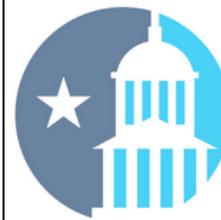


# Arts Integrated Lesson Plan



**ART FORM:**  
Visual Art



**SUBJECT AREA:**  
Social Studies

Lesson Title: <b>Industrialization—looking through the eyes of children</b>	Grade: 8
Contributor, School: Laura Pinto, Bates Middle School	Time Frame: One 86-minute block session

## State Curriculum Content Standards, Indicators, Objectives

<b>Visual Art Content Standard(s)</b> 2.0 Historical, Cultural, and Social Contexts Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.	<b>Social Studies Content Standard(s)</b> History 5.0 Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
<b>Visual Art Content Indicator(s)</b> 2.2 Explain and demonstrate how artworks reflect and influence beliefs, customs, and values of a society.	<b>Social Studies Content Indicator(s)</b> Topic C: Conflict Between Ideas and Institutions 5.3 Analyze how the influence of industrialization and technological developments affected society in the U.S. prior to 1877.
<b>Visual Art Content Objective(s)</b> 2.2.a Compare historical, social, and cultural themes in selected artworks that communicate beliefs, customs, or values of society.	<b>Social Studies Content Objective(s)</b> 5.C.3.c Analyze the advantages and disadvantages of early industrialization on the economy and society.

### Objective(s) (Connecting the content areas)

Students will analyze the impact of industrialization on women, children, and families by interpreting primary source photographs.

<b>Key Arts Curriculum Vocabulary</b> <i>values, shading, photography, contrast, space, quality, interpret, expression, foreground, background, texture, lighting, juxtaposition, negative space</i>	<b>Key Social Studies Vocabulary</b> <i>economic, political, cultural, society, industry, industrialization, revolution, labor, workforce, impact, primary source, technological, change</i>
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## Prior Knowledge Students Need for This Lesson

<b>Art</b> <ul style="list-style-type: none"> <li>Students should be familiar with the analysis of artwork using the See, Think, Wonder strategy or another form of Artful Thinking.</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>Growth and Change is the third unit of study in this U.S. History class. This unit is about the expansion of democratic principles, growth of the federal government's powers, industrialization, and</li> </ul>
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territorial growth of the United States.

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## Materials and Resources

### Materials and Resources for the Class

- Photo Analysis worksheet—See, Think, Wonder or other Artful Thinking routine
- Tableau (AVID)—rubric
- Acrostic poem—directions and rubric

### Materials and Resources for the Teacher

- Library of Congress Web site: <http://www.loc.gov/index.html>—Lewis Hines Collection (use to create PowerPoint of eight photographs)
- Google images—Lewis Hines
- Smart Board
- Document camera
- Artful Thinking Web site: <http://www.pz.harvard.edu/tc/routines.cfm>

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## Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

This lesson is intended to be taught toward the end of the unit. Its purpose is to elicit a personal response to child labor during the Industrial Revolution, thus creating a greater appreciation for the self-sacrifice of women and children which contributed greatly to the growth and industrial development of the United States.

- The teacher will lead a discussion of the word *labor* and its different meanings.
- The teacher will introduce Lewis Hines (teacher, photographer, labor reform lobbyist).
- Divide students into small groups of 3–5.
- Hand out materials to the “document manager” (one student per group who is in charge of facilitating the group and making sure everyone contributes to the discussion).
- Display on the Smart Board the image of a young girl working in a factory.
- Model how to perform a photo analysis.
- What do you see?
  - Overall impression
  - Individual items (people, objects, activities)
  - Space, lighting, shadows, perspective
- What do you think?
  - Create an inference based on the photograph.
- What do you wonder?
  - What are some questions that you are unable to answer about the photograph?
- Students continue to analyze the eight photographs using the worksheet. Students may rotate recording the group’s comments and analysis so each member of the group can experience being in charge during the process.
- Each group will write a summary of inferences based on the analysis of the photographs in order to draw a conclusion based on what they see, think, and wonder.

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## Closure/Summary

Each group will choose one photograph that best expresses the impact of industrialization on women, children, and society and explain, based on the group’s inference, what is not directly stated by the image.

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## Assessment (Description/Tools)

Students will write a poem incorporating their personal reflections on the images and the impact of industrialization on women, children, and society.

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## Lesson Extensions

None

