

Inquiry Design Model (IDM) Blueprint™

Inquiry for 4th-5th grade social studies designed by Meghan A. Kessler, PhD

IDM Title: Understanding Abraham Lincoln through art

Compelling Question	How can art help us examine history?		
Standards and Practices	<p>NCSS College, Career, and Civic Life (C3) Framework</p> <ul style="list-style-type: none"> ● D2.His.2.K-2. Compare life in the past to life today. ● D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. <p>National Core Arts Standards</p> <ul style="list-style-type: none"> ● Artistic Process: Responding -- Understanding and evaluating how the arts convey meaning. <ul style="list-style-type: none"> ○ Anchor Standard 7: Students will perceive and analyze artistic work. 		
Staging the Question	<p>Read aloud a copy of the book, <i>Climbing Lincoln's Steps: The African American Journey</i>, by Suzanne Slade (Author) and Colin Bootman (Illustrator). Discuss as a group: Who was Abraham Lincoln? What is his impact on Americans today? What else do we already know about him? What questions do we have about him?</p> <p>Record students' questions on a chalk/whiteboard, piece of chart paper, or interactive white board.</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What can art teach us about children who lived during Abraham Lincoln's presidency?	What can art teach us about Abraham Lincoln's relationship with African Americans then and now?	What should be the "story" we tell about Abraham Lincoln?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
<p>Read aloud (while students follow along) the first three paragraphs of the historical essay, "Children of War," by historian Graham Peck, PhD. This essay accompanies the artwork of Lindsay Johnson.</p> <p>Listen to and read the lyrics of the Civil War era song, "The Vacant Chair."</p>	<p>Display Krista Shelton's triptych, <i>The Past, Lincoln Battling For Freedom And Justice, & Present/Future.</i></p> <p>Read aloud (while students follow along) the historical essay, "Lincoln and African Americans." by historian Graham Peck, PhD. This essay accompanies the artwork of Krista Shelton.</p> <p>While (or after) reading the last paragraph of the essay (which discusses</p>	<p><i>NOTE: This final portion of the IDM is designed to be completed after the previous two Supporting Questions (1-2) have been explored.</i></p> <p>Display Don Pollack's <i>Chop Wood Carry Water, Tale Of Two Cities, A Year Of Living Dangerously, War Of The World, Metamorphosis, and Great Expectations.</i></p>	

<p>View the video of artist Lindsay Johnson discussing her artwork.</p> <p>As a whole class, view the triptych of relief sculptures, Descendants, by Lindsay Johnson. Spend time pointing out elements in the artwork that were mentioned by Johnson.</p> <p>Utilizing the National Archives' Artwork Analysis Sheet (or a similar framework) to analyze one of the three relief panels in the triptych. Then, ask students to repeat this process with the remaining two pieces in small groups or pairs.</p> <p>Following the analysis exercise, read aloud (while students follow along) the first three paragraphs of the historical essay, "Children of War." Then discuss students' artwork analyses as a class. Focus discussion on what students learned about Abraham Lincoln and American children who lived during the Civil War/his presidency.</p> <p>Ask students to generate questions about children who lived during the Civil War and/or about Lincoln's children.</p>	<p>the content of Shelton's triptych), point out the elements in Shelton's artwork that are discussed in Dr. Peck's essay.</p> <p>View the video of artist Krista Shelton discussing her artwork.</p> <p>Break students into small groups. Assign each group one of the three pieces of Shelton's triptych. Ask students to analyze the images assembled within each piece of the triptych using the following framework:</p> <ul style="list-style-type: none"> - <i>List & Describe</i>: List out each image contained within the piece. Describe the colors, textures, and placement of the images contained within the piece. - <i>Respond & Connect</i>: Describe the thoughts, memories, feelings, and questions that come up when you view the piece. <p>Discuss students' lists, descriptions, connections, and responses as a class. Focus discussion on thoughts, memories, feelings, and questions evoked by the artwork.</p>	<p>View the video of artist Don Pollack discussing his artwork.</p> <p>Read aloud (while students follow along) the historical essay, "The Civil War in Six Book Covers," by historian Graham Peck, PhD. This essay accompanies the artwork of Don Pollack.</p> <p>Discuss the following questions with students: What have we learned about Abraham Lincoln, his legacy, and people (young and old) who lived during his presidency? What do you think other people should know about Abraham Lincoln? In your opinion, what is one important story we should tell about Abraham Lincoln? What remaining questions do you have about Abraham Lincoln?</p> <p>Ask students to design their own book covers capturing their response to Supporting Question 3.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Historical essay, "Children of War," by historian Graham Peck, PhD</p> <p>Source B: Lyrics of the Civil War era song, "The Vacant Chair"</p> <p>Source C: Video of artist Lindsay Johnson discussing her artwork</p> <p>Source D: Triptych of relief sculptures, Descendants, by Lindsay Johnson</p>	<p>Source E: The Past, Lincoln Battling For Freedom And Justice, & Present/Future by Krista Shelton</p> <p>Source F: Historical essay, "Lincoln and African Americans," by historian Graham Peck, PhD</p> <p>Source G: Video of artist Krista Shelton discussing her artwork</p>	<p>Source H: Don Pollack's Chop Wood Carry Water, Tale Of Two Cities, A Year Of Living Dangerously, War Of The World Metamorphosis, and Great Expectations.</p> <p>Source I: Video of artist Don Pollack discussing his artwork</p> <p>Source J: Historical essay, "The Civil War in Six Book Covers," by historian Graham Peck, PhD</p>
Summative Performance Task	Argument	<p>After completing the inquiry, ask students to craft a Twitter or TikTok style social media post in which they answer the essential question, "How can art help us examine history?" Posts should be succinct but creative, and can utilize specific examples of things learned from the exploration of artwork associated with this inquiry.</p>
	Extension	<p>Krista Shelton's artwork connects Abraham Lincoln to current events significant to racial justice for African Americans, including the swearing in of Supreme Court Associate Justice,</p>

		<p>Ketanji Brown Jackson. Facilitate a mini inquiry on Justice Brown Jackson. Start by conducting a read-aloud of the books, <i>All Rise: The Story of Ketanji Brown Jackson</i> by Carole Boston Weatherford (Author), Ashley Evans (Illustrator) and <i>Ketanji Brown Jackson: A Justice for All</i> by Tami Charles (Author) and Jemma Skidmore (Illustrator).</p> <p>Then, view the photographs taken of Justice Brown Jackson at the Lincoln Memorial. Utilizing the National Archives' Artwork Analysis Sheet (or a similar framework) to analyze the photographs and connect them to the content of the children's books.</p> <p>Discuss the following with students: What words come to mind when you view the photographs? What is the significance of the Lincoln Memorial? Why was Justice Brown Jackson photographed at the Lincoln Memorial?</p> <p>Teachers may also choose to briefly review the symbolism and design elements of the Lincoln Memorial for additional context.</p>
<p>Taking Informed Action</p>		<p>UNDERSTAND: Research a piece of art that is displayed in your school or community. This could be a sculpture, mural, painting, or other. Research the artist, the subject matter, and the persons responsible for placing the artwork at its current location.</p> <p>ASSESS: How is this artwork similar to and different from the artwork examined during the IDM? What can be learned about our community's past and present through this piece of art?</p> <p>ACT: Draft a proposal for your local government officials that asks for additional artwork to be displayed for the public. What should the artwork contain? Who should make it?</p>