



Writing Through Art Literary Competition

Lesson Plans for 9th and 10th Grade

Objectives:

1. to nurture confidence in writing
2. to broaden students' awareness of inspiration for writing
3. to analyze and interpret image as narrative 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 narrative.
3. synthesize how art and literature reflect the values of a society.

Essential Questions:

What is the story?

What is the argument?

(Encourage students to reflect upon and analyze what stories/arguments might underlie the works of art presented through the contest. Encourage students to continue to make these connections beyond the contest, as well.)

(Note: As the instructor you will develop essential questions as needed to address the needs of your lesson plans and unit plan. There is much inherent flexibility within the parameters of the contest.)

Recommended Unit:

The *Writing Through Art Literary Competition* can be incorporated into any unit of study.

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 only introduce the assignment in 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.

Another possible method for coverage of the contest is to introduce an image each day of a single week, since the contest consists of five total images for the grade level grouping. Each day an activating activity, main lesson, or summarizing activity can be devoted to working with that day's image. The possibilities for incorporation are many and varied.

Agenda:**Preview Activities:**

1. Introduce the images from the contest to students using either a projector or a handout with the images printed on it. Pause for a moment before allowing students to comment about these images.
2. Present students with the essential questions. What is the story? What is the argument? Some students may struggle

- initially to answer these questions because they are not accustomed to viewing an image or work of art as a text. Allow those who do feel comfortable answering the essential questions respond.
3. After volunteers respond, ask those volunteers to identify specific aspects of the image/artwork that led them to the answer he or she supplied. Discuss these specific “clues” as much as needed.
 4. Introduce the program, *Writing Through Art Literary Competition*, to students. Provide them with the parameters of the contest and the contest entry form.
 5. Provide students with an agenda for the completion of the contest. (Again, the amount of class time given and the overall amount of time allotted for the completion of the assignment will be decisions for each teacher to make.)
 6. 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), which contains examples.
 7. If not previously covered, explain/define and provide examples of narrative writing. This should be connected to the essential question for the lesson.

Task:

Choose one of the pieces of art as the subject for a written response. Students may either write a narrative poem, a short story, or an essay.

8. Allow time for the creative writing process.

9. Set a due date prior to the contest deadline.

Assessment:

10. Students will submit one or more pieces of writing to the contest, but no more than one selection per genre (poem, short story, or essay). 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.

9th & 10th Standards:

Analyzing Text: (Treat the subject/artwork of the contest as the text.)

ELAGSE9-10RL1: Cite strong & thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10RL2: Determine a theme and/or central idea of text & closely analyze its development over the course of the text, including how it emerges & is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Mus e de Beaux Arts" & Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.

ELAGSE9-10RL9: Analyze how an author draws on and transforms source material in a work

ELAGSE9-10RI2: Determine a central idea of a text & analyze its development over the course of the text, including how it emerges & is shaped and refined by specific details; provide an objective summary of the text.

Argumentative/Persuasive Writing: ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts ELAGSE9-10W4: Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Narrative Writing: ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Routine Writing: ELAGSE9-10W10: Write routinely over extended time frames & shorter time frames

Research Connection: ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem

Speaking & Listening: ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, & issues, building on others' ideas & expressing their own clearly and persuasively.

Planning Note: The curriculum map provided by the Ga DOE for 9th and 10th Grade Literature & Composition dictates that one-two narratives should be completed each nine weeks (on traditional schedule) or every four and a half weeks (on block schedule). This assignment/contest fulfills that requisite, as well potentially fulfilling the requisite for some of the argumentative analyses.