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Art333

Enduring Idea: Community

Rationale: Community is essential for students to learn because being part of a community can bring security and a feeling that one belongs. One should also learn how to improve their community and present it so all community members can enjoy it. It is important to learn how communities are structured so the student can see their impact on the community. They should recognize that communities may be structured differently in order to appreciate differences and learn from others. They need to learn how to function within their community to learn problem-solving issues that allow for unity.

Key Concepts:

A community is a place where one may feel they belong.  
Communities can be big and small.  
One can belong to several communities.  
Communities can be improved.  
Communities may contain diversity.  
Communities may change over time.  
One can learn from other communities.  
Communities may be threatened.  
Communities may be centered around geography.  
Communities may be centered around religion.  
Communities may be centered around race/ethnicity.  
Communities may be centered around schools, towns, or cities.

\*Communities establish relationships.  
\*Communities can be preserved and improved.  
\*One can learn from other communities.

Essential Questions:

What are some problems facing your community?  
What communities do you belong to?  
What are ways in which you interact with others in your community?  
What are some other types of communities you are interested in?  
What lessons do you learn from your community?

Unit Objectives

Students will be able to discover the importance of building unity in their community.  
Students will appreciate the differences between communities.  
Students will strive to preserve and improve their communities.

Other subjects

History, language arts,

## Lesson One

Objective: Students will demonstrate their knowledge of someone else's community by constructing a drawing based on an interview. They will demonstrate their new knowledge by explaining their piece.

Materials: Printed images of communities (Edward Hopper's "New York Movie" and "First Row Orchestra", Do Ho Suh's "Floor" Installation, Norman Rockwell's "Freedom from Want", Batik painting Unknown Artist "At the Village Well", Paul Gauguin's "At the Café" and "Breton Peasant Women", Jacob Riis's "Mulberry Street In Front of Vegetable Stand". Frida Kahlo's "Self Portrait on the Border Between Mexico and USA-1937") white drawing paper, markers, interview sheet

Procedure: The teacher will have pictures laid out on the student's tables of different representations of communities. These range from family to nationality.

Teacher will tell students "Walk around and look at all these pictures. What do the pictures have in common? What types of interactions are going on? What words can you use to describe the locations in these pictures? Can you tell me what different communities you belong to?"

The student's answers will be recorded on the board along with initials of who answered.

"I'd like you to pick a partner who is sitting near you to find out what kinds of communities they are part of."

The teacher will give them a handout with the following questions:

"Which community do you want to tell us about today?"

"What kinds of things do you do in your community?"

"What words can you list to describe your community?"

"What is your favorite thing about your community?"

"How is your community different from one of the images we saw in the beginning of class?"

After the students interview each other they will be instructed with directions written on the board that says: "Draw a picture representing your partner's community. Include two things that your partner told you about their community. Circle these two things on your interview sheet to remind yourself."

The students will pass down a stack of drawing paper and take one sheet. A box of markers will be available for them to use.

When they are finished they will explain to the class which elements (parts) of their drawing were inspired by the interview. They will also share if they learned anything new about a community or found anything interesting about a community.

Assessment:

Participation in first discussion (5 points for answering at least one question \_\_/5)

Response to interview questions: (3 points possible per question \_\_/15)

Completion of drawing: \_\_/10

Presentation of drawing and explanations (5 points for each explanation) \_\_/10

## Lesson 2

Objective: Students will evaluate Tyree Guyton's attempt to improve his community. Students will form an opinion about what qualifies something as Art.

Materials: Digital slides images of the Heidelberg Project, Slide image of Detroit, Detroit riot video clip [http://www.pbs.org/wgbh/amex/eyesontheprize/story/13\\_detroit.html](http://www.pbs.org/wgbh/amex/eyesontheprize/story/13_detroit.html),

### Procedure:

The teacher will begin class by showing a picture of the Heidelberg Project on the projector screen. (5 minutes)

*"Who knows what this is a picture of?"*

Explain that these images are of real houses that someone has painted and placed objects in the yard if students are unaware. .

*"What would you say if I told you some people call this Art?"*

*"Does anyone have a different opinion?"*

*"What makes something a piece of Art?"*

Tell the students that many people wanted these houses to be demolished completely because they were an eyesore.

The next slide will be a photo of Detroit.

*"Do you know what this is?"*

*"What can you tell me about Detroit?"*

The teacher will say that Detroit is also known for its history of poverty and crime.

*"Do you know what caused poverty and crime in the city?"*

Teacher will pass out Detroit Riots Handout (10 minutes)

*"Here's a short handout to read that explains a bit more. There are also three questions for you to answer." (Students work on handout on their own).*

Show 1967 Detroit Riot Video (appr. 5 minutes long).

(Shows fires on the street, helicopters and police. Also the aftermath of gutted buildings.)

The teacher will give students a sheet of paper with these instructions printed at the top: They teacher will also read aloud the instructions: "After watching the video, write down what you saw. Imagine what it would have been like to be there. What sounds would you hear? What would you see? How would you feel? What would an event like this do to businesses in the community? Would you want to live there? Why or why not?" (5 minutes)

The teacher will return to the image of the Heidelberg project on the projector screen. (5 minutes)

*“You may be wondering what the things I have shown you today have to do with one another. This image is a picture of the Heidelberg Project and the man who made it was just a little boy during the Detroit Riots.*

*“Looking carefully at these images again, what do you see?”*

*“What do you think is the meaning behind these objects?”*

*“What is the meaning behind some of the words written on the houses?”*

*“What do the colors and polka dots remind you of?”*

*“What feelings do you think the colors represent?”*

*“Does this new information change your opinion about whether or not it is Art? How?”*

The students will finish up with a written response. Prompts will be written on the board. (10 min)

What did you learn today about the Detroit community? 0-3 points

How did Tyree Guyton represent his community? (give 3 specific examples) 0-6 points possible. (2 points per example)

Do you think the Heidelberg Project is art? Why or why not? 0-3 points

What makes something a piece of art in your opinion? 0-3

Key Art Understandings:

Other Integrated Subjects: History

Assessment:

Answering handout questions. (each question 5 points \_\_/15)

Completing written response \_\_/15

### Lesson 3

Objective: Students will explore ways their classroom as a community. Students will name examples of differences as well as unity in their classroom.

Materials: 8X10 Drawing paper, markers, scissors, glue, pushpins

Procedure:

The teacher will ask. "What do you think of when you hear the word, "Community?"

Students will be instructed to use a sheet of lined paper to describe themselves brainstorm ways to describe themselves. "Focus on things you can see. For example, "I wear red shoes, or I have freckles."

When 5 minutes has passed, teacher will pass out drawing paper and markers.

Teacher will tell students:

"Choose one description of yourself to draw, then cut out the image so there is no white space around it."

Pass out scissors. Putting the cut-out picture aside, students will get into groups of four.

Teacher will tell them:

"I'll choose one person to be the recorder today and you will all help think of things you have in common that you cannot see." For example, "We love pizza. We live in Michigan. We have ridden a bike." In case they get stuck the board will have statement starter ideas "We are afraid of.... We dislike..... We know..... We can.... We don't know..... We want.... We wish....." An additional recorder will also write down the names of group members and make a tally mark when they voice a suggestion.

The teacher will pin up a large sheet of paper on the wall. The teacher will tell them to glue their first picture to the large sheet.

The class will gather as a whole to view the piece.

"What kinds of things did people choose to draw?"

"What does this mural say about our classroom as a community?"

"Do you like the way the pictures look all together? Why?"

The students will each choose a statement about what their group members had in common that they cannot see. They will re-write it, cut it out and glue the statements to a separate piece of large paper.

They class will view the piece again and discuss as a group:

"How has the meaning changed from the first time we looked at it?"

"Why might it be important to include things you cannot see?"

"In your opinion, which bulletin makes a stronger statement about our classroom as a community? Why?"

The students will have a prompt on the board that tells them to individually  
*1)Write a statement describing your classroom community to someone who has never met your classmates. 2)Include something that you learned today.*

Assesment:

Completion of Drawing: \_\_/10

Participation: 5 points for at least 5 tally marks Total \_\_/5

Reflective Statement Completion : 5 points for question 1, 5 points for question 2  
Total \_\_/10

Total Points \_\_/25

Key Art Understandings:

## Lesson 4

### Objective:

Students will sketch an idea for a public artwork that unites their community.

Students will explain through a written proposal why it would unite the community.

Procedure. The teacher will show a clip from Art: 21 showing Maya Lin's Grand Rapids project.

Handout will be given with questions to answer while watching the video.

Why did the artist make an ice skating rink?

What does the project say about the city of GR?

How might this public artwork benefit the community?

The teacher will direct a question to the whole class

What are some words we have used to describe your community?

Is your community known for anything?

Are there any major landmarks?

How do you feel when interacting with others?

Where do you interact with others?

Where would you put a public artwork so that it can unite the community?

Answers will be recorded on the board.

The teacher will instruct students to select 3 found objects that remind them of their community or something that brings people together.

They will each receive a handout on Tom Friedman's use of found objects. They will be told to refer to his Artist's Questions About the Object. The students will answer 10 questions about the object and write down the answer.

They will then be given a piece of drawing paper to draw their public artwork. They will use the handout answers as inspiration to guide them.

Once the students have completed the drawing, they will raise their hand and the teacher will give them a piece of paper to write a proposal to the mayor explaining how the artwork would cause interaction in the community.

### Assessment:

Answered questions on handout. (1 point each) \_\_\_/10 total

Completed one sketch and used time well \_\_\_/10

Clearly included all of the objects for inspiration \_\_\_/5

Response explained how the artwork would cause interaction \_\_\_/10

## Lesson 5

Objective: The students will gather information about problems in their community. Students will create a persuasive poster based on a problem in their community. Students will evaluate the poster of a classmate.

### Materials:

World War II Poster “Keep These Hands Off-Buy the New Victory Bonds”  
“I Want You for the U.S. Army”  
“He’s Watching You”  
“Red Cross St. John Needs Your Help”  
PETA “We Are Not Nuggets” poster  
PETA “Best Supporting Role in Medical Drama”  
“Second Hand Smoke Kills”

### Procedure:

The teacher will show slides of persuasive posters and advertisements. Students will be asked: “What is the poster trying to get you to do?” “How does the artist persuade you?” “What emotions does the poster evoke?” “What types of images did the artist choose?” “Why do you think the artist used these images?” “What is the role of the text in the posters?”

The students will then go to the lab to search for a problem in their community. They will be instructed to go to their local news website which will be written on the top of their worksheet. The worksheet will ask:

“What problem did you research?”  
“What was an important quote from the news story about the problem?”  
“What was the main cause of the problem?”

They will each create a poster based on research that brings awareness to a problem in the student’s city, town, or school.

Pick one problem in your community Use magazine text as well as images that may relate to your problem. “First collect words and images that remind you of your community and chosen problem. I’ll explain the rest when you’re ready. If anyone finishes early, help a neighbor pick out words and images.” When students are done collecting words and images, the teacher will demonstrate what to do with them.

“First pick one of the more interesting images and see what happens when you put certain words next to it. Look at it for a bit and see if the meaning was changed. Did it exaggerate something? Is it being sarcastic? Is it funny? Is it threatening? Does it make you want to do something? Does it make you want to stop doing something?”

The teacher will show different combinations of words and images and how some create a more interesting

When the poster is complete, the students will trade with a classmate and answer the following questions about their word/image poster.

Questions for Partner:

What does your classmate's poster say about the artist's community? (\_\_\_/5)

What does the poster tell you to do? (or not do?) (\_\_\_/5)

Who is the poster targeted for? (\_\_\_/5)

Explain where you would hang the poster to get your point across in the best way. (\_\_\_/5)

Is there anything they could do differently that would make the meaning clearer? (\_\_\_/5)

Assessment:

Use of Class time: *Disrupted others and refused to participate-(1), Only finished half the assignment-(2), finished most of the assignment-(3), finished all of the assignment and participated in the discussion-(4) points \_\_\_/4*

Research (3 questions 2 points each) \_\_\_/6

Completion of Critique on Partner's Poster (5 points per question \_\_\_/25 total)

Total \_\_\_/35

## Lesson 6

Objective: Students will compose a descriptive poem that explores their relationship to a place in their community.

Students will interpret a classmate's poem about their community.

Students will name examples that express the classmate's relationship to a place in their community.

Materials: Example of a poem with descriptive imagery by a famous poet.

Example of poem written by the teacher.

Procedure: The teacher will pass out a handout with two poems on it. The first poem will be by a famous poet and will include descriptive words. The second poem will be an example of a poem the teacher wrote.

The students will read the handout to themselves

The teacher will ask:

“Can anyone tell me what a simile is?” (Give an example if no one answers).

“Can anyone tell me what adjectives and adverbs are?” (Give an example if no one answers).

“Can anyone tell me what personification is?” (Give an example if no one answers).

“What kinds of descriptive words (adjectives or adverbs) does the poet use in the first poem?”

“Does anyone know what the mood of the first poem is?”

“How does the poet express that mood?”

Next they will go over the example poem by the teacher:

And answer the same questions as above.

“Can you find the simile in this poem?”

“Does anyone know what the mood of this poem is?”

“How does the poet express that mood?”

The teacher will instruct students with written prompt on the board:

- 1) Select a place in your community to write about. Think of your favorite place, least favorite place, somewhere noisy, somewhere quiet, somewhere mysterious, a beautiful place, somewhere to be with people, somewhere to be alone, or anywhere else you can think of.
- 2) Make a simile that describes your place.
- 3) Include 3 words that describe your place.
- 4) Use personification to describe your place.
- 5) Tell how you feel about this place

When finished, students will rewrite the poem on drawing paper and leave room somewhere for a picture. They will select the most interesting descriptions and draw an illustration for it.

The students will share their poem with a partner. And fill out a handout with the following questions:

- 1) What do you think your partner's feelings are about their place?
- 2) What words describe this feeling?
- 3) How does their illustration describe the place?

Assessment:

Poem: Describes a place in their own community. (2 points)

Used a simile. (2 points)

Used three describing words (2 points)

Used personification (2 points)

Included what the student feels about the place (2 points)

Handout:

- 1) What do you think your partner's feelings are about their place? (5 points)
- 2) What words make you think this? (5 points)
- 3) What does the illustration show about the place? (5 points)

Name:

## **perspectives**

While I was walking the city  
enhaling the dust of the street after rain  
the weather cloudy, the trees dim  
the city looked like an open book

time lays its hand on the self  
memory stores fragments, images:  
streets, crowds, shops, weather  
as if life is but a handful of dust

the city, energy, immortal  
walking with dead bodies, treading on  
faces carrying weary heads to oblivion  
walking with memories played like tape

now things look smaller,  
small things fade, large ones small  
as if I was hovering, mapping the city  
is this real or slave hallucinations

the city appeared huge and unfathomable  
I looked closely from above  
and saw a man looking towards me  
imagining desperately the scene from above

### The Library

It is quiet as a tiptoe

It smells dusty; it is organized, and old.

From the outside it looks at me with many square eyeballs.

It invites me inside to check out a book and I happily go inside.

Notes:

- 1) Simile
- 2) Describing words
- 3) Personification
- 4) Mood

## Lesson 7

Objective: The students will apply what they learned earlier in the unit to invent their ideal community.

The students will interpret their partner's artwork.

Procedure: The teacher will display several examples of finished projects from earlier in the unit

“Can anyone tell me what this project was about?”

What did we learn?

For you, what is the most important thing a community should have?

(Record answers on board)

“Now let's take a few minutes to imagine your ideal community and write about it. Consider how it would be laid out, what colors you would want to see, Which communities influenced your choices for an ideal community?”

The teacher will pass out a piece of 15X20 paper and colored pencils

The teacher will announce:

“Create a map of your imaginary community”

Look at board for goals

1 Simple map of your community. Basic shapes are ok for buildings and simple forms for everything else.

2. Pick colors that express a certain feeling for the community.
3. Label buildings and natural landmarks
4. Describe how the people would interact with one another.
5. Write down what communities influenced your community.

Students will share their pieces to the class.

Students will give reasons for their choices in

- 1) Layout
- 2) Colors
- 3) What characteristics from other communities influenced their choices.

Assessment:

Presentation: Teacher will grade as they give presentation

- 1) explained layout: (5 points)
- 2) explained color (5 points)
- 3) explained characteristics from other communities (5 points)

Total \_\_\_/15

Poster:

Used 5 criteria from first handout.

1 Draw a simple map of your community. Basic shapes are ok for buildings and simple forms for everything else.

2 Pick colors that express a certain feeling for the community.

3 Label buildings and natural landmarks

4 Describe how the people would interact with one another.

5 Write down what communities influenced your community.

Total \_\_\_/25

Total for both \_\_\_/40

Name

**15 Questions inspired by Tom Friedman's "Ingredients"**

- 1) Name of object
- 2) How it is used?
- 3) What does the object make you feel?
- 4) Who owns it?
- 5) Where did they probably get it?
- 6) Describe shape
- 7) Describe color
- 8) Describe texture
- 9) Can it move
- 10) How does it move?
- 11) What does it remind you of?
- 12) What do you do in the place where it was found?
- 13) How do you feel about the place where it was found?
- 14) How was the object made?
- 15) Where was it made?