

Unit on Anguish
High School

Unit Objectives: Students will enter a full class discussion on how family and friends
Respond to anguish and how it affects them personally.

Students will create two sketches based on their own experience with
Anguish.

Materials/Supplies:

Drawing pencils

Drawing paper

Instructional Strategies/Procedures:

Ask the following questions: (5 min.)

-What are the different ways people cause anguish?

-What events in society cause anguish?

-How do you personally deal with anguish?

Students will write two paragraphs about a personal event in which they experienced
anguish. Let them know to make appropriate to share with the rest of the class.

Have them include the following into their writing: (15 min.)

-What is it?

-How did it happen?

-How did you deal with it?

-It's characteristics of anguish

Have a few people in the classroom read their paragraphs to the rest of the class. (10
min.)

Students will then create two quick practice sketches that relate to their writing that
includes at least 2 subject matters. (25 min.)

Allow at least 5 minutes for cleanup.

Tell the students that the homework will be to finish the sketches and bring them the
following class for the next assignment.

Unit on Anguish Assessment

Each sketch is worth 5 pts. (All or nothing)

Student's name:

Sketch 1: 5 pts.
0 pts.

Sketch 2: 5 pts.
0 pts.

Unit on Anguish High School

Unit objectives: Students will research contemporary art books and gather information and two artworks from cultures dealing with anguish.

Students will type a paragraph on their findings.

Students will get into pairs and make a ven diagram comparing each other's cultures.

Students will work with a partner and create a collage using magazines that represents the ven diagrams.

Materials/Supplies:

Internet
Selected artworks to show
Magazines
Scissors
Books
Poster board

Instructional Strategies/Procedures

Write the definition of anguish on the board prior to students walking in.

Ask why it's important to study anguish. (5 min. for both questions)

Have students research using books and internet to find at least 2 artworks from cultures dealing with anguish. (15 min.)

Have them pick which culture to focus that deals with anguish for their project.

Have them group up with one other person with a different culture and compare and contrast their info. (5 min.)

Hand out poster board and have them create a ven diagram. (10 min.)

Hand out magazines and supplies and have the pairs create a collage based on the ven diagram. Tell them to use at least six images and pick at least 2 similarities and 2 differences to display in the collage. (20 min.)

Give at least ten minutes for cleanup.

Have them place their ven diagram alongside their collage on the bulletin.

Have groups present their information. (15 min.)

In their presentations, make sure they go over:

- What are the similarities and differences that relay back to the ven diagram?
- Why did they choose their cultures?
- How do the cultures deal with anguish?

Unit on Anguish Assessment

Grading each other:

- 1: Didn't help at all.
- 2: Some input/some help
- 3: Did most of the work

Cause of Change

Lesson Objectives: Students will get into groups and write down a list of anything that causes change on a large sheet of paper.

Students will put their group's poster on the bulletin board when they are complete.

Students will look at the rest of the groups' lists and compare and contrast ideas.

Students will further have a class discussion of the consequences of resisting to change.

Students will independently make a charcoal drawing of what happens when change is resisted.

Materials/Supplies: Charcoal, drawing paper, poster board, tacks

Instructional Strategies/Procedures: The teacher will begin class by starting the telephone game. The teacher will tell the first person in the first row a complete sentence and have them pass it on and so on. At the end, the last person will try to repeat what the teacher originally said. The teacher will further explain that changes can easily be made intentionally and unintentionally.

Have the students get into groups and have them write them down on the poster board what some causes to change are.

Have students place their poster on the bulletin board and have students compare and contrast each other's posters out loud.

On the overhead, show Edward Allington's work and explain how he resists change in his work.

Following his works, ask the class what some other consequences of resisting to change are and how it affects society and them personally.

Explain to students that they are to make a charcoal drawing based upon an event that would be the result of resisting to change.

Allow plenty of time for students to clean up.

Have students post their drawings on the bulletin board.

Like before, have students discuss change but what is being displayed in each other's own drawings.

Assign each person to a drawing other than their own to critique.

Have students discuss out loud:

What resistance to change is the artist conveying and what elements within the piece help convey this?

How would the artist reverse their work and show the event as a successful change?

What is the significance of the artists meaning to him/her personally and in society?

➤ Lesson #3 (Continued from Lesson #2)

Lesson Objectives:

- Students will pick one of their sketches from the previous lesson to create a personal painting of anguish.
- Students will have a class discussion about color theory and how color effects and displays emotion.
 - What is color theory?
- Students will choose an emotion from the ones written on the board related to their anguish sketch.
- Students will view sample artworks displaying color theory.
- Students will integrate their emotion into their sketch by using color and begin creating their painting.

Materials:

Gesso paper, acrylic paint, paintbrushes, water cups, sample artworks, color theory handout.

Instructional Strategies:

- Large, solid colored poster boards (red, blue, orange, yellow, green) will hang on the board in front of the room.
- In a class discussion, the students will express how each color makes them feel and what kind of emotion each color should represent. Ask:
 - How does each color make you feel?
 - What kinds of things do you think of when you see each color?
- Students will get out and revisit their sketches from last class period and pick a single sketch to work with.
- Students will pick an emotion that is related to anguish that they would like to represent in their painting. On the board will be:
 - Sadness
 - Depression
 - Mad
 - Angry
 - Loss
 - Frustration
 - Grief
 - Fear
 - Sorrow
- Teacher will give out color theory handout while having the students think about what color their emotion is.
- Teacher will show examples of artworks displaying color theory and how it is used with emotion. Show abstract, expressionist, and realism examples.
- Students will decide on a style that fits their emotion and personal memory of anguish.

- Teacher will hand out supplies.
- Students will start their paintings.
- Clean up at the end of the hour. Go by tables to put things away.
- When students are done with their pieces within this class period or next, there will be a class critique.
- Each students' painting will be hung up on the board and the class will critique everyone's piece and think about these questions while evaluating the piece:
 - How well is the emotion displayed? (Can you tell what emotion it is?)
 - Did you have similar experiences as this student did in their piece?
 - Do the colors used help display the intended emotion?

Assessment:

20 points- Can you tell what the emotion is in the painting?

20 points- Did they incorporate color theory?

50 points total including previous lesson.

➤ Lesson #4

Lesson Objectives:

- As a class, students will brainstorm ten current event situations dealing with anguish. Ex:
 - Global warming, hunger, homelessness, wars, etc.
- Students will search through newspapers and magazines to help find ideas. They should look for pictures of people in anguish and articles of sad stories.
- In small groups, students will choose one current event to focus on and discuss it among their group.
 - What is your event? Why did you choose it?
- Students will develop a proposal on how to resolve their problem of anguish in their current event.
 - What is the problem of your event?
 - What could you do to help these people?
- Each group will create a visual presentation to present their idea to the class.

Materials:

Current newspapers, magazines, and possibly Internet access, poster board, glue, markers, scissors, colored pencils.

Instructional Strategies:

- The news will be on the television when students walk into the room. **If there isn't cable, then a taped episode of the news will be used.
- A class discussion will be held on what current events are going on around the community and the world. They will be asked:
 - Which events are important to you?
 - How are these events related to anguish?
- Students will form groups of two or three and choose one current event to focus on that involves anguish.
- The groups will write a proposal on how to resolve their issue of anguish within their current event.
- The groups will create a visual aid to present to the class using cut outs from the newspapers, magazines, drawing, etc. and gluing them on a poster board.
- Clean up.
- Each group will do a brief presentation about their visual aid and the class will be encouraged to ask them questions. In their presentations they should cover:
 - What is your event?
 - What was the problem that needed to be solved?
 - How did you propose to solve it?
- At the end of class, ask the students what they learned today.

Assessment:

Participation in presentation-

Group members will evaluate each other.

1- Did not help at all

2- Some input/ some help

3- Did a great deal of the work

Teacher will use their discretion.

➤ Lesson #5

Lesson Objectives:

- Students will form into small groups for discussion.
- Students will share stories about a time of anguish in their lives.
- Ideas about conflict resolution (handout).
- Students will discuss implications of not resolving anguish.
- Have students form dialogue and a skit to present ideas of anguish and conflict resolution.
- The class will try to guess the type of anguish.
- Students will create props if needed.

Materials

Possible material for props, the film “Phantom of the Opera.” Conflict Idea hand out.

Instructional Strategies:

- Show a short clip from the film “Phantom of the Opera,” showing the phantom in anguish. (5min)
- Have students choose two other people to work with in a group.
- Hand out conflict idea document for students to look over.
- Ask students about conflict resolution: (5min) (Amy)
 - What defines a conflict?
 - What are some good ways to resolve conflict?
- Have students discuss personal anguish experiences and decide on one to make a skit about. (10) (Andrea)
 - When was a time that you felt like you were in anguish?
 - Who was involved in your anguish?
 - Decide on which event your group could act out.
 - Who is going to be each character? What will the dialogue be?
 - Rehearse at least 2 times.
- Give time for prop construction if needed. (5min)
- Have students perform their skit to the rest of the class. (15)
- Class discussion after each skit to try and define what type of anguish the students in the skit were trying to portray. Ask questions: (10) (Rotate after each skit between Andrea, Amy, Molly)
 - What are some other possible outcomes?
 - What would you have done differently?
- Group discussion on what happens if anguish is not resolved. (5) (Molly)
 - What happens if anguish is not resolved?
 - What are some of the mental and physical byproducts of anguish?

Assessment:

Participation: What everyone involved in the skit?

Did the skit make sense as a whole?

- 1- No participation. Skit didn't make sense, unorganized.
- 2- All participation, but didn't make a lot of sense.
- 3- All participation and made sense, well put together.

Unit on Anguish
High School

Unit Objectives: Students will have a summary wrap up about what they learned about anguish.

Students will choose their favorite aspect of the unit and create a 3-D clay sculpture that represents the opposite of anguish.

Students will learn the basics of clay making.

Students will give a brief explanation of their work verbally to the rest of the class.

Materials/Supplies:

Clay
Clay tools
Newspaper
Digital camera

Strategies/Procedures:

Students will have a class discussion about the key points of what they learned about anguish.

Have them discuss the following: (10 min.)

- What's the significance of change?
- What are the ways they dealt with anguish in the lesson plans?
- What were some of the suggestions with coping with changes?
- How can they apply what they learned to real life situations?

Go over some basic clay making skills such as: (5 min).

- How to wedge
- How to use clay tools

Have them lie down newspaper on their desks and get tools.

Have students pick their favorite aspect of the unit and tell them to create a 3-D clay sculpture that represents the opposite of anguish.

Give them 4 pds. of clay each and tell them they must use all of it and that their sculpture can be abstract or representational. (25 min.)

Go around the room and take a digital photo of each individual's work while they are talking.

Have students quickly go around the room and say what part of the unit they worked on in their piece and how it represents the opposite of anguish. (10 min.)

Have students destroy their pieces at the very end of class and explain to them that this process turns the piece back into anguish.

Allow ten minutes for cleanup and have students put away their own tools.

Unit on Anguish

Students are graded 10 points on participation. (Hit or miss)

Student's name:

10 pts. OR 0 pts.