

Lesson Plan

Art and Expression

Summary

1. Subject(s): social studies, visual arts, performing arts
2. Grade/Level: 11-12
3. Objective: Students will make connections between the Japanese American Incarceration, culture, and artistic expression.
5. Time Allotment: 60-90 minutes (in class) 1-2 weeks (project)

Implementation

Procedure

a. Anticipatory Set

Show students various forms of artistic expression (painting, sculpture, literature, attire, etc) as you show them the various types of artistic expression ask the following questions: Is this art and what do you think influenced it? Have them answer you and create a list of things that qualify them. After you have shown them all of the examples, explain that in this lesson they will be learning about various forms of artistic expression and how they relate to the Japanese American incarceration during World War II.

- b. Direct Instruction: Have students reference information they learned about the Japanese American incineration at Heart Mountain. Have them write 1-2 paragraphs about what they remember. **OR** Read the following [article](#) from densho. After they have finished review with the class. Then share several aspects of art that were influenced by the Japanese American incarceration.

At least one of the following poems

- [Classified Ads](#)
- [When People Were Caged and Birds Were Free](#)
- [14 Seasons](#)

One of the following sets of photographs

- [Barrack Photographs](#)

At least one of the following pieces of music


- [Violin Tsunami](#)
- [No-No Boy: Heart Mountain Songs](#)

The following video of a clip from *The King and I* choreographed by Michiko Iseri

- <https://youtu.be/Vlx6gQWfjp0>

- Guided Practice: Walk students through the steps of the artistic process and ensure they know what each step entails. A list of the process is listed below.
 - Inspiration- the assignment, experience, moment, idea, conversation, etc. that encourages an individual to create an artistic work
 - Organization and development-the process of selecting medium and materials. Creating a plan to construct the work.
 - Creation and revision-the process of making art and adjusting as the plan as one continues.
 - Presentation-sharing ones work with others. Whether that be through turning in the assignment or deciding on a frame or platform to publish the work.
- Check for Understanding
 - As you work through the direct instruction and guided practice check that students are retaining information whether it be through note taking or answering questions. The following is a list of questions to reinforce information before independent practice.
 - What artistic mediums have we reviewed in the lesson so far?(poetry, photography, music or visual and performing arts)
 - What other artistic mediums are there? (painting, sculpture, dance, etc.)
 - What step of the artistic process do you think is most difficult?
- Independent Practice
 - Have students construct their own short poem about their life experiences. Have them work through the artistic process in class and then share with the class.
- Closing

Provide students with instructions to complete independent artistic projects. Inform them that they will have 1-2 weeks to create a small project inspired by what they have learned



about the Japanese American incarceration experience. Have an open dialogue about the artistic process and have them suggest ideas for their project. Also assert the importance of the lesson by asking the follow questions:

- How does art impact different cultures?
- How do artists use their craft to convey experiences?
- Do you think art is important to the human experience? Why or why not?

Materials

- a. Poem Links
 - a. [Classified Ads](#)
 - b. [When People Were Caged and Birds Were Free](#)
 - c. [14 Seasons](#)
- b. Barrack Photographs document
 - a. [Barrack Photographs](#)
- c. Musical Performances Link
 - a. [Violin Tsunami](#)
 - b. [No-No Boy: Heart Mountain Songs](#)

Assessment

Artistic Project: Have students select an artistic medium and create an artwork inspired by what they learned during their Skype in the Classroom session. They can select any medium that would be appropriate for sharing with their class. Considering this assessment is based on artistic expression a credit/no credit system should be used for grading. Completion of the assignment, regardless of artistic ability, should warrant full credit.

