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

Course(s):	Language Arts Literacy	
Time Period:	April	
Length:	4 weeks Published	
Status:	Published	
	Understandings	
In the spirit fantasy.	of nineteenth-century materialism, the realist style sought to depict the world without illusion or	
Artists' view	ws split on technology and modernity: some saw progress, others division and ambivalence.	
Some artists	s rejected materialism, turning to myth and symbol.	
Some artists	rejected materialism, turning to myth and symbol.	
Freedom an	d human progress remain debated today.	
Eccential	Overtions	
Essential Questions		
wny did art	ists turn to presenting desperate lives of ordinary citizens?	
	al ideas appealed to the poor and oppressed people of this period? What political, religious, or tions 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"?		
Contont		

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)
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

Literacy.CCRA.W.6	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.
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.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.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.