Unit 10: Contemporary spirit: Liberated Voices in the global era

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **June**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

The holocausts of WWII and the rise of post-1945 consumer society created an atmosphere of alienation and self-searching among Western artists and thinkers

Pop art and the evolving avant-garde incorporated commodity images into art, while other artists reacted to growing consumerism by seeking abstract and minimalist purity.

Essential Questions

What is the human condition, relative to freedom of the individual and indifference of the universe?

What traditional concepts in music were abandoned by the post-war avant-garde?

If society had followed the lead of the post-1945 avant-garde, in what direction would it have developed?

What makes fictional worlds more attractive than real experience?

Content

Potential Works of Study: jazz, existentialism, Post-modernism, post-structuralism, abstract expressionism, pop art, International Style, John Cage, Musical minimalism Martin Scorsese, Samuel Beckett, Gandhi

Vocabulary: pop art, performance art, minimalism, absurdist, avant-garde, cultural pluralism, canon, superrealism, meta-fiction, installation art

Skills

Describe in writing (the situation of the existential hero)

Speculate (about the essential nature of human existence)

Identify (modernist trends and techniques that were extended or developed by the post-war avant-garde)

Evaluate (the traditional concepts in music abandoned by the post-war avant-garde)

Explain graphically and orally (the artistic and philosophical response to the age of anxiety)

Compare/contrast (International Style architecture with Neoclassical style)

Summarize (changes in Western civilization at end of the 20th Century)

Create (visual art)

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.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or

	trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.RI.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.