

STEM School of Chattanooga

Mini-PBL Unit Plan Template

The Art of the World Wars



Standards (Learning Targets)

- Learning Target 4: The World Wars
- Learning Target 7: Controlling Ideas: Thesis
- Learning Target 8: Selection/Citation of Evidence
- Learning Target 9: Development of Sources
- Learning Target 10: Organization
- Learning Target 11: Conventions
- Learning Target 12: Task Conventions
- Learning Target 13: Historical Content

Grade Level	9th	Unit Length	3 Weeks
Mini-PBL Overview	The purpose of this Mini-PBL is to focus on how art (painting, photography, sculpting, propaganda, etc.) can be a valuable source to a historian. Students will use the Fabrication Laboratory to create models of art pieces from the World War I and World War II eras. Students will then utilize the groups collection for a performance interview for a job at the Louvre.		
Mini-PBL Driving Question	How can we, as museum curators at the Louvre, create artistic recreations of World War Era edutainment pieces that evaluate art as a historical source and make emotional connections of war to the modern audience?		
Hook Event	Using the piece from Pablo Picasso, <i>Guernica</i> (seen here), students will identify the emotion of the people picture and make guesses as to what is happening in the art piece. Students will then review the Spanish Civil War (US History students should review the video here). Next, a Socratic Seminar should be held so that students can discuss the elements of the painting Picasso uses to express both the people's torment and his feelings on the war. Guide the students during this time to discuss the pros/cons of using art as a historical source.		
Scaffolding Activities	<p>Class Activities</p> <ul style="list-style-type: none"> ● PROPOSAL: Students will use study guides to find art pieces during the World War Eras. Students will then sign up for 3 pieces: a art piece/photograph, a sculpture, and a piece of propaganda. It is suggested that all 3 pieces relate to a specific part of either war. ● DISCOVERY: Students will use Discovery Ed with formative assessments to gain the basic knowledge of both wars. Students will complete 22.3 World War I and the Russian Revolution, 22.4 The Great Depression and the Rise of Dictators, and 22.5 World War II. ● DESIGN AND PREP: Student Groups will design and place products based on theme and flow. Key questions to answer are: "What must your audience understand before?" "How will the audience make connections between each piece for the theme to flow?" "What lasting message would the group want the audience to understand as they leave?" <p>Station Activities</p> <ul style="list-style-type: none"> ● FORMATION: Students will use teacher made videos to learn and practice the organization of research. The videos entitled, INTRODUCTION, BODY, CONCLUSION, will walk students through how to organize the information in such a way that hooks the audience and builds upon previous knowledge. 		

- PEER PRESSURE: Students will have a workshop on how to conduct peer review with classmates. Peer review checkpoints will be used as a guide with examples of ADV, PRO, and BB work for students to use as a comparison. Students must complete FORMATION station first.
- EDITING AND REVISION - Students will utilize editing activities along with quick snaps using device videos to capture certain parts of their speech so that they are able to achieve a small group review. Students must complete both the FORMATION and PEER PRESSURE stations first.

Workshops

- BEST PRACTICES- Students will invite 10th graders to demonstrate best practices learned from last year. Using a peer system that allows for the 10th grader to demonstrate the speaking tools they have learned and also provide feedback to the 9th grade.
- CREATION: Students will use this workshop to create their artistic representation using available tools.

Focus Groups

- Students are assigned by teacher based on Peer Pressure feedback from group members
 - CRITICAL REVIEW -Students will review an entire presentation with a partner also utilizing the art piece. There will be a focus on how the student uses the art piece during the presentation.

Mini-PBL Teams

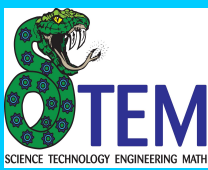
- Students should be made up of teams of three with expectations of the following:
 - Students should create a one of the required art pieces.
 - All students must represent their piece during the culminating event.
 - One student will be responsible for signing up for Focus Groups and stations. This student will also become a liaison for the teacher for any breaches of the group’s contract.

Digital Resources

- FAB LAB TOOLS
- [https://en.wikipedia.org/wiki/Guernica_\(Picasso\)](https://en.wikipedia.org/wiki/Guernica_(Picasso))
- https://www.youtube.com/watch?v=l_VSixma864
- TEACHER MADE INSTRUCTIONAL VIDEOS
- <https://google.discoveryeducation.com>
- [WWII Poster Study Guide](#)

Calendar Overview

Monday	Tuesday	Wednesday	Thursday	Friday
HOOK EVENT	CLASS ACTIVITY: DISCOVERY	CLASS ACTIVITY: DISCOVERY	CLASS ACTIVITY: DISCOVERY	CLASS ACTIVITY: PROPOSAL
STATION 1: FORMATION	STATION 1: FORMATION	STATION 1: FORMATION	STATION 1: FORMATION	STATION 2: PEER PRESSURE
STATION 2: PEER PRESSURE	STATION 2: PEER PRESSURE	STATION 2: PEER PRESSURE	STATION 2: PEER PRESSURE	STATION 3: EDITING AND REVISION
STATION 3: EDITING AND REVISION	STATION 3: EDITING AND REVISION	STATION 3: EDITING AND REVISION	STATION 3: EDITING AND REVISION	FOCUS GROUP: CRITICAL REVIEW
STATION 2: PEER PRESSURE	STATION 2: PEER PRESSURE	WORKSHOP: CREATION	WORKSHOP: CREATION	
STATION 3: EDITING AND REVISION	STATION 3: EDITING AND REVISION	WORKSHOP: BEST PRACTICES	WORKSHOP: BEST PRACTICES	
STATION 2: PEER PRESSURE	STATION 2: PEER PRESSURE	CLASS ACTIVITY: DESIGN AND PREP	CLASS ACTIVITY: DESIGN AND PREP	CULMINATING EVENT
STATION 3: EDITING AND REVISION	STATION 3: EDITING AND REVISION	STATION 3: EDITING AND REVISION	STATION 3: EDITING AND REVISION	

	FOCUS GROUP: CRITICAL REVIEW	FOCUS GROUP: CRITICAL REVIEW			
Culminating Event	<p>Product</p> <ul style="list-style-type: none"> Students will present three art creations with a connecting theme to be displayed to both students and parents during a “Museum Walk”. Students will present their piece and field questions as it relates to the selected theme. Students will also utilize their space to allow the art installation to tell a story. <p>Showcase</p> <ul style="list-style-type: none"> Parents/Students will be invited to a “Museum Walk” that is the culminating event. During this time, students will be graded through the rubric by a teacher team, while also presenting their creations and analysis to visitors in an after school event. 				
Common Assessment	 <h2 style="margin: 0;">Mini-PBL Rubric</h2>				
		Advanced		Proficient	
	LT4 The World Wars	<input type="checkbox"/> The artistic representations delivers a message about an issue in the timeframe of the war. <input type="checkbox"/> The combination of the art-pieces and analysis create a compelling argument or analysis of the groups selected theme.		<input type="checkbox"/> The artistic representations accurately depict the timeframe of the war. <input type="checkbox"/> Students utilize evidence that supports the theme. <input type="checkbox"/> Students attempt to connect pieces to the theme to create an overarching analysis.	
	LT7 Controlling Idea	<input type="checkbox"/> Exhibit presentation has a clear focus and presentation builds toward that focus throughout.		<input type="checkbox"/> Exhibit presentation has a clear focus.	
	LT8 Selection/Citation of Evidence	<input type="checkbox"/> All art piece presentations utilize quality sources to support their ideas and analysis.		<input type="checkbox"/> Students use citation.	
	LT9 Development of Sources	<input type="checkbox"/> Analysis supports the main theme through a mixture of quality evidence and the students original analysis.		<input type="checkbox"/> Student attempts to support theme with original analysis.	
	LT10 Organization	<input type="checkbox"/> The groups organization and presentation has a logical and meaningful order.		<input type="checkbox"/> Group attempts to organize the presentation.	
	LT11 Conventions	<input type="checkbox"/> The group has features of a practiced and polished presentation with few if any errors.		<input type="checkbox"/> The group has features of a practiced and polished presentation but presentation contains errors that takes away from presentation’s effectiveness.	
	LT12 Task Conventions	<input type="checkbox"/> The group has an appealing art installation and designs the space to support the ideas and analysis of their selected theme.		<input type="checkbox"/> The group has decorated their space to support their theme.	
	LT13 Historical Content	<input type="checkbox"/> The group utilizes effective and supported historical content. <input type="checkbox"/> The historical content adds to the appeal and analysis of the theme.		<input type="checkbox"/> The group utilizes accurate historical context.	
	Digital Fabrication	<input type="checkbox"/> Students display a near mastery of the Fab-Lab tools through art pieces. <input type="checkbox"/> Students are able to explain, using correct vocabulary, the process of creating their piece.		<input type="checkbox"/> Utilizes at least three varied fabrication tools and/or equipment.	
Minimum Requirement Components: Must be included to be graded	<input type="checkbox"/> Presentations must be 3-5 minutes each. <input type="checkbox"/> Verbal Citation of Sources must be present <input type="checkbox"/> Students must take ownership of one piece <input type="checkbox"/> Students must attend “Museum Walk” event.				
Grades	This area should list how the grade is determined. For example:				

		<ul style="list-style-type: none"> • If the Mini-PBL work is all advanced according to the rubric criteria above, the grade is a 100. • If the work meets all the proficient criteria and not all of the advanced criteria, the grade is an 85. • If the work does not meet all of the proficient criteria, the grade is a 50. • If the grade does not meet the minimum requirements, the grade is a 0.
Vocabulary	World History - The World Wars Content	<ol style="list-style-type: none"> 1. Fascism 2. Total War 3. Axis/Allies 4. Island Hopping 5. Atomic Power 6. Genocide
	World History - The World Wars Process	<ol style="list-style-type: none"> 1. Theme 2. Analysis 3. Medium 4. Critique 5. Representation 6. Mode