

## Linking Art in the Classroom Poster of *The Farm* by Miró with Common Core State Standards

Included for each poster activity are objectives, specific College and Career Readiness Anchor Standards (CCSS) in English and Language Arts (ELA) for grades 3–8, specific ELA standards for grades 3–8, and Literacy in History and Social Studies Standards for grades 6–8.

The College Board broadly defines “text” within the Common Core State Standards as a passage of reading, a primary source, or a work of art. While interpreting the meaning of a work of art, students engage in thinking processes similar to those needed to interpret a written text. They must observe and describe details. They reason with evidence to extrapolate the main ideas and messages of the work. They ask questions, make connections, and use their imaginations to consider how, why, and what the possibilities of various meanings might be.

### 1a–b Observe with the Elaboration Game & Look Again

Students describe and sketch key details from *The Farm* by Joan Miró.

CCSS.ELA-Literacy.CCRA.R.2

Determine *central ideas or themes* of a text (work of art) and analyze their development; summarize the *key supporting details and ideas*.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a *range of conversations and collaborations* with diverse partners, *building on others’ ideas and expressing their own clearly and persuasively*.

### 1c Consider Your Questions

Students develop questions and investigate *The Farm*.

CCSS.ELA-Literacy.CCRA.W.7

Conduct short as well as more sustained *research* projects *based on focused questions*, demonstrating understanding of the subject under investigation.

### 2 Write a Word Pile Poem

Students integrate their observations and interpretations of *The Farm* and collaborate to write descriptive poems.

CCSS.ELA-Literacy.CCRA.W.3

*Write narratives* to develop real or imagined experiences or events using effective technique, *well-chosen details*, and well-structured event sequences.

RL.x.2

Determine a theme in a story or *poem*, including how characters in the story respond to challenges or how the speaker in a *poem reflects on the topic*.

### 3 Think Further

Students consider the possible purposes, themes, and meanings of *The Farm* and express their ideas using supporting evidence.

CCSS.ELA-Literacy.CCRA.R.1

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

**CCSS.ELA-Literacy.CCRA.SL.1**

Prepare for and participate effectively in a *range of conversations and collaborations* with diverse partners, *building on others' ideas and expressing their own clearly and persuasively*.

**CCSS.ELA-Literacy.CCRA.SL.4**

*Present information, findings, and supporting evidence* such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience.

**RI.x.3**

Explain the *relationships or interactions between* two or more individuals, events, *ideas*, or *concepts* in a historical text (work of art) based on specific information in the text.

**RI.x.4**

Determine the meaning of *figurative language* (symbolism), such as metaphors and similes, in a text (work of art).

**4**

**Express Your Identity**

**Students write a description of a place connected to their personal narrative.**

**Students integrate and apply their understanding of Miró's artistic choices in *The Farm* to create their own artwork using grid-like composition, symbols, balance, and color choice.**

**CCSS.ELA-Literacy.CCRA.W.3**

Write *narratives* to develop *real* or imagined *experiences or events* using effective technique, *well-chosen details*, and well-structured event sequences.

**CCSS.ELA-Literacy.CCRA.W.4**

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

**CCSS.ELA-Literacy.CCRA.W.8**

Gather *relevant information* from multiple print and digital sources, assess the credibility and accuracy of each source, and *integrate the information* while avoiding plagiarism.

**CCSS.ELA-Literacy.CCRA.W.9**

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

**CCSS.ELA-Literacy.CCRA.R.7**

*Integrate and evaluate content presented in diverse media and formats*, including visually and quantitatively, as well as in words.

**Grades 6 – 8 Literacy in History/Social Studies**

**CCSS.ELA-Literacy.RH.6-8.1**

Cite specific textual evidence to support analysis of *primary and secondary sources*.

**CCS.ELA-Literacy.RH.6-8.2**

Determine the central ideas or information of a *primary or secondary source*; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCS.ELA-Literacy.RH.6-8.7**

Integrate *visual information* (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA-Literacy.RH.6-8**

Analyze the *relationship between a primary and secondary source* on the same topic.