<table>
<thead>
<tr>
<th>What is the social injustice?</th>
<th>Language: Spanish  2</th>
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<tbody>
<tr>
<td>Activity Title:</td>
<td>Massacre in Korea by Pablo Picasso as protest of human suffering</td>
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<tr>
<td>Unit Learning target:</td>
<td>I can...</td>
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<tr>
<td></td>
<td>● Give opinion and defend/explain it</td>
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<td></td>
<td>● Identify elements of protest against social injustice in Picasso’s mural Massacre in Korea</td>
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<tr>
<td>Activity Learning Target:</td>
<td>I can...</td>
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<td>● Analyze Picasso’s mural Massacre in Korea and make an educated guess on the themes in his other masterpieces</td>
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<td></td>
<td>● Read for the main idea</td>
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<td>● Listen for details</td>
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<td></td>
<td>● React, express and explain my ideas using my English and/or my Spanish</td>
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<td>● Discuss out loud as well as on paper what I have learned</td>
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<td>● Give details using information I have learned</td>
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<tr>
<th>Objective</th>
<th>Students will learn:</th>
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<tr>
<td></td>
<td>● Background information about the Korean War and Picasso’s painting Massacre in Korea.</td>
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<th>Students will identify:</th>
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<td>● What his painting depicted and explain what they think it represents.</td>
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<th>Students will listen to:</th>
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<td></td>
<td>● A video on Picasso’s art piece Massacre in Korea in English and answer comprehension questions.</td>
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<th>Students will speak:</th>
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<td>● With a partner to summarize what they learned about the Massacre in Korea painting.</td>
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<th>Students will write two paragraphs:</th>
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<td>● About why this masterpiece is still important today.</td>
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| Class time Required: | 45 minutes |
For teachers: Standards Alignment Tool

For students: Can-Do Statements

Learning Targets for This Unit:

Interpretive:
I can understand the main idea of short simple texts when the topic is familiar.
  ● I can understand the main idea and some details of an authentic text about social injustice.
I can understand the main idea in short, simple messages and presentations on familiar topics.
  ● I can understand the main idea and some details of a short lecture about social injustice
  ● I can understand the main idea and several details about war, human oppression and the need for human rights.

Interpersonal:
I can participate in conversations on a number of familiar topics using simple sentences.
  ● I can ask for information, details, and explanations during a conversation art, and war.
I can handle short social interactions in everyday situations by asking and answering simple questions.
  ● I can ask for information, details, and explanations during a conversation about food and/or meal planning.
  ● I can exchange views and opinions about social injustice.

Presentational:
I can present information on most familiar topics using a series of simple sentences.
  ● I can explain a series of steps needed to express opinions on social injustice.
I can write briefly about most familiar topics and present information using a series of simple sentences.
  ● I can write a description or explanation of social injustice.

Intercultural:
I can compare and contrast some behaviors or practices of other cultures and my own.
  ● I can compare and contrast human behavior.
I can make some generalizations about a culture.
  ● I can make some generalizations about social injustice events.
I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.
  ● I can give informed opinions on current events in the world.

Authentic Resources:
Lesson Plan Guernica
Fabrication Lab
3. https://www.youtube.com/watch?v=jKNftNGVFkI
Taboo Korea after WW II (1/3) : "Bodo League & Jeju Massacre" painted by Pablo Picasso

4. [https://www.youtube.com/watch?v=h1wFrXKanC0](https://www.youtube.com/watch?v=h1wFrXKanC0)

5 things you need to know about the Korean War

5. [https://geology.com/world/world-map.shtml](https://geology.com/world/world-map.shtml)

World Maps

Students will read on Korean History:

6. [https://www.history.com/topics/korean-war](https://www.history.com/topics/korean-war)

Students will watch a video on the Korean War and Picasso's mural in Spanish:

7. [https://www.youtube.com/watch?v=l6zjR9Bnn0c](https://www.youtube.com/watch?v=l6zjR9Bnn0c)

Students will watch a video on the Picasso's mural with subtitles in English:

8. [https://www.youtube.com/watch?v=jKNftNGVFkI](https://www.youtube.com/watch?v=jKNftNGVFkI)

Students will watch a video on The Picasso's mural (just music in the playground)

9. [https://www.youtube.com/watch?v=XoTATwFweLY](https://www.youtube.com/watch?v=XoTATwFweLY)

Students will read about the Korean War:

Articles in English Korean War


Articles in English Picasso’s mural on the Massacre in Korea


Articles on Picasso’s mural on the Massacre in Korea


How the teacher would introduce this to the students:

Give background information about: geography, symbolism, Cold War and Pablo Picasso. I will include previous and current political issues and how Picasso’s work has impacted the world in regards to protesting human injustice (prior to day 1)

**Teacher Step-by-Step:**

**Day 1**

1. Begin period with a recap of what has previously been learned in class about Picasso and Guernica.
2. Give a brief summary on the Korean War.
3. Watch a video on Massacre in Korea (without the audio), [https://www.youtube.com/watch?v=jKNftNGVFkI](https://www.youtube.com/watch?v=jKNftNGVFkI)
4. Students will write on a piece of paper their reaction to what they saw in English.
5. Mingle, Pair, Share. When four minutes are up, students will mix around the room silently as music plays in the background. Epic Music Intense Drums (No Time) -Cinematic- MineMusicLT
   https://www.youtube.com/watch?v=LQKpXkLRheE&start_radio=1&list=RDLoKpXkLRheE#t=29
6. When the music stops, each student finds a partner close to him or her (no running across the room to find your friends!) and puts his or her hands on the partner’s shoulder. When all students have found a partner, I will then pose this question: “Talk about three elements of social injustice that this video depicts”. I will allow time to think. I will walk around listening to the students with their partners: one student shares and the other listens. Then the partners switch roles after both partners have had a chance to speak. After the students finish their partner discussions about this question, the music will start again, and the students will find a new partner. When the music stops again, I will pose a new question: “Name three ways you could protest social injustice today.” Students will then take turns with their partners in order to discuss this question.
7. For Homework: Read through this article on Massacre in Korea, 1951 by Pablo Picasso
   https://artsintherightplace.wordpress.com/2011/01/22/massacre-in-korea-picasso-part-2-the-painting-itself/ Write in your own words one paragraph that answers the following question: What was Picasso’s goal in depicting the Korean massacre in his mural? In your opinion, what does each element in the mural symbolize?

Day 2

   The video is the same video that the students watched the day before. The students will use last night’s homework as a starting point. The students will get with their partners for five minutes to answer this question: Why do they think Picasso painted the Massacre in Korea and what impact does his work still have today.
   Each student will speak for one minute and during the conversation both students need to have answered this question.
2. When the students are finish with the activity have them work with their partners. The students will use a copy of the Massacre in Korea to circle and then discuss 3 symbols of oppression they feel are the most powerful in the masterpiece for 15 minutes.
3. As a class, the students will come together and voice their opinions and explain why they have those opinions for at least 15 minutes.
4. For homework, students will watch a YouTube video of a native Spanish Speaker describing Picasso’s Massacre in Korea mural: https://www.youtube.com/watch?v=l6ziR9Bnn0c
5. During the video, the students will answer the following questions:
   • What is the narrator’s interpretation of the Massacre in Korea?
   • List at least four social injustices she mentions in this video.
   • Who was affected the most in this massacre?
   • Who were the perpetrators of injustice in the video?
   • Write down three symbols of social injustice depicted in the picture according to the presenter in this video.
Day 3

1. I will start the class by showing the video the students had for homework.
   [https://www.youtube.com/watch?v=l6zjR9Bnn0c](https://www.youtube.com/watch?v=l6zjR9Bnn0c)

2. After viewing the video again, I will ask the students to get out their homework for sharing. I will emphasize that the students need to have the ability to give and back up their opinions about the video. (15 min)
   The students should also discuss the following questions: How does the artist use color to express social injustice? Why did he choose the images that he chose for this mural?

3. Interpersonal partner conversation: (10 minutes) Discuss if you agree if Picasso was critical of the United States’s involvement in Korea. Then write as much 10 sentences contrasting what is happening in Korea today with Picasso’s painting.

4. After the students get done with the activity, I will have the students start on their project:
   Students will critique social injustice using commands and verb conjugations practiced using the Fabrication Lab to illustrate their project. ([http://www.fabfoundation.org](http://www.fabfoundation.org))
   The students will design their project to express social injustice using the questions and answers they did the day before for homework.