

Facilitation Guide

Art Analysis Odell Chapter 3



EXPERIENCE OVERVIEW

This activity is designed to support students' understanding of Symbolism and Imagery through a visual art analysis as students identify similar symbolism used in art of that time period.

Standards

COMMON CORE STATE STANDARDS

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

MARYLAND STATE ARTS STANDARDS

- I:9-12:1: Interact effectively with others to determine factors that influenced the creation of art objects that provide social commentary in historical time and places
- I:9-12:1: Make judgments and decisions by accessing, evaluating and using information from a variety of sources.
- E:9-12:1: Hypothesize ways visual imagery influences perceptions or affects human experience.

Getting Ready

WHEN TO TEACH

- This activity would best be used following Chapter 3, as the key symbols in the novel have been introduced and the story has started to unfold further to give those symbols more meaning. However, because Symbolism and Imagery are key literary elements used throughout the novel, this activity can be implemented at other points in the unit as best fit with your class.

RESOURCES AND MATERIALS

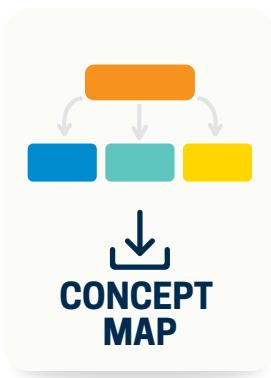
- [Visual Art Analysis Notes and Visual Art Analysis Template](#)
- Selected Art Choices
- Symbolism Fact Sheet
- Color Wheel (found in Vocabulary in Color)
- [Extension Resource](#)

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ARTS INTEGRATION MATERIALS



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Implementation

- Review the concept of symbolism
- Display **6 book covers**
 - Divide the class into 6 small groups (the number of groups will depend on a class size)
 - Assign one book cover to each group and ask them to analyze it by using the art analysis worksheet
 - Ask each group to present their analysis to the class
- Now display all six covers again, and ask the class to find prominent recurring symbols, discuss as a class what those mean in the context of the story so far (this is the activity that can be done as a whole class discussion). You can write down (on the board or poster) all common symbols that students are pointing to.

