

InsideART

Title

Revival: The Story of Narsiso Martínez

Estimated Time for Completion of Lesson

1 class period

Concept/Main Idea of Lesson

This overview lesson introduces the artist Narsiso Martínez, his background, influences, and art.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards**Florida Curriculum Standards**

- Visual Arts:

VA.68.C.1.3: Identify qualities of exemplary artworks that are evident and transferable to the judgement of personal work.

VA.68.H.1.1: Describe social, ecological, economic, religious, and/or political conditions reflected in works of art.

VA.68.H.1.3: Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

VA.68.H.1.4: Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.

VA.68.H.2.2: Explain the impact artwork and utilitarian objects have on the human experience.

VA.68.H.2.3: Describe the rationale for creating, collecting, exhibiting, and owning works of art.

VA.912.H.1.1: Analyze the impact of social, ecological, economic, religious, and/or political conditions reflected in works of art.

VA.912.H.1.6 Create a timeline for the development of artists' materials to show multiple influences on the use of art media.

VA.912.H.1.8: Analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.

- Social Studies:

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

National Standards for Arts Education

Anchor Standard 4: Understanding the visual arts in relation to history and cultures.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

National Council for the Social Studies

Time, Continuity, and Change

Culture

Individuals, Groups, and Institutions

Production, Distribution, and Consumption

Instructional Objectives

The student will:

- gain background knowledge on artist Narsiso Martinez and his work;
- gain background knowledge about the conditions of farmworkers in the US;
- critically view and analyze selected works by Narsiso Martínez from the *Poor People's Art* exhibition;
- develop reading, writing, and discussion skills;
- consider the plight of migrant agricultural workers.

Pre-Teaching: Read through the Notes View on the PPT presentation. Activate the PowerPoint and advance to slide 2.

Learning Activities Sequence

Attention-Getter: [Slide 2] Show the images and allow students 1-2 minutes to study the image silently, inviting them to come closer to the screen if they want to examine any details. Then ask:

- Based on the photos displayed, what do you think you will learn about Narsiso Martinez?

Tell students that the images represent Narsiso Martínez's life story and how he became the artist he is today. Explain that today the class will be exploring the work of artist Narsiso Martínez and how it centers on the plight of migrant agricultural workers.

Learning Activities:

Mini-Bio of Artist

[Slide 3] Share the mini-bio of artist Narsiso Martínez. Ask students to consider what life must have been like for him as a migrant to the US at the age of 20, how he funded his college education, and how he has come to work as an artist.

Stimulate discussion by asking: if there was one question you could ask the artist, what would it be?

Information about Farmworkers

[Slide 4-5] Read through the notes on the slides that provides information about the four major areas that are the plight of farmworkers. Ask students to identify ways in which they would bring awareness to these issues.

Tell students that Martinez' artwork is his way of bringing awareness of some of these issues that farmworkers face in their day-to-day work lives.

[Slide 6] Discuss elements of Martínez's artistic process and influences.

Critical Viewing

[Slides 7-9] Provide examples of Martínez's work. His artwork is unique in that it utilizes objects found in the work of migrant agricultural workers.

For each, slide ask students to examine the art works, keeping in mind what they have learned about the artist and the conditions of farmworkers, asking them to consider the following questions:

- What do you see?
- What message do you think Martínez is trying to convey?
- How has Martínez's life experiences impacted his art?

On Slide 9 give students 1-2 minutes to choose 3 elements in the Legal Tender piece, that points to a social, ecological, economic, religious, and/or political condition, then explain the meaning of the piece to them which is listed in the notes section of the PPT presentation.

Closure: [Slide 10] Share Martínez's quote about the significance of his work, pausing to prompt and probe students' critical thinking, asking questions on why they think his work is important in shedding light on agricultural workers' conditions.

Application and Evaluation:

[Slide 11] Brainstorming and Designing activity: Ask students to identify an issue important to them and their own life story.

Brainstorm: How might you tell your life story through art? Which aspects of your life

would be most important to note?

Design: Create an artistic display of your life story in a form similar to Martínez's artistic approach.

Materials and Resources

- Computer
- Projector
- Screen
- PowerPoint presentation: "*Narsiso Martínez.Day 2.Revival*"
- Paper, pencils or pens for writing and sketching

Special Learner Accommodations

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/Cooperative learning
- Alternative assessment options

References

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