**Creating 21st Century Classrooms:**

**Connecting the Dots IV**

**Unit Title: Perspectives**

**Creator: Casey Deane & Karen Ruozzi**

**Topic: Understanding the make-up of the community we live in**

**Grade level(s): 9-12**

**Content Areas: Diversity, Graphic Design**

**Approximate Duration: 8 weeks**

**Enduring Understanding: One’s experience affects how they see the world.**

**Essential Questions:**

**How does your perspective influence someone else perspective?**

**How can you present your perspective so that others can understand it?**

**Is it important to see the world through multiple perspectives?**

**What is the place of art as a communication tool?**

**Unit Overview:**

**High school students research the make-up of our community like gender, race, religion, disabilities, poverty and family structures, analyze the data and develop a multimedia or artistic representation of data collected or some aspect of the data. Students will collaborate to present their work to an audience of their peers, teachers and the greater Brattleboro community and decide the best way to present the data collected using multi-media tools. Through this process students will emphasize their changed perspective and the importance of opening up to other perspectives. Students will see the importance of this work because it is about how adults and their peers in the community see and understand them; it is an opportunity to educate others about who they are as individuals and a collective.**

**LEARNING EXPECTATIONS:**

**HISTORY & SOCIAL SCIENCES GE’s 9-12**

**H&SS9-12:1 INQUIRY**

**Students initiate an inquiry by…**

* **Asking focusing, probing, and significant research questions that will lead to independent research and incorporate concepts of personal, community, or global relevance (e.g., What are the causes of low voter turnout? What are the most effective ways to improve voter participation?).**

**H&SS9-12:3 INQUIRY**

**Students design research by…**

* **Establishing criteria for the quality and quantity of information needed, including primary and secondary sources.**
* **Identifying tools and procedures needed for collecting, managing, and analyzing information, including a plan for citing sources (e.g., establishing a time line or schedule for research, identifying places to find possible sources).**

**• Determining the best ways to present data (e.g., Power-Point, hypercard, report, graph, etc.).**

**H&SS9-12:6 INQUIRY**

**Students make connections to research by…**

* **Predicting and/or recommending how conclusions can be applied to other civic, economic or social issues.**
* **Using research results to support or refute the original research statement.**
* **Proposing solutions to problems based on findings, and asking additional questions.**
* **Identifying problems or flaws with the research process and suggesting improvements (e.g., evaluating the limitations of some sources).**
* **Proposing further investigations.**

**• Proposing further investigations.**

**H&SS9-12:7 INQUIRY**

**Students communicate their findings by…**

* **Developing and giving oral, written, or visual presentations for various audiences.**
* **Soliciting and responding to feedback.**

**• Pointing out possibilities for continued or further research.**

**H&SS9-12:16 CIVICS, GOVERNMENT & SOCIETY**

**Students examine how different societies address issues of human interdependence by…**

* **Analyzing the impact of a current or historic issue related to human rights, and explaining how the values of the time or place influenced the issue (e.g. Guantanamo, land mines, invasion of Iraq). i**
* **Analyzing how shared values and beliefs can create or maintain a subculture and/or counterculture (e.g., the Ku Klux Klan, Goths, Hippies). i**
* **Evaluating the significance of governmental and nongovernmental international organizations (e.g., World Health Organization, Doctors Without Borders, International Atomic Energy Agency, IMF).**
* **After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g., gay rights, environmental protection, privatization of government). i**
* **Evaluate the impact of differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits (e.g., affirmative action). i**
* **Describing how diversity contributes to change over time (e.g., how population shifts impact politics, whites becoming a minority in the U.S., interracial marriage). i**
* **Analyzing the impact of interdependence among states and nations (e.g., OPEC, NAFTA).**
* **Analyzing the effectiveness of behaviors that are intended to foster global cooperation among groups and governments (e.g., League of Nations, nation building, coalition to fight terrorism).**
* **Explaining conditions, actions, and motivations that contribute to conflict within and among individuals, communities, and nations (e.g., economic conditions, religious beliefs, political repression). i**

**• Proposing and defending ways to ease tensions and/or peacefully resolve conflicts
(e.g., assimilation/ separatism; affirmative action; diplomacy).**

**H&SS9-12:17 CIVICS, GOVERNMENT & SOCIETY**

**Students examine how access to various institutions affects justice, reward, and power by…**

* **Analyzing and evaluating why groups of people or individuals have accessed or were denied justice. (e.g., utilizing contemporary and current primary and secondary sources to determine how perspectives on the Nisei have changed).**

**• Analyzing points of conflict between different political ideologies (e.g., creation of party platforms).**

**H&SS9-12:18 ECONOMICS**

**Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by…**

* **Explaining patterns and networks of economic interdependence that exist nationally and globally (e.g., currency,stock market, world trade). i**
* **Examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services and comparing and contrasting the findings (e.g., compare the use of the labor supply in different countries). i**

**• Drawing conclusions about how choices within various economic systems affect the environment in the state, nation, and/or world (e.g., mixed, command, and market economies).**

**Learning Expectations:**

**Visual Art: Proficiency at High School 9-12**

**APHS:10 SKILL DEVELOPMENT**

**Students show skill development when CREATING art by...**

**Controlling media techniques and processes with skill, confidence, and sensitivity so that their intentions are carried out in their works of art.**

**APHS:12 SKILL DEVELOPMENT**

**Students show understanding of visual arts CONCEPTS and VOCABULARY by...**

**Describing and demonstrating how art and artists reflect and shape their time and culture.**

**APHS:15 REFLECTION & CRITIQUE**

**Students critique and revise art by...**

**· Making affirming statements with specific evidence (e.g., Your landscape painting shows sensitive brush work in the Japanese tradition.).**

**· Asking questions about your own work (e.g., How can I use one point perspective effectively?).**

**· Asking questions of the artist (e.g., How were you able to get that texture in your work?).**

**· Suggesting changes (e.g., You might consider using contrasting colors for emphasis.).**

**· Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions.**

**· Developing and applying specific criteria, individually or in groups.**

**APHS:18 MAKING CONNECTIONS**

**Students show understanding of how the arts shape and reflect various cultures and times by...**

**Creating or performing a work of art that communicates a cross cultural or universal theme.**

**APHS:20 APPROACH**

**Students develop effective, personal work habits by...**

**Demonstrating commitment and a sense of purpose (e.g., persevering to complete quality work, working to personal best).**

**KUDs:**

**DIVERSITY (The CLIENTS)**

**Students will know…**

**1. …Vocabulary: Relativity, Subjective, Objective, Sympathy and Empathy**

**2. …How people’s environment affects their patterns of behavior Evaluate the impact of differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits (e.g., affirmative action).**

**3. …The diversity of the BUHS student population in regard to race, family structure (single parent home, deceased parent or sibling, parent or sibling in jail, parent or sibling with an addiction or diagnosed psychiatric problem, etc), poverty, disabilities, and LBGTQ.**

**Students will understand…**

**1. …A person’s home environment affects patterns of behavior and world view.**

**2. …Patterns of behavior, especially systemic, are difficult to overcome**

**3. …That knowing about is very different then experiencing.**

**Students will be able to…**

**1. …Collaborate with the Graphic Design II class and create a presentation that evokes empathy and greater understanding of BUHS freshmen based on factual datain the adults of the BUHS community.**

**2. …Demonstrate an understanding of the difficulties in changing behavior patterns.**

**3. …Create a survey on “Survey Monkey” to gather data on students as people.**

**4. …Tally data and put into a database**

**KUD’S**

**GRAPHIC DESIGN II (The Creative Developers)**

**Students will know:**

**1. …The computer software and applications necessary to create a piece**

**of artwork**

**2. …The audience for whom they are designing for (the client).**

**3. …Artist vocabulary definitions and how to apply them to critique**

**4. …Strategies for creating a message that will speak to a specific audience**

**Students will understand:**

**1. …Art is a form of communication**

**2. …A person’s perspective is shaped by his or her experiences**

**(the clients data & information)**

**3. …Techniques in digital media can aid in telling a story**

**4. …That using specific art vocabulary terms will help others understand your**

**critiques**

**5. …Their “client” and the message that the client wants delivered to**

**their audience**

**Students will be able to:**

**1. …Deliver an effective message to an intended audience.**

**2. …Tell a story using the digital media**

**3. …Present their work to an audience of their peers and their community**

**Pre-requisite Considerations**

**Passing grade in Graphic Design I with the basic understanding of computer software and applications.**

**Culminating Summative Performance Task:**

**Description of Task:**

**• Diversity students, the clients, will collect data and information on the different perspectives that make up our community through an online survey. Students will be assessed through their culminating presentation which is defined by the data collected.**

**• Graphic Design II students, the concept developers, will then take this data and information and create a multimedia or artistic representation of this data and information in groups.**

**• The clients and the concept developers will then collaborate on a presentation to the students, faculty and Brattleboro community.**

**Expectations: Students will be expected to…**

**• Diversity students will be able to collect accurate data and information, compile it into a database, and convey information to their creative developers**

**• Diversity students will be able to demonstrate fluency in the topic – through practice presentations and oral interviews with teacher.**

**• All students will be able to collaborate effectively in their teams (clients and developers). Teacher will assess through walk throughs and check-ins (individual and group)**

**• All students will be able to present the data and information clearly and accurately**

**• All students will be able to create an artistic or multi-media representation**

**Deadlines (Graphic Design II students):**

**Week 1: Lesson 1: Art Vocab**

**Week 2: Lesson 2: Color & Font**

**Week 3: Lesson 3: Selling a product**

**Week 4: Lesson 4: Typography: Understanding Perception**

**Week 5-7: Group Collaborations (Team Work)**

**Week 8: Group Presentations**

**Deadlines (Diversity students):**

**Week 1-4: See daily activities for clarity**

**Week 5: Group Collaborations**

**Week 6: Group Collaborations**

**Week 7: Group Collaborations**

**Week 8: Group Presentations**

**Lessons for DOTS IV**

**Diversity Class At**

**Brattleboro Union High School**

**Teacher: Casey Deane**

**Lesson Title: Thinking about Thinking: It’s a Meta-cognition Thing!**

**Name of Corresponding Unit: Perspectives**

**Creator: Casey Deane**

**Grade Level: 9th**

**Recommended Duration: Five 40 minute classes**

**Essential Question: How does your perspective influence someone else perspective?**

**Specific Learning Goals:**

* **Students will know how schema works.**
* **Students will understand our experiences influence our perspectives.**
* **Students will be able to define sympathy, empathy, relativity, objective, subjective.**

**Lesson Overview: Students will begin to consider how their experiences influence their perspective/perceptions of a people or situations.**

**Description and sequence:**

**Day 1 (first day of class):**

**Step 1: Students will be prompted on the board to write 5 adjectives that they think or are thinking about me. Who am I?**

**Step 2:They will also list 5 adjectives they think a stranger may think of them on first sight.**

**Step 3: And, they will list 5 ways they would like to be perceived by a stranger or new teacher.**

**Step 4:The class will then share what they thought about me (voluntarily). Then they will share about themselves? Does the class agree with the individual’s perceptions of how they would be seen?**

**Day 2: (A pre-assessment in a self-reflection )**

**Associations (I say a word and they write the first thing that comes to mind.)**

**List of words Cat Dog cow Vermont rich poor Christian Muslim Jew car boy girl mom dad teacher senior citizen America Homeless drop out Afghani Iraqi**

**Round robin sharing of responses with an explanation that responses do not equate to personal belief. Shared example of student who once said for Muslim = towel head (ashamed) and for dad = racist (with disgust) making it clear his response probably came from his household experience and from hearing his dad his connections were from hearing his dad’s words, not his belief.**

**Day 3:**

**Preassessment:**

**Journal: Yesterday and the day before, we did some activities on first impressions. Why do you think we make these judgments and why are people’s judgments of the same thing or person different, or, as with Associations, the brain connections.**

**Teacher lead: Explanation of schema and brain dendrites. Explaining how patterns of behavior and experiences, especially really strong or traumatic experiences strengthen connections. Teacher includes brief discussion of programs to rid people of addictions.**

**Homework: Living Big: Student picks a habit to get rid of for a week (i.e. Instead of throwing laundry in the corner of his room putting the laundry in the basket or instead of putting off homework until the last minute, doing it first.) They are to do a self reflection and observation (How are people around them reacting to their change, how does it feel to them: Day 1, Day 2, Day 3… At the end of the week, teacher will discuss how dendrites, webs/pathways, in the brain are constantly reinforced and strong ones become automatic and without conscious effort, hard work and intention the auto behaviors stay prominent**

**#: \_\_\_\_\_\_\_\_\_\_Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Living Big…**

**Living Big…**

**Living Big**

**The idea of this exercise is to step outside your “normal” behavior or patterns. Life is about growth, growth is change, and change is leaving patterns of behavior.**

**So here is what I would like you to do…**

1. **Consider things you do or don’t do in your life because it is somewhat uncomfortable or it is not expected of you. Some routine you’d like to change.**
2. **How do your parents or friends see you? (i.e. lazy, disorganized, super organized, very helpful or reliable…) How do you want to be seen?**
3. **Now, I want you to consider an activity or action you can take that would be out of the norm for you or out of character (nothing that would be bad or get you in trouble or hurt; nothing illegal!). Change a habit, Do something new… FOR ONE WEEK. Try to be consistent, keep the change going.**
4. **Some examples below, but almost anything can work, but try to make it obvious:**

**Do chores without being asked!**

**Tell friends you have to study, instead of hanging out, and do it!**

**Stop playing video games, drinking soda …**

**When you have completed the week. I want you to answer the following questions:**

**JOURNAL PROMPTS:**

**• What did you do to stop the pattern? Did you do the same thing to stop it each day?**

**• Was it a difficult experience? What was most challenging?**

**• Did the behavior have a connection to other people? If yes, do you think it made it harder or easier to “kick the habit”?**

**• How does this connect to diversity class and personal behavior?**

**• What was the reaction of the people who were around you or connected to you when you began this behavior change? Did they try to convince you out of it? Did they support you? Were they surprised?...**

**• How did you feel during this week of change (List all of the feelings, you could do this daily or overall)**

**• How does it feel to be done? Will you go back to your old way or keep the new?**

**• Other comments:**

**Rubric for Living Big:**

**Summative Assessments:**

**Living Big Write-up: (Do 2, Understand 2, Know 2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **(2) 20 pts Hardly (very basic)** | **(3) 35 pts Mostly demonstrates completion of task with basic personal reflection** | **(4) 50 pts All entries demonstrate completion of task, self-awareness and extend to broader life implications**  |  |
| **Reflective in written entries** |  |  |  |  |
| **Task had degree of challenge** |  |  |  |  |

**Day 4: Vocabulary**

**Students and teacher will come up with a definition for the following words: Sympathy, Empathy, Relevance, Objective, Subjective, Poverty, Disability, Presumption, Assumption. Afterward, students will come up with a representation of each word (i.e. cartoon, brief skit…). What’s not done in class will be homework.**

**Day 5: Summative Assessment**

**Go over homework responses to reinforce understanding of key words.**

**Media/Poster presentation showing definitions of vocab.: (Know 1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **(13 Pts) Hardly 5 words or less** | **(26 pts) Mostly 6 to 7 words** | **(33 pts) All Words** |
| **Neat** |  |  |  |
| **Definition Easy to See** |  |  |  |
| **All Defined** |  |  |  |

**Pre-assessment: Going over words together to find definitions.**

 **Differentiated: will be audio recorded, if required by IEP or a picture can be taken of definitions on the board and posted/e-mailed to students, if needed.**

**Formative Assessment: Seeing how well defined the words are in the cartoons or other forms of representation of the words.**

**Summative: Poster and Living Big**

**Student –Centered: Students are looking at themselves**

**Inquiry: Exploring who they are and how they experience the world.**

**Materials: Journal/digital recorder**

**Beginning at this part of the unit, students will take turns wearing ankle or wrist weights during the day to symbolize he carrying of a burden, they’ll be asked whenever they witness the weights being a strain/pain to them that they think of the burden that is taped to the side of the weights (i.e. single parent who works a lot, student cares for siblings, death of a parent or sibling, addict in the family or a friend, parents fighting, parent or sibling in jail) Students will write or audio record or meet with teacher and discuss experience about how the burden felt, how often they notice this difference and how bad they wanted to rid themselves of it.**

**Rubric**

**Day in a life response: (Know 2 and 3, Understand 3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **(13 pts) Hardly** | **(26 pts) Mostly** | **(33pts) All** |  |
| **Sheet Filled in** |  |  |  |  |
| **Reflective in written entries** |  |  |  |  |
| **Task had degree of challenge** |  |  |  |  |
| **Demonstrates Valid effort for the Day** |  |  |  |  |

**Lessons for DOTS IV**

**Diversity Class At**

**Brattleboro Union high School**

**Teacher: Casey Deane**

**Lesson Title: It’s not amnesia, but Who Am I ?**

**Name of Corresponding Unit: Perspectives**

**Instructor: Casey Deane**

**Grade Level: 9th**

**Duration of lesson: Four 40 minute sessions**

**Essential Question:**

**How can you present your perspective so that others can understand it?**

**Specific Learning Goals:**

**- Students will know that people’s environment affects patterns of behavior.**

**- Students will understand that knowing about something is very different than understanding and that bias is deeply connected to experience.**

**- Students will be able to analyze environments and events in their lives and how they influence their perspectives.**

**Lesson Overview:**

**Students will begin to look at the events of their own lives and the environments they grow up in (as well as some of their family history) to begin to see how their perspectives have been influenced.**

**Description and Sequence:**

**Day 1:**

**Step 1: Journal: How well do you think you know many of the people around you? Why do you think you know some people in the class better than others? Why do think you’ve gotten to know some of them better than others? Is this redundant?**

**Step 2: Hills and Valleys or Highs and Lows**

**Students create a drawing or visual image that shows the highs and lows of their life, as well as daily routines (This is typically done in hills and valleys image with a river in the foreground showing daily routines) I could imagine some of this could be quite personal and very private. How will you deal with this? Students will put their name on the back for privacy. Is this enough to protect their identity? One drawing a day for the semester will be posted to e-mail for staff viewing. With permission? It seems this might also be potentially quite risky. Not that I am against risk but I would think you need to progress carefully when students expose personal/private matters.**

**Step 3: Students will finish this for homework.**

**Day 2: Formative Assessment**

**Step 1: Students will get into groups of four to share or just listen and see others highs and lows with the understanding that a journal entry will follow.**

**Step 2: Journal Prompt: How the highs and lows of our lives affect our actions in the world or how we see it and make connections to others in it?**

**Day 3:**

**Step 1: Creating an image of a tree, students will fill the canopy with groups they are a part of (i.e. boy scouts, females, lesbians, Catholic, oldest sibling, etc., they will write in the trunk the things someone might witness if they were to spend a lot of time in their home (i.e. family dinners, which holidays are celebrated, reading or woodworking, etc) and in the roots they will fill-in family values (i.e. hard work, education, self-reliance, getting ahead, relaxation, loyalty)**

**Step 2: Finish for homework, ask parent for input.**

**Day 4: (pre-assessment and lesson combined)**

**Step 1. Do some culture tree sharing and make connections to behaviors or perspectives and see some of the economic, religious, and cultural differences**

**Step 2. Students will take a survey on “survey monkey” (Survey 1: see survey at end of unit lessons) created by the teacher that asks questions about our student population in a percentage format, and they must answer all questions (I do not know is not an answer choice). The purpose is to show students survey monkey, to bring some awareness to some things they might not think about through questions being asked, prompting awareness.**

**Step 3. When students finish responding, teacher will ask:**

 **How many of you, when you didn’t really know how to answer, thought about your own experiences to create an answer you thought might be right?**

**How many of you think you did that for every answer? Did you do it more quickly for some questions than others? If you did, why do you think you answered some more quickly?**

**Step 4. Dialogue ensues about personal experience and the influence on our perspectives (assumptions and presumptions)**

**Something to think about: Tomorrow we’re going to meet with Ms. Ruozzi’s class to collaborate on project that I believe will serve the students of this school and the school as a whole.**

**H&SS9-12:17**

**Differentiation: Students will be offered time to share with the teacher or to e-mail or record thoughts to share with a the teacher.**

**Student-Centered: Finding out more about themselves and peers.**

**Inquiry: Time to be reflective and think about their lives as an inquiry.**

**Resources: Digital recorder, computer lab, survey, journal**

**Lessons for DOTS IV**

**Diversity Class At**

**Brattleboro Union high School**

**Teacher: Casey Deane**

**Lesson Title: To have sympathy or Empathy, Ah that is the Question**

**Name of Corresponding Unit: Perspectives**

**Instructor: Casey Deane**

**Grade Level: 9th**

**Duration of lesson: Ten 40 minute periods**

**Essential Question: How can you present your perspective so others can understand It**

**Specific Learning Goals**

**- Students will know how to create a survey, read data, and interpret data.**

**- Students will understand that knowing is different than understanding or experiencing.**

**- Students will be able to create a survey on survey monkey or other web-based software and create good survey questions.**

**Lesson Overview:**

**Step 1:Students will create a survey, as a class, to gather information about the freshman class on life experiences that impact individuals and, possibly, their performance and behavior in school. What are they looking for in the survey?**

**Step 2: They will interpret the information and decide which information seems most important to them to communicate to the teachers and administrators in the building. .**

**Step 3: Students will group into similar interests and will then meet with Karen Ruozzi’s Graphic Design II class to see which of her groups (agencies) is the best fit for their focus. Ms. Ruozzi’s class will pitch their abilities to my class so student groups can make an informed decision for whom to work with on the project.**

***Continues through the entire unit:* During the lesson, different students each day, will be given wrist weights or ankle weights to wear as a symbolic simulation of what it is like to carry a burden. The weights will have a label indicating a disability or struggle. Students will be asked to visualize or imagine that label whenever the weights feel uncomfortable or too much.**

**Description and Sequence:**

**Day 1: Explanation of main project: Meet with Ms. Ruozzi’s Graphic Design II class to discuss project. The project will be for Ms. Ruozzi’s students to present the findings from the survey we created that gathers data on the freshmen class. After the survey is finished we’ll break into small groups according to interests revealed by the survey. When we have completed our data gathering and done some research, we’ll ask Ms. Ruozzi’s class to come back and convince us why their small advertising firms are capable of presenting our information in the way we want it presented.**

**Day 2 and 3: (Pre-assessment for readiness to consider making questions)**

**The class will brainstorm things they think would be important for teachers, administrators and the broader community to understand and know about BUHS’s incoming class. They will then formulate questions to gather data. Day 2 could include mini lesson or guest speaker on quality questions.**

**Day 3 and 4: (Formative assessing of students’ abilities to create good questions.)**

**Learning how to put questions on to “Survey Monkey” and create a survey. Begin to create survey on the web. Also, we’ll have a discussion on how we might get the other half of the freshman class that I do not teach at this time to take the survey. Teacher will use LCD projector and have students take turns putting questions on the survey. Other students can help edit and refine questions.**

**Day 5:**

**Take survey**

**Differentiation: More time if needed and/or survey read to them.**

**Day 6:**

**Begin to look at results in various graph formats. Students begin to pick the area of information that speaks to them most and they would like to present. Give Karen’s class the data collected and a sense of the direction that the Diversity Ed. students are going so they can begin to create a “pitch” for the Diversity students.**

**Day 7 -13: (Pre-assessment of knowledge base to do final product, T. and S. determine readiness, together.)**

**Small groups will do research on the topic chosen from the survey information to get a deeper understanding of the issue chosen in a broader context.**

**Resources:**

**Southern Poverty Law Center**

**AFLCIO**

**American Disability Act**

**Enumerable other websites**

**Differentiation:**

**Students will be able to use video, interview, as well as text resources to deepen understanding on their topic.**

**Day 14:**

**Show some P.S.A. ads to give students some ideas of how to communicate and idea or issue through media or art.**

**Day 15:**

**Karen’s students make “pitches” to mine to try to “win” the contract to put vision into art media form using computer apps. Students will pick 2 or three of Karen’s groups they would be willing to work like to work with and teachers will assign form there. How will you get equity here so that each group in one class doesn’t select the same group in the other class?**

**Day 16: Mine pick groups from Karen’s they might want to work with and think of how they could communicate the idea of their vision to Karen’s group.**

**Day 17 through 25: Karen’s and my students begin to work together on creating the project they envision**

**Summative Assessment: (See rubric in Karen’s section for final project)**

**H&SS9-12:3**

**H&SS9-12:1**

**H&SS9-12:16**

**H&SS9-12:18**

**Student –Centered: Students are continuing to explore who they are in relation to other students. The purpose of the work is to provide students with a voice in the school and larger community. They are also getting choice on how it is presented, what to focus on, and who they will work with form the other class.**

**Inquiry: Again, exploring who the freshmen class is as a whole. What are the issues facing students.**

**Resources: Listed above.**

**Lessons for DOTS IV**

**Diversity Class At**

**Brattleboro Union high School**

**Teacher: Casey Deane**

**Lesson Title: I’m informed and I Don’t Care if the Whole World Knows It! (said like Buddy the elf when he falls in love)**

**Name of Corresponding Unit: Perspectives**

**Instructor: Casey Deane**

**Grade Level: 9th**

**Duration of lesson: Three 40 minute classes**

**Essential Question: Is art a crucial communication tool?**

**Specific Learning goals**

**- Students will know how to be a presenter (be prepared, eye contact,...).**

**- Students will understand what it means to be fluent in a topic.**

**- Students will be able to answer questions about their focus topic and stand in front of an audience to present their view**

**Lesson Overview:**

**Students will practice giving their presentation, and then give and take constructive criticism from their classmates, in order to refine their work and check their topic fluency. They will then present to their target audience (for the moment assuming the audience will be a faculty meeting or board meeting). The presentations goal is to inform audience about different experience and perspectives, as well as, evoke greater empathy and understanding.**

**Description and Sequence: (Pre- assessment of final product)**

**Day 1-3:**

**Students will take turns showing their final product. Classmates will watch/experience and give feedback on the rubric as well as adding constructive criticisms directly related to the groups chosen message Guided by, but not confined to, the questions below:**

 **Was the product thought provoking?**

**Were you emotionally engaged?**

 **What might make this product more provocative?**

**Day 4-6:**

**Adjustments to presentations by small group work and pairing of two small groups to check in on “re-writes” as presenters.**

**Summative Assessment: (See rubric in Karen’s section for final project)**

**H&SS9-12:7**

**H&SS9-12:6**

**H&SS9-12:17**

**Scoring/Assessment Guide**

**Each student in Diversity & Graphic Design II will be asked to answer the following questions at the end of the overall unit.**

**1. How does your data & information show an accurate portrayal of the perspective you have investigated?**

**2. How does the multi-media or artistic presentation represent an accurate portrayal of the data & information?**

**3. How was your presentation engaging? Did the audience ask questions or offer further enlightenment?**

**4. What feelings do you think your audience felt as a result of viewing this presentation?**

**5. List 4 ways in which you perspective has changed as a result of these projects & presentations.**

**6. Do you feel that art was an appropriate way to communicate your information?**

**7. What part of the project are you most proud of?**

**8. If you were to continue with this project, what would you want to further investigate?**

**9. If you could change anything about this project, what would you change and why?**

**Student-Centered: Students drive what the product looks like and how they present it. They collaborate on end product to improve each others work.**

**Inquiry: Finding out what makes a good presentation and how to work with their strengths and weaknesses when presenting.**

**Resources: LCD projector, computer, and applications used by students to do their presentation.**

**See “Survey 1” next page. Survey 1**

**What percent of people in the freshmen class live in poverty (Defined as: eligible for food stamps or free or reduced lunch.)**

**0 10 20 30 40 50 60 70 80 90 100**

**What percent of freshmen are of (round off to nearest percent) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ decent**

**African? 0 10 20 30 40 50 60 70 80 90 100**

**Asian ? 0 10 20 30 40 50 60 70 80 90 100**

**Latino/Hispanic? 0 10 20 30 40 50 60 70 80 90 100**

**White/Caucasian? 0 10 20 30 40 50 60 70 80 90 100**

**Native American? 0 10 20 30 40 50 60 70 80 90 100**

**What percent of the freshmen class’s families consider themselves:**

**Christian: 0 10 20 30 40 50 60 70 80 90 100**

**Jewish: 0 10 20 30 40 50 60 70 80 90 100**

**Islamic: 0 10 20 30 40 50 60 70 80 90 100**

**Bahai: 0 10 20 30 40 50 60 70 80 90 100**

**Sikh: 0 10 20 30 40 50 60 70 80 90 100**

**Hindu: 0 10 20 30 40 50 60 70 80 90 100**

**Atheist (believe there is a god but do not follow a specific religion): 0 10 20 30 40 50 60 70 80 90 100**

**Agnostic (no god/afterlife): 0 10 20 30 40 50 60 70 80 90 100**

**What percent of students do you think have ADHD/ADD:**

 **0 10 20 30 40 50 60 70 80 90 100**

**What percent of student are dyslexic (see letters and words backwards and other things):**

 **0 10 20 30 40 50 60 70 80 90 100**

**What percent are hearing impaired?**

 **0 10 20 30 40 50 60 70 80 90 100**

**What percent are legally blind:**

 **0 10 20 30 40 50 60 70 80 90 100**

**What percent have asperburgers Asperger’s/autism?**

 **0 10 20 30 40 50 60 70 80 90 100**

**What percent come from a divorced family?**

 **0 10 20 30 40 50 60 70 80 90 100**

**What percent of Freshmen students have deceased parent?**

 **0 10 20 30 40 50 60 70 80 90 100**

**What Freshmen students have a member of their family (include themselves) who has an addiction (alcohol or drug)?**

**0 10 20 30 40 50 60 70 80 90 100**

**What Freshmen students have a member of their family in jail?**

 **0 10 20 30 40 50 60 70 80 90 100**

**What percent of Freshmen are homeless or are “coach” surfing?**

**0 10 20 30 40 50 60 70 80 90 100**

**What percent of Freshmen’s parents (and possibly the student themselves) do you think are immigrants?**

**0 10 20 30 40 50 60 70 80 90 100**

**Creating 21st Century Classrooms:**

**Connecting the Dots IV**

**Lesson Design 1**

**Lesson Title: Communicating with an art vocabulary**

**Name of Corresponding Unit: Perspectives**

**Creator: Karen Ruozzi, Graphic Design II**

**Grade level(s): 9-12**

**Recommended Duration: 3-4 class periods**

**Essential Question: One’s experience affects how they see the world. Is art a crucial communication tool?**

**Specific Learning Goals for this lesson:**

* **Students will know: Art vocabulary: (specifically the Principles of Art & Design: color, space, rhythm, variety, emphasis, balance, unity)**
* **Students will understand: That using specific art vocabulary enables critiques to be more focused and clear.**
* **Students will be able to: Speak critically about artwork using an artists vocabulary and provide feedback to others**

**Lesson Overview: Students will be given a list of all essential art vocabulary terms. Students will be asked to define, identify and explain 5 terms on the list. They may write or type these definitions. Students may elect to work in pairs or solo. Using a sample piece of artwork that they have found from an online source, students will use these 5 terms to explain the art piece they have found. They also must find a short description of the artist and how his/her experiences and perspective may have shaped his/her artwork. They will need to create a multimedia presentation to explain and compile their data. There will be a presentation of the artwork they have found and they must use the 5 art vocabulary terms in their presentation. Students will meet in small groups to share their work. Each student will assess each other’s work for the 5 terms and explain what they have learned about each artist and art piece.**

**Description & Sequence:**

1. **Students will be given list of art vocabulary terms that the teacher has provided.**
2. **All students will define the terms using the Dashboard Dictionary.**
3. **Students will select 5 terms from the list.**
4. **Students must answer the following essential questions and explain it in their presentation:**
5. **Describe the artwork you have chosen using the 5 vocabulary terms you have deemed relevant to the artwork**
6. **What have you discovered about the artist? How has his or her life experiences or perspectives shaped their artwork?**
7. **Give 3 positive criticisms of the work. Give 1 constructive criticism of the work (what could they improve or do differently?)**
8. **Students will use the artcyclopedia.com to search for an art piece by art movement or medium. Students may select any art piece that interests them.**
9. **Students will be given a list of web tools that they can use to compile their data (ie. Prezi, Students will be given a pre-assessment in their journal. Museum Box), students will compile the artwork they have found, the 5 definitions, and a short description of the artist who created their work.**
10. **They will use this multimedia presentation to aid in their discussion and present their findings to the class.**
11. **They will be asked to critique the work of the artist they have chosen, the perspective of the artist, and must include the 5 terms they have selected in this critique.**

**Pre-Assessment:**

**Criticism is a large part of being an artist. Students need to learn how to be constructive critics as well as being able to accept criticism themselves. They will be asked to write their paper journals or speak into their audio journals and answer the following questions: What does criticism mean to me? Explain how criticism makes you feel when it is positive. Explain how criticism makes you feel when it is negative. How can criticism be seen as helpful or constructive? Students must hand in written journal or send the mp4 audio file to teacher.**

**I will use this pre-assessment to identify the types of students I have in my classroom and who may be sensitive to criticism. This may help assist in pairing groups together with those who are confident and those that may need more confidence during critiques.**

**Formative Assessment(s):**

**Students will be asked to complete an exit card on day 1 and 2 of the assignment. This card will have a question such as, what did I complete in class today? What do I hope to work on tomorrow? What do I need help with, if any?**

**Teacher is constantly wandering in the classroom assessing where students are in the process and who needs assistance.**

**Summative Assessment: Students will produce a list of vocabulary words that will be defined and placed in their on-going process notebook. Students will be assessed on their multi-media presentation, which includes the 5 vocabulary terms they have defined and must include in their presentation, and their information about the artist. Each student must address the essential questions of the project.**

**How will you Differentiate Instruction for various learners? (Consider content, process, and product)**

**Product: Each student, or team, will produce a different multi-media presentation based on his or her choosing/interest. They will have time to select the multi-media presentation they want to use, refine it and present it to the class.**

**Process: Students will work alone to create their own definitions in their journals. They are seated in rows so they may discuss with their peers, as they work, the definitions they have found. They may choose to work in pairs on their multimedia presentation and discuss the application their team wishes to work with.**

**Student-centered learning:**

**Students will meet essential curriculum standards by understanding art vocabulary and art critique. Students will have the option to collaborate on their presentation (small groups). They will have choice as to what artist and art piece interests them and what they want to present (any art genre or medium they choose). They have a choice to select how they want to present their findings (what multi-media application will I choose?). The work they do will have authentic, real world meaning as they will be presenting this work on video slideshows throughout the day on the school television monitors and creating a file that will link to our class website.**

**Inquiry-based learning:**

**Students will use open-inquiry to explore about their artist and the piece they have selected and use analysis and presentation skills. They have guided inquiry with questions the teacher has provided and vocabulary words provided. They must apply at least 5 of the vocabulary terms they have selected to discuss their selected art piece. They will analyze the work of art for the 5 vocabulary terms then present their information to the class. Their work will be presented on the school live televisions as well as on the class website for other students to access.**

**Materials:**

**Web 2.0 applications**

**Vocabulary list**

**Questions for inquiry**

**Resources:**

[**www.prezi.com**](http://www.prezi.com)

**www.museumbox.org**

[**www.digitalstoryteller.org**](http://www.digitalstoryteller.org)

**iMovie**

**Photoshop**

**Vermont Standards & Grade Expectations Addressed:**

**APHS:12 SKILL DEVELOPMENT**

**Students show understanding of visual arts CONCEPTS and VOCABULARY by...**

**Describing and demonstrating how art and artists reflect and shape their time and culture.**

**APHS:15 REFLECTION & CRITIQUE**

**Students critique and revise art by...**

**· Making affirming statements with specific evidence (e.g., Your landscape painting shows sensitive brush work in the Japanese tradition.).**

**· Suggesting changes (e.g., You might consider using contrasting colors for emphasis.).**

**· Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions.**

**· Developing and applying specific criteria, individually or in groups.**

**21st Century Skills including Technology:**

**NETS-S Creativity and Innovation 1-a, 1-b**

**NETS-S Communication and Collaboration 2-a, 2-b, 2-d**

**NETS-S Research and Information Fluency 3-b, 3-c, 3-d**

**NETS-S Digital Citizenship 5-a, 5-b, 5-d**

**RUBRIC:**

|  |  |  |  |
| --- | --- | --- | --- |
| **4 Points****Exemplary** | **3 Points****Good** | **2 Points****Satisfactory** | **1 Point** **Needs Improvement** |
| **Completion of vocabulary definitions. Definitions are clear and well defined** | **N/A** | **N/A** | **Non-completion of vocabulary definitions. Definitions not defined or incorrect.** |
| **Multimedia presentation is exemplar: well organized and easily understood.** | **Multimedia presentation is good: somewhat well organized and somewhat understood.** | **Multimedia presentation is satisfactory: little to no organization and some elements are unclear.** | **Multimedia presentation needs major improvements: no organization and**  |
| **Students show exemplary understanding of vocabulary.** | **Student shows good understanding of vocabulary** | **Student shows satisfactory understanding of vocabulary** | **Student shows little to no understanding of vocabulary. Vocabulary terms are not used.** |
| **Contributes exemplary to the group. Offers thoughtful questions and answers when appropriate.** | **N/A** | **N/A** | **Contributes little to nothing to the group. Questions and answers are off topic or irrelevant to subject matter.** |

 **Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Creating 21st Century Classrooms:**

**Connecting the Dots IV**

**Lesson Design 2**

**Lesson Title: Color and Font Function**

**Name of Corresponding Unit: Perspectives**

**Creator: Karen Ruozzi, Graphic Design II**

**Grade level(s): 9-12**

**Recommended Duration: 2-3 class periods**

**Essential Question: How can you present your perspective so that others can understand it?**

**Specific Learning Goals for this lesson:**

* **Students will know how to identify color and choose fonts on the computer**
* **Students will understand how to select the right color and fonts with confidence for each client and understand how to use media to control these techniques**
* **Students will be able to select the right color and fonts for the correct mood and the client.**

**Lesson Overview: Students will be discovering the power of color and type and how their color choices and font selections can capture the mood of their clients and the ideas the clients wish to portray.**

**Description & Sequence:**

1. **Since this is a graphic design class, every student has a computer so he or she will need to open a blank writing document, number their document 1 through 10 and asked to wait for further instruction**
2. **The teacher will hold up a colored card. When asked, students will write down in the #1 slot the first emotion they feel when they see that color. They have 15 seconds to write down their first emotion. The teacher will hold up 10 cards total and each student will have 10 emotions in their document.**
3. **Students will discuss in small groups how each student felt about each color.**
4. **The class will then meet as a group to discuss their emotions list.**
5. **Next, students will be asked to write in their journal to answer the following prompt: Imagine that you have a friend that has been blind from birth. He asks you to describe a your favorite color to him. Describe your favorite color.**
6. **Then, students will explore the website:** [**www.arted4life.com**](http://www.arted4life.com)**. We will watch a short video on color and explore their favorite color.**
7. **Next, the teacher will lead a group discussion on font selection. Like color, fonts also evoke emotion and moods. Students will be asked to pick a font from their computer FontBook or from** [**www.dafont.com**](http://www.dafont.com) **that reflects the mood listed on their document. For example: If the student said that red gave them an angry emotion, then they must select a font that reflects an angry emotion too.**
8. **Finally, students will be asked make a graphic design poster describing the color of their choosing, the emotion that corresponds to it, and the font that represents the emotion. We will look at some samples.**

**Pre-Assessment:**

**Students will be asked to read a short article on color for homework (http://www.pantone.com/pages/pantone/Pantone.aspx?pg=19382&ca=29). They must formulate 2 questions and highlight one word they don’t know based on the reading. Group discussion will address the answer to these questions.**

**Students will be pre-assessed on their graphic design application skills (ie. Photoshop & Illustrator) prior to taking the course. Graphic Design II students must have a strong working knowledge of their software and a grade of B or higher in Graphic Design I.**

**Formative Assessment(s): Students will be asked to complete an exit card. This card will have a question such as, what did I complete in class today? What do I hope to work on tomorrow? What do I need help with, if any? What color is your room? Does this color choice reflect your personality? What color are you wearing today? Does this color choice reflect your personality? Explain your personality.**

**The teacher is constantly walking the room to assess students’ progress and who is working in class.**

**Summative Assessment: Students will produce a poster size sample of their color, font and emotion. Students will produce a variety of samples, every product will be different, and teacher should not dicatate how the product will be completed. Students will gather images (minimum of 10) that suit their color scheme and best “describe” the emotion they are explaining. They must incorporate a font (lettering) that aids in describing the emotion. For example: they may incorporate song lyrics or poetry or adjectives. They will use the computer techniques they have learned to help aid them in their designs. This assignment is very open ended and interpretive.**

**Students will have a short journal entry to summarize their feeling and emotions related to that color..**

**How will you Differentiate Instruction for various learners?**

**Product: Each student will produce a different poster that they create based on the emotion they wish to convey. Students will sample images from different online sources and incorporate their own text (ie. song lyrics, poetry, novels).**

**Content: Student will be able to differentiate the content that they place into their posters based on their interests and needs.**

**Student-centered learning:**

**Teacher’s role is to coach and facilitate. The students will be driving their own creativity and what they wish to create and incorporate into their design. Students will be presenting their ideas for critique and to teach the class about their findings on the color and font they have selected.**

**Inquiry-based learning:**

**Students will begin by answering questions. Students will be reflecting, researching, discussing and creating their ideas using the computer software provided. A product will be produced that can be shared and useful for others.**

**Materials:**

**Resources:**

**Pantone Color Website**

**http://www.pantone.com/pages/pantone/Pantone.aspx?pg=19382&ca=29**

**The Meaning of Color: Youtube video**

[**www.Arted4life.com**](http://www.Arted4life.com)

**http://www.youtube.com/watch?v=Z6ELE4ruhkE&feature=related**

**TED TALKS Online**

**Don Norman: 3 ways good design makes you happy**

**Vermont Standards & Grade Expectations Addressed:**

**APHS:10 SKILL DEVELOPMENT**

**Students show skill development when CREATING art by...**

**Controlling media techniques and processes with skill, confidence, and sensitivity so that their intentions are carried out in their works of art.**

**APHS:20 APPROACH**

**Students develop effective, personal work habits by...**

**Demonstrating commitment and a sense of purpose (e.g., persevering to complete quality work, working to personal best).**

**APHS:19**

**Students approach artistic problem solving with an open mind and creative thinking by..**

**Bringing ideas learned previously into the development of work.**

**Generating a variety of strategies/techniques to address those challenges (e.g., researching and applying new strategies).**

**Taking material they’ve learned and using it in a new way (e.g., improvisation).**

**21st Century Skills including Technology:**

**NETS-S Communication and Collaboration 2-b**

**NETS-S Research and Information Fluency 3-b, 3-c**

**NETS-S Critical Thinking 4-c**

**NETS-S Technology Operations 6-a, 6-b, 6-c**

**ASSESSMENT (standard rubric does not apply)**

**Journal Entry Complete YES NO Points\_\_\_\_\_\_\_\_**

**Process: Color & Font Research YES NO Points\_\_\_\_\_\_\_\_**

**Product: Graphic Design Poster YES NO Points\_\_\_\_\_\_\_\_**

 **What emotion was being reflected? \_\_\_\_\_\_\_\_\_\_\_\_**

**Was Color choice considered? \_\_\_\_**

**Was Font choice considered? \_\_\_\_\_**

**Group critique: Did you contribute to classroom discussion? YES NO**

**Creating 21st Century Classrooms:**

**Connecting the Dots IV**

**Lesson Design 3**

**Lesson Title: Selling a product**

**Name of Corresponding Unit: Perspectives**

**Creator: Karen Ruozzi, Graphic Design II**

**Grade level(s): 9-12**

**Recommended Duration: 4-5 class periods**

**Essential Question: How can your own understanding lead to a greater audience understanding?**

**Specific Learning Goals for this lesson:**

* **Students will know how to write a script**
* **Students will understand their product and its features**
* **Students will be able to sell their product using a multimedia presentation and communicate their ideas to the audience**

**Lesson Overview: Students will be asked to take a household or everyday product and sell that product in a multimedia application of their choice. As a designer, an important lesson to learn is that you do not always get to design or create something you like… you must work for the client! This lesson will provide students with the ability to determine product features and benefits and then explain these features and benefits to the customer. Although this product may be insignificant or unimportant to them, they must use their skills in creativity and dialogue to sell the product.**

**Description & Sequence:**

1. **Students will select a household or everyday product (for example: a spatula)**
2. **Students may work in pairs or groups, no more than 3.**
3. **Students will research their product using Internet sources to explain everything about the items features and benefits, both actual and perceived, of the product.**
4. **As a class, we will examine short commercials, infomercials and PSA announcements about products**
5. **Students will write a short 30 second to 1 minute script about the product using a storyboard.**
6. **Students must create a short commercial about their product.**
7. **Students will choose from different presentation styles: Garage band, using Flip Cameras and creating an iMovie, GoAnimation online, Xtranormal online.**

**Students will use these RAFT questions to formulate their plan of action and gives the students choice:**

**Essential purpose: To sell your product to an audience, to experience the art of persuasion.**

**TOPIC: Selling or purchasing a household item.**

**Seller: Why should the consumer buy this particular product?**

**Buyer: Why should I buy this product?**

**ROLE: Are you the seller or the buyer?**

**From whose perspective will you be presenting this product?**

**AUDIENCE: The audience will be the classmates (teens age 15-18). The audience is the potential buyers(hypothetically).**

**FORMAT: Students will choose different presentation styles to arrive at their presentation.**

**Pre-Assessment:**

**Journal writing prompt. Students will be asked to write a short dialogue between two characters: themselves and their favorite superhero. They must tell each other about their day. Writing back and forth to each other as if they were speaking.**

**Students will most-likely have no prior knowledge of using Xtranormal or GoAnimate. Teacher will pre-assess the class as to who may or may not have skills in this software by asking polling questions.**

**Formative Assessment(s):**

**Teacher will assess what students find most difficult about using the computer software by presenting the students with an exit card question: what do you find most difficult about using the software they have tried today? Imagine you teacher had all the answers… what would you need him/her to help you with?**

**Summative Assessment: Students will produce a short infomercial about their product using an online presentation source. The audience will write down 3 things they learned about the product, its benefits or features.**

**How will you Differentiate Instruction for various learners?**

**Product: Student, or group, will each produce a different end product, an informercial.**

**Content: Student, or group, will be able to select based on their own**

**Process: Students may select to work in groups or solo. They will research their product using appropriate online sources that they choose. Then compile their data into presentation format of their choosing.**

**Giving students choice based on their interests, needs and abilities and incorporating flexible grouping achieve DI.**

**Student-centered learning:**

**Students will be participating in real-world authentic scenarios where they will be creating a sales-pitch for a product. This product is something they may not necessarily enjoy or like, a very real-world situation!, but they have to complete the task and do it well. They will be able to collaborate and have shared responsibility for the task (each student will need to participate to achieve success). And, they have lots of choices as to how they are going present their understanding of the product they have selected.**

**Inquiry-based learning:**

**Students will be inquiring about their products through online research and data collection. They will be teaching themselves, for the most part, how to use the applications to present their data by selecting the presentation software they deem appropriate. They will then be presenting and teaching their product to the class.**

**Materials:**

**Journals**

**Online software**

**Resources:**

**Mr.Informercial article:**

[**http://www.evancarmichael.com/Famous-Entrepreneurs/1064/Mr-Infomercial-The-Early-Years-of-Ron-Popeil.html**](http://www.evancarmichael.com/Famous-Entrepreneurs/1064/Mr-Infomercial-The-Early-Years-of-Ron-Popeil.html)

**How to be a pitchman video**

**http://www.tvlesson.com/video/50643\_how-to-be-a-pitchman--you-gotta-watch-this--ep.-2.html**

**PITCHMAN on Discovery Channel**

**Five Marketing lessons from one of the greatest Pitchmen of all Time**

**by Amos Johnson Jr, PhD**

**http://www.amosjohnsonjr.com/training.php?page=3**

**Vermont Standards & Grade Expectations Addressed:**

**APHS:12 SKILL DEVELOPMENT**

**Students show understanding of visual arts CONCEPTS and VOCABULARY by...**

**Describing and demonstrating how art and artists reflect and shape their time and culture.**

**APHS:15 REFLECTION & CRITIQUE**

**Students critique and revise art by...**

**· Making affirming statements with specific evidence (e.g., Your landscape painting shows sensitive brush work in the Japanese tradition.).**

**· Suggesting changes (e.g., You might consider using contrasting colors for emphasis.).**

**· Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions.**

**· Developing and applying specific criteria, individually or in groups.**

**APHS:19**

**Students approach artistic problem solving with an open mind and creative thinking by..**

**Bringing ideas learned previously into the development of work.**

**Generating a variety of strategies/techniques to address those challenges (e.g., researching and applying new strategies).**

**Taking material they’ve learned and using it in a new way (e.g., improvisation).**

**21st Century Skills including Technology:**

**NETS-S Creativity and Innovation 1-a, 1-b**

**NETS-S Communication and Collaboration 2-a, 2-b, 2-d**

**NETS-S Research and Information Fluency 3-b, 3-c, 3-d**

**NETS-S Digital Citizenship 5-a, 5-b, 5-d**

**NETS-S Critical Thinking 4-c**

**NETS-S Technology Operations 6-a, 6-b, 6-c**

**RUBRIC:**

|  |  |  |  |
| --- | --- | --- | --- |
| **4 Points****Exemplary** | **3 Points****Good** | **2 Points****Satisfactory** | **1 Point** **Needs Improvement** |
| **Infomercial is well organized and easily understood. Benefits & features of product are easily recognizable. Pitch/delivery is exemplary.** | **Infomercial is organized and easily understood. Benefits & features of product are present recognizable. Pitch/delivery is good.** | **Infomercial is somewhat organized and not easily understood. Benefits & features of product are somewhat recognizable. Pitch/delivery is satisfactory.** | **Infomercial needs improvement and unclear. Benefits & features of not recognizable. Pitch/delivery is off topic or irrelevant to the product.** |
| **Students show exemplary use of the computer software they have chosen.** | **Student shows good use of the computer software they have chosen.** | **Student shows satisfactory use of the computer software they have chosen.** | **Student shows little to no use of the computer software they have chosen.** |
| **Students contributes to classroom discussion/critique** | **N/A** | **N/A** | **Student does not contribute to classroom discussion/critique.** |

 **Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Creating 21st Century Classrooms:**

**Connecting the Dots IV**

**Lesson Design 4**

**Lesson Title: Typography: Understanding Perception**

**Name of Corresponding Unit: Perspectives**

**Creator: Karen Ruozzi, Graphic Design II**

**Grade level(s): 9-12**

**Recommended Duration: 3-4 class periods**

**Essential Question: How can you present your perspective so that others can understand it?**

**Specific Learning Goals for this lesson:**

* **Students will know how others perceive them to be.**
* **Students will understand typographic elements needed to create letterforms and how type can influence mood & emotion and perception.**
* **Students will be able to present the perceptions and their artwork to their peers.**

**Lesson Overview: Students will be creating a new design based on the word lists that the students have created for each other. Students will create each others word lists by writing down the first word they think of when they hear each others name. They will also create their own similar list of descriptive words about themselves. They will then use these word lists to create a visual representation of these words using typographic essential like letter kerning, line spacing, size and depth. Students must incorporate color and fonts that are appropriate to the words on the list (as learned in lesson 1). Students will learn how others perceive them and how they perceive themselves and create a visual representation of the words. Is someone else’s perception of you an accurate portrayal of who you are? What makes people think differently about you? What can you do to change how people perceive you? How can you use your art to change how people see you?**

**Description & Sequence:**

1. **Students will meet in group session**
2. **Each student will create a numbered list 1 through 15 starting from the bottom of the page and number up. Place their own full name at the top of the page.**
3. **Students will pass their paper one seat to the left. Student #1 will then read whose paper they have and place a word in line one that best describes the person whose name is on the top. When finished, fold the paper up from the bottom so it covers the word you just wrote down. Continue to pass the paper left so each student has the opportunity to write down one word for each of his or her peers.**
4. **Next, before they read their own word list created by their peers, each student must create a list of 5-8 words that they would use to describe themselves.**
5. **Students will read the descriptive word of their classmates to themselves first.**
6. **In their journals, students will answer the following questions: How do others perceive you? Would you describe this list as an accurate collection of words to describe you as a person? Why or why not?**
7. **Students will then create a design first as a sketch in their journals and then in Adobe Illustrator using only words and letters based on the list the students have created for them or their own word list. They may also choose to include other words like song lyrics or poetry that may help the audience to understand who they are.**
8. **Students must incorporate what we have reviewed in typography lessons like line spacing, letter kerning, font choice, size, proportion and color.**
9. **We will look at some examples online**
10. **Students will then post the designs to our class website and present their work to the class.**

**Pre-Assessment:**

**Students will be pre-assessed on their interests of typography. What do they know or remember about typography from previous graphic design or art classes? They will journal their findings. I will use this pre-assessment to understand what I need to address with them on this topic.**

**Formative Assessment(s):**

**Students will be journaling this assignment very closely. Each day, about 10 minutes at the end of class, students will be asked to answer an exit question in their journal related to perception and image. I suspect that this assignment may get very personal for some so they will be journaling their processes and thoughts throughout. A sample question for their daily journal log may include: What does perception mean to you? What can you do to change how people perceive you? Do you want to change how people perceive you?**

**(Lessons that follow should show a connection between the results of pre- and formative assessments. How is understanding being scaffolded?)**

**Summative Assessment: Students will present an artistic representation of themselves using the themes and processes of typography. They will be presenting their work in small groups. Each group will offer feedback to each student on how they may improve on their typography. Students will be assessed on how well they contribute to the group and the presenter. Did they offer constructive criticism? Students will also be assessed on a complete project. Not graded on their creativity, as art is subjective, but graded on the process of making the art and how well they incorporated type design into their project.**

**How will you Differentiate Instruction for various learners? (Consider content, process, and product)**

**Product: Each student will be able to create a different graphic design piece based on his or her interests and design styles.**

**Process: The process of how they go about creating this product varies from student to student. Their process is based on their needs and what they want to achieve. They must select the correct typographic tools to suit their needs. They will choose to begin this process in different ways or use the computer software of their choice.**

**Student-centered learning: They have a choice to select how they want to present their findings (what multi-media application will I choose?). The work they do will have authentic, real world meaning as they will be doing self-reflection and a deeper understanding of perception.**

**Inquiry-based learning: Students inquiry will be teacher guided for the first part of the assignment as the teacher will be beginning the unit by explaining the word lists. But the rest of the assignment is open inquiry were students can explore their creative options and how they want to essentially, explain themselves.**

**Materials:**

**Resources:**

**Article called “I Love Typography” featuring Jos Buivenga**

[**http://ilovetypography.com/2008/04/16/face-to-face-an-interview-with-jos-buivenga/**](http://ilovetypography.com/2008/04/16/face-to-face-an-interview-with-jos-buivenga/)

**Self-Portraits in typography**

**http://abduzeedo.com/45-amazing-type-faces-typographic-portraits**

**Twirl Photoshop blog**

[**http://www.youtube.com/watch?v=wWmKZA1Hk8Y**](http://www.youtube.com/watch?v=wWmKZA1Hk8Y)

[**http://www.beautifullife.info/web-design/10-best-typography-tutorials/**](http://www.beautifullife.info/web-design/10-best-typography-tutorials/)

**http://thedesigninspiration.com/articles/60-most-stunning-typography-inspiration-of-all-time/**

**Vermont Standards & Grade Expectations Addressed:**

**APHS:12 SKILL DEVELOPMENT**

**Students show understanding of visual arts CONCEPTS and VOCABULARY by...**

**Describing and demonstrating how art and artists reflect and shape their time and culture.**

**APHS:15 REFLECTION & CRITIQUE**

**Students critique and revise art by...**

**· Making affirming statements with specific evidence (e.g., Your landscape painting shows sensitive brush work in the Japanese tradition.).**

**· Suggesting changes (e.g., You might consider using contrasting colors for emphasis.).**

**· Discerning and responding to those suggestions that are effective, and justifying aesthetic decisions.**

**· Developing and applying specific criteria, individually or in groups.**

**APHS:20 APPROACH**

**Students develop effective, personal work habits by...**

**Demonstrating commitment and a sense of purpose (e.g., persevering to complete quality work, working to personal best).**

**21st Century Skills including Technology:**

**NETS-S Creativity and Innovation 1-a, 1-b**

**NETS-S Communication and Collaboration 2-a, 2-b, 2-d**

**RUBRIC**

|  |  |  |
| --- | --- | --- |
| **3 Points****Exemplary** | **2 Points****Good** | **1 Point** **Needs Improvement** |
| **Student shows mastery of typographic skills.** | **Student shows good understanding of typographic skills.** | **Student shows little to no understanding of typographic skills.** |
| **Student contributed to group discussion.**  | **Student contributed somewhat to group discussion.** | **Student did not contribute to group discussion.** |
| **Journal entries are completed.** | **Some journal entries completed.** | **Journal entries not complete.** |
| **Student was highly on task and process oriented.** | **Student was somewhat on-task and somewhat process oriented** | **Student was rarely on task and did not follow a process.** |

**Karen:**

**I think you have laid this out quite well. Your classroom naturally uses technology and you have designed lessons that are fun and challenging. It will be interesting to see how they take what they have learned and tie it to their task with Casey’s students.**

**No self-assessment rubric.**