

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

City College of New York

2018

Exhibit Curriculum for El Músico y El Pintor/The Musician and the Painter: Lesson Outline (2 of 2)

Sarah Aponte
CUNY City College

Dania Diaz
CUNY City College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/cc_oers/293

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

Curriculum

Unit: El Músico y El Pintor / The Musician and The Painter

Level: Middle School/High School Lesson 2 of 2

Overview: With the use of [primary source materials](#) from the Dominican Archives collection housed at the [CUNY Dominican Studies Institute](#), students at the middle and high school level will learn about two Dominican artists who made an enormous contribution to the world of music and art in the early twentieth century.

Common Core Standards: [CCSS.ELA-LITERACY.W.8.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.9-10.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Mastery Objective: Students will learn the life events of Rafael Petitón Guzmán and Tito Enrique Cánepa to write a three-paragraph essay outlining their contributions to the world of music and art.

Final Assessment: [Three-paragraph essay](#) with a clear beginning (introduction), middle (with specific details about the artist life), and end.

ACTIVITIES:

Gallery Walk (20 minutes): The teacher hangs up around the room picture [artifacts and exhibit pieces](#). Students will walk around observing the photos and reading the small descriptions. T Chart note taking (Use the same T chart from the [previous lesson](#) in order to help keep the students' information organized).

Messenger and Scribe (10 minutes): Students will work on their ability to infer from the collection and deepen their understanding of the artists' lives. Pair up students and assign them a role of either messenger or scribe: the messenger returns to a specific picture or artifact in order to gather more information and returns to their partner who will write down the information gathered. Have questions displayed on the board or in a worksheet in order for students to look for specific details of the pictures and artifacts.

Sample questions:

1. How old was Rafael Petitón Guzmán in the [portrait taken in San Juan, Puerto Rico in 1916](#)?
2. What does Rafael Petitón Guzmán's professor say to him in the [letter written in October 1929](#)?
3. What does the [Teatro Caribe](#) tell you about what Rafael Petitón Guzmán was doing?
4. What do you notice about the street, the cars, and what Rafael Petitón Guzmán and his friend were wearing in the [picture taken in New York in 1940](#)?
5. How old was Tito Enrique Cánepa in the [picture taken in Bryant Park, New York, in 1937-1940](#)?
6. What do you notice about the [group family portrait taken in the 1950's](#)? How many people were there? What do their expressions tell you? What social class would you say they were a part of?
7. What do you think Tito Enrique Cánepa is trying to express in his painting [Ojeda y Caonabo](#) 1984?

Writing Workshop (10 minutes): Students should be given time to write their three-paragraph essays in class. Students who need extra support can use an outline or [graphic organizer](#) with writing stems. Lessons on writing an essay (Students that participate in this lesson should have been taught how to write a three-paragraph essay).

Scaffolding:

1. If students need more time, teacher can provide a mini lesson on things to be included in the introduction, body paragraph, and conclusion of the three-paragraph essay.
2. Students could write an outline together in pairs in order to prepare them for the essay writing process.
3. Students with special needs should be paired up during Messenger and Scribe with a higher-level student. Students with special needs should be the ones looking for the information in the picture and their higher-level classmate should be writing the information down.