

InsideArt, Spring 2016 — *Histórias/Histories*

Title

“Manipulation of Law” in Recife, Brazil: The Work of Jonathas de Andrade

Concept/Main Idea of Lesson

Students will gain an understanding of the work of artist Jonathas de Andrade and how the laws of Recife, Brazil affect the citizens who rely on horse-drawn carriages for their method of transport and livelihood.

Intended Grade Levels

Grades 6-12

Duration

2 days

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards**Next Generation Sunshine State Standards**

Visual Arts:

- VA.912.H.2.3: Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.
- VA.912.H.1.1: Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.
- VA.912.H.1.10: Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

Social Studies:

- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

National Standards for Arts Education

- Visual Arts Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
- Visual Arts Standard 4: Understanding the visual arts in relation to history and cultures
- Visual Arts Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

National Council for the Social Studies

- Theme 1: Culture-Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- Theme 3: People, Places, and Environments-Social studies programs should include

experiences that provide for the study of people, places, and environments.

- Theme 5: Individuals, Groups, and Institutions-Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Theme 6: Power, Authority, and Governance- Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Common Core

- LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Essential Questions

1. In what ways may bureaucracy and the manipulation of the law in Recife, Brazil decide who is in charge of what?
2. In what ways may bureaucracy and the manipulation of the law in Recife, Brazil decide who and what is important?

Instructional Objective

Students will:

- Contemplate the purpose of laws by thinking about and discussing a series of questions via a think-pair-share activity.
- Unpack, via small group and whole class discussion, in what ways bureaucracy and the manipulation of the law decides who is in charge of what as well as who and what is important?
- Write thoughts and feelings evoked from the words and images of Andrade's *The Uprising* via a gallery walk.
- Demonstrate their comprehension of the ways the government and laws of Recife affect the daily lives and livelihood of the carters via an exit card
- Show their comprehension of the ways Andrade's work is important to the carters via an exit card

Learning Activities Sequence

Day 1:

1. Activate the PowerPoint. On slide 1, go over the essential question and objectives of the lesson.

2. **Attention-Getter:** Advance to slide 2. Have students engage in a Think-Pair-Share centered on the question, “What is the purpose of a law?” After sufficient time has been allotted for the “Think” and “Pair” portions of the activity, have each group share their response/s with the entire class and write down all responses on the board. Have students examine all responses and engage in a whole class conversation on the topic. Additional questions to ask, “Who creates laws?” “For whom are laws created?” “In what ways may laws favor and/or limit certain groups of people?” “How does something become a law in the United States?” “Do you think laws are created in the same manner in Brazil as they are in the United States?”
3. **Content Presentation:** Advance to slide 3. Use the map of Brazil to introduce/reintroduce the country of Brazil (see Notes View on slide and also Day 1 of Histórias curriculum). Tell the students that today we are going to learn more about the city of Recife, Brazil and the work of artist Jonathas de Andrade (An-DRAH-je). Point to Recife on the map as you share the information about this area (see Notes View on slide). Click on the map of Brazil to go to a Google image map of Recife that outlines the boundary and images of the city (Google images website is also listed below and on the bottom of the slide 3):
<https://www.google.com/maps/place/Recife,+State+of+Pernambuco,+Brazil/@-8.0432874,-35.0766305,11z/data=!4m2!3m1!1s0x07ab196f94e5408b:0xe5800ef782bde3a6>.
4. Advance to slide 4. Introduce the artist (see Notes View on slide). Here it may be helpful to review the term bureaucracy with students and explain Andrade’s use of the term, carters (individuals whose mode of transportation is a horse-drawn carriage/cart).
5. **VTS Class Discussion & Video Viewing:** Advance to slide 5. Tell students that they will preview an excerpt from a video highlighting Jonathas de Andrade, an artist whose work focuses on his hometown of Recife, Brazil. Use the link below (also listed on slide 5) to access a video.
<http://blogs.guggenheim.org/map/on-the-map-jonathas-de-andrades-political-practice-map-artists-at-the-biennale-and-sara-razas-curatorial-approach/>
 Prior to showing the video excerpt, advance to 2:19 in the video and ask students the following questions:
 - What’s going on in this picture?
 - What do you see that makes you say that?
 - What more can we find
 Rewind the video to 1:55 and show through to the end. As students watch the short video, ask them to think about what they believe is the purpose/intent of this work of art.
6. **Stand and Share:** Have students stand and share their thoughts. Once a student shares, s/he sits down. If one student shares what another was going to say, both students sit down once the statement is shared.
7. Once complete, tell the students that during the next class they will explore images of Andrade’s work from *The Uprising* along with quotes that outline the intent and process of his work.

Day 2:

8. **Gallery Walk:** Advance to slide 6. The next nine slides contain images of Jonathas de Andrade’s work from *The Uprising* with a quote from Andrade about the intent

and process of this work. Using a gallery walk, print out the attached file of pictures and quotes and display them on walls throughout the room in numbered order along with a large sheet of white paper (see supplemental file labeled *Gallery Walk Materials* for images and quotes). In groups of 2-3, students will start at an image and write their responses to the images and the artist's words. Possible prompts to guide student responses include:

- What feelings does the image evoke?
- What feelings does the artist's words evoke?
- What message is the artist trying to convey in the image?
- What message is the artist trying to convey through his words?

Once all groups have previewed and written their response to each image and artist's words, reconvene the class and go through slides 7-15 together (in order), sharing group responses and engaging in a class discussion on the manipulation of laws using the essential questions highlighted above.

- 9. Think-Pair-Stand and Share:** Advance to slide 16. Have a student volunteer read aloud the statement made by Andrade in the video, "For me, the mechanism of negotiating with the administration of the city . . . was interesting because it had to do so much [with] how bureaucracy and the manipulation of the law decides who is in charge of what—what is the limit or what is the borderline of being an outcast in society." Tell the class that they will be engaging in a think-pair-stand and share process. In pairs, have students reflect on and share their insights regarding the statement based on what they learned in this lesson. Have each group come to a consensus. Each group will select a representative to stand and share their response with the class using the stand and share process. If students need a prompt, read aloud the remainder of the statement from Andrade (listed below and also stated in the video clip earlier).

"Which makes the idea of law completely, explicitly, class-based. So I think the project is also speaking about this issue of the carters—they're being prohibited by the city from going around—where they are so much a part of the local landscape. They make their living from the horse, through the transportation of goods. By law, they are invisible, also because of a lot of issues that are happening in Brazil with cities being totally gentrified and socially cleaned up in a very heavy way."

- 10. Closure-Exit Slip:** Have students write a response to the following question: In what ways does the government and laws of Recife affect the daily lives and livelihood of the carters? In what ways is Andrade's work *The Uprising* important to the carters?

Evaluation

- Engagement in lesson activities: think-pair-share, think-pair-stand and share, and gallery walk
- Gallery walk written responses and class discussion
- Exit slip

Optional Extension Activity

- Have students investigate laws in their local community. Possible driving question, "Are there any laws that favor one group of people and disadvantage others?"

Students can showcase their findings by creating a presentation that they will share with the class.

Materials and Resources

- PowerPoint Presentation
- LC projector & Screen
- Computer
- Color copies of images and quotes (slides 7-15; see supplemental file titled *Gallery Walk Materials*)
- Large paper
- Markers

Website

Map and images of Recife, Brazil:

<https://www.google.com/maps/place/Recife,+State+of+Pernambuco,+Brazil/@-8.0432874,-35.0766305,11z/data=!4m2!3m1!1s0x07ab196f94e5408b:0xe5800ef782bde3a6>.

References

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