

Inside Art, Fall 2019— *Return of the Real*

**Title**

*Borderlands: Time, Space, and Cognition*

**Estimated Time for Completion of Lesson**

1 class period

**Concept/Main Idea of Lesson**

This lesson will focus on Rodrigo Valenzuela's video titled *Diamond Box* and installation titled *Frontiers*. Students will evaluate socio-political narratives related to immigration, and analyze techniques used by Mr. Valenzuela to communicate a counter-narrative.

**Intended Grade Levels**

Grades 9-12

**Infusion/Subject Areas**

Visual Arts (Video)

Social Studies

**Curriculum Standards***Next Generation Sunshine State Standards*

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

- Social Studies:

SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

SS.912.S.7.4: Discuss the implications of social problems for society.

*National Standards for Arts Education*

Visual Arts Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Standard 4: Understanding the visual arts in relation to history and cultures.

Visual Arts Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Council for the Social Studies

Global Connections: “At the high school level, students are able to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.”

Power, Authority, & Governance: “Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance...At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.”

Time, Continuity, & Change: “Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can demonstrate an understanding that different people may describe the same even or situation in diverse ways, citing reasons for the differences in views.”

People, Places, and Environments: “The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.”

Common Core

VA.912.C.2.2: Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Instructional Objective**

The student will:

- View and evaluate images centered on immigration;
- Critique language found in headlines regarding immigration;
- View and evaluate Valenzuela’s *Diamond Box and Frontier*;
- Compare and contrast the narratives of the media headlines and Valenzuela’s art;
- Evaluate the narrative of a contemporary issue;
- Create an image that represents their personal narrative of the contemporary.

issue

### Learning Activities Sequence

**Attention-Getter:** Activate the PowerPoint presentation titled *Borderlands: Time, Space, and Cognition*. Advance to slide two and instruct students to view the image. In a class discussion, ask the following questions:

- What do you think is the **content** of the photo? (Topic of photo)
- What do you think is the **subject** of the photo? (Main person/people in the photo)
- What is the **landscape** of the photo? (Environment)
- What do you think the photo journalist **expresses** in this image?

Inform students that these questions are part of visual literacy strategies to evaluate the narrative of images.

### Learning Activities:

Distribute handout

Advance to slide three and say, “This slide contains snapshots from a recent google news search on immigration in the U.S. section. Pay close attention to the language in the headlines and the content and subject in the images.” Call on students to read each headline.

Instruct students to write down one word of interest from each headline (4 in total) and answer the following questions in the handout:

- Why did you select these words?
- What do these words mean to you?
- Do these words affect your perception on immigrants? If so, how?

Additionally, write your perception of the content and subject of each photograph and answer the question: how does the presentation of content and subject in these images affect your perception on immigration?

Advance to slide four and ask a student to read the definition of “narrative.” In a class discussion, ask students, “What do you perceive is the narrative being told in the headlines and images?” Students should refer to what they wrote in the handout.

Advance to slide five and say, “As discussed during the presentation ‘Rodrigo Valenzuela: Shedding Light on the Human Experience,’ the artist sheds a different light, or a different narrative, on the immigrant experience. The following is his video titled *Diamond Box*. As we watch the video, write down words of interest and description of the images.”

Play Rodrigo Valenzuela’s *Diamond Box*.

After the video ends, inform students they have a couple of minutes to write down any further thoughts on the video.

Ask students:

- What are words from *Diamond Box* that interest you?
- What are your perceptions of the images?
- What is the immigration narrative Valenzuela reveals?

Inform students Valenzuela intends to humanize the immigrants. The video reveals stories of border-crossing journeys.

Ask students:

- How does this narrative conflict with the narrative found in the headlines and images discussed?

Advance to slide six and explain, “This is an image from Valenzuela’s *Frontiers*. It is an image of the terrain found along the U.S.-Mexico border.”

Advance to slide seven and ask students:

- What is the content within this image?
- What is the subject?
- What is the landscape?
- How do these come together to create a narrative?

### **Closure:**

Advance to slide eight. Students can work individually or in pairs. Task students to select a contemporary issue/movement important to them. Provide examples of climate change, Black lives matter, women’s rights, LGBTQ+ rights, and 1st Amendment (gun rights). Instruct students to conduct a googles news search on the issue and to select four headlines. Students will write the headlines on a sheet of paper and write a paragraph on their perception of the media’s narrative. Students will then consider their own personal narrative on the issue and create an image reflecting their narrative. Students will explain their personal narrative and how they came to this narrative below the image.

### **Evaluation**

Students will be evaluated on the handout and the closure activity.

### **Optional Extension Activities**

#### **Materials and Resources**

PPT: “Borderlands: Time, Space, and Cognition”

Computer

Projector

Screen

Handout  
Paper  
Pencils/Pens for writing  
Drawing utensils

### **Internet Links**

### **References**