

School or District or Organization:					
LESSON (# / TITLE)	Norman's Rockwell's America- The problem Ages 10 through 12 5 th through 7 th grade. This lesson will take 2 days or more				
OBJECTIVE(S)	<p>1.To <u>Recognize Patterns</u> – prejudice arise from beliefs passed down through the generations and are reinforced by negative framing</p> <p>2.To <u>increase Empathy</u> for ALL of the characters in this moment in history</p> <p>3.To <u>Pursuit noble goals</u> – self examination often reveals that we are often biased in some way – we can change that.</p> <p>In Norman Rockwells depiction a young black girl in a white dress is walking for the first time into an all white school. She is flanked by 4 US marshals with clenched fists. Although out of view someone in the crowd has thrown a tomato against the school building and it is dripping down the concrete. The discussion of the painting needs to identify the popular beliefs and emotions that are portrayed by the characters in the paintings and to include the history of prejudice against blacks and the civil rights movement.</p> <p>Outcomes for Evaluation</p> <ol style="list-style-type: none"> To complete a Writing assignment based on a Norman Rockwell picture giving the characters a voice and feelings- based on the facial expression, body language, setting and historical context. To identify the possible reasons for prejudice To write a good definition of prejudice 				
BIG QUESTIONS	What is prejudice ? How do popular ideas affect everyday family life and values? For example, when school were required by law to integrate , how was that received by different groups and why did people behave in that way ? Why are people prejudice?				
Six Seconds EQ COMPETENCIES	<p>KNOW: what causes prejudice? What are my own biases?</p> <p>CHOOSE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Enhance Emotional Literacy</td> <td style="width: 50%; padding: 5px;">Accurately identifying and interpreting both simple and compound feelings</td> </tr> <tr> <td style="width: 50%; padding: 5px;">Recognize Patterns</td> <td style="width: 50%; padding: 5px;">What contributes to prejudice?</td> </tr> </table> <p>GIVE: What can you do to understand others Increase Emphathy</p> <p>What can you do to promote fairness Pursue noble goals</p>	Enhance Emotional Literacy	Accurately identifying and interpreting both simple and compound feelings	Recognize Patterns	What contributes to prejudice?
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Recognize Patterns	What contributes to prejudice?				
Length of session:	About three to four hours				
Materials Needed:	<p>Norman Rockwell biography ... see attachment</p> <p>Video of the civil right news reel</p> <p>Note: Video resources are sometimes discontinued – please check on your</p>				

	resources and use the school library kits when possible.

SESSION PLAN:

Engage: Step 1 Show the news reel from the era and discuss the dynamics of the situation. <http://www.youtube.com/watch?v=U9ACS4PgDFA> – this is 52 minutes the history of Clinton- interviews with people on both sides of the issue- check school library for more resources. Discuss with student what they learned from the video. Have students write a quote from each person interviewed.

(Optional) Introduction Norman Rockwell was illustrating family and small town life from 1917 – 1963. Have the student read aloud in turn the biography of Norman Rockwell.

Activate**Step 2:**

Next the teacher will have class view as a large projection Rockwell's picture See the one "the problem we all face" ASK:

Why did he title this, The problem we all face? Give the student time to consider.



Ask the students to study the picture silently for about 3 minutes and notice everything that is going on.

See the one "the problem we all face" ASK:

Why did he title this, The problem we all face? Give the student time to consider.

Then have them guess the context of the painting. (School integration around 1961.)

Why do you suppose Rockwell chose a little girl and dressed her in white?

What does her expression and posture suggest to you?

What is the implication of the red tomato on the wall?

If you were in the crowd, what would you be thinking and doing not as yourself but someone from that place and time?

Then have the student quickly write a paragraph from the point of view of the guard, the girl or a person in the crowd.

They can write it as if they were writing about the day before or write as if it was twenty years ago but clearly remembered.

Variation: you can have volunteers read the piece aloud in class ... or work on it at home and bring it in the next day.

(Note: young writers will need support with this – you may have to give them feeling, words and ideas from different point of view. You could divide the class into the pro-integration and anti-integration groups to discuss ideas and support the characters voice and thoughts.

Step 3

Ask the class to Define prejudice: Write a group definition on the board : something like-

A fixed opinion on a person place or idea – usually unfavorable – that rejects any reasoned evidence that contradicts this preconceived idea.

Step 4 Next: the teacher will write on a large paper or sheet the central question: What creates prejudiced thought and actions? Have the student do a Chalk talk after writing the question on the board.

A chalk talk exercise is to write on large paper (or white board) a central question and then have the group write responses to the question- silently- Giving each student at least one turn. Arrows and circles can be added as student's responded to other statements and agree or disagree. See attached model:

Step 5: Student discuss the patterns they see in the chalk talk and come to a consensus about What creates prejudice?

Reflect :

(Invite the participants to pull it together and commit to the next steps).

Most people are prejudiced about something. They may not even realize the source of the prejudice, the degree or how they reveal it. Student could brainstorm hot topics and discuss their biases and what they might do to be more open minded

OR the facilitator could flash pictures of different - clear types of people –archtypes – and have the Groups write down the first word or impression that pops into mind:

For example: a homeless man, a fat woman, a tough kid with hoodie, a elderly woman, a crying baby, A society lady, a society gentleman, a transgender person- etc

Step 6

Next they could tackle a prejudice in themselves and take steps to “do” something about it.

Or

Have class put themselves into the place of the person who they are biased against , A “fat girl” for example and write a journal based on their point of view like the model above.

REFLECT (invite the participants to pull it together and commit to the next steps).
Most people are prejudiced about something. They may not even realize the source of the prejudice, the degree or how they reveal it.

Student could brainstorm hot topics and discuss their biases and what they might do to be more open minded

Example of hot topics: gay marriage, Muslims, legalizing marijuana, lesbians, gay, transgender, homosexual youth, Islam, Immigrants, welfare moms, mentally ill, Elderly, alcoholics, drug addicts, fat people, health care for all

In the end they will achieve:

1. Recognize Patterns
2. increase Empathy
3. To Pursuit noble goals

American illustrator

Norman Rockwell's heartwarming illustrations of American life appeared on covers of the *Saturday Evening Post* magazine for many years. When people use the expression "as American as apple pie," they could just as well say "as American as a Norman Rockwell painting."

Early years

Norman Perceval Rockwell was born on February 3, 1894, in New York City, the first of Jarvis Waring Rockwell and Nancy Hill's two sons. His father worked for a textile firm, starting as office boy and eventually moving up to manager of the New York office. His parents were very religious, and the young Rockwell sang in the church choir. Until he was about ten years old the family spent its summers at farms in the country. Rockwell recalled in his autobiography (the story of his own life) *My Adventures as an Illustrator*, "I have no bad memories of my summers in the country." He believed that these summers "had a lot to do with what I painted later on."

Rockwell enjoyed drawing at an early age and soon decided he wanted to be an artist. During his freshman year in high school, he also attended the Chase School on Saturdays to study art. Later that year he attended Chase twice a week. Halfway through his sophomore year, he quit high school and went full time to art school.

Started at bottom in art school

Rockwell enrolled first in the National Academy School and then attended the Art Students League. Because he was so serious when working on his art, he was nicknamed "The Deacon" by the other students. In his first class with a live model (a person modeling without clothing), the model was lying on her side and because all Rockwell could see were her feet and buttocks—that was all he drew. Rockwell noted that, as Donald Walton wrote in his book *A Rockwell Portrait*, "he started his career in figure drawing from the bottom up."



Norman Rockwell.

Courtesy of the

Library of Congress

At the Art Students League, Rockwell was strongly influenced by his teachers George Bridgeman, who helped him excel in his drawing skills, and Thomas Fogarty, who passed on his enthusiasm for illustration to Rockwell. While Rockwell was still at the school, Fogarty sent him to a publisher, where he got a job illustrating a children's book. He next received an assignment from *Boys' Life* magazine. The editor liked his work and continued to give him assignments. Eventually Rockwell was made art director of the magazine. He worked regularly on other children's magazines as well. "The kind of work I did seemed to be what the magazines wanted," he remarked in his autobiography.

Paintings made the Post

In March 1916 Rockwell traveled to Philadelphia, Pennsylvania, to see George Horace Lorimer, editor of the *Saturday Evening Post*. It was Rockwell's dream to do a *Post* cover. Since he did not have an appointment, he showed his work to the art editor, who then showed it to Lorimer. The editor accepted Rockwell's two finished paintings for covers as well as three sketches for future covers. Rockwell's success with the *Post* made him more attractive to other magazines, and he began selling paintings and drawings to *Life*, *Judge*, and *Leslie's*. Also in 1916 he married Irene O'Connor, a schoolteacher.

In 1917, shortly after the United States entered World War I (1914–18; a war fought between German-led Central Powers and the Allies: England, the United States, Italy, and other nations), Rockwell joined the navy and was assigned to the camp newspaper. Meanwhile, he continued painting for the *Post* and other publications. After the war Rockwell started doing advertising illustration, working for Jell-O, Willys cars, and Orange Crush soft drinks, among others. In 1920 he was hired to paint a picture for the Boy Scout calendar. (He would continue to provide a picture for the popular calendar for over fifty years.) During the 1920s Rockwell's income soared. In 1929 he was divorced from his wife Irene, and in 1930 he married Mary Barstow, with whom he had three sons. In 1939 the family moved to a sixty-acre farm in Arlington, Vermont. In 1941 the Milwaukee Art Institute gave Rockwell his first one-man show in a major museum.

Wide variety of work

After President Franklin Roosevelt (1882–1945) made a speech to Congress in 1941 describing the "four essential human freedoms," Rockwell created paintings of the four freedoms: Freedom of Speech, Freedom of Worship, Freedom from Want, and Freedom from Fear. He completed the paintings in six months in 1942, and they were published in the *Post* in 1943. The pictures became greatly popular, and many other publications asked the *Post* for permission to reprint them. The federal government also took the original paintings on a national tour to sell war bonds. As Ben Hibbs, editor of the *Post*, noted in

Rockwell's autobiography, "They were viewed by 1,222,000 people in 16 leading cities and were instrumental in selling \$132,992,539 worth of bonds."

In 1943 Rockwell's studio burned to the ground. He lost some original paintings and drawings as well as his large collection of costumes. He and his family then settled in nearby West Arlington, Vermont. Rockwell worked on special stamps for the Postal Service as well as posters for the Treasury Department, the military, and Hollywood movies. He also did illustrations for Sears mail-order catalogs, Hallmark greeting cards, and books such as *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. In 1953 Rockwell and his family moved to Stockbridge, Massachusetts. In the summer of 1959, his wife Mary suffered a heart attack and died. In 1961 he married Molly Punderson, a retired schoolteacher.

Also in 1961 Rockwell received an honorary (obtained without meeting the usual requirements) Doctor of Fine Arts degree from the University of Massachusetts as well as the Interfaith Award of the National Conference of Christians and Jews for his *Post* cover painting of the Golden Rule. Rockwell's last *Post* cover (he did three hundred seventeen in all) appeared in December 1963. The magazine's circulation was shrinking at that time, and new management decided to switch to a new format. Rockwell continued painting news pictures for *Look* and contributing to *McCall's*.

People's choice

In 1969 Rockwell had a one-man show in New York City. Critics were usually unkind toward Rockwell's work or ignored it completely, but the public loved his paintings, and many were purchased for prices averaging around \$20,000. Thomas Buechner wrote in *Life*, "It is difficult for the art world to take the people's choice very seriously." In 1975, at the age of eighty-one, Rockwell completed his fifty-sixth Boy Scout calendar. In 1976 the city of Stockbridge celebrated a Norman Rockwell Day. On November 8, 1978, Rockwell died in his home.

In 1993 a new Rockwell museum was opened near Stockbridge. Museum director Laurie Norton Moffatt listed all of Rockwell's works in a two-volume book; according to Landrum Bolling of the *Saturday Evening Post*, the total exceeded four thousand original works. In November 1999 an exhibit of Rockwell's work entitled "Norman Rockwell: Pictures for the American People" opened at the High Museum of Art in Atlanta, Georgia

Read more: <http://www.notablebiographies.com/Pu-Ro/Rockwell-Norman.html#ixzz2VqBHPNPm>

Example of Chaulk talk

