

**Activity**

Students critically think about how art represents ideas and historical events, and make informed claims in the form of essays about how a piece of art best represents a *Takuwe* panel.

**Grades**

9-12

**Content Areas**

English Language Arts

**Skills**

- Close reading
- Image analysis
- Analytical essay writing

**Understandings**

1. In an artistic context, representation refers to depicting a subject in a particular way or embodying an idea with images or signs.
2. In addition to depiction, art can make statements about ideas and current and historical events.

**Procedure**

1. The portion of the activity assumes students are keeping a classroom journal. If students do not have a classroom journal, the activity can be done as standalone writing activity. More information about using journals in the classroom, along with more information about this strategy and others, can be found at <https://www.facinghistory.org/resource-library/teaching-strategies/journals-facing-history-classroom>. Ask students to respond thoughtfully to the prompt given below.
  - How do images/artwork represent different ideas in our society? How do images/artwork make statements about ideas in our society? Provide examples and explain.
2. Give students some time to research the term representation. Specifically, they should investigate how artworks can represent ideas and makes statements about historical events.
3. Select one panel of *Takuwe* on which to focus. Alternatively, students may be broken into groups and assigned to different panels. For each selected panel, identify a group of *Takuwe* artworks which students will analyze in depth. Images should be those artworks associated with each panel (not including poems or songs). How many artworks are chosen for each panel is ultimately the teacher's discretion and should be adapted depending on the abilities of the class.
4. Guide students through a Close Reading Protocol of the selected panel. More information on close reading strategies can be found at <https://www.facinghistory.org/resource-library/teaching-strategies/close-reading-protocol>.
5. Ask students to complete a "3-2-1 response" to the panel text using the format below. This can be done verbally in small groups, or as a written exercise.
  - Three: Describe three things you learned from this text.
  - Two: Ask two questions about the text.
  - One: Describe one thing that either struck you or moved you while reading the text.
6. Help students to analyze the selected images for their panel. The analyzing images strategy from Facing History is an adaptation of Visual Thinking Strategies and serves as useful guide for students and teachers. Go to <https://www.facinghistory.org/resource-library/teaching->

[strategies/analyzing-images](#) for more detailed instructions and suggestions for using image analysis in the classroom. Of key importance is helping students identify and articulate visual evidence of theme and historical context.

7. Once students have spent time with all works in the selected group, ask them to choose the artwork they believe is the best or most compelling representation of the panel. Once they've identified this work, they may want to spend some more time examining the piece and developing the specific reasons they selected it.
8. Students will now write an essay using a Claim, Evidence, and Reasoning format to making a claim about how and why their chosen artwork best represents the panel's information. Students should pull evidence from both the panel and the artwork to support their claim. Then students interpret this information using both background and researched information to describe how the information proves their claim.
9. Essay assessments should evaluate how well students are using the Claim, Evidence, and Reasoning outline to defend and develop their choice, as well as adherence to any given format specification. They may also take into consideration the student's success with analyzing and using visual evidence.