

## Stage 1:

Objectives (what will students take away from this lesson that they can use in the real world?):

An understanding of a social justice issue and why it is important to them.

Essential Questions (what questions can you ask students to get them thinking about the objectives?):

What social justice issue are you passionate about? Why is it important to you?

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
<i>What should participants hear, read, view, explore or otherwise encounter?</i>	<i>What knowledge and skills should participants master?</i>	<i>What big ideas and understandings should participants be able to act on?</i>
Describe the issue you are passionate about and recognize why it is important to you.	Research the issue you are passionate about.	Design an artwork that communicates your perspective on this issue.

## Stage 2:

Performance tasks (what will students do and how will I know if students have achieved my desired results from Stage 1?)

Factual Knowledge (think)	Procedural Knowledge (make)	Conceptual Knowledge (act)
With a partner, using a mindmap brainstorm a social justice issue that is important to you and relevant in your community.	Use the computer (find a reliable source) to research a social justice issue that is important to you and relevant in your community. Research organizations that are dealing with this issue and how they market it to the community.	Create artwork that explores what you discovered through your research and your perspective of the social justice issue. Prepare and present your project and artist statement.

Evidence of learning (what will I accept as evidence of student understanding and proficiency? DATA):

photograph of the artwork, write a reflection about the social justice issue, document your research process (#, notes, sketches of design) - [to include rubric to evaluate the mindmap, citation for the initial research phase], checklist for presentations

*STOP...before doing stage 3...what are some possible problems for the diverse learners I will encounter?*

Students may have a hard time making designs that only use one color. Students may choose social justice issues that do not impact their direct community. Students may be nervous about sharing their social justice issue with classmates if they have differing opinions.

## Stage 3:

BEFORE YOU PLAN ANSWER THESE QUESTIONS:

### **What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies)**

- How to identify a social justice issue
- Journaling approaches
- How to diagram their thoughts/ideas/structures
- Need to examine the relationship between the social justice issue, themselves and their community
- Understand systemic societal structures influencing the social justice issue
- How logos are planned and designed
- How screen prints are made
- How to photograph an screen print
- How to critically examine and reflect on ideas and choices

### **What will students need in order to perform effectively and achieve desired results?**

- Opportunity to research social justice issues
- Practice journaling techniques and journal about a social justice issue
- Small group discussion about their issue
- Use a venn diagram to show overlap between the issue, themselves and their community
- Opportunity to do research about social and political systems influencing their social justice issue
- Introduce mapping as a way to see connections between social justice, themselves and their community
- Look at and discuss logos used by organizations
- Sketch or plan ideas for logo/design
- Think about how their message will be conveyed by their logo
- Finalize plans for their logo
- Group workshop their final ideas
- Print their screen print
- Photograph themselves in their t-shirt
- Present their final project
- Get large group feedback and take notes
- Write a final artist statement that examines the relationship between the social justice issue, themselves and their community

**What activities will equip students with the needed knowledge and skills?**

- How to do research and identify social justice issues
- Some ways to approach journaling
- What it means to examine relationships between yourself, your community, and the issue
- How to venn diagram and mind map
- How screen print artists think about logo design and ideas
- How to plan for a logo design
- How to photograph with a cell phone
- How to create a google slideshow
- How to write an artist statement

**What will need to be taught and coached, and how should it best be taught in light of performance goals?**

- A demo on how to do proper research
- Teacher modeling for brainstorming
- Examples of logos
- Examples of screen print artists
- Demo of screen print process:
  1. Open the embroidery hoop, lay the fabric on the bottom hoop, and push the top hoop over the pantyhose. Pull the fabric as tight as possible from all sides, then tighten the top hoop. Trim the fabric.
  2. With the design placed under the fabric, trace it with a pencil onto the fabric.
  3. Brush Mod Podge onto the fabric all around the outside of the design. Use a small brush for detail. Allow to dry completely. Hold the hoop up to the light to check for any missed areas that might need a touch-up. Wherever the Mod Podge is placed, no ink will pass through the screen.
  4. Position the hoop over the fabric being printed. Place a piece of cardboard between the front and back of the shirt.
  5. Apply a thick line of fabric printing ink at the top of the design, slightly wider than the image. Using a key card, pull the ink down over the screen to the bottom. One pass is usually sufficient, but a second pass can be made if care is taken not to move the screen.
  6. Lift the screen from the fabric and allow the ink to dry.
  7. Iron t-shirt under wax paper to heat-set.
  - 8.

**What materials and resources are best suited to accomplish these goals?**

Internet/computers, visual journals, mixed media/journaling materials, venn diagram template, paper/pens for mapping, examples of screen print artists (exemplar artists), iron, wax paper, newsprint, t-shirts, embroidery hoops, pantyhose, fabric ink, key cards, cell phones, google account, sample artists statements

**The Learning Plan (this can be a bulleted list)*****Brief description of the learning plan (think of this as how you will scaffold students through the answers to the questions above) - include divisions for days/times as you see fit:***

First half of day:

HOOK: watch artist video- <https://www.pbs.org/video/art-school-printmaking-favianna-rodriguez/>

1. brief intro of screen print - give a "hint" that the lesson is going to head toward logo design, and t-shirt printing- pass out RUBRIC
2. Teacher will handout pre-assessment
3. Teacher will handout zines
4. practice journaling techniques and journal about ideas of social justice

5. watch TEDTalk- <https://www.youtube.com/watch?v=cVPK-3whUNC>
6. teacher will review how to do internet research - <https://www.commonsense.org/education/top-picks/most-reliable-and-credible-sources-for-students>
7. opportunity to research social justice issues
8. small group discussion about their social justice issues (groups of 2-3)
9. use a venn diagram to show overlap between themselves, their community and the social justice issue - <https://www.eduplace.com/graphicorganizer/pdf/venn.pdf>
10. opportunity to do research about connections between and influences of their social justice issue <http://www.kathleenamorris.com/2018/02/23/research-filter/>
11. introduce mapping as a way to see connections between people, community and social justice
12. Play logo game
13. sketch or plan ideas for logo/design /think about the issue's core message and how that will be conveyed
  - what are you focusing on?
  - what do you want your logo to "say"
  - where will your screen print be?
  - how does your message read to others? Get some feedback on your ideas
  - what will be happening in your design?
14. Play water balloon/stencil game

Lunch

Second half of day

1. finalize plans for the design/group workshop their final ideas
  - get in small groups (2-3 students) and share your ideas
  - consider the following questions:
    - what is the relationship between the artist, the community and the social justice issue?
    - is this relationship clear? not just a reproduction but an exploration of connections?
    - is the message relayed in a palatable way?
    - what is working? what isn't working?
    - what would make this more effective?
2. watch demo video <https://www.youtube.com/watch?v=bGrisPxu6Hk>
3. create screens

Last day of camp/print day

1. Create prints
2. photograph prints
3. create a google slide presentation for class (should include process info covered in the rubric)
4. present their final project
5. get large group feedback and take notes – (see project rubric)
6. Write an artist statement that narrates the positionality of the artist, artist's choices, the core message of the issue and why it is important to you. <https://www.gyst-ink.com/artist-statement-guidelines>