



HANDOUT

Title: Grade 8 Unit Guidance Overview

Handout #:

Content:

Guidance Overview

Eighth Grade Unit: Documenting Community

Learning Objective

- Through the critical analysis of artworks created during the era, students will examine the effects of urbanization, immigration, and industrialization in the late 1800s and early 1900s. Drawing inspiration from the works of George Bellows and Jacob Riis, students will create a photograph that demonstrates good composition documenting how people live in their community.

Key Questions

- What is industrialization?
- How did the industrialization of the late 1800s and early 1900s impact immigration?
- How did the industrialization of the late 1800s and early 1900s impact cities?
- How did artists document the impact of industrialization in the late 1800s and early 1900s?
- What are the elements of a good composition?

Standards

- HSS 8.12.5, 8.VA:Cr2.1, 8.VA:Cr2.3, 8.VA:Re8

Students Assessed On

- Adherence to the theme of community
- Composition (elements include focal point, contrast, and rule of thirds)

Vocabulary

- **Rural Communities**- are areas where there are no towns or cities. These are sometimes called the "country." The ground is mostly taken up with dirt and plants.
- **Urban Communities**- are where many people live and work. These are usually cities or large towns. The ground is mostly taken up by roads, sidewalks, buildings, and maybe small parks.
- **Urbanization**- refers to the population shift from rural to urban areas, the decrease in proportion of people living in rural areas and the ways in which societies adapt and change.
- **Industrialization** - the period of social and economic change that transforms a human group from a rural society into an industrial society.
- **Composition** - is the way objects in an artwork are arranged to communicate meaning to the viewer.
- **Focal point** - the area or areas in an artwork that are the most important and/or most interesting to the viewer.
- **Contrast** - is about difference. This difference could be in color, dark areas and light areas, size, or texture.
- **Rule of thirds** - a guideline that states if you divide an artwork into 9 even sections, that the most interesting compositions will have focal points that are not in the middle square.

Resources

- 8th Grade Unit: Documenting Community slide deck
- Unit rubric

Distance Learning Accommodations

- Push out Key Exercises to students synchronously using video conferencing software
- Push out Key Exercises to students asynchronously using an online learning platform
- Push out Student Project to students synchronously using video conferencing software
- Push out Student Project to students asynchronously using an online learning platform
- Students can turn artwork in for assessment using a photograph of artwork and an online learning platform



HANDOUT

Title: Grade 8 Reflection

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Name _____

Documenting Community: Reflection Worksheet

1. What elements in your artwork provide context for the community you are documenting?

2. Describe how your artwork documents your community.

3. Compare and contrast your artwork with the artwork of Jacob Riis below. How are your artworks similar? How are they different?



Sleeping Homeless Children, Jacob Riis, before 1914



HANDOUT

Title: Grade 8 Unit Rubric

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Rubric For Eighth Grade Unit: Documenting Community

Descriptor	Standard	Skills	Guiding Questions	1	2	3
Adherence to the theme of documenting how people in your community live.	8.VA:Cr2.1 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.	The student's work documents how people live in the student's community.	Does the artwork show people? If the artwork does not show people, is community somehow implied? Does the subject matter and focal point of the artwork demonstrate adherence to the theme?			
Demonstrate an interesting composition through the effective usage of focal point, contrast, and rule of thirds.	8.VA:Cr2.3 Select, organize, and design images and words to make visually clear and compelling presentations.	The student uses the elements of focal point, contrast, and rules of thirds effectively to create an interesting composition.	Does the work have a clearly identifiable focal point? Does the student use contrast to help highlight the focal point? Does the student use rule of thirds to create an interesting composition?			