

Professional Development Activity Plan

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School or Institution: Army Heritage Center Foundation

Projected Date for Implementation: April 22, 2016

Title of Activity	The Art of War
Overview	An interdisciplinary activity to model primary source analysis of artwork created by Soldiers on and off the battlefield for history and art teachers. Teachers will learn strategies for engaging student in primary source analysis while developing an appreciation for way they can collaborate across the curriculum to enhance learning in multiple subject areas.
Essential or Investigative Question	How do Soldiers represent their experiences of war through art?
Audience	<p>This activity is best suited for educators of the following grade levels</p> <ul style="list-style-type: none"> • Grades 6-8 • Grades 9-12 <p>This activity is best suited for educators of the following content areas</p> <ul style="list-style-type: none"> • Art • Social Studies
Time Required	90 minutes
Goal	Teachers will examine selected works of art in an interdisciplinary setting and develop a unified cross curricular strategy for instruction through art.
Objectives	<ul style="list-style-type: none"> • View and analyze Soldier art using the Primary Source Analysis Tool • Examine the University of Arkansas Little Rock art analysis guidelines at http://ualr.edu/art/art-history-resources/papers-and-projects/guidelines-for-analysis-of-art/ and devise a list of questions to pose to students about a piece of historical artwork. • Brainstorm with other teachers to identify significant artwork that can be used to meet curricular goals in art and history class
Digital Resources	<p>Primary sources:</p> <ul style="list-style-type: none"> • Sumner Grant Collection <ul style="list-style-type: none"> ○ 1944-1945 ○ Sumner Grant ○ https://memory.loc.gov/diglib/vhp/bib/20970Date created/published • Peter Sanfilippo Collection <ul style="list-style-type: none"> ○ Unspecified ○ Peter Sanfilippo



	<ul style="list-style-type: none"> ○ https://memory.loc.gov/diglib/vhp/bib/5844 • Victor Selinsky Collection <ul style="list-style-type: none"> ○ Unspecified ○ Creator/Author ○ https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.15293/ • Other resources: <ul style="list-style-type: none"> ○ Library of Congress Primary Source Analysis Tool (PSAT)
Classroom Materials	<ul style="list-style-type: none"> • Computer with PowerPoint, Adobe Reader, and a projector • Selected images from the listed collections • Pens and paper • Students/Workshop Attendees
Preparation	<ul style="list-style-type: none"> • Facilitator should: <ul style="list-style-type: none"> ○ Review the collections and select an appropriate number of primary sources for the number of attendees. Select enough images so that there are more images than attendees. ○ Review and familiarize yourself with the PSAT and Guide, and with the art analysis guidelines on the UALR website ○ Print out copies of the selected images. ○ Select one image for the modelling portion of the program and print out enough copies to give one to each attendee ○ Print out the biographic data for each artist. Be sure to include the information from both the main collection page and the digital collection page. ○ Print out enough copies of the PSAT and Guide for all attendees. ○ Print out copies of the UALR guidelines, enough for all attendees ○ Upload a copy of the PSAT to the computer in the room you will be using. If you do not have a computer, prepare an overhead slide or poster board to use to model use of the PSAT. ○ Upload copies of the selected images onto the computer. ○ Lay out printed images on a side table
Procedure	<ul style="list-style-type: none"> • Greet the teachers and explain that for the next session you will be working on evaluating primary sources in an interdisciplinary setting. • Pass out copies of the PSAT and guide. Review with attendees. • Bring up the PSAT on the computer. • Hand out copies of the image you selected. • Using that image, model the use of the PSAT for the teachers. • Invite teachers to move to the side table to select an image that appeals to them. • Pair the teachers (use interdisciplinary pairs where possible) and have them take turns analyzing the artwork they selected. • Invite each team to discuss their analysis. Display their art on the screen while discussing each piece. Allow sufficient time for each team to share their work. (If the workshop is large, consider teams of three, or consider grouping them into two or three large groups for sharing). • Pass out the copies of the UALR guidelines.



	<ul style="list-style-type: none"> • Have the teams select one of their pieces of art and work through the questions. • Bring the teams together to work as a group to review the UALR guidelines. Have them answer these questions: <ul style="list-style-type: none"> ○ Do/can their students need to address all the questions on the list to have a meaningful educational experience that meets curricular goals and standards? ○ If not, which questions are critical to the process? Which are suitable for their ability level? ○ What questions would you add? What questions would you leave out? • Stress that the teachers are looking for a solution that meets their needs, and should draw on their own experience and the needs and abilities of their students.
<p>Assessment/ Reflection</p>	<p>Allow time at the conclusion for the following discussion around the following questions/activities:</p> <ul style="list-style-type: none"> • Brainstorm a list of artwork that is significant for the history classroom. • Brainstorm a list of artwork that is significant for the art classroom. • Compile the lists and identify common items. • Can these items be used to good effect on both classrooms in a timeframe that is mutually reinforcing? • Is there value to their students in engaging in their approach? • What tools and strategies will you need to engage in this approach? <p>Assessment: an animated and lively discussion that results in concrete suggestions for implementation will indicate a successful PD session. If the conversation is lackluster or forced, or results in no concrete suggestions the lesson will be deemed less successful.</p>

