Unit 3/Week 4

Title: Picasso

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Due to life events, his moods, and interests, Pablo Picasso’s painting style changed over the course of his life.

Synopsis

This excerpt from a biography explains how Pablo Picasso’s painting style changed over the twentieth century. It describes his Blue Period, Rose Period, and the period of Cubism. Because his paintings seemed so strange and different to some people, they were controversial.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What role did Picasso’s father play in his life? Use the biographical information on page 240. | Pablo Picasso’s father was an art teacher and encouraged his son to paint and draw. This helped Pablo Picasso to become one of the greatest artists of the twentieth century. |
| Compare the paintings on page 241. How did Picasso’s paintings change from when he was 15 years old to 56 years old? What’s similar? What’s different?  | When he was 15, he painted more realistically using lighter, softer colors, but when he was 56, he was more imaginative, abstract in his style and used sharper, darker colors. |
| Style is a way of doing or creating something. According to page 240, why did Picasso’s painting style change? | He was always trying new and different things over different periods of his life |
| What are the names of the three cubist paintings on pages 244-245? When were they painted? | Portrait of D.H. Kahnweiler, 1910; Weeping Woman, 1937; Three Musicians, 1921 |
| Picasso’s painting styles differ during his “Blue Period,” “Rose Period,” and “period of Cubism.” What does “period” mean? (Pgs. 242-246) | A period refers to the span, or amount, of time. A period has a beginning and end, and it differs in some way from the time before it and after it. Picasso’s life is divided into these periods to explain when he painted in a particular style, using specific colors, shapes, or subjects. |
| Reread pages 242-243. Why is Picasso’s Blue Period called a “blue” period? How did his work change during his Rose Period?  | In his Blue Period, Picasso was poor and starving to death, and his best friend died, so he was sad and lonely. He used lots of blue because he thought it was a sad color. However, when he fell in love, he painted with more red, rosy, happier colors and this became known as his Rose Period. |
| On page 242, the author writes, “This meant his paintings were controversial.” What does controversial mean? | Controversial means people disagree about something. Some people thought Picasso’s blue paintings were great, but some thought they were too strange and different, including Picasso’s father, so the paintings were thought of as controversial. |
| Look at the painting titled *Family of Saltimbanques* on p. 243. What connection can you make regarding what Picasso chose to paint and his style during this period? Reread the text on p. 243 to support your answer. | In this piece of art, the use of softer, brighter colors are used. Also, based on the clothing it seems that this family belongs to a circus because I was able to connect the information about Picasso’s Rose Period, and his use of circus people in his paintings. |
| Reread page 244. What best describes the style of cubism? | People and things do not look real in cubist paintings. Shapes and color are used to represent objects or body parts that look funny because eyes, noses, and chins are moved around, as if a face was broken into cubes or pieces. |
| Why was cubism “one of the most important periods in the history of modern art?” (Page 244) | Artists painted people and things to look real for hundreds of years before Picasso shocked people and painted people and things that didn’t look the way people and things were supposed to look. |
| Look at the 3 pieces of art on pages 244 and 245.How did Picasso’s style of cubism change over time?  | It became much more colorful and flat looking, which allowed people to identify the subject Picasso was painting more easily. |
| On page 246, the artist discusses Picasso’s great imagination. How was Picasso imaginative throughout his career?  | Picasso used his imagination to create paintings that always showed his originality. He tried new and different things that changed his painting style through his entire life. |
| Compare and contrast the paintings of Picasso’s best friend, Jaime Sabartés, on page 246. What similarities and differences do you notice? | Both paintings show an older man with glasses and a hat, however, Picasso’s painting is in the style of cubism with the nose painted by the ear, while Dobson’s painting is realistic and looks like a photograph. |
| The author states on page 247, “He was a great painter, but he was great at other things, too.” Other than his paintings, what else did Picasso make? | He not only painted, but he made sculptures, prints, drawings, beautifully colored dishes and bowls, and made costumes and scenery for plays.  |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 240 - style | Page 240 - twentieth centuryPage 242 - starvingPage 244 - shockingPage 245 - flatter, statues, monumentsPage 247 - sculptures, scenery, museum |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 240 - periodPage 241 - portraitPage 242 - mood, controversialPage 244 - cubism/cubesPage 247 - biography | Page 244 - modern artPage 245 - chiseledPage 246 - originality |

Culminating Task

* Re-Read, Think, Discuss, Write

*You just read about Pablo Picasso’s different painting styles throughout the twentieth century. Use text evidence to explain why the works of Picasso were exciting and different. What role did imagination play in his art?*

Answer: During his “Blue Period,” Picasso painted in blue paint to represent a sad, lonely time in his life. Because he fell in love with a girl named Fernande, his “Rose Period” marked a happier time for him, and he painted happier things in rosy colors. In the period of cubism, Picasso used shapes and colors to represent people and objects in ways that were not realistic. Though some people thought his changing styles were exciting and new, others thought they were too different and strange so his works were controversial.

Additional Tasks

* Students can work in pairs, small groups, or independently to construct a Tree Map to classify/categorize the different periods in Picasso’s life using text evidence. Include dates, symbols, and important details stated in the text and captions, and shown in the paintings. Students will share information details orally using complete sentences in a structured grouping strategy, such as “Pair-Share.”

**Picasso’s Periods of Art**

A Tree Map is used for the cognitive processing skill of classifying and categorizing information.

Rose Blue Cubism

* Students can work in pairs, small groups, or independently to create a Double Bubble Map to compare and contrast two of Picasso’s paintings. Students will write a short review of the two paintings using information collected on the Double Bubble Map.

Bold colors

**D.H. Kahnweiler**

The Double Bubble Map is used for the cognitive processing skill of compare and contrast. The center bubbles highlight similarities. The outer bubbles focus on differences.

Dark hues

Cubist

**Three Musicians**

Student Example:

Picasso’s “Portrait of D.H. Kahnweiler” and “Three Musicians” are both painted in cubist style, but I prefer the colors and subject matter of Picasso’s “Three Musicians.” His paint colors are gray, dark green hues and the subject is difficult to pick out in the muted shapes in “Portrait of D.H. Kahnweiler.” However, in “Three Musicians,” he uses gold and red to paint the guitarist in the center, and the other two musicians are clearly visible.

Note to Teacher

* If students are having difficulty thinking, speaking, and writing in compare and contrast text structure, support the learners by incorporating Thinking Maps (Double Bubble Map) to understand Picasso’s changing painting styles throughout his life. Review words that indicate similarities to compare Picasso’s paintings (*alike, as, same, both, and too*) and practice using them in CLOZE frame sentence structures: Picasso’s \_\_\_\_ and \_\_\_\_ are alike because \_\_\_\_. Review words that indicate differences to contrast Picasso’s paintings (*different from, but, in contrast to, however*) and practice using them in CLOZE frame sentence structures: Picasso’s \_\_\_\_ is different from \_\_\_ because \_\_\_.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.