

InsideART

Title

Cultural Artifacts: Miguel Luciano, Puerto Rican Artist

Estimated Time for Completion of Lesson

Lesson: One 50-minute period

Project creation: Three 50-minute periods (or as a homework project)

Concept/Main Idea of Lesson

Students will analyze how culture impacts the items they use and the items their community uses after analyzing Miguel Luciano's *Pimp my Piragua* (2008-2009).

Intended Grade Levels

Grades 6-12, with an emphasis on middle school

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards**Next Generation Sunshine State Standards****- Visual Arts:**

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.912.H.1.1: Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.H.1.10: Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

- Social Studies:

SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.H.1.1: Relate works in the arts to various cultures.

National Standards for Arts Education

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Council for the Social Studies

Culture

Peoples, Places, and Environments

Global Connections

Instructional Objective

The student will:

- Critically view the work of Puerto Rican artist Miguel Luciano;
- Identify and explain ways in which culture impacts the items people use in their daily lives.

Learning Activities Sequence

Attention-Getter:

SLIDE 2: To begin the lesson, project the world map on the board. Have students walk up to the board and circle where they think Puerto Rico is located. Alternately, for ESE or ELL students, print out a world map and give it to a group of 3-4 students. Have them circle on the paper map where they think Puerto Rico is located. Then have one member of the group go to the projected map and circle where the group agreed Puerto Rico is located.

Go to SLIDE 3 and show students where Puerto Rico is. Applaud the group that was the closest.

Learning Activities:

Mini-Lecture and Class Discussion (5-10 minutes)

SLIDE 4: Explain that the background is the flag of Puerto Rico and tell the students the facts listed on the slide. Explain that Puerto Rico is a United States territory and ask students if they know what that means.

SLIDE 5: Briefly summarize what being a territory means and ask students, “How do you think the people of Puerto Rico feel about being a territory? What do YOU think about Puerto Pico being a territory?” Allow students to discuss in groups then share with the class.

Visual Thinking (5-10 minutes)

SLIDE 6: Display the picture of Miguel Luciano’s *Pimp my Piragua* (2008-2009) and allow students to look at the picture without talking for one minute.

After students have looked at the image, ask them the following questions:

What do you see in this picture?

What do you see that makes you say that?

What more can we find?

After multiple students have shared their answers to the first two questions, ask them the following questions:

Have you ever seen something like this before?

What could this be used for?

Allow students to share answers.

SLIDE 7: Explain that this is a sculpture and performance by an artist named Miguel Luciano. The artwork is called *Pimp my Piragua*. Briefly explain what the artist means by “pimp.” Ask students if they know what “piragua” is. If students know, have them share with the class.

Mini-Lecture (5-10 minutes)

SLIDE 8-9: Explain that you are going to watch a clip from a movie written by Puerto Rican actor and playwright Manuel Miranda. He is going to sing about piraguas.

After the video, ask students to share what they think a piragua is. Ask students to analyze the pictures of Luciano’s piragua and think about how it is different from the traditional piragua in the video.

SLIDE 10: Give a brief overview of who Miguel Luciano is.

Video and Class Discussion (10-15 minutes)

SLIDE 11: Explain that students are about to watch a video. Review the following questions with them and tell them to think about the questions when watching the video:

Bikes are called an item of popular culture. What is an item of popular culture you can think of?

Briefly summarize what a piragua is according to Miguel Luciano.

Why do you think piragua carts were used and not ice cream trucks?

How is Luciano's piragua cart different from traditional piragua carts? Why do you think the artist created and performed in a piragua cart as artwork?

Is there an item in your culture like the piragua? If so, what is it?

SLIDE 12: Start the video at 5:10 and end the video at 9:30.

SLIDE 13: Review the questions with students. Allow students to talk in groups then share their answers with the class.

SLIDE 14: Ask students to think about items in their culture like the piragua cart. Share the pictures on slide 14 with them. The pictures are as follows: a whisk and tea sorter that is used in a Japanese tea ceremony, a bamboo strainer that is used in many Asian kitchens, and a tortilla press used in many Latin American kitchens. Explain that each culture has its own items that they have created and used, sometimes for millennia.

SLIDE 15: Have a small group discussion using the questions on slide 15. Pick a few groups to share their discoveries with the class.

Final Reflection (5 minutes)

SLIDE 16: Have students answer the following questions either in groups or on their own:

- How do cultures impact the things we use?
- How about the things our community uses?

Closure:

Art Project (multiple class periods or assign for homework)

SLIDE 17: Teachers can have students either write a short essay or create an art piece. The short essay should be around 300 words and should be about a cultural artifact that students use. If students can't find an item from their culture, they can research one.

Students can also create a cultural artifact using things from around their house/community. The item must be usable (like the piragua cart) and must be functional (like the piragua cart).

Evaluation

Teachers should use students creative work to analyze content mastery.

Optional Extension Activities:

Debate: Have students research about Puerto Rico and the debate on statehood.

Reflection & Writing/Discussion:

- Why is Luciano performing with a Piragua, what is the point?
- How is using material culture embedded in his historic culture, yet performed in another culture, important?
- Why would the artist do that and what about the act is significant?
- What are the issues, not simply the object? Why is Luciano's piragua an artwork?

Materials and Resources

Power Point Presentation

Computer

Projector

Art supplies for assessment

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

A Blade of Grass. (2021). *Miguel Luciano*. <https://abladeofgrass.org/fellows/miguel-luciano>

BRIC TV. (2017, January 25). *Miguel Luciano Talks Puerto Rican Bike Clubs, Bike Culture, and the "Ride of Die" Exhibit* [Video]. YouTube.

<https://www.youtube.com/watch?v=tylGjRsbKU>

Mathews, T. (2019). Puerto Rico | History, Geography, & Points of Interest.

Encyclopedia Britannica. <https://www.britannica.com/place/Puerto-Rico>

Luciano, M. (2021). *Miguel Luciano*. <https://www.miguelluciano.com>