



## ***Writing Through Art***

## **Literary Competition**

### **Lesson Plan for 12<sup>th</sup> Grade**

#### **Objectives:**

1. to nurture confidence in written expression
2. to broaden students' awareness of image as rhetoric
3. to analyze and interpret image as argument in a range of mediums
4. to create original written responses (narrative poetry, narrative short story, essay)

#### **Skills:**

By the end of this unit, students will be able to

1. Create well-organized persuasive essays/poetry/prose with supportive details.
2. Analyze visual image as rhetoric.
3. Compare and contrast past and present.
4. Synthesize how art and literature reflect the values of a society.
5. Determine the point of view or purpose in a visual text.
6. Analyze how style and content contribute to the power, persuasiveness, or beauty of the text.

#### **Essential Questions:**

What is the story?

What is the artist's purpose in telling his story?

How does the style and content of the piece contribute to its meaning/purpose?

#### **Unit Recommendations:**

12<sup>th</sup> Grade: This assignment will work well with Multicultural Literature, Advanced Composition, and British Literature when we consider the commonality of all human existence: the need to tell stories. Teachers may also ask students to consider the question, "Does art imitate life, or does life imitate art?" or even, "What role does art play in society—must it have a moral purpose?"

#### **Duration:**

The length of this lesson will depend on how much class time a teacher decides to spend on introducing the contest and assignment and the amount of class time a teacher will devote to the creative writing process. Subsequently, some teachers may choose to introduce the assignment in only one class period and assign a due date, while other teachers may decide to allot as much as one week to the contest, including a day for introduction and four days to complete the assignment in class.

## **Agenda:**

### Preview Activities:

1. Present students with the following question:  
*What are some great works of art that have influenced writers? Think about it....*
2. Allow students to write their thoughts on the paper—e.g. *The Mona Lisa/The Last Supper w/ The DaVinci Code; The Girl With the Pearl Earring*
3. Show several pieces of art (such as *American Gothic* or *Whistler's Mother* or something from Norman Rockwell), and ask students about the stories each one inspires.
4. Introduce the images from the contest to students using either a projector or a handout with the images printed on it. Allow students time to jot down their ideas. Class discussion.
5. Introduce the program, *Writing Through Art Literary Competition*, to students. Provide them with the parameters of the contest and the contest entry form.
6. Provide students with an agenda for the completion of the contest. (The amount of class time given and the overall amount of time allotted for the completion of the assignment are decisions for each teacher to make.)
7. Present students with examples of writing inspired by art. These may either be presented through a handout or through showing students the *Booth Western Art Museum* website ([BoothMuseum.org](http://BoothMuseum.org)), which contains examples.

### Task:

Choose one of the following pieces of art as the subject for one of the following writing assignments:

1. A narrative poem that employs five + literary terms, employs a definite structure of your choice, and research on the topic.
2. A story that answers the question "What if---?" in order to explain what happened right before, during, and/or after the event in the artwork.
3. A commentary/editorial on the event portrayed in the artwork employing research on the topic.
4. A story told from the point of view of an interesting or obscure character in a chosen piece; the writer must establish a connection between the character and the events portrayed.

### Assessment:

Students will submit one or more pieces of writing to the contest. Writing should be evaluated on grammar, mechanics, and creativity. The best submissions will advance to a school-level competition. School-level winners should be sent to Patty Dees at Booth Western Art Museum/ [pattyd@boothmuseum.org](mailto:pattyd@boothmuseum.org).

### 11<sup>th</sup> & 12<sup>th</sup> Georgia Standards of Excellence:

- **Argumentative/Persuasive:** ELAGSE11-12W 1, 4, 5, 6, 10 (1-Writing arguments to support claims, 4-produce organized writing, 5-writing process, 6-use of technology, and 10-routine writing.)

- **Research Connection:** ELAGSE11-12W 7, 8, 10 (7-Research projects, 8-gather and paraphrase without plagiarizing, and 10-use of technology.)
- **Routine Writing:** ELAGSE11-12W 1, 2, 3, 9, 10 (1-Writing arguments to support claims, 2-Write informative/explanatory texts, 3-Write narratives using effective technique, 9-Draw evidence from literary or informational texts to support analysis, reflection, and research, 10-routine writing)
- **Narrative:** ELAGSE11-12W 3, 4, 5, 6, 10 (3-Write narratives using effective technique, well-chosen details, and well-structured event sequences, 4-produce organized writing, 5-writing process, 6-use of technology, and 10-routine writing)
- **Analysis of artwork:** ELAGSE11-12R16, R17: Determine an author's (artist's) point of view or purpose in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.