

Lesson 2: Meet Carlos Garaicoa

Concept/Main Idea of Lesson

This lesson will focus on the work of Cuban artist Carlos Garaicoa. The students will gain an understanding of his art, as well as be able to make connections with how it connects with the history of the nation.

Intended Grade Levels

6th-12th

Infusion/Subject Area(s)

World History, American History, Latin American History, Comparative Government, Various Art courses.

National Curriculum Standards

NCSS Standards:

IX: Global Connections: "Social studies programs should include experiences that provide for the study of global connections and interdependence."

VI: Power, Authority, & Governance: "Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance."

II: Time, Continuity, & Change: "Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can demonstrate an understanding that different people may describe the same even or situation in diverse ways, citing reasons for the differences in views."

Florida Standards for the Arts:

Aesthetic and Critical Analysis: "The student assesses, evaluates, and responds to the characteristics of works of art." (VA.D.1.4)

Common Core:

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-Literacy.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

I. Instructional Objective

The students will:

- a. gain an understanding of the Cuban artist, Carlos Garaicoa, and analyze the significance of his artwork.

II. Learning Activities Sequence

- a. **Set Induction/Lesson Initiating Behavior:** Once the students grasp the historical background events, use this next part of the lesson to introduce the students to Carlos Garaicoa, a highly regarded and well known Cuban artist. To better acquaint the students with an understanding of who Garaicoa is, the background of how he emerged as an artist, and the significance of his artwork, the teacher should distribute copies of the biographical reading entitled, "Carlos Garaicoa". Also, there is a concept map for the students to fill out as the class goes over the reading. As a class, guide the students through the reading and collectively fill out the concept map and discuss.
- b. **Learning Activities:** After discussing the reading and completing the concept map,

introduce the students to Garaicoa's work "Saving Time".

Questions to consider for the discussion include:

- Describe what you see. What object is evident in this piece/artwork?
 - What stands out to you about this work?
 - How would you say this looks different than a typical "clock"?
 - Looking at the section designated for "50-60", what do you think could be the reasons why this portion of the piece appears to be different?
 - Given the title of this work being "Saving Time", what do you think are Garaicoa's intentions for creating this piece?
 - Are there any connections that you can make with this piece and the historical events of Cuba that have unfolded both pre and post Cuban Revolution?
- c. **Closure:** (a) The final activity for the students will be to analyze their own lives and create their own "Personal Timeline" and analyze significant events in their own lives. (b) Similar to the discussion surrounding "Saving Time", have the students write a detailed reflection paragraph that answers the following question: "If I could go back and change one event on my timeline, what would it be and why?" Depending on the length of time for your class, this part of the activity could be done for homework.

NOTE TO TEACHER: The personal time line and reflection activities can be highly evocative and introspective. Students may opt to reveal aspects of their personal histories that are disturbing or emotional. These instances, of course, must be handled with great sensitivity and discretion. But they can also elicit some excellent discussions about the importance of finding healthy outlets for difficult or painful emotions and situations. Artistic expression and reflective writing can both be useful in this regard.

III. Evaluation

The completed reading Concept Map and the Student Personal Timeline (and short response) will be the basis for the evaluation to ensure that the students have grasped the day's lesson.

IV. Materials and Resources

Class set of readings, Concept Maps, "Saving Time" image.

V. References

Bernal Bermudez, Maria Clara. "Carlos Garaicoa". Culturebase.net. "The International Artist Database". (2006). Web. 7 Feb. 2010. <http://www.culturebase.net/artist.php?3762>.

Garaicoa, Carlos. "Saving Time". *La Enmienda que hay en mí*. Havana: MNBA, 2009.