

*How Art tells Stories: 2D Images from Jose Maria Cave*

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| **Introduction** | |
| These cave drawings are a lasting record of a people annihilated by Spanish colonization. The Tainos people of the Dominican Republic and Haiti were nearly eliminated by slavery, war, and mining. These pieces of art help us to understand a complicated history. First it tells the story and culture of a group of people. It also stands as evidence of the consequences of colonization.  This lesson will allow students to learn about the Tainos people, while also considering why this group was practically annihilated. | |
| **Indiana Standards Connections:**    WH.4.4 Explain consequences of the conquests and colonization as a result of the worldwide voyages of exploration, including the transatlantic slave trade, Columbian Exchange, and the effects on native populations in the Americas. (E) | **Compelling Question(s):**    How can art preserve parts of history?  What are the consequences of conquests and colonization? |
| **Lesson Objectives:**  Students will be able to: analyze how the creation and preservation of art reflect climate.  Students will be able to: describe the impact of global climate change on communities in South Asia by researching an additional trend of their choice. | |
| **Materials** | |
| 1. Video outlining [The Columbian Exchange](https://www.youtube.com/watch?v=HQPA5oNpfM4) ([this video](https://www.youtube.com/watch?v=3NXC4Q_4JVg) also might be helpful too about the [Atlantic Slave Trade](https://www.youtube.com/watch?v=dnV_MTFEGIY)) 2. Projector/screen 3. Image of drawings in [Jose Maria Cave](https://w2w.indiana.edu/explore-collections/jose-maria-cave.html) 4. Images of Dominican Republic Map and [Columbian Exchange](https://billofrightsinstitute.org/essays/columbian-exchange) | |
| **Learning Plan** | |
| **Activities**   1. Show the video *The Columbian Exchange: Crash Course World History* 2. Tell students you are going to discuss one of these civilizations that were highly impacted by Colonization and the Columbian Exchange 3. Show images from Indiana University Windows to the World Project on *2D Images from Jose Maria Cave* 4. Ask students to write down, or talk with a partner any images they see on the walls that they saw in the video they were watching 5. Explain to students how some of these images show culture and religious beliefs AND also are recording the conquest from Spanish Colonizers 6. Have students create a cause and effect chart to record some of the impacts of Colonization. It may be helpful to think of this on a macro scale, and also a micro scale with the Tainos people. | |
| **Assessment Suggestions**    Students can write a paragraph in which they describe the impact of Spanish Colonization on the Tainos people or other areas of the world.  The cause and effect chart showing the different impact of colonization | |
| **Extensions**    Students can conduct independent or group research projects on how different areas have been impacted by colonization. | |

Jose Maria Cave Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic work  Enduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.  Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? | |
| VA:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.  Essential Question(s): How does art help us understanding the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life? | |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |

*Students can be asked to consider how art reflects time periods, cultures, traditions, etc. Part of their exploration could look at the impacts of colonization on art. What can art show us about the way both colonizer and the colonized view these events? What do trends tell us about what people cared about or what was popular? Why were certain artistic expressions popular? How does this connect to the goods and ideas that were being spread globally at the time?*

**Social Studies**

**Grade 7: History, Places, and Cultures of Africa, Asia, and Southwest Pacific**

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| 7.1.14 | Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. |
| 7.1.16 | Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history. |
| 7.1.19 | Using primary and secondary sources, analyze issues confronting the eastern hemisphere. |
| 7.3.4 | Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time. |
| 7.3.11 | Analyze current issues and developments related to the environment in selected countries in Africa, Asia, and the Southwest Pacific. |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. While this lesson is focusing on Asian countries, there can be an exploration into how these trends spread to Africa and the Southwest Pacific as well. A larger exploration of trade can also be a focus of study. Discussion of cultural diffusion is imperative when considering trends in art, fashion, architecture, etc. and the exploration of the impact of globalization.*

**Ethnic Studies**

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| ES.4.1 | *Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.* |

**Geography and History of the World**

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| GHW.6.2 | *Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.* |
| GHW.8.2 | *Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.* |

**World History and Civilization**

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| WH.7.6 | Formulate and present a position or course of action on an issue by examining underlying factors contributing to that issue and support that position. |

*The incorporation of these artifacts is broadly applicable when teachers are covering Asian history. This portion of the curriculum is rich in examining the interconnectedness of our world during a time of expansion and growth. There could be exploration into how globalization became even more prevalent as the century continued and even connections to modern day could be explored to make the content more relatable to students’ lives.*

**Language Arts**

**Writing Skills:**

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| 4.W.5 | Conduct short research on a topic.   * Identify a specific question to address (e.g., What is the history of the Indy 500?). * Use organizational features of print and digital sources to efficiently locate further information. * Determine the reliability of the sources. * Summarize and organize information in their own words, giving credit to the source * Present the research information, choosing from a variety of formats. |
| 5.W.5 | Conduct short research assignments and tasks on a topic.   * With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?). * Identify and acquire information through reliable primary and secondary sources. * Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. * Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. * Present the research information, choosing from a variety of sources. |

*Students could conduct research projects in which they examine innovations and trends that spread due to the growth of industrialization and globalization during the 20th century. In doing so, they would be incorporating Writing standards that ask them to consider the organization features of their writing and their sources of information. Students could also be asked to present their findings in a way that allows for Speaking and Listening standards to be highlighted as well.*