

The Kennedy Center Partners in Education



What could Mississippi high school students in 2017 possibly notice about their surroundings that reflect some of the cultural characteristics of ancient Greece? How does studying van Gogh's brush strokes relate to the science of meteorology, oceanography, or wind patterns? And what does it mean for a student in the Mississippi Delta to see a picture, or watch a live broadcast, of a black man being sworn into the nation's highest office?

All seemingly disparate questions, but all answered and used to promote student learning through the visual arts via the Kennedy Center's ArtsEdge lesson plans. The following pages condense and offer links to access the compiled lesson plans that emphasize the visual aspect of

learning. Image observation, reflection, and then articulation concerning the subject matter, is an important skillset that students need to develop when presented with so many different media. What can students interpret about the images presented, and how do those interpretations align with the creator's intent?

Who Has Seen the Wind?
Discover characteristics of the wind through pantomime, painting, and systems of measurement (K-4)

[https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Who Has Seen the Wind#Overview](https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Who%20Has%20Seen%20the%20Wind#Overview)

There's a lot stacked into this deceptively simple lesson, and plenty of ways to modify for your classroom purposes. In this lesson, you can take time to speak a little about that awesome Dutch guy, Vincent van Gogh, and all of his contributions to the Expressionist movement. On the flip-side, you've got Beaufort, the Irish dude who created a standardized system for naval wind measurement. Two guys in completely separate fields, one engaging lesson.



ARTS INTEGRATION: VISUAL ARTS

Learning Objectives

Students will:

- Discuss how the wind is employed in selected poems and van Gogh's paintings
- Use the Beaufort Scale to classify the wind
- Study and build an anemometer
- Utilize pantomime to demonstrate Beaufort Scale ratings
- Create 'wind' paintings and relate them to the Beaufort Scale

Teaching Methods

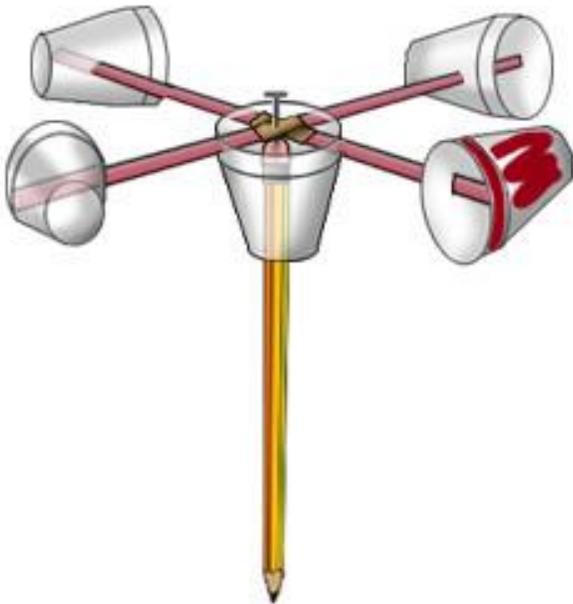
Hands-On Learning
Reflection
Discussion
Experiential Learning
Simulations and Games

Materials

1 Computer per classroom
Projector
Speakers

Lesson Rubric can be found by following this link:

[https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/who has seen the wind rubric.ashx](https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/who%20has%20seen%20the%20wind%20rubric.ashx)



This lesson plan available at ArtsEdge on the Kennedy Center's website offers several ways for students to engage with knowledge of wind and weather patterns. There is observation, research, reflection, and then the hands-on application of building the anemometer. Please take time to review the van Gogh paintings available via the links section under the *instruction* tab, and also review the Robert Louis Stephenson and Christina Rossetti poems about the wind to incorporate an ELA component in the lesson!

[https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Who Has Seen the Wind#Instruction](https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Who%20Has%20Seen%20the%20Wind#Instruction)

Who Can Vote for President?

Learn about the role and historical importance of having the right to vote in U.S. elections (5-8)

[https://artsedge.kennedy-center.org/educators/lessons/grade-5/Who Can Vote for President](https://artsedge.kennedy-center.org/educators/lessons/grade-5/Who%20Can%20Vote%20for%20President)

This lesson can be taught in conjunction with any Black History Month courses planned by focusing on President Obama's historic election in 2008, and can be connected back to the U.S. Presidential election from November of 2016. This lesson is a straight forward application for any social studies, civics, or history courses. It has multiple handouts, all of which can be downloaded and printed from under the *What You'll Need* section in the *preparation* tab. Some prior knowledge to review with your students includes:

- Basic computer skills
- Basic research skills
- Basic vocabulary and knowledge of the U.S. Constitution

ARTS INTEGRATION: VISUAL ARTS



This assignment requires that the students study what techniques are used in advertising creation to put together a convincing, engaging campaign. It will culminate with the students' production of their own posters, which can be done if graphic design software is available—or, with basic poster paper, markers, and arts supplies. The emphasis will be on the rhetoric and design composition, less so on the materials. Why are the colors on the posters engaging for potential voters? What feeling do slogans evoke when encouraging others to vote? This lesson introduces concepts of visual rhetoric in addition to historical facts, which will help to better develop students' critical thinking skills.

https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-5/who_can_vote_critical_thinking.ashx

Learning Objectives

Students will:

- Learn general facts about voting process, and its importance in a democratic form of government
- Organize facts and create timelines that demonstrate historical voting rights
- Identify how the government plays a role in a student's daily life
- Design a plan of action to boost awareness of voter registration and voter participation
- Create a poster using computer graphic design (or hand-drawn) that effectively communicates the encouragement of voter participation and voting awareness

Deep Roots of Ancient Greece:

How is the ethos of ancient Greece still evident in modern American culture?
(9-12)

[https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Deep Roots of Ancient Greece#Overview](https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Deep%20Roots%20of%20Ancient%20Greece#Overview)

This lesson examines specific areas of ancient Greek influence on Western thought and culture. Students consider processes through which ancient Greek influence has been infused and sustained in the Western ethos. Through research on diverse topics, students collect information that documents the nature and depth of that influence. Students then make an assessment of ways Western ideals resonate ancient Greek ideals.

Teaching Methods

Discovery Learning
Research
Hands-On Learning
Reflection

Materials

1 Computer per Classroom
Internet Access
Printer

ARTS INTEGRATION: VISUAL ARTS

Learning Objectives

Students will:

- Construct an analysis of basic perceptions of diverse aspects of Western thought and culture
- Reflect on the processes through which the philosophical outlook and cultural values and patterns of ancient Greece have been infused and sustained as a strong influence on Western thought and culture through the ages
- Trace a range of sources to assemble knowledge and document specific evidence of the expansive and deep influence of ancient Greece on the shaping of diverse areas of Western thought and culture, particularly in America
- Identify ways ancient Greek influence resonates in the attitudes, values, and outlooks defined in the perceptions of ideals articulated in Assignment 1 such as a good citizen, a good leader, patriotism and class structure
- Compose in writing an assessment of the impact of ancient Greek influence on personal attitudes, values, and outlooks

Teaching Methods

Discovery Learning
Discussion
Experiential Learning
Reflection

Materials

Printed handouts found under *resources* tab on ArtsEdge website

Discussion

This lesson provides ample opportunity for student response, and helps teachers encourage students to discuss evidence of Ancient Greek influences on the modern world. The Kennedy Center has provided a teacher's discussion guide, which should help you to prompt and direct your students' answers. It might be helpful to split your students into small groups and have a selected speaker present their conclusions based on the prompts provided:

https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-9-12/deep_roots_teachers_discussion_guide.ashx



Instruction

The four-part instruction guide on engagement, knowledge building, application, and reflection can be found at

https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Deep_Roots_of_Ancient_Greece#Instruction

All handouts for the lesson are available for free download under the *Resources in Reach* tab of the previous link, including the worksheet on defining *ethos* in today's terms. A three-page study guide is also provided, and could be used as a resource for students if they are assigned formal argumentative and exploratory research writing assignments toward the end of a unit.

https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-9-12/deep_roots_independent.ashx