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Exhibit Curriculum for Condition: My Place Our Longing (Lesson 1 of 2)

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Curriculum

Unit: Condition: My Place Our Longing / Condición Mi Lugar Nuestro Anhele

Representation in Art - Lesson 1 of 2

Level: Middle School

Enduring Understanding:

Students will understand the way artists represent their observations of their life, life experiences, and their emotions into two/three dimensional works of art.

Students will be able to see art work and talk about what it is saying about society.

Standards: [CCSS.ELA-LITERACY.SL.6.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.1.C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Measurable Objectives:

1. Students will be able to learn the definition of representation.
2. Students will write their observations and reactions in full sentences.
3. Students will observe and discuss what they see to their classmates or as a whole class.
4. Students will create **Framer Models** for the word representation.

Essential Questions:

1. How does an artist represent their experiences, emotions, or observations in a two/three dimensional work of art?
2. How does the art of Leslie Jimenez, and Julianny Ariza represent belonging to two worlds?

Guiding Questions:

1. What is representation?
2. How does representation work in art?

Resources and Materials:

1. CUNY Dominican Studies Institute Exhibit **Condition: My Place Our Longing / Condición: Mi Lugar Nuestro Anhele**

2. Merriam Webster’s Dictionary: <https://www.merriam-webster.com/dictionary/representation>

Motivation (Hook):

Teacher displays a map of the Dominican Republic without the political boundaries.

Ask: What does this picture represent?

After listening to students, ask: What does representation mean?

ACTIVITIES/ SEQUENCE:

Hook (10 min) (Whole class discussion of representation) Provide students the definition of representation, and provide them **Frayer Models graphic organizer**.

Frayer Models (10 min) (Independent work)

Whole Class: (10 Min) Teacher provides students pictures of Leslie Jimenez and Julianny Ariza’s artwork. Select one artwork.

Ask: What is being represented in this artform?

Turn and Talk: (10 Min) Teacher divides the class in pairs and provides students a picture with a piece of artwork from the exhibit **Condition: My Place Our Longing / Condición: Mi Lugar Nuestro Anhelo**. Students discuss with their classmates what they see using the guided questions:

What does this work make you think of?

What does it make you feel?

What do you think it is representing?

Assessment: Teacher should be walking around and listening for how students use the word representation to express their answers.

Closure: Teacher expresses how students will continue their study of Leslie Jimenez and Julianny Ariza’s artwork and the way they represent their culture.

DEFINITIONS

Definition of Representation:

1. one that represents: such as: an artistic likeness or image
2. a statement or account made to influence opinion or action
3. an incidental or collateral statement of fact on the faith of which a contract is entered into

4. a dramatic production or performance
5. a usually formal statement made against something or to effect a change
6. a usually formal protest
7. the act or action of representing : the state of being represented: such as: REPRESENTATIONALISM
8. the action or fact of one person standing for another so as to have the rights and obligations of the person represented
9. the substitution of an individual or class in place of a person (such as a child for a deceased parent)
10. the action of representing or the fact of being represented especially in a legislative body
11. the body of persons representing a constituency

—
representational

play \,re-pri-,zen-'tā-shnəl, -shə-nəl, -zən-\ adjective

—
representationally

Adverb

Definition of Frayer Model:

It is a tool designed for English Language Learners to help assist their vocabulary building. There is a circle in the center and four squares surrounding it. Each square can represent a different component of learning a word, and teachers can customize it as they see fit.