

## ROBERTSON, RESANDA

### LESSON OBJECTIVE(S):

- Students can analyze a visual work of art and detect the literary elements that may be present in the picture.
- Students can create a story or dialog that is suggested by the picture.
- Students can compare literary elements suggested between two pictures.

### MATERIALS:

1. George Caleb Bingham, *The County Election*, 1852 (7B)
2. Thomas Hart Benton, *The Sources of Country Music*, 1975 (18A)
3. PowerPoint Presentation
4. On-Demand Writing Experiences worksheet
5. Compare/Contrast Chart Tool
6. handout of the information about *The County Election* and *The Sources of Country Music* found in the *Picturing America Artwork, Essays, and Activities* book
7. worksheet with lesson goals, instructions, and rubric

### PROCEDURES:

1. Students first observe the picture, goals, etc. on a PowerPoint.
2. Students review the lesson goals, instructions, and rubric. In small groups, students read the information presented in the handout about Bingham's painting and Benton's painting. Students discuss and analyze the two paintings in small groups, noting any literary elements they observe, etc. listing them on the compare/contrast chart tool.
3. Students compare and contrast literary elements depicted in the two works of art through completion of the compare/contrast chart tool.
4. Students record observations made by their groups and then each write a possible dialogue for conversation observed in one of the two artworks. Alternatively, students can write a story about the event depicted by one of the paintings.

5. Students edit and revise written works as homework, then share their stories within the group. Each group chooses one or two of the products to present to the rest of the class.

**Assessment:**

- Students earned points through group participation, completion of literary element list, and writing of the dialogue or story. They also wrote an on-demand event explaining how visual works of art can enrich and enhance student learning in other content areas, including their own experiences with *The County Election* and *The Sources of Country Music* as rationale/evidence for their point of view.

*PICTURING AMERICA ON-DEMAND WRITING EXPERIENCES*

You have recently viewed two works of art by American artists, completed an analysis activity, and created a story or dialogue. Explain how this activity enhanced your learning and why using works of art in core classes can provide you with enriched learning experiences. Include your specific experiences to provide support/evidence in your explanation.

Name: \_\_\_\_\_  
Class: \_\_\_\_\_

### *STORY OR DIALOGUE*

Create a dialogue between two or more of the characters or write a short story that the picture of your choice could depict. Don't forget to include as many of the literary elements we have studied so far (see vocabulary list).

### *ANALYZE AND COMPARE*

Compare the components and scenes of the two works of art. Note similarities and differences in composition, art elements, and what the "story" of each is.

Name:

Class:

<b>Literary Elements</b>	<b><i>The County Election</i></b>	<b><i>The Source of Country Music</i></b>
Main Characters (Identify if Protagonist or antagonist)		
Supporting Characters		
What dialogues do you think might be occurring (or monologue, too)		

What action do you observe?		
What is the possible storyline in the pictures?		
Describe setting.		

Describe costumes.		
Describe scenery, background, etc.		
Describe facial expressions, gestures, body language/ movement		

Any miscellaneous observations		