Guernica

⭐ TASK ⭐ LADDER

by LDC Design Team

In this Humanities module middle school students study the painting by Picasso, *Guernica*, as a primary text and read a few secondary sources about the historical events. Instruction focuses on building a vocabulary to talk about works of art and history, and it offers an opportunity to teach how artistic works can contribute to our understanding historical events. Focus Common Core standards are RL8.4 and RL8.9 and W8.7.

GRADES	DISCIPLINE	COURSE	PACING
8	**Other**	☰ **Humanities – ELA/Arts/History**	🕐 **N/A**

Section 1: What Task?

Teaching Task

Task Template 19 - Informational or Explanatory

After reading articles on the events of the bombing of Guernica during the Spanish Civil War and viewing Picasso's painting, Guernica, write essay in which you explain what each work tells us about Guernica and how we as readers and viewers come to understand different things from each work about the same event. Support your discussion with evidence from the text(s).

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

CCR.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCR.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RI.8.9

Focus

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.1.a

Focus

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.5

Focus

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Texts

- ⸘ **Images of city and painting**
- ⸘ **Article #2-The Bombing of Guernica, 1937**
- ⸘ **Article #1-Bombing of Guernica**
- ⸘ **Guernica Lecture Video**

Student Work Rubric - Informational or Explanatory Task - Grades 6-8

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	**2**	**3**	**4**
Controlling Idea	Presents an unclear or unfocused controlling idea.	Presents a **general** controlling idea that **addresses the prompt**, with an **uneven focus**.	**Presents and maintains a clear** controlling idea that addresses **all aspects** of the prompt.	Presents and maintains a clear and **specific** controlling idea that addresses all aspects of the prompt and **takes into account the complexity of the topic**.
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that arerelevant to the controlling idea. Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that are relevant to the controlling **and supporting ideas**. **Consistently** cites sources with **minor formatting errors**.	Includes **well-chosen** details, examples, and/or quotations from sources that **support** the controlling and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explanation of ideas and source material is **minimal** or **contains minor errors**.	**Accurately** explains ideas and source material and **how they support the controlling idea**.	**Thoroughly** and accurately explains ideas and source material, **using reasoning** to support **and develop** the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	**Groups ideas and uses some transitions** to connect ideas, with **some lapses in coherence or organization**.	**Groups and sequences** ideas to **develop the controlling idea**. Uses transitions **to clarify the relationships among ideas, concepts, and information**.	Groups and sequences ideas **logically** to develop the controlling idea **and create cohesion**. Uses **varied** transitions to clarify the relationships among ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	**Errors** in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are **sometimes inappropriate** to the audience and purpose.	**Consistently applies** standard English conventions; **minor errors**, while noticeable, **do not interfere** with the clarity of the writing. Uses language and tone **appropriate to the audience and purpose**.	Consistently applies standard English conventions, **with few errors**. Demonstrates **varied syntax** and **precise word choice**. **Consistently** uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Guernica, a city in Spain, has become the symbol and story that captures the terrible effects of war on people and their homes. You will consider how both secondary and primary sources can help us understand this and other historical events.

Extension

Choose one of the following activities: 1) visit a museum to view actual works; or 2) invite a local expert/curator to discuss Guernica and how it evolved out of experiences that shaped that period in time.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > QUESTIONING: Ability to read a primary text; to identify the central point and main supporting elements of a painting.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**TIMELINE** *In your group, create a timeline indicating key historical events that happened in Spain and the world from 1930-1940.*	Group creates a timeline with accurate identification of key events.	• Work with history teacher to find resources to complete mini-task. • Use online resources to research timeline events that would be relevant to this topic. • Divide class into small groups to create a 1-2 year section of timeline; post each section for students to discuss.
	Additional Attachments: % **Timeline of the Spanish Civil War**			
20 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**BULLETS** *What are the important features of a good response to this prompt?*	None	• Identify categories that you will score for final grade on this teaching task. • Do this mini-task as a whole class activity • Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.
Reading Process				
10 mins	**ACTIVE READING > ESSENTIAL VOCABULARY**: Ability to identify and master terms essential to understanding a text.	**VOCABULARY LIST-ONGOING** *In your notebook, list and define* *1. "Basque", "civil war", "cubism"* *2. Words and phrases you might use when talking or writing about this topic or other artworks and genres.*	• Provides items and defines accurately. • Keeps a vocabulary notebook with relevant items.	• List any other terms you think necessary for this module. • Invite the art teacher to lead a lecture and discussion • Co-teach with the social studies teacher.
50 mins	**ACTIVE READING > QUESTIONING**: Ability to read a primary text; to identify the central point and main supporting elements of a painting.	**SHORT REFLECTIVE ENTRY** *1. What is Picasso telling us about the bombing of Guernica? What in his painting conveys your interpretation?*	• Answers questions with credible response. • Provides a short list of relevant elements • Uses relevant vocabulary	• Invite students to brainstorm ways to figure out a Picasso's intent and theme. • Invite students to share and discuss their answers. • Use this opportunity to point out such as "metaphor" and "allusion" in visual works; also aesthetic vocabulary, such as "cubism", "tonal qualities"
	Additional Attachments: 🗎 **Sample- Guenica Note Taking Guide**			

50 mins	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**NOTES** *Read the selected texts about the bombing of Guernica and take notes relevant to the teaching task.*	List includes key points/events and relate to the teaching task	• Teach/review a sample format for note taking. • Teach/review annotation techniques. • Teacher selects a range of reading levels from online or other secondary sources. • Provide a note-taking template
50 mins	**POST-READING > ACADEMIC INTEGRITY**: Ability to use and credit sources appropriately.	**GROUP WORK** *In pairs or small group review language for embedding*	No scoring, but teacher lead activities on ways to cite and embed examples and sources.	• Make a list with class of language used to embed examples, e.g. "Picasso uses…", "XXX article state that…." • Discuss respect for others' work to assemble evidence and create texts.

Transition to Writing

30 mins	**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS**: Ability to begin linking reading results to writing task.	**CLASS DISCUSSION** *How can both artworks and secondary sources help us understand an event or historical figure? What can we believe from a painting? What can we believe in secondary texts?*	None	• Discussion-based strategies, such as seminar. • Small group discussion using questions. • Use this opportunity to point out that primary and secondary texts should be "questioned" by the reader or viewer.

Writing Process

50 mins	**DEVELOPMENT > INTRODUCTORY PARAGRAPH**: Ability to establish a controlling idea and consolidate information relevant to task.	**OPENING PARAGRAPH** *Write an opening paragraph that includes a controlling idea and includes a short explanation for Guernica.*	• Writes a draft opening to include a controlling idea or thesis and all elements in mini-task. • Provides direct answer to main prompt requirements.	• Note or post for class bulleted elements that need to be included in opening. • Share openings and discuss what makes them strong or weak. Allow students to revise their openings until they feel comfortable with them.
30 mins	**PLANNING > PLANNING THE WRITING**: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	**OUTLINE/ORGANIZER** *Create an outline based on your notes and reading for the development section of your composition in which you sequence your points and note supporting evidence.*	• Creates an outline or organizer. • Supports controlling idea. • Uses evidence from texts read earlier.	• Provide and teach one or more examples of outlines or organizers. • Outline for this essay should structure a response of at least four paragraphs: opening, explanation of historical events, explanation of painting, closing. More paragraphs can include details that further discuss each type of text. Closing should connect how each type of works help us understand the event.
1 hr and 30 mins	**DEVELOPMENT > BODY PARAGRAPHS**: Ability to construct an initial draft with an emerging line of thought and structure.	**INITIAL DRAFT** *Write an initial draft complete with opening, development, and closing; insert and cite textual evidence. Be sure to connect how each work helps us more fully understand Guernica.*	• Provides complete draft with all parts and with sufficient detail in discussion. • Provides relevant evidence in the form of	• Encourage students to re-read prompt partway through writing, to check that they are on-track. • Provide a writing center where students can seek conferences with peers or teacher. • Provide a template with the appropriate structure for the composition for those who need it.

			examples, quotes, or paraphrasing.	
1 hr and 30 mins	**REVISION, EDITING, AND COMPLETION > REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	**MULTIPLE DRAFTS** *Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations.*	*Improves earlier edition.*	• *Identify 2-3 area on each student's papers and target their eyes by making a check at the end of the sentence or section that needs more work. Focus on reasoning and relevancy, not grammar.* • *Provide a writing center where students can seek conferences with peers or teacher.*
50 mins	**REVISION, EDITING, AND COMPLETION > EDITING**: Ability to proofread and format a piece to make it more effective.	**CORRECT DRAFT** *Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.*	• *Provides draft free from distracting surface errors.* • *Uses format that supports purpose.*	• *Teach a short list of proofreading marks.* • *Use error analysis -= a check at the end of each line where there is a grammatical or editing error – and ask students to find and correct.* • *Assign students to proofread each other's texts a second time.*
50 mins	**REVISION, EDITING, AND COMPLETION > FINAL DRAFT**: Ability to submit final piece that meets expectations.	**COMPLETION** *Turn in your complete set of drafts, plus the final version of your piece.*	*Fits the "Meets Expectations" on categories identified in the rubric for the teaching task.*	• *Score – give feedback – both "What's strong and What needs more work next time."* • *Score based on the rubric categories you chose to focus on for this teaching task.*

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Instruction should help students discern points of view and purposes inherent in artworks and secondary texts:

- The ability to know that artworks strive for an emotional response and interpretation rather than fact, nevertheless students should cite "evidence" from the work to support their response.
- The ability to know that secondary sources based on research, such as textbooks or encyclopedias, are syntheses of factual information. Nevertheless, when studying history, students should be aware of the author or publisher, dates, and other "clues" and take them into account when deciding how to use this information and its credibility.