
Creating Collages for Social Justice (A Unit in *Letter from Birmingham Jail*)

Social Justice Collages: Part 1

Emily Bronstad

12/20/2016

Audience: 9th grade

Session Length: 50 minutes

CONTEXT: This lesson comes in the midst of a unit on social justice in the ELA classroom. This particular lesson uses *Letter from Birmingham Jail* by Dr. Martin Luther King Jr. and current event news pieces to discuss the injustices in our world. The collages they make in this lesson sequence will serve both as a summative assessment and as a piece they can use toward their final assessment on the unit. Essentially, the following lessons are made to connect a literary work to current events in art form.

<p>CCSS-ELA-W 9-10.4 Develop clear and coherent writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</p>	<p>Learning Objective Students are engaging in prewriting/planning strategies so their art and writing is appropriate and specific to purpose and audience.</p>
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Central Focus: This lesson begins the sequence on creating our own collages. Students will be able to develop a claim based on their analysis of *Letter from Birmingham Jail* and the researched articles of current events. Students will be able to effectively make connections between these two mediums and create a piece of artwork (collage) that reflects their ability to do so.

Academic Vocabulary:

Collage: a construction of fragments that works together to create one piece of art

Analysis: A detailed examination of a structure (piece of writing or art)

Author's Purpose: examining the reasons for which the writer wrote or artist created

Materials: (online) iPad/ChromeBook PicsArt App/Fotor.com or an online collage maker
(OR) cardstock, magazines and newspapers, scissors and glue

Prior Knowledge Activated: Students have been practicing analysis on a complicated text and researching current event articles. They have also been discussing what social injustice means and where they find it in society and our communities.

Overview of Steps	Teacher Script
<p>Review Reminder of what we have been studying. A disclaimer about what is coming next.</p>	<p><i>Okay class! Welcome back! Will someone give me a reminder of what we have been learning that past couple of weeks?</i> {Student answer} <i>Great! Yes, we are talking about King's letter and how his letter still pertains to today and that we still see injustices in our world. Would you pull these resources out today please?</i> {Pause to allow time to get these out.} <i>We briefly talked about how King's letter is still pertinent today. We agreed that King's message still has some relevance to our communities today. Our lesson today will be an echo of what we have been discussing. We are going to use collages as a self expression on your interpretations on how King's letter connects to our current events.</i></p>
<p>Project Romare Bearden, The Block, 1972. What is a collage and what does it have to do with me? What is Bearden's message? (use previous analysis skills-observation, pattern, idea)</p> <p>collages/Student collages Using these to get our brains thinking about our own collages. What did these artists use? How do the scraps and pieces that they used come together? Is there a message?</p>	<p><i>First, we need to understand what a collage is and what it does.</i> <i>Take a moment to look at the image.</i> <i>Try to write down as much as you can in this next minute about what you observe.</i> <i>Share with your group members the things you came up with.</i> <i>Can I have volunteers share with the entire class some things that we found interesting about this artwork?</i> <i>Many of you observed that Bearden's work is compiled of a bunch of little pieces. This is called a collage. A collage is a construction of fragments that works together to create one piece of art. You can use different materials, parts from a magazine, or even create a digital collage.</i> <i>Typically, the fragments come together to address one common theme or idea.</i> <i>Let's take a look at some other collages that are made by both professionals and students.</i> <i>What do you notice about these collages? What are some things that you could mimic or borrow for your own collages? Jot down some of your answers.</i></p>
<p>Pre-writing</p> <p>Project the questions: What do you want the message of your collage to be? Why do you want that message? What prompts you from King's letter and from the articles? How might you display your message? What</p>	<p><i>First, what do you want the message of your collage to be? Why do you want that message? What prompts you from King's letter and from the articles? Create an outline or a short paragraph with pre-planning steps including answering these questions. I will be collecting your pre-planning notes.</i></p> <p><i>If you feel you have a solid paragraph/outline you</i></p>

images could you use? What materials?

Students gather materials if time

may begin gathering your materials, images, and playing with the digital collage maker (if that's what you choose to do)

Assessment: Students will turn in pre-planning notes. Teacher will assess their ability to answer the questions. This will determine whether students were able to make connections in their reading, provide a claim for the artwork, and give sufficient evidence and reasoning for creating the piece.

Romare Bearden:

<https://www.nga.gov/feature/bearden/170-101.htm>

Richard Hamilton: Just what is it that makes today's homes so different, so appealing? 1956

<https://www.theguardian.com/artanddesign/2014/feb/07/richard-hamilton-called-him-daddy-pop>

Creating Collages for Social Justice (A Unit in *Letter from Birmingham Jail*)

Social Justice Collages: Part 2

Emily Bronstad

12/20/2016

Audience: 9th grade

Session Length: 50 minutes

CONTEXT: This lesson comes in the midst of a unit on social justice in the ELA classroom. This particular lesson uses *Letter from Birmingham Jail* by Dr. Martin Luther King Jr. and current event news pieces to discuss the injustices in our world. The collages they make in this lesson sequence will serve both as a summative assessment and as a piece they can use toward their final assessment on the unit. Essentially, the following lessons are made to connect a literary work to current events in art from.

CCSS-ELA-W 9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.) headings), graphics (e.g.)

Learning Objective

Students can create a collage that exemplifies and conveys complex ideas and concepts effectively. Students are able to use the art project to introduce their topic, present ideas and make connections within complex texts they are studying.

Central Focus: Students will create collages to display their thinking on the various things we have been learning.

Academic Vocabulary: Collage, Social Justice

Materials: Posterboard/cardstock, Markers, Glue, Scraps of various materials (foil, cloth, silk), magazines and newspapers, (online) iPad/ChromeBook PicsArt App/Fotor.com or an online collage maker

Prior Knowledge Activated: Students are demonstrating on the knowledge they have on the topics discussed in the past lessons of this unit.

Procedures

Overview of Steps	Teacher Script
<p>Activity</p> <p>Students begin gathering material (if they haven't already) and begin to construct their collages. The rest of the class period is dedicated to time to work on the collages</p>	<p><i>Alright, I think we're ready to begin constructing our collages. There are supplies provided on the back table if you need it. I will be circulating around to answer questions or help anyway I can.</i></p> <p><i>Please keep in mind, that I will be requiring a reflection on this process. I will talk more about my expectations for that later. I will not be grading you on your artistic abilities, but on your ability to make connections between the texts and your lives/what matters to you.</i></p>

Assessment: Teacher walks around to check that each student is working toward creating their collages.

Creating Collages for Social Justice (A Unit in *Letter from Birmingham Jail*)

Social Justice Collages: Part 3

Emily Bronstad

12/20/2016

Audience: 9th grade

Session Length: 50 minutes

CONTEXT: This lesson comes in the midst of a unit on social justice in the ELA classroom. This particular lesson uses *Letter from Birmingham Jail* by Dr. Martin Luther King Jr. and current event news pieces to discuss the injustices in our world. The collages they make in this lesson sequence will serve both as a summative assessment and as a piece they can use toward their final assessment on the unit. Essentially, the following lessons are made to connect a literary work to current events in art from.

<p>CCSS-ELA-W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and</p>	<p>Learning Objective</p> <p>Students are able to develop an essay in which they can refer to that explains their artwork with relevant and sufficient facts, details, quotations, and examples to engage their audience on the topic.</p> <p>Students are able to clearly convey their complex ideas and answer questions their audience may have.</p>
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Central Focus: The purpose of this lesson to have students reflect on the work they made. Students can articulate in writing the purpose of their artwork with sufficient evidence and reasoning. They will then have a chance to present their ideas to peers.

Academic Vocabulary: Gallery Walk, Evidence, Analysis, Purpose

Materials: Writing materials (Pen and paper or on a computer/laptop)

Prior Knowledge Activated: Students reflect on analysis done, thinking about the purpose and how their goals were achieved. They need to be able to understand purpose and audience.

Procedures

Overview of Steps	Teacher Script
Time to finish collages if needed	<i>Students, today is going to be more of a work day. If you have not finished creating your collages please do so within the first 10 minutes of class.</i>
<p>Short Explanatory Essay</p> <p>Expectations and purpose of the essay.</p> <p>Refer back to prewriting questions. <u>Use the following prompts to guide writing:</u></p> <p>What was your goal for the collage?</p> <p>Provide us with a quote from King and a quote from one of the articles that drove the purpose of your project. Explain why you choose these quotes and provide reasoning.</p> <p>In what ways did you attempt to achieve this goal? What mediums and images did you use to convey your ideas? Why these images? Provide reasoning.</p> <p>Conclude with your goal statement and whether you feel you achieved your goal, and why or why not?</p>	<p><i>If you are finished with your collage, you may move on to the final part of our project. You need to provide an explanatory text that conceptualizes and explains the reasoning and purpose behind your artwork. You should refer back to the questions in our prewriting and determine whether your goal was met with the piece.</i></p> <p><i>This essay will serve two purposes. The first is that it will be used for our Gallery Walk tomorrow. We will display the collages around the room. In groups, we are going to walk around and observe others artwork as well talk about our own artwork to our peers.</i></p> <p><i>The second purpose this will serve is for your a grade. Because I am not judging your artistic abilities, I need to have something that I can assess that shows you me you understand the content of our lessons on King’s letter and the various articles. And that you understand what social justice means.</i></p> <p><i>Work on these until the end of class. I will be walking around to answer questions and help when I can. If you do not finish in the time allotted today, please take them home and finish them.</i></p>

Assessment: Teacher is walking around being sure that students are participating and engaged in their work. They will eventually turn these explanatory essays in and will be a summative assessment.

(An extra day may be needed for students to finish explanatory essays)

Creating Collages for Social Justice (A Unit in *Letter from Birmingham Jail*)

Social Justice Collages: Part 4

Emily Bronstad

12/20/2016

Audience: 9th grade

Session Length: 50 minutes

CONTEXT: This lesson comes in the midst of a unit on social justice in the ELA classroom. This particular lesson uses *Letter from Birmingham Jail* by Dr. Martin Luther King Jr. and current event news pieces to discuss the injustices in our world. The collages they make in this lesson sequence will serve both as a summative assessment and as a piece they can use toward their final assessment on the unit. Essentially, the following lessons are made to connect a literary work to current events in art form.

CCSS-ELA-9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Learning Objective Students can present their information clearly and effectively to the peers that approach their artwork. They are able to express their ideas on the chosen topic and assigned texts.
CCSS-ELA-9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Learning Objective Students are able to actively engage in discussion and evaluation on the topic with the artist giving presentation.

Central Focus: The focus of this lesson is to give students the chance to actively participate in the sharing of their artwork. Reasoning and Evidence manifests itself in the explanations of artwork.

Academic Vocabulary: Reason, Evidence, Gallery Walk

Materials: Artwork taped or stapled around the room, Handouts

Prior Knowledge Activated: Students use the knowledge they have acquired over the last few weeks on analysis techniques and social justice to make a final presentation on their views.

Overview of Steps	Teacher Script
Before students come in, setup the classroom for maximum walking room and hang their artwork around the room. As the students come in, ask them to find their artwork and stand by it.	<i>You will see that I have hung your artwork around the room. Please stand by it and then we will begin our exciting Gallery Walk!</i>
<u>Gallery Walk</u>	<i>Everyone needs one handout. Take a look at the handout with me as I go through it with</i>

<p>Explain handout (5 minutes)</p> <p>Have three prepared groups. One group will stay by their artwork while the other two groups walk around and examine/evaluate artwork, engaging in discussion/asking questions of the artist. There will be three rounds of 10 minutes.</p> <p>Evaluator etiquette rules. Put these on the board. (You may engage the students in determining the rules of the gallery walk) (7-8 minutes)</p> <p>Explain rules briefly and assign groups (3-4 minutes)</p> <p>Hold gallery walk! (30 minutes; 10 minutes per group)</p>	<p><i>you. You will see there are three sections. This means that you need to evaluate three peers' work. You need to answer each question for the artists that you evaluate. You will be assessed on your ability to complete this. Are there any questions about the handout before I explain the rules? (Answer any questions)</i></p> <p><i>Now, we need to talk about evaluators etiquette. As you walk around the room you will engaging in discussions and asking and answering questions. Some things I want you to remember (list on board)</i></p> <p><i>Respect everyone's time. Be brief with your explanations and allow everyone to participate in the conversation</i></p> <p><i>Evaluate the artwork not the artist. Please be constructive in what you see and consider the reactions of your peers. What you say should always be respectful and good-intentioned</i></p> <p><i>Be active! Active listening and active participating. I will see if you are just trying to blow through this. Your classmates have dedicated a lot of energy and time into this and deserve your attention.</i></p> <p><i>Now you're probably wondering how we are going to do this! There will be three groups and one group will be standing at their artwork during their cycle. Do not worry, I will guide you through this.</i></p> <p><i>Please hold a 1 in the air if I call your name. (Read group 1 names) You are group one.</i></p> <p><i>Please hold a 2 in the air if I call your name. (Read group 2 names). You are group two</i></p> <p><i>Please hold a 3 in the air if I call your name. (Read group 3 names.) You are group three.</i></p> <p><i>Let's get started! Group one you will stand by your artwork for the first cycle. You have 10 minutes for cycle 1. GO!</i></p> <p><i>(Repeat for groups 2 and 3)</i></p>
<p>Finish/Hand in Evaluation sheets (last 5 minutes-end of class)</p>	<p><i>You have the remaining five minutes to complete and turn in your evaluation sheets.</i></p> <p><i>Great job everyone! This was a fantastic Gallery Walk!</i></p>

Assessment: Evaluation sheets, each student should have evaluated three students and answered the prompts completely.