



MAKING THE CONNECTION

*Lesson Plan for Elementary, English/Language Arts, Visual Arts
Prepared by WEM Staff*

OVERVIEW & PURPOSE

As an artist, Esherick explored varying artistic styles and movements throughout his career. The present lesson seeks to better familiarize students with some of this art while developing language skills, as they seek to compare and contrast various pieces.

Note, the present plan is intended for use in a virtual learning environment.

EDUCATION STANDARDS

E/LA

1. Standard - CC.1.2.2.G
Explain how graphic representations contribute to and clarify a text*.
2. Standard - CC.1.2.2.I
Compare and contrast the most important points presented by two texts* on the same topic.
3. Standard - CC.1.2.3.G
Use information gained from text* features to demonstrate understanding of a text*.
4. Standard - CC.1.4.2.L
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Visual Arts

1. Standard - 9.3.2.F1
Use critical processes (e.g., compare, contrast) to examine works of art.

*Art.

OBJECTIVE

1. Students will be able to communicate similarities and differences among various works of art by applying relevant language to a Venn Diagram.

MATERIALS NEEDED

1. Our list of [Suggested Matchups](#) and some means of sharing with students virtually,
2. Pens/Pencils and Paper, and
 1. *Suggested: Technology for video chatting with the entire class, if available.*

ACTIVITY

Anticipatory Set

Consider making use of one of the many brief videos available online, such as [this one](#), to introduce the concept of comparing and contrasting using a Venn diagram.

Introduction

Review the basics of the Venn diagram, how it is constructed and how it is used to compare and contrast two similar, yet different things. Discuss the language used for comparing and contrasting (similar, alike, both vs. different, not alike, etc.). Introduce the idea of using a Venn diagram to compare and contrast works of art. Distribute Suggested Matchups. If virtual communication technology allows, you may wish to complete one together, as an example.

Developmental Activities

As a class, in small groups/ partners, or individually (as technology permits), students will consider the remaining Matchups and compare/contrast each using a hand drawn Venn diagram.

Conclusion

Review each matchup as a class and invite students to contribute words they used to compare and contrast each one. Allow students to share comments and questions.

ASSESSMENT

Students will be assessed on the thoroughness and accuracy of completed Venn diagrams. At least three to four differences or similarities should be noted. Use of compare/contrast should be appropriate and fall within the correct section of the diagram.

DIFFERENTIATED INSTRUCTION FOR DIVERSE LEARNERS

Advanced Learners

Consider encouraging students to use more advanced language to compare and contrast. Rather than a diagram, their final product may be a creative written work (like a poem) or an essay discussing the similarities and differences between two works of art. Challenge students by inviting them to compare and contrast more complicated or abstract ideas, either within the art being compared (lines, symmetry, etc.) or by adding concepts from other subject areas (angles from math, subject matter in history, etc.).

Learners with Special Needs

If technology allows, consider completing this activity together, as a class, or allowing students to work in groups. Additionally, you may wish to distribute this [graphic organizer](#) to aid students in completing said activity.

English Language Learners (“ELLs”)

ELLs may benefit from the same graphic organizer described above as it simply asks them to organize simple words and phrases into a Venn diagram. Likewise, allow students to work in groups, if possible. Relevant terms should be translated. Otherwise, students should have access to technology for translation so that they can easily do it themselves.