Unit 8: Industrial Age: Realism, materialism and the late

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **April**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

In the spirit of nineteenth-century materialism, the realist style sought to depict the world without illusion or fantasy.

Artists' views split on technology and modernity: some saw progress, others division and ambivalence.

Some artists rejected materialism, turning to myth and symbol.

Freedom and human progress remain debated today.

Essential Questions

Why did artists turn to presenting desperate lives of ordinary citizens?

What radical ideas appealed to the poor and oppressed people of this period? What political, religious, or ethnic traditions remain today?

Does Wagner's concept of "total work of art" apply to genres today?

How does mass society diminish the prospect of the Symbolist's "great art"?

Content

Potential Works of Study: Eiffel Tower, Realism in painting, excerpts from realist novel, Sullivan (skyscraper), Verdi, Wagner, Russian ballet, Symbolists, Art Nouveau, Rodin, Impressionism/Expressionism,

Ibsen, Chekhov, Dostoevsky, Nietzsche

Vocabulary: materialism, modernity, leitmotif, impressionism, post-impressionist, abstraction, realism, socialism, Symbolists, pointillism

Skills

Define in writing concepts (modernism, impressionism, etc)

Summarize in writing (the impact of Darwin's Theory of Evolution on Western Culture)

Summarize using multi-media (the principal characteristics of impressionist and post-impressionist styles in painting)

Analyze (in group discussion the reasons for artists rejection of middle-class society)

Evaluate (constructive and destructive forces of progress)

Debate (criticisms made of industrial society)

Identify (the common artistic elements that help define a given historical period)

Resources

Standards

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or

	formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.