

UNIT: HEROES

By: Kyle Fleet

Grade Level: High School

Rationale:

Heroes are a huge part of growth as children and young adults. Heroes take on many different forms and evolve from many different situations. There is a great opportunity for personal reflections, realizations, and growth in students. This idea also gives opportunity to focus on the past, present, and future through focusing on current events and possible elections.

Key Concepts:

Heroes are not perfect

Heroes stand for something

Heroes make a difference

Heroes can be unnoticed

Heroes help

Heroes can be false

Heroes may have abilities others want

Heroes can be fantasy

Personal heroes can be depictions of one's self image

Heroes beat the odds

Major Themes:

False Hero: Politician

Death

Men/women with a dream or vision

Make believe hero

Unsung hero

Confronting conflict

Essential Questions:

How do heroes make a difference?

What qualities do heroes have?

Who are heroes?

Can a hero go unnoticed?

Are heroes celebrities?

How can we use our technology sources to be heroic?

What can we do to be heroic?

Unit Objectives:

- Students will learn about themselves and what is important to them by looking at heroes.
- Students will explore current events and roles heroes are playing in society.
- Students will look back on their own lives and show appreciation for a hero from their past.

- Students will observe the role of the media and technology on celebrities and heroes and relate it to their own lives.

Integrated Studies

- Students will be looking into the mass media and its role on celebrities and heroes.
- This lesson touches on history through lessons on aesthetics and critique.

LESSON ONE

Enduring Idea: Heroes

Lesson Idea: Defining Hero

Behavioral Objectives:

1. Students will give examples of someone they think of as a hero.
2. Students will write a short essay about their definition of what defines a hero.
3. Students will examine the power art has to create an alter ego and how that relates to the creation of “superheroes”.
4. Students will illustrate one superhero power that would be most beneficial to them and their world.

Artists / Artworks / Sources:

- Kerry James Marshall
 - “Rhythm Mastr”
- Raymond Pettibon
 - Use of Gumby

Materials / Supplies

- Paints
- Markers
- Paper
- Old Magazines
- Glue
- Scissors

Instructional Strategies / Procedure

1. At the start of class ask the students, as a group, “Who do you think of when you hear the word hero?” As the students express their thoughts write their answers on the board.
2. Next ask the students, “What characteristics do you think a hero should have?” This time have them work individually.
 - They will construct a small paragraph about what their definition of a hero is.
 - This is a time for personal reflection away from the pressure of class critique.
3. Show the student’s works of art by Kerry James Marshall and Raymond Pettibon. Point out the wonderful power art has to create any character for any situation.
 - Art gives you the power to create anyone you feel needs to be created. Essentially it gives you the ability to be anybody you want to be and solve any problem you want to.
 - Through art you can bring to life an alter ego and live through your own creation, like Raymond Pettibon with Gumby.

- **Definition of Alter Ego:** 1. Another side of oneself; a second self. 2. An intimate friend or a constant companion.
- As far as heroes are concerned, solutions to a problem are endless along with the endless possibilities for creating a super hero.
- 4. Have the student's think of one problem in their lives that could use a superhero and illustrate it in a comic strip portraying one or more of the heroic qualities discussed in class that they feel is most appropriate for their situation.
 - "Take 10 min. to brainstorm by writing about any problem in your lives that could use a superhero. Then create a comic strip that addresses the problem and a super hero that fixes it. Be creative about your hero's superpowers and keep in mind that at the end of class you will be swapping comic strips and filling out a small critique about each others art work."
 - Their illustrations will be a mix of photo collage and markers or paint.

Assessment

When the students are all done they will swap illustrations with the person next to them and work through the assessment worksheet for this lesson.

SUPERHERO CRITIQUE

This section is to be filled out by someone other than the artist.

1. What superhero power has the artist given to their superhero?

2. What problem comes up in the comic and how does the superhero save the day?

This Section is to be filled out by the artist.

1. Are your critic's answers correct?

2. If so, what design choices did you make that might have helped them in their interpretation of your piece?

3. If your critic was lead astray, what could you have done differently to better portray your idea?

LESSON TWO

Enduring Idea: Heroes

Lesson Idea: History of Heroes and Celebrities

Behavioral Objectives:

1. Students will read and discuss the essay “Media and the Rise of Celebrity Culture” by Amy Henderson.
2. Students will discuss the role of media and technology on fame.
3. Through researching Time’s Top 100 People the students will gain knowledge of how people are using their fame to make a difference.

Artists / Artworks / Sources:

- <http://www.time.com/time/specials/2007/time100>
- “Media and the Rise of Celebrity” By Amy Henderson

Materials / Supplies

- “THE TIME 100” Handout
- Student access to the Internet or a pile of printed articles on “THE TIME 100” heroes and pioneers.
- “Celebrity / Hero presentation.”

Instructional Strategies / Procedure

1. Begin the class with an open forum where an image of a celebrity, hero, or someone who falls into both categories is projected in front of the class. When a new image shows up they have to say if that person is a celebrity or a hero and why.
 - “Each time I project a new image express to me if that person is a celebrity or hero and what your reason is for your decision.”
2. After working through the slide show recap and lead into the next step by asking them, “What is the difference between celebrities and heroes?”
3. Work through and discuss the essay “Media and the Rise of Celebrity,” by Amy Henderson, as a class focusing on a few of the general parts hitting the general points. Have the students split into groups and assign each group a different part of the essay. When they are done reading through the essay have each group construct a summary and present the main points of their section to the rest of the class. At this point it isn’t important that they labor through the whole article, but grasp the main concept:
 - In the past celebrities grew from heroism, but do to the rise of technology and the media celebrities arise from a high level of publicity.
4. Depending on the availability of a computers and access to the internet, have students either browse through the list of Time Magazine’s Top 100 People or pull from a pile of already printed handouts.
5. Students will explore these people while filling out a simple handout on three that catch their attention.

THE TIME 100
[Heroes & Pioneers]

Hero Identification: _____

How have they found the spotlight?

How have they used the spotlight?

LESSON THREE

Enduring Idea: Heroes

Lesson Idea: Publicity and Heroism

Behavioral Objectives:

1. Students will discuss the role of publicity on heroism.
2. Students will relate their own lives and their role in society to the “bigger picture” of celebrity Heroes.
3. The students will discuss the role of modern technology on their availability to publicity.
4. Students will make a poster using collage and a list of ways their access to technology can be used for heroism.

Materials / Supplies

- Paints
- Colored Pencils
- Markers
- Scissors
- Glue
- Poster Board
- Scrap Magazines

Instructional Strategies / Procedure

1. Begin the class by asking them to pull out their “THE TIME 100” handouts from the previous class and briefly look over them in relation to the discussion that occurred around them.
 - Go around the class and share about a person they picked and what they put on their worksheet.
6. Discuss the role of technology and relate it to their lives and their access to technology. The following questions can be used for this discussion.
 - Does publicity provide a bigger voice?
 - Can having a bigger voice give more influential power to the one who possesses it?
 - How have the “Time 100” heroes and pioneers used their bigger voice and power to be heroic?
 - Does the Internet and things like Facebook, Myspace, and Xanga allow for anyone to have more publicity or a bigger voice? Are there any forms of technology that provide this form of publicity to the general public?
3. Have the students look through magazines and pick out an advertisement.
4. Next ask the students to study the advertisement and write a paragraph about what message they feel that company is trying to send out using their access to publicity.
5. Use the rest of class for studio time where the students create a poster advertising a single solution or a list of solutions for how they can use Internet technology to be heroic.

LESSON FOUR

Enduring Idea: Heroes

Lesson Idea: Monuments and Memorial critique

Behavioral Objectives:

1. Students will look at monumental works of art and describe what they see.
2. Students will gain knowledge of the subject being represented through researching the history around it.
3. The students will discuss/critique a specific piece.
4. Students will illustrate one heroic attribute of a person from their own lives with out using the actual person.

Artists / Artworks / Sources

- Martin Puryear – “Ladder for Booker T Washington”
- Maya Lin – “Vietnam Memorial”

Materials / Supplies

- Clay

Instructional Strategies / Procedure

1. Start the class off by showing the students “Ladder for Booker T. Washington” and the “Vietnam Memorial.” Ask them a few questions to get them questioning he design choices the artists made.
 - What do you think the ladder represents?
 - Why is it shaped the way it is?
 - Why is it wooden and not metal or plastic?
 - Is the Vietnam memorial an appropriate choice?
 - Why do you think Maya Lin made it just a wall? Why a wall that gets bigger and smaller?
 - Why is the Vietnam memorial built into the ground?
2. Pass out a couple articles about Booker T. Washington and the war in Vietnam. Have the kids read through them in order to gain a little background information.
3. Next show them “Ladder for Booker T. Washington” and the “Vietnam Memorial” again.
4. Ask them the same questions from #2 to make them rethink the artists design choices in relation to their new knowledge.
5. Have the students think of one hero from their lives and represent them in a formal sculpture.
6. The sculpture will be molded out of clay and should fit in a 6 in. x 6 in. box. (This is only a size requirement. They don’t have to actually put their sculpture into a box when they are done.)
 - The sculpture will also have to have five design choices that represent a characteristic of the hero they chose and be able to defend their choices in a group critique.

7. When the students are done with the production of their sculptures they will get together in a group critique and present their pieces.

Assessment

The students will receive the rubric for this activity before they begin the production of their sculptures.

Rubric: Formal Monument

NAME _____

	0	1	2	3
Thought Process	Couldn't give any logical explanations for design	Had one - three of the five design choices	Only had four meaningful design choices	Gave meaningful explanations for five design choices
Critique	Showed no interest in participating in critique	Very little participation in the group critique	Participated at least twice during critique	Participated constructively in the discussion at least three times.

Thought Process _____

Critique _____

TOTAL _____ /6

LESSON FIVE

Enduring Idea: Heroes

Lesson Idea: Confronting Conflict - Heroes confront conflict, some are won, some are lost, and some are ongoing

Behavioral Objectives:

1. Through the use of an image presentation students will begin to understand some of the cultural conflicts that have gone on and are going on today.
2. Students will understand the usefulness of art and how artists are using it today to confront certain conflicts influencing them.

Artists / Artworks / Sources

- Walton Ford
- Kara Walker
 - “Insurrection! Our Tools Were Rudimentary, Yet We Pressed On”
- Michael Ray Charles
- Krzysztof Wodiczko
 - Idea sketches for “Tijuana, Mexico”
 - “Bunker Hill Monument, Boston”
 - “Hiroshima, Japan”
 - “Tijuana, Mexico”

Instructional Strategies / Procedure

- 1) Before class starts have the quote by Miwon Kwon written on the board.
 - “Experience is not real unless it is recorded and validated through media representation. It is in this mediated virtual space that ‘we talk to each other today. This is the way we tell each other things, in public, before listening millions, that we don’t dare to say privately.’” – Miwon Kwon
- 2) Students will be asked to get in groups and come up with examples of conflict that has or is being confronted around them.
 - They will write their list on a poster board and hang it up in front of class when they are done.
 - The list should contain at least seven.
- 3) Then the students will be shown works by Walton Ford, Kara Walker, Michael Ray Charles, and Krzysztof Wodiczko. Give a brief history about the pieces and what’s being represented.
- 4) Introduce some aesthetics and art history by asking stimulating questions.
 - Is the artist’s style an appropriate choice?
 - Does continually representing a conflict keep it around and not allow it to heal or is constant awareness a path towards a cure?
 - Is art a way to say anything? Even something that when said verbally is inappropriate?
 - When does visual communication get out of hand?

- 5) Have them work individually and write a proposal for a project that brings awareness to a conflict being confronted.
- At least one good thumbnail sketch should be constructed for their proposal.

Assessment

This project will have a total of ten points:

1pt..... for every conflict on poster board..... 7pt
2pt..... for completing a written proposal..... 2pt
1pt..... for including a thumbnail sketch..... 1pt

TOTAL.....10pt

LESSON SIX

Enduring Idea: Heroes

Lesson Idea: Unsung Heroes

Behavioral Objectives:

- 1) Students will look at artworks that bring attention to the general public or a people in need of a voice.
- 2) Students will be reminded that every body has a voice and the ability to make a difference.
- 3) Students will give recognition to an unsung hero from their life that is making a difference or has made a difference.

Artists / Artworks / Sources

- Krzysztof Wodiczko
 - “Bunker Hill Monument, Boston”
 - “Hiroshima, Japan”
 - “Tijuana, Mexico”
- Do – Ho Suh
 - Public figures

Instructional Strategies / Procedure

- 1) Students will look at works by Krzysztof Wodiczko and Do – Ho Suh and discuss the different choices the artists made.
 - When looking at Do – Ho Suh ask:
 - What is a common form and activity that is taking place within these artworks? - *Normal everyday people giving support.*
 - Why did he choose to use this form in his opportunity to create a monument? – *“I want to recognize normal everyday people who pass that space.” Do – Ho Suh*
 - When looking at Krzysztof Wodiczko ask:
 - Why did he choose to project on what he did? What meaning can be pulled from projecting these everyday people onto the monument? *In “Bunker Hill Monument, Boston” Wodiczko wanted to use the monument that seems to overshadow the fact that people are living in the town around it as the backdrop for a monument giving a voice to the public*
 - Does the scale of the pieces make it more effective?
- 2) Next have the students write a journal about someone who has done something in their life that has impacted them in a positive way or somehow played a role in shaping their lives.
- 3) Have the students design a poster or a card for that hero in their life, letting them know the impact they had on them.
- 4) Inform the students that two things are going on with this project:

- One, that person is receiving encouragement and being recognized for something they might not have even known they did.
- Two, they are getting a chance to be a hero by recognizing someone and giving them encouragement that they have done something good.

Assessment

Students should be able to defend five design choices they made by writing a list of the choices they made and in one sentence describe why.

LESSON SEVEN

Enduring Idea: Heroes

Lesson Idea: Lifetime Heroic Evaluation

Behavioral Objectives:

1. Students will look at works by Andy Warhol and discuss “flashbulb memories.”
2. Students will stop and think about how they want to be remembered.

Artists / Artworks / Sources:

- Andy Warhol
 - “Jackie – Inauguration”
 - Flashbulb memories - http://edu.warhol.org/aract_flashb.html
 - Warhol’s flashbulb memories power point presentation.

Instructional Strategies / Procedure

- 1) Before class starts have the quote about fifteen minutes of fame, by Andy Warhol, on the board.
 - “The day will come when everyone will be famous for 15 minutes.”
- Andy Warhol
- 2) In order to introduce what exactly a flashbulb memory is, pass out note cards and have the students write their own before defining it for them. This way it will be a true experience and representation, not restricted by them trying to fit a certain definition.
 - Once the note cards are handed out ask the students to close their eyes and ask them to think back to September 11, 2001.
 - Write down in any form whatever images, thoughts, or feelings are resurrected from your memory.
 - This will be a quick activity. Only about 3 – 5 min.
- 3) Describe to them that what they just wrote down are flashbulb memories.
 - When looking back at a defining moment or event in history certain memories are linked and associated with each other like a web.
 - This web of associations is what makes up flashbulb memories.
 - Flashbulb memories – an image that captures a huge life changing moment in time and tells the most about it through little clues in the image.
- 4) Show the students images of Andy Warhol’s flashbulb memories and discuss the meaning of flashbulb memories.
- 5) Ask the students to study the image of Jackie Kennedy and discuss what things in that image tell about that day.
 - Who is the woman in this painting?
 - What are Jackie’s emotions in this image? What clues in this painting suggest this?
 - What color scheme did Warhol choose?
 - Why might he have chosen a monochromatic scale? What level of importance does this put on the images?

- 6) Look at slide two.
 - What symbols or images tell us about this time in history?
 - Point out the president's shield, image of Jackie again, and bullet holes.
 - What aspects of that day might stand out more in this flashback memory?
- 7) Look at slide three.
 - What different symbols are represented in this flashback memory?
 - Does anyone have a guess to why the clapboard board is represented in this flashback memory?
- 8) Look at slide four.
 - Can anyone make out what images are present in this flashback memory?
 - Why might this flashback memory be so faded?
- 9) Look at slide five.
 - This one looks a little different than the other ones.
 - What might this flashback memory be representing about the times surrounding Kennedy's assassination?
- 10) Pass out an obituary with a note card and have the students read it and write:
 - What the age of that person is.
 - What that person was remembered for, good or bad.
- 11) Go around the room and have the students say what theirs was.
- 12) Next ask the students to think about their own lives and how they want to be remembered. Have them write a journal entry about:
 - If at the sound of your name a flashback memory were to appear in someone's mind what would you want it to be?
- 13) For the rest of the class time have the students illustrate a flashback memory using three colored pencils. (Black, White, and whatever color they feel best represents their flashback memory.
 - The final product should give five clues to what is going on.
- 14) Have the students fill out a critique handout on each other's finished pieces.

Obituary Reflection

Age: _____

Reason for death (If available): _____

What is this person remembered for? (Good or Bad)

FLASHBULB MEMORY CRITIQUE

This section is to be filled out by someone other than the artist.

CRITIC'S IDENTIFICATION _____

3. What's happening in this flashbulb memory that the artist wants to be remembered for? **2pt.**

This Section is to be filled out by the artist.

ARTIST'S IDENTIFICATION _____

4. Is your critic's interpretation correct? **2pt.**
5. If so, what design choices did you make that might have helped them in their interpretation of your piece? **2pt.**
6. If your critic was lead astray, what could you have done different to better portray your idea? **2pt.**
7. List your five design choices and what they are saying about what's going on in your flashbulb memory. **2pt.**