



Diego Rivera

Denver Public Schools

In partnership with Metropolitan State College of Denver

El Alma de la Raza Project



Diego Rivera

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Grade 3

Implementation Time
for Unit of Study: 3 weeks

Denver Public Schools

El Alma de la Raza Curriculum
and Teacher Training Program

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Diego Rivera

Unit Concepts

- Diego Rivera as a famous artist
- How to convey feelings through art
- How and why people create art
- How to create a group mural

Standards Addressed by This Unit

Reading and Writing

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

Visual Arts

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students know and apply visual arts materials, tools, techniques, and processes. (VA3)

Students relate the visual arts to various historical and cultural traditions. (VA4)

Students analyze and evaluate the characteristics, merits, and meaning of works of art. (VA5)

Introduction

Diego Rivera was born to be a famous artist. He began drawing at an early age, painting murals on the walls in his house before he even attended school. As he grew older, he attended art classes after school. Before long, his dream of becoming a successful artist was within his reach.

Rivera attended art school in Mexico and Europe. He became famous for his murals in cities throughout Mexico. These murals told stories about the everyday life of Mexican people. He also painted murals in the United States, some of which told stories of the Mexican people, too. Today Rivera's murals can still be seen in Mexico and the United States. They help tell the story of Mexican history and add to the beauty of the art world. Many artists and viewers continue to be inspired by Diego Rivera.

Implementation Guidelines

It is recommended that this unit be taught in third, fourth, or fifth grade, primarily as an art unit (an artist study). This unit incorporates reading, writing, and art. Students will be working with partners and cooperative groups. Some preteaching of paired and cooperative work may need to take place. If a teaching technique is foreign to your students, it is a good idea to practice and introduce it ahead of time.

Allow ample time for students to share their work. Although the finished products are important, the process should be the main focus of each lesson.

A computer with Internet access can be used to look at art in museums. However, Internet activities are extensions or enrichments and are optional. The unit won't be compromised if Internet access is not available.

If you are unfamiliar with Diego Rivera, it is recommended that you read the student books listed in the bibliography before teaching the unit. These books will give you a great knowledge base to teach this unit.

Instructional Materials and Resources

The following resources are needed for implementing this unit:

- Lesson 1 Paper for webs, *Diego Rivera* by Mike Venezia (multiple copies), chart paper, highlighters (one per group), *Diego* by Jonah Winter (multiple copies), *Diego Rivera: An Artist's Life* by Sarah Vazquez (multiple copies)
- Lesson 2 Web from Lesson 1
- Lesson 3 Cards of Rivera's work, "Looking Closer" worksheet, Internet access (optional)
- Lesson 4 Cards of Rivera's work, computer for publishing (paper for final copy if computers aren't available), copies of writing rubric for students
- Lesson 5 9" x 12" white construction paper, oil pastels (crayons, markers, or paints will do if oil pastels aren't available), selected cards of Rivera's work
- Lesson 6 White butcher paper, colored pencils (or whatever you choose to use)

This unit can still be taught if some of the listed materials are unavailable to you. Here are some options for obtaining materials or using substitutes for the materials listed above.

- Lesson 1 All three books listed for this lesson are available at public libraries. You can read them aloud and have the students take notes as you read. It is recommended that you do this on three separate days so that the students stay interested. Instead of highlighters, the students can use a yellow crayon or marker.
- Lesson 2 No substitutions needed.
- Lesson 3 Any pictures of Rivera's art will do. You can download pictures from the Internet or you may get as many books as possible that include color pictures of his art.
- Lesson 4 Suggestions are the same as for Lesson 3.
- Lesson 5 Use any art supplies you have available. Any pictures of Rivera's art will do.
- Lesson 6 It is easiest for students to work on white paper, but any large paper will do. Use any art supplies you have available.

Lesson Summary

| | |
|----------|---|
| Lesson 1 | Finding Out about Diego Rivera..... 5 Learn the basics about Diego Rivera and his art. |
| Lesson 2 | Writing about Diego Rivera 8 Write about Diego Rivera. |
| Lesson 3 | Looking at Diego Rivera’s Art 10 Take a closer look at Diego Rivera’s art. |
| Lesson 4 | Inspired by Diego Rivera 13 Write a creative story using a piece of Diego Rivera’s art as inspiration. |
| Lesson 5 | Art and Feelings 16 Create a piece of art to convey a feeling. Write similes and metaphors to go with the art. |
| Lesson 6 | Group Murals..... 19 Create a group mural that tells a story. Interpret other murals. |

LESSON 1: Finding Out about Diego Rivera

What will students be learning?

STANDARDS

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

Students relate the visual arts to various historical and cultural traditions. (VA4)

BENCHMARKS

Students will select relevant material for reading, writing, and speaking purposes.

Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will research and create art inspired by historical and cultural ideas of diverse peoples.

Students will identify works of art as belonging to various cultures, times, and places.

OBJECTIVE

Students will record important facts about the life of Diego Rivera.

SPECIFICS

Diego Rivera was a muralist painter and considered by many as one of the greatest artists of the 20th century. He was born in Guanajuato, Mexico, in 1882. He studied art at the San Carlos Academy in Mexico City and later went to Europe where he received training in post-modernism and cubism. Diego's art is most often associated with the themes of Pre-Colombian times in Mexico and with other significant events in the history of Mexico. Diego was married to another former Mexican artist, Frida Kahlo. He died in 1957.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Read aloud, whole group reading, paired reading, or silent reading

Group discussion

Graphic organizer, webbing

Paired reading and writing

PRELIMINARY LESSON PREPARATION

Select partners ahead of time. Pair low readers with high or average readers. Write the discussion questions on the board.

ACTIVITIES

Your teacher is going to lead a whole-group discussion about art and artists. The teacher has written the following questions on the board to begin this discussion: What is art? What does it mean to be an artist? How does someone become an artist? What famous artists do you know? The teacher will list your responses on the board.

Now the class is going to learn about a famous artist named Diego Rivera. As a class, read *Diego Rivera* by Mike Venezia. You can read this a variety of ways: teacher read aloud, whole group reading, paired reading, or silent reading. After the story is read, create a web to record all of the important information that you just learned about Diego Rivera. Then, as a whole group, make a large class web on chart paper.

Next, with your partner, choose a book about Diego Rivera to read. Your choices are *Diego* by Jonah Winter or *Diego Rivera: An Artist's Life* by Sarah Vazquez. As you read, add new facts to your web. Look for facts you didn't have before. Highlight your new facts. Discuss the new facts as a whole class and add them to the large class web. Highlight the new facts on the class web.

Your teacher will write vocabulary words from the reading on the board. Do you recognize them? Discuss their meaning.

VOCABULARY

| | |
|-----------------|--|
| Fresco painting | Painting on wet plaster with watercolors |
| Mexico | Country in North America that is south of the United States and north of Central America |
| Mural | Wall painting |
| Styles | Different ways of doing something |

RESOURCES/MATERIALS

- Blank paper for web, one per student
- Chart paper
- Highlighters, one per group
- Diego Rivera* by Mike Venezia, multiple copies
- Diego* by Jonah Winter (in Spanish and English), multiple copies
- Diego Rivera: An Artist's Life* by Sarah Vazquez, multiple copies

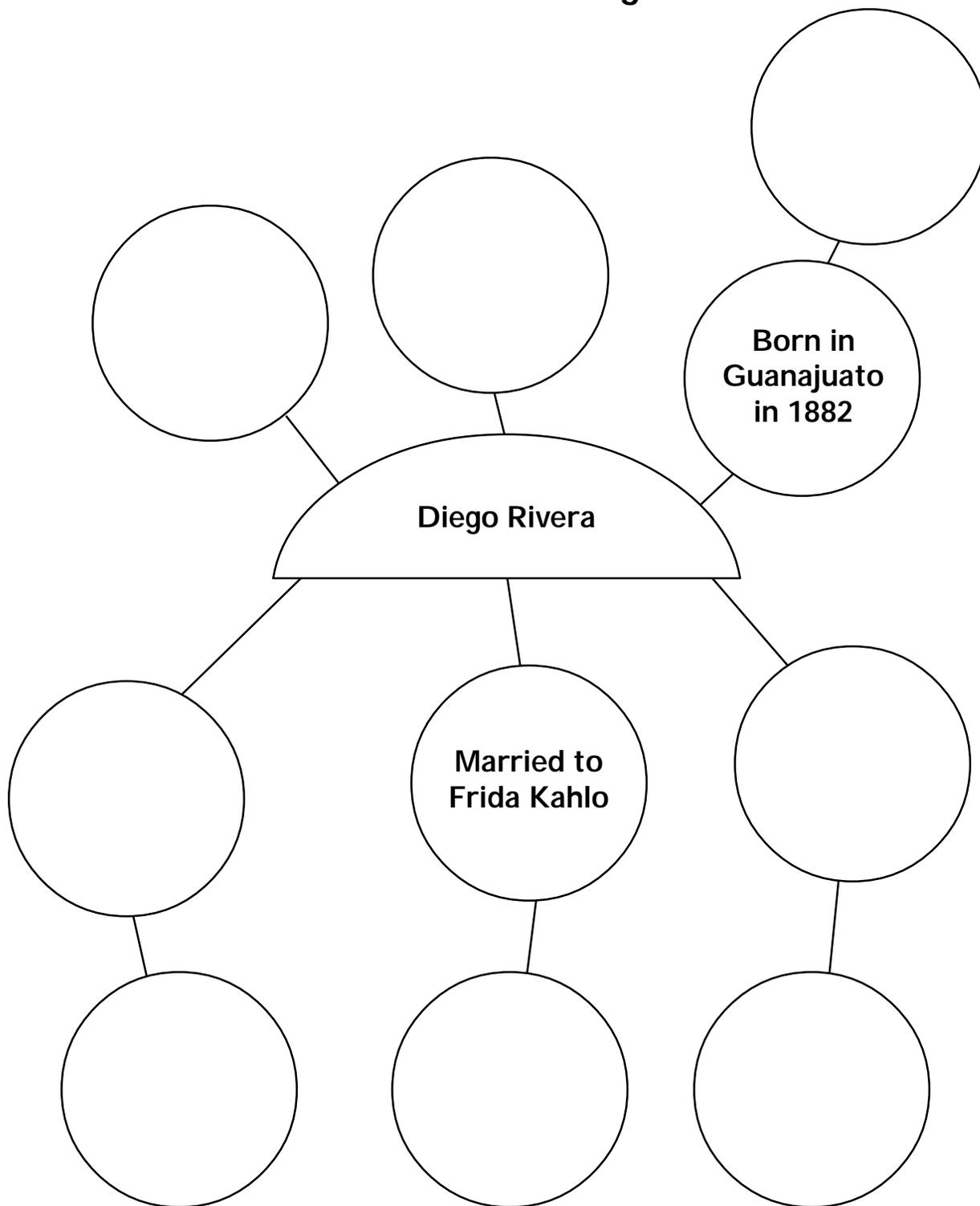
ASSESSMENT

Each student should have completed the information web on Diego Rivera. Use the following rubric to assess the student's work.

| <u>Rubric Points</u> | <u>Descriptions</u> |
|----------------------|--|
| 4 | The student has completed at least 10 facts about the life, art, and family of Diego Rivera. The facts are not generalities, rather they provide specific information. |
| 3 | The student has completed at least eight facts about the life, art, and family of Diego Rivera. The facts may contain some generalities. |
| 2 | The student has completed at least six facts about the life, art, and family of Diego Rivera. The facts may contain some generalities. |
| 1 | The student has completed fewer than six facts about the life, art, and family of Diego Rivera. The listed facts are generalities and provide no substance. |

SAMPLE

Information Web on Diego Rivera



LESSON 2: Writing about Diego Rivera

What will students be learning?

STANDARD

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

BENCHMARKS

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will apply formal usage in speaking and writing.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

OBJECTIVE

Students will write a paragraph that includes a topic sentence, five factual sentences about Diego Rivera, and a concluding sentence.

SPECIFICS

The art of Diego Rivera has left a long-lasting impression on not only the people of Mexico, but throughout the world. The message expressed through his art, bring forth the history of Mexico from its earliest beginnings to recent history. The significant event that Diego Rivera painted about allows the viewer to have a new appreciation for the intricate history of Mexico.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Modeling

PRELIMINARY LESSON PREPARATION

If paragraph structure (topic sentence, five factual sentences, and a concluding sentence) has not yet been introduced, some preteaching may be needed.

ACTIVITIES

From your web from Lesson 1, choose five important facts about Diego Rivera. Write a paragraph using the five facts you have chosen from your web. Your paragraph must have a topic sentence, five factual sentences, and a concluding sentence.

RESOURCES/MATERIALS

Web from Lesson 1

ASSESSMENT

Use the grading rubric below to assess the student's fact paragraph about Diego Rivera.

| <u>Rubric Points</u> | <u>Description</u> |
|----------------------|---|
| 4 | The student's paragraph is at least seven sentences long and states at least five facts about Diego. The paragraph must have a topic sentence, conclusion and five factual sentences. The student cannot have more than four spelling, punctuation, or grammatical errors. |
| 3 | The student's paragraph is at least seven sentences long and states at least five facts about Diego. The paragraph must have a topic sentence, conclusion and five factual sentences. The student cannot have more than eight spelling, punctuation, or grammatical errors. |
| 2 | The student's paragraph is less than seven sentences long and may be missing a topic sentence, conclusion sentence, or fact sentence. The student cannot have more than 10 spelling, punctuation or grammatical errors. |
| 1 | The student's paragraph is less than seven sentences long and is missing at least two of the following; topic sentence, conclusion sentence or fact sentence. The student has more than 10 spelling, punctuation or grammatical errors. |

LESSON 3: Looking at Diego Rivera's Art

What will students be learning?

STANDARDS

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students analyze and evaluate the characteristics, merits, and meaning of works of art. (VA5)

BENCHMARKS

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

The students will examine and critique their own and others' works of art.

The students will use specific criteria to analyze works of art.

The students will use specific criteria to evaluate works of art.

OBJECTIVES

Students will use observation and critical thinking skills (analysis, interpretation, and judgment) when looking at a piece of art.

Students will demonstrate critical thinking skills on the "Looking Closer" worksheet.

SPECIFICS

Interpreting art is a difficult process. It requires the viewer to analyze the painting on various levels, including trying to understand what the painter was trying to express. People interpret painters and their works very differently. Interpretations of works by students will tend to be general.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Large group discussion

Paired work

Internet (optional)

PRELIMINARY LESSON PREPARATION

Select partners ahead of time. The partners can be the same pairs from Lesson 1 or they can be new pairs. Choose cards of Diego Rivera's work for the students to view (one per pair). Write down the titles of the chosen pieces of art on strips of paper, one on each strip. If you are going to do the Internet activity, locate and become familiar with the website before teaching the lesson.

ACTIVITIES

(Optional) Your teacher is going to locate some of Diego Rivera’s work on the Internet. Look carefully at the artwork. Compare the art on the computer to the pictures you’ve seen in books. Which is of better quality? It is important to know that these sites exist.

Next, your teacher is going to give you and your partner a title of one of Diego Rivera’s works. Try to match it with the appropriate piece of art that has been reproduced on the cards. Look closely for details that might help you make the match. When your teacher says that you have the correct one, complete the “Looking Closer” worksheet with your partner. Although you and your partner might have the same answers, you both must fill out your own worksheet. After everyone has completed the worksheet, share your responses with the whole group.

VOCABULARY

critical thinking A higher level of thinking, such as analysis, interpretation, and judgment

RESOURCES/MATERIALS

Cards of Diego Rivera’s work

“Looking Closer” worksheets, one per student

Website — www.diegorivera.com (Diego Rivera Web Museum)

ASSESSMENT

Use the grading rubric below to assess the “Looking Closer” worksheet and presentation.

| <u>Rubric Points</u> | <u>Description</u> |
|----------------------|--|
| 3 | Student has completed the worksheet and answered the three questions. The student gives explanations that give analysis, interpretation and judgement of their piece of art. |
| 2 | Student has completed the worksheet and answered the three questions. The student provides explanations about the analysis, interpretation and judgement of their piece of art, however they are very vague and unsure of their interpretation of the art. |
| 1 | Student has not completed the worksheet. Student provides very general information about the piece of art, but have not attempted to provide and analysis, interpretation or judgement of the art piece. |

Name _____

Date _____

Page 1 of 1

Looking Closer Worksheet

The art we are looking at is _____.
(Title of art)

1. Why do you think Diego Rivera gave this piece of art the title he did?

2. What do you feel when you look at this piece of art? Why do you think you feel that way?

3. If you could rename this piece of art, what would the title be, and why?

LESSON 4: Inspired by Diego Rivera

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

BENCHMARKS

Students will plan, draft, revise, proofread, edit, and publish written communications.

Students will use the most appropriate method, handwriting or word processing, to produce a product that is legible.

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will apply formal usage in speaking and writing.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

OBJECTIVE

Students will demonstrate an understanding of the writing process by writing a short story to go with a piece of Diego Rivera's work.

SPECIFICS

Artists use a variety of themes to illustrate their work. Diego Rivera has used a wide range of topics that focus on the history of Mexico. In fact, another famous Mexican artist, Jose Clemente Orozco, stated that, "to talk about Indians, revolution, Mexican Renaissance, folk art, retablos, etc., is to talk about Rivera." Diego took it upon himself to tell the history of Mexico and more importantly the struggles faced by the common people of Mexico — the peasant and working class.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Paired writing

Stages of the writing process

PRELIMINARY LESSON PREPARATION

Write the questions from the activity on chart paper so students can use them as a guide. Make copies of the writing rubric and give each pair of students a copy at the beginning of the activity. If students aren't familiar with the writing process, some preteaching should take place.

ACTIVITIES

You and your partner will write a short story to go with the same piece of art you had in Lesson 3. Ask yourself the following questions: Who are the people in the painting?

What are they doing in the picture and why? These questions will help you get started.

Be sure to use the rubric as a guide. You will display your story next to the piece of art.

RESOURCES/MATERIALS

Cards of Diego Rivera's work

Computer for publishing (paper for final copy if computers aren't available)

Copies of rubric, one per pair

ASSESSMENT

Use the rubric on the following page to determine a grade.

Rubric for a Story Inspired by Diego Rivera's Art

Exceeds Standards

(Grade will be an A.)

Story has a strong beginning, middle, and ending.

There is ample evidence of all steps of the writing process.

___ Prewriting
___ Rough draft
___ Editing
___ Publication

The story was strongly inspired by Diego Rivera's artwork.

Meets Standards

(Grade will be a B.)

Story has a beginning, middle, and ending.

There is evidence of all steps of the writing process.

___ Prewriting
___ Rough draft
___ Editing
___ Publication

The story was inspired by Diego Rivera's artwork.

Below Standards

(Grade will be a C, D, or F, depending on what is missing.)

Story lacks a beginning, middle, or ending.

Some evidence of the writing process is missing.

___ Prewriting
___ Rough draft
___ Editing
___ Publication

It is not clear if the story was inspired by Diego Rivera's artwork.

LESSON 5: Art and Feelings

What will students be learning?

STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students will write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students know and apply visual arts materials, tools, techniques, and processes. (VA3)

Students relate the visual arts to various historical and cultural traditions. (VA4)

BENCHMARKS

Students will write and speak for a variety of purposes.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will recognize, express, and defend points of view orally and in writing.

Students will select and use visual images, themes, and ideas for works of art.

Students will examine and critique their own and others' works of art.

Students will observe and describe a variety of works of art, including their own.

Students will use specific criteria to analyze works of art.

OBJECTIVES

Students will demonstrate the ability to illustrate a feeling by creating an original piece of art.

Students will demonstrate an understanding of similes and metaphors by writing at least one (more for upper grades) to accompany their art.

SPECIFICS

Diego Rivera painted large frescoes because he believed that art should be readily available to everybody. He also wanted his art to make clear comments on Mexico's history and social problems. Therefore, in many of his paintings, the feelings he wanted to convey can easily be identified, although some of his work is a little more abstract.

In this lesson, the students will work with similes and metaphors. Both are figures of speech that liken or compare one thing to another. Similes make a direct comparison and use the words *like*, *as*, or *as if*. (A kitten's coat is like silk.) In a metaphor, one thing is compared to another by identification. (A beautiful spring day is heaven.)

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES:

Whole and small group discussion

Modeling

Reflective response

PRELIMINARY LESSON PREPARATION

If you are going to use small group discussion in the activities, select groups of students beforehand.

If your students haven't had experience with similes and metaphors, some preteaching will need to take place.

If you will be using oil pastels, demonstrate how to blend them by smearing and layering. You smear pastels by rubbing your finger over the area you colored. You layer by putting one color on top of the other. If students have never tried these techniques, they should experiment on a piece of scratch paper.

ACTIVITIES

In a whole group discussion, your teacher will show you pieces of Diego Rivera's art and then will call on students to tell what feeling he was trying to convey. You will need to support your answer when you are called on, so look for specific things in the painting that give you a certain feeling.

Using paint, oil pastels, crayons, or markers, you are going to create a piece of art that conveys a certain feeling. This art can be a realistic or abstract piece. You are going to give a title to your piece and write at least one statement about it using a simile or metaphor, or both.

Metaphors and similes help you understand something by comparing it to another thing. If you say "A kitten's coat is like silk," you mean that the kitten's coat is smooth, shiny, and soft. When you say the coat is like silk, you mean that it has the qualities of silk. If you say, "The football player is a tiger," you know that he is not really a big wildcat with stripes. You are saying he is strong and brave. Remember that a simile says one thing *is like* another thing, while a metaphor says one thing *is* another thing.

Share your piece with either the whole class or small group. See if they can guess your feeling before you read them your title and simile or metaphor. Display your work for others to see.

VOCABULARY

| | |
|----------|---|
| abstract | Based on ideas rather than things |
| convey | To tell or communicate |
| metaphor | A way of describing something by calling it something else |
| simile | A way of describing something by saying it is like something else |

RESOURCES/MATERIALS

9" x 12" white construction paper

Oil pastels (Crayons, markers, or paint will do if oil pastels aren't available.)

Selected cards of Diego Rivera's work

ASSESSMENT

Allow students time to share. During that time, notice who has grasped the concept of simile and metaphor. Assess the students' artwork on how well it conveys the feelings they want to express. Assess the similes and metaphors on how well they describe the art and for grammar, punctuation, and spelling.

Rubric Points

Description

- | | |
|---------|--|
| 3 | Student has completed a piece of art that is representative of a feeling they want to express. The student can provide at least two similes or metaphors that are descriptive to their painting. |
| 2 | Student has completed a piece of art that is representative of a feeling they want to express. The student can provide at least one simile or metaphor that is descriptive of their painting. |
| 1 | Student has not completed their piece of art. The student may try to provide a simile or metaphor descriptive of their painting, but it is very general and may not describe their piece of art |

LESSON 6: Group Murals

What will students be learning?

STANDARDS

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students recognize and use the visual arts as a form of creativity and communication. (VA1)

Students know and apply visual arts materials, tools, techniques, and processes. (VA3)

BENCHMARKS

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will apply formal usage in speaking and writing.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will select and use visual images, themes, and ideas in their own works of art to create and communicate meaning.

OBJECTIVES

Students will demonstrate an understanding of murals by creating one in cooperative groups.

Students will write a short description of their own and others' murals.

SPECIFICS

A mural is a large piece of art, usually painted on a wall, ceiling or the side of a building. The themes of murals can vary greatly. Diego Rivera became famous for depicting the struggle for the poor and persecuted Mexican people. Through his murals Diego provided a link to these people to not only art but their life's struggles as well.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Cooperative groups

Guided group discussion

Reflective response

ACTIVITIES

Look closely at the murals shown to you. Pay close attention to the theme in each one. What is the story being told? Notice that Diego Rivera painted murals about people and everyday events. Discuss these ideas with your class.

With your group, create a mural. Decide on a theme for your mural. First, sketch your mural and then add color to it with the art supplies provided. Keep in mind that your mural should tell a story of some kind. In other words, people who look at your mural should be able to tell what it is about. Display your murals around the room.

After all of the murals are complete and displayed, see if you can interpret their meanings. With your group walk around to each one and write a few sentences to describe each mural. When everyone has looked at each mural and written about it, every group will present their mural to the class and explain its meaning.

VOCABULARY

Review the meaning of mural.

- interpret To decide what something means
- theme A subject or topic

RESOURCES/MATERIALS

- white butcher paper
- colored pencils (or whatever you chose to use)
- pictures of Diego Rivera’s murals

ASSESSMENT

Use the following rubrics to assess the group performance in creating the mural and to assess the descriptions of other group’s murals.

| <u>Rubric Points</u> | <u>Description</u> |
|----------------------|--|
| 4 | All group members worked cooperatively to come up with a theme, sketch and paint the mural. It is obvious that the completed work is indicative of hard work and planning. The mural is a superior work. |
| 3 | All group members worked cooperatively to come up with a theme, sketch and paint the mural. The completed work demonstrates hard work, but is not a superior piece of work. |
| 2 | The group had difficulty in finding a theme for their mural. There was difficulty among the group members in the beginning of the project. The mural may not have been completed |
| 1 | The group did not begin painting the mural. A theme had been agreed on and sketching had begun. |

| <u>Rubric Points</u> | <u>Description</u> |
|---|---|
| Each student has completed at least two descriptions on murals in the class other than their own. | |
| 4 | Students has completed two descriptions on murals in the class. These descriptions are in regard to specific traits in the reviewed murals. There cannot be more than five grammar, punctuation or spelling errors. |
| 3 | Student has completed two descriptions on murals in the class. These descriptions are general about the murals. There are between 6-10 grammar, punctuation or spelling errors. |
| 2 | Students has completed two descriptions on murals in the class. These descriptions are general about the murals. There between 10-15 grammar, punctuation or spelling errors. |
| 1 | Student has completed only one description on one of the murals in the class. |

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

The students have completed several assignments throughout the unit. Use this final assessment to gauge their knowledge about Diego Rivera and his art. Each student will be required to write a three-page report on Diego Rivera. Specifically, the report should include information gathered from the various lessons. The report should:

- Include the date and location of Diego Rivera’s birth.
- Name of at least five pieces of Diego Rivera’s art and their meanings.
- Discuss what aspects of the painting or mural made you come up with that meaning.
- Draw your version of one of Diego’s murals and title it differently than his.
- Use correct spelling, grammar and punctuation.
- Include a title page.
- Include a bibliography page that lists the books or websites used in finding out information for the report.

Use the grading scale below to grade the report:

| Description | Points possible | Points earned |
|--|-----------------|---------------|
| Number of pages (10 points per page) | 30 | _____ |
| Biographical information | 20 | _____ |
| Name of five pieces of art/meanings (10 points each) | 50 | _____ |
| Justification of the meanings of murals/paintings | 20 | _____ |
| Drawing of mural | 25 | _____ |
| Correct spelling, grammar, punctuation | 25 | _____ |
| Title Page | 10 | _____ |
| Bibliography information | 20 | _____ |
| TOTAL POINTS..... | 200 | _____ |

Grading scale

| | |
|----------------|---|
| 200–180 | A |
| 179–160 | B |
| 159–140 | C |
| 139–120 | D |
| 119–below..... | F |

Bibliography

Bissel, Stephanie, and Janis Bunchman. *Pictures and Poetry*. Worcester, Massachusetts: Davis Publications, 1994.

Teacher resource. A book full of activities to tie artists and poets together.

Capek, Michael. *Murals: Cave, Cathedral, to Street*. Minneapolis, Minnesota: Lerner Publications Company, 1996.

A chapter book that explains different types of murals and shows examples of them.

Great for showing students a variety of murals. English and Spanish.

Goldstein, Ernest. *The Journey of Diego Rivera*. Minneapolis, Minnesota: Lerner Publications Company, 1996.

A chapter book about Rivera's life (his accomplishments, hardships, and inspirations).

Filled with photographs of his work and a good resource for samples. Good for older students.

Vazquez, Sarah. *Diego Rivera: An Artist's Life*. Orlando, FL: Raintree Steck-Vaughn Publishers, 1998.

A chapter book for young readers. Includes photos of his work, information about his life as an artist, and a glossary.

Venezia, Mike. *Diego Rivera*. Chicago: Children's Press, 1994.

A picture book in the Getting to Know the World's Greatest Artist series. Includes photographs of Rivera's work and cartoons about certain events in his life.

Winter, Jonah. *Diego*. New York: Alfred A. Knopf Books for Young Readers, 1991.

A picture book with text in English and Spanish. A story about Rivera from birth to adulthood.

About the Author

Jessica Schiefelbein grew up in Denver and proudly attended Denver Public Schools. She received a B.A. in English with a minor in special education. She recently completed her master's in creative arts.

Jessica teaches in a third-grade English language acquisition classroom, and integrates the arts into other curricular areas. She is always searching for innovative ways to reach her students.