

Lesson 5: The Role of Urbanism in Art and Society

Concept/Main Idea of Lesson

In this lesson, students will study the relationship between art and the environment in which we live. Students will have an opportunity to analyze and interpret artwork by Cuban artist Carlos Garaicoa in order to further their understanding of Cuban urbanism and how it relates to the city they live in.

Intended Grade Levels

6th-12th grades

Infusion/Subject Area(s)

Latin American History, World History, and Art classes

National Social Studies Curriculum Standards

NCSS Standards:

II. Time, Continuity, and Change

- Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.

III. People, Places, & Environments

- Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

V. Individuals, Groups, and Institutions

- Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts
- Identify and describe examples of tensions between and individual's beliefs and government policies and laws
- Give examples of the role of institutions in furthering both continuity and change

Florida Standards for the Arts:

Skills and Techniques

- The student understands and applies media, techniques, and processes. (VA.A.1.4)

Aesthetic and Critical Analysis

- The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.4)

Applications to Life

- The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.4)

Common Core:

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-Literacy.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

I. Instructional Objective

Students will:

- a. view an array of photos depicting life in Cuba, before and after the revolution of 1959;
- b. describe, analyze, interpret and evaluate work by artist Carlos Garaicoa;
- c. participate in a teacher-led discussion of the artwork;
- d. create a photo essay on their neighborhood.

II. Learning Activities Sequence

- a. **Set Induction/Lesson Initiating Behavior:** Have students analyze photos of Cuba before and after the Cuban Revolution. Students should create a T-Chart and give at least 5-10 descriptions, for each time period, based on what they saw in the photos. A blank T-Chart can be found at:
<http://www.everythingsl.net/downloads/tchart.pdf>

Students should then share their T-Chart with the class and discuss how the state of Cuba has changed, physically, for better or for worse.

b. **Learning Activities:**

- Students shall look at two pieces of art from two distinct collections from Carlos Garaicoa.
 1. *Sin Título (Frases)*, 2009 – *El Mundo*
 2. *Para Transformar La Palabra Política en Hechos, Finalmente II*, 2009
- Provide students with a few guided questions such as: What do you see and what art medium does the artist use? What underlying theme do the pieces represent? Are there any messages, either obvious or subliminal, that the artist is trying to get across? How can you connect the work to your own life?
- As a class, discuss the probable significance of such work and how it relates to the city, the people, and freedom of expression.

c. **Closure:**

- Students are to take a photo of any part of their neighborhood or city. They are then to paste the photo onto a piece of stock paper and create a 4-6 line poem which tells a story about this place and its special meaning.

III. Evaluation

1. T-Chart and class discussion

2. Photography assignment

IV. Materials and Resources

1. Powerpoint Presentation Photos: Cuba Before and After Revolution
2. T-Chart Graphic Organizer
3. Camera
4. Stock paper

V. Internet Links

Haynes, Judie. *EverythingESL.net*. n.p. Web. 13 April 2010.

<http://www.everythingsl.net/downloads/tchart.pdf>

Images

"The Capital of Cuba." Online image. 12 April 2010. Illinois Speed the Light.

<http://www.ilstl.com/?p=43>

"Capitolio de La Habana." Online image. 12 April 2010. El Blog del Compañero.

<http://politicacubana.blogspot.com/2007/10/fotos-de-cuba-antes-de-la-revolucion-la.html>

"Celio, Caito, Celia y la Sonora." Online image. 12 April 2010. El Blog del Compañero.

<http://politicacubana.blogspot.com/2007/10/fotos-de-cuba-antes-de-la-revolucion-la.html>

"Concurso de Belleza en Cuba, 1950." Online image. 12 April 2010. El Blog del Compañero.

<http://politicacubana.blogspot.com/2007/10/fotos-de-cuba-antes-de-la-revolucion-la.html>

"Familia Cubana vacacionando en la Playa Itabo en Boca Ciega." Online image. 12 April 2010. El Blog del Compañero.

<http://politicacubana.blogspot.com/2007/10/fotos-de-cuba-antes-de-la-revolucion-la.html>

"Inauguración del Bar/restaurant 'El Bambi' en Puerto Padre, Las Tunas en 1952." Online image. 12 April 2010. [El Blog del Compañero.](http://politicacubana.blogspot.com/2007/10/fotos-de-cuba-antes-de-la-revolucion-la.html)

<http://politicacubana.blogspot.com/2007/10/fotos-de-cuba-antes-de-la-revolucion-la.html>

VI. References

Garaicoa, Carlos. *La Enmienda Que Hay En Mí*. Museo Nacional de Bellas Artes, La Habana, 2009. Print.