

InsideART Spring 2025

*X Factor: Latinx Artists and the Reconquest of the Everyday*

# InsideART

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**Title**

Danielle De Jesus: X Factor, Latinx People and Artists in the U.S.

**Estimated Time for Completion of Lesson**

1-2 class sessions

**Concept/Main Idea of Lesson**

This lesson focuses on the artworks of socially conscious artist Danielle De Jesus, one of the artists featured in *X Factor: Latinx Artists and the Reconquest of the Everyday*. Many of De Jesus' works invite viewers to "rethink the significance of the image and the politics of representation involving...low-income people of color" (De Jesus, 2024). As such, this lesson prompts students to consider the ways in which art can be used to elevate the experiences of marginalized communities.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts  
Social Studies

**Curriculum Standards****Florida State Curriculum Standards**

Visual Arts:

- VA.68.H.1 and VA.912.H.1
  - Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- V.A.68.C.1.2
  - Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- VA.912.H.3.1
  - Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
- VA.68.C.1 and VA.912.C.1
  - Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

- VA.68.S.1 and VA.912.S.1
  - The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

Social Studies:

- SS.6.G.5
  - Understand how human actions can impact the environment.
- SS.6.W.1
  - Utilize historical inquiry skills and analytical processes
- SS.8.G.4
  - Understand the characteristics, distribution, and migration of human populations.
- SS.912.H.1.1
  - Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genres according to the periods in which they were created.
- SS.912.H.1.2
  - Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- SS.912.H.2.3
  - Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
- SS.912.H.2.5
  - Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

National Standards for Arts Education

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Council for the Social Studies Themes

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Global Connections
- Power, Authority, and Governance
- Civic Ideals and Practices

## Instructional Objectives

The student will be able to:

- Identify aspects of Latin American cultures via artworks;
- Describe some issues of concern for Latinx people in the 21<sup>st</sup> century;
- Analyze historic and contemporary social conditions via socially conscious artworks;
- Design a work of art that addresses modern-day issues in the artistic style of Danielle De Jesus.

## Learning Activities Sequence

### **Prior to Class:**

Familiarize yourself with all lesson materials, review the Notes View at the bottom of the PPT slides. Activate the PowerPoint presentation and display slide 1.

### **Attention-Getter:** *See-Think-Wonder* (5-10 Minutes)

Have Slide 1 (i.e., *I never got to ask you 'why Borinqueneers?'*, 2021) of the PowerPoint projected for students. Prompt students to analyze the image using the See-Think-Wonder strategy. You may also consider printing the slide as a handout for students.

Ask students to create a 3-column graphic organizer in their student notebooks or sheet of paper, labeling each column as shown (alternately, they can create a 3-column foldable):

| See | Think | Wonder |
|-----|-------|--------|
|     |       |        |

Allow students 1-2 minutes to silently study the image. Then ask them to record their thoughts on their graphic organizer.

Next, solicit student responses and facilitate discussion.

Advance to Slide 2 and explain to students that this image captures the work of Danielle De Jesus, today's featured socially conscious artist. In this image, De Jesus depicts her former neighbor, Carmelo, who De Jesus suspected to be a veteran of the Korean War (1950-1953) of the 65th Infantry Regiment, also referred to as "The *Borinqueneers*." De Jesus believes Carmelo was a victim of corporate greed, gentrification, and government neglect and represents the artist's attempt to elevate the lived experiences of those often on the margins of society.

Advance to Slide 3 and explain to students that this lesson will explore the artworks of Danielle De Jesus, a Latinx socially conscious artist featured in the Spring 2025 exhibition at USF's Contemporary Art Museum, *X Factor: Latinx Artists and the Reconquest of the Everyday*.

**Learning Activity:** *PPT-Guided Teacher Explanation and Note-Taking* (20 minutes)

Progress through slides 3-18, allowing students to examine and reflect on the images, sharing the information on the slides and in the Notes View, and facilitating discussion by asking and receiving questions from the students (suggested questions to help guide analysis and discussion are provided in the Notes View as well).

**Closure:** *Reflection* (10 minutes)

Share the oft-cited proverb, "A picture is worth a thousand words," on the board for your students. Prompt them to reflect on the following, "In what ways does De Jesus' work exemplify this sentiment?"

Provide students with sticky notes to share their reflections on a poster you provide for the class. This activity can alternatively be facilitated using the digital learning platform Padlet (<https://padlet.com/>). Share student responses and facilitate a whole-group discussion, bringing closure to today's lesson.

### **Artwork Design Project**

Instruct students that, working in small groups (this can also be completed individually), they will draw inspiration from the work of Danielle De Jesus to design an artwork that addresses a social issue in our society. They should consider artistic approaches and materials suitable for the social issue at hand.

### **Evaluation/Assessment**

Participation in class discussion, engagement in presentation, note-taking, and completion of artwork design project.

## **Materials and Resources**

- PowerPoint Presentation: *X Factor: Danielle De Jesus*
- Pen and paper or student notebooks
- Computer with projector
- Construction paper
- Sticky notes
- Markers/Colored pencils
- Posters
- Glue/Tape
- Magazines
- Art supplies for project

## **Special Learner Accommodations**

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/cooperative learning
- Alternative assessment options

## **Extension Ideas**

- Have your students conduct research on current trends and issues in Puerto Rico and/or Puerto Rican communities on the U.S. mainland.
- Partner with your Spanish literature teacher for a bilingual lesson. This extension lesson might include explorations of the following: 1). Analyses of poetry, short stories, and essays featuring Latin American authors; 2). Examinations of colonialism in Latin America; 3). The experiences of Afro-Latinos.

## **References**

De Jesus, D. (2024). *Danielle De Jesus: Bio*. <https://danielledejesus.com/about-1>

Santana, A. (2021). *Shellyne Rodriguez and Danielle De Jesus: Siempre en la calle [Review]*. The Latinx project. <https://www.latinxproject.nyu.edu/intervencions/shellyne-rodriguez-and-danielle-de-jesus-siempre-en-la-calle-review>