

# InsideART

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## **Title**

*Constant Storm: Art & Identity through the artwork of Jorge González Santos*

## **Estimated Time for Completion of Lesson**

Two 50-minute periods

## **Concept/Main Idea of Lesson**

In this lesson plan, students will explore and discover ways contemporary art by Jorge González Santos connect past and present Puerto Rican identity through cultural masks.

## **Intended Grade Levels**

Grades 6-12

## **Infusion/Subject Areas**

Visual Arts  
Social Studies

## **Curriculum Standards**

### Next Generation Sunshine State Standards

- Visual Arts:

VA. 912. H. 2.4 Research the history of art in public places to examine the significance of the artwork and its legacy for the future.

- Social Studies:

SS. 912.A.1.1 Describe the importance of historiography which includes how historical knowledge is obtained and transmitted when interpreting events in history.

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history

S.6.W.1.4 Describe methods of historical inquiry & how history relates to other social sciences.

### National Standards for Arts Education

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in 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

Time, Continuity, and Change  
Peoples, Places, and Environments  
Individuals, Groups, and Institutions  
Civic Ideals and Practices

**Instructional Objectives**

The students will:

- Examine the relationship between material culture and identity;
- Analyze the meanings of Puerto Rican cultural masks;
- Evaluate ways contemporary art by Jorge González Santos expresses complex Puerto Rican identity.

**Learning Activities Sequence**

**Day 1:**

**Attention-Getter (Think-Pair-Share):** To begin the lesson, project the *Constant Storm: Art & identity through Jorge González Santos* PowerPoint presentation and transition to slide 1. Working with a shoulder partner, ask students to review the displayed headlines. Students should reflect:

What types of things make up our identity?

How does the past influence our identity?

How do we display or show our identity?

After five minutes, advance to the next slide and have pairs share their responses. Encourage students to connect concepts of identity to the headlines displayed in the previous slide. *How might Puerto Rico's identity be "stormy"?*

**Learning Activity One:**

In this learning activity, students will examine cultural masks and the work of artist Jorge González Santos.

Begin by advancing to slide four. On this slide, students will read a brief description of Jorge González Santos's artistic philosophy for his art series, *Toali*. Several words and phrases are bolded and underlined for student analysis. Provide students five minutes to brainstorm the meaning behind Jorge González Santos's philosophic stance. Students may use this time to look up words they do not recognize and rewrite his stance in their

own words. Ask students, “*What is the intent behind Jorge González Santos work we will examine? What is he trying to say with his artwork?*”

Next, advance to slide five. Students will watch the Ted Ed talk, “*The Taino Myth of the Cursed Creator.*” Ask students to reflect on the guided questions as they watch. At the end of the clip ask students to share how the story might become a part of Puerto Rican identity. Did students notice masks in the clip? What role did the masks play in the story?

Next, advance to slide six. Students will explore cultural masks at the Second Face Museum of Cultural Masks. Provide students 10 minutes to explore the mask map on the home page. Instruct students to examine masks from the Caribbean and one other location of their choosing. Student may record their notes and ideas in a simple Venn Diagram.

## Day 2:

**Attention- Getter:** To begin the class, invite students to share one interesting similarity or difference they discovered about cultural masks the previous day. Be sure to have students share the two geographic locations they are comparing.

**Learning activity:** Explain to the students that today they will be analyzing the contemporary art of Jorge González Santos. Advance to the next slide that introduces the students to a mask from the *Toali* series created by Jorge González Santos.

Use the following two essential questions to guide student analysis the *Toali* mask

- 1) What message do you think Jorge González Santos is trying to express about Puerto Rican identity through his mask?
- 2) What does Jorge González Santos believe about the past and its relationship to contemporary identity based on his artwork?

## Closure:

To close the lesson, students will create their own cultural mask. Distribute Handout A: My Cultural Mask Template, asking them to consider and respond to the three questions at the top of the handout. Have students thinking about:

- 1) What do masks reveal about a society’s beliefs & customs?
- 2) What could a mask reveal about my own beliefs & identity?

## Evaluation

Teachers may use student creative pieces and Handout A as final evaluation of content mastery.

## Optional Extension Activities

Students may create papier mâché masks or carve masks into pottery or other materials if resources and time permit.

**Materials and Resources**

PowerPoint Presentation  
Computer  
Projector  
Handout A  
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

**Internet Links**

<https://www.maskmuseum.org/home/>

<https://ed.ted.com/lessons/the-taino-myth-of-the-cursed-creator-bill-keegan>

<https://teatenerife.es/autor/gonzalez-santos-jorge/740>

**References**

Keegan, B. (n.d.). The Taino myth of the cursed creator - Bill Keegan. *TED-Ed*.

<https://ed.ted.com/lessons/the-taino-myth-of-the-cursed-creator-bill-keegan>

Meltz-Collazo, S. (2021, July 21). An interview with Jorge González. The Latinx Project.

<https://www.latinxproject.nyu.edu/intervencions/bateyes-del-chibal-jorge-gonzalez>

Second Face. (n.d.). *The Second Face Museum of Cultural Masks*.

<https://www.maskmuseum.org/home/>