

# East Asia Seminar Lesson Plan

Name: Panel Paintings—Korean Occupation Years and the Trail of Tears

Topic: Cultural genocide of Korea and Cherokee Nations

Stage 1- Desired Results		
Established Goals	Transfer	
Michigan Merit Curriculum; Benchmarks, Standards, and Grade Level Expectations	<i>Students will be able to independently use their learning to...</i> -Empathize with people victimized by others in power -Decode and interpret artwork to discern between prejudice and tolerance, bias, and fact -Analyze images compositionally	
Grade 7 ART.VA.I.7.1 ART.VA.I.7.3 ART.VA.II.7.1 ART.VA.II.7.3 ART.VA.IV.7.3	<i>What kind of long term, independent accomplishments are desired?</i> Belief in one's skills and the satisfaction of accomplishment	
Grade 8 ART.VA.I.8.5 ART.VA.V.8.5	Meaning	
	Understandings	Essential Questions
	<i>Students will understand that...</i>  -Korea has a deep and long history and there is more to learn about Korea than its present state of North and South division  -There are commonalities and linking threads through out cultures and time  -That art can be a powerful tool to sway people's perceptions	"How do you think it feels to be occupied by a foreign power?"  "What do you think it would feel like to be forced to give up your American identity or ways of living even your name for the name and customs of an invading culture?"  "How can art be used to influence people?"  "Why is propaganda art such a powerful tool?"
	Acquisitions	
	<i>Students will know...</i>	<i>Students will be skilled at ...</i>
	-That Japan occupied Korea from 1910-1945 and	-Interpreting the

<p>attempted commit cultural genocide through replacing Korean language, names and culture with Japanese names, customs and culture</p> <p>-That the US government in the early 1830's attempted to relocate the South Eastern tribes east of the Mississippi and in the process nearly wiping out an entire race and culture (Trail of Tears, focusing on the Cherokee removal from northwest Georgia)</p> <p>-Definition of propaganda art</p> <p>-Definitions of emphasis, contrast, movement, variety and color in art and how to use them</p>	<p>meaning of propaganda art and how it manipulates a targeted audience</p> <p>-using acrylic paints, and collage</p> <p>-Creating movement and a point of emphasis through contrast, color and variety</p> <p>-Creating an artwork centered on a theme</p>
--	---

Stage 2- Evidence	
Evaluative Criteria	Assessment Evidence
<p>-The ability to create well crafted artworks based on student chosen themes that employ compositional qualities of propaganda artworks and deftly illustrate emphasis, and movement through contrast, variety and color</p> <p>-Create on artwork of persuasion</p>	<p><b>Transfer Task(s)</b></p> <p>-Ppt. of collected imagery of Korea before and during the Japanese occupation and also collected imagery of the Native Americans' relocation in the 1830's</p> <p>- First hand accounts of the Cherokee removal from Georgia <a href="http://www.cherokeeobserver.org/trail.html">http://www.cherokeeobserver.org/trail.html</a></p> <p>-<a href="#"><u>My Korean grandmother-in-law's memoires of the Japanese occupation</u></a></p> <p>-<i>Lost Names</i>, by Richard E. Kim</p> <p>-Ppt. and handouts of propaganda: Korean, Chinese, Japanese and US paintings</p> <p>-Handouts of Korean art and craft, propaganda posters, and handouts of Cherokee art, crafts, styles of dress and artist interpretations of the Trail of Tears</p>

### **Other Evidence**

- Students' finished artworks and group empathy charts
- Class critique
- Assignment evaluation (attached)

## **Stage 3-Learning Plan**

### **Summary of Key Learning Events and Instruction**

#### **Day 1-2**

Begin with the questions, "How do you think it feels to be occupied by a foreign power? What do you think it would feel like to be forced to give up your American identity or ways of living even your name for the name and costumes of an invading culture?"

Make the empathy chart on the board and work together to fill in each square.

Read from Lost Names and then go back to the empathy chart.

Show images of Korea during the Japanese occupation.

Continue with Ppt. and images of Trail of Tears.

Now compare to Andrew Jackson's removal of Native Americans east of the Mississippi in the US. Also compare to the US's governments attempt to "whiten" the Native Americans by making the children go to white schools, live with white families, practice white religion, dress like white people, and cut their hair like white people.

Exit questions:

"How do you feel about the oppression of these people's?"

"Why do you feel this way?"

"Can you understand what motivated Andrew Jackson and do you think it's similar to the Japanese's motivation?"

"Thinking of yourselves as artists what would you choose to illustrate about this history and why?"

If all these questions can't be answered during the last 15 minutes of class bring them to next class.

#### **Day 3**

1. Have students first gesso their boards
2. Look at four propaganda posters analyzing the compositional technique and layouts that the artist used to target their audiences with maximum effectiveness. Discuss emphasis, movement, color, contrast, symbolism, and variety
3. Students will chose one of the poster from the handout to model their own paintings on compositionally. They will not have to follow it strictly

- but they should use it as map for creating their own composition.
4. Decide on a single large image and a theme that will be the emphasis point to build other images and words around it on their panel paintings.
  5. Students should gather images to include in their painting. (Cherokee and Korean handouts) They will collage some found images into their paintings but also paint imagery and words.
  6. Their paintings should allude or down right illustrate a correlation between the Japanese occupation of Korea and the White occupation of the Native Americans, use the empathy chart to glean emotions, motivations and actions of people beginning occupied or of the occupiers, and illustrate emphasis, variety, movement, color and contrast.

### **Days 4-6**

Work on paintings

### **Day 6/7**

Share and evaluate work.

Set up work in hall with exposition plaques. (The class should decide upon the information for these plaques.)

Critique

- Describe
  - What images did you put into your painting? What color scheme did you use?
  - Where is your point of emphasis?
  - Which propaganda poster did you choose?
- Analyze
  - How did you create contrast?
  - How did you create movement?
  - How did you show emotional impact? For example, how did you show the feelings or actions of the occupied or occupier?
- Interpret
  - Why did you choose to illustrate your painting the way you did?
- Evaluate
  - Why do you think propaganda posters are so powerful?
  - How do you feel about the Korean people after learning more about their history?
  - How do you feel about the US and its treatment of the Native Americans?
  - What do you like best about your painting and why?

Name (1pt): \_\_\_\_\_

**6<sup>th</sup>-8<sup>th</sup> East Asian Art Elective**

**Panel Paintings—Korean Occupation**

Project        \_/73  
Effort/Part    \_/20  
Total           \_/93

**Directions:** Circle a number in the first column that you think best describes your work and performance in the art room for this project. I will score in the colored column and add both scores together to get a total for your grade. 1 is fail and 5 is superb. (60pts.)

- |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. How clearly illustrated is the point of emphasis in your painting?   | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. How well did you show movement in your painting? Remember the viewer's eyes should start at the emphasis point and travel around your painting through the use of either line, contrast, color or imagery. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3. How well did you create contrast using value of lights and darks, color, size, space or a combinations of all these elements?  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. How well did you create variety with either size, light and dark, line, texture or color?  | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5. How clearly or effectively does your painting illustrate the theme or ideas you wanted to express?   | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6. How well crafted is your painting? This includes the painting, drawing, gluing, arrangement of images and the overall compositional elements like emphasis, color, line, contrast, and movement?           | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

- 
- |   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 7. How much effort and classroom participation did you put into the project based on the five school wide expectations? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

### Short Answers

Directions: answer the following questions with complete sentence.

1. Tell what the main image in your painting is and three of the other images you included. How do these images illustrate the theme of your painting? (6pts)

2pts: answer

2pts: complete sentences

2pts: evidence to backup and explain your answer

2. How do you feel about the occupation of Korea by Japan? How do you feel about the Cherokee being forced to leave Georgia and walk the Trail of Tears? Why do you feel this way about these two events? (6pts)

2pts: answer

2pts: complete sentences

2pts: evidence to backup and explain your answer