the changes in the mood of the country and economic realities of the 30's. Compare/contrast with “Happy Days.”

< A small selection of images from the Depression era is then displayed on an overhead depicting the hardships of the period. Consider images that reflect socioeconomic cross-section of the country. Students will analyze and interpret the images. Teachers to provide historical context as needed.

(NOTE: An interactive notebook approach may be employed for student interpretation and reflection as well as teacher provided facts and context. Photo analysis worksheets may also be utilized.)

ASSESSMENT - The quality of student responses will be used to gauge the level of student understanding and critical thinking skills engaged.

RESOURCES

- < McElvaine, Robert S. The Depression and the New Deal: A History in Documents. New York: Oxford University Press, 1999.
- < <http://historyproject.ucdavis.edu/imageapp.php?Collection2+US&Major+GP>
- < <http://www.archives.gov/exhibithall/picturingthecentury/galleries/greatdep.html>