

UWM Lesson Plan Template
 (adapted from PSOA Art Education Area)

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Lesson Title:	The Maker Movement	# of Sessions	2-3
Level/Grade/Age:	9th or 10th grade		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

The Maker Movement is a term used to describe the DIY and 'self-made' trend that is currently sweeping through western culture. People who participate in the movement are called makers, and a maker can be anyone from a contemporary artist (including outsider and folk artists), to an at home DIY practitioner, to a tech guru who builds robots, develops software, or uses powerful tools like laser cutters and 3d printers. The movement promotes the idea that everyone has the ability to become a maker, and the expansion of social networking and internet websites like Pinterest, Kickstarter, and Etsy allow for this idea to become true. The Maker Movement is entirely about embracing the desire to create without the requirement of formal training. The movement is inclusive and encouraging, a perfect incubator for high school students who tend to believe their developing art skills hold them back from making interesting work. The movement is a venue for a wide breadth of art forms, giving students the acknowledgement that his/her interests are valid in the space of the art room. The Maker Movement also thrives on social interaction and the sharing of skills through interactions between makers in person or on social media. Many high school students are already engaged in the Maker Movement without knowing, as many projects and ideas are already being shared on personal social media pages.

OBJECTIVES AND NATIONAL STANDARDS:

Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)
Students will create a diy video that demonstrates a personal understanding of how to clearly and effectively communicate his/her creative skill or project through explanation, demonstration, repetition, and organization of thoughts, actions, and ideas.
Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)
Students will create a diy video demonstrating a creative skill or project using easy to follow step by step instructions, appropriately angled camera shots, clear verbal and physical language, and observable enthusiasm for the actions being demonstrated.

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)
Students will create a diy video of a creative skill or project that discusses how the skill/project being demonstrated was acquired by the student, how the skill/project can be applied by others, and why the skill/project is important or useful for others watching the video.
Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)
Each student will create a diy video demonstrating a creative skill or project of his/her own choosing from a variety of creative categories including art and design, craft, performance, personal care, and health and wellness.

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ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used:	<p>Maker Movement- A contemporary creative movement made up of individuals who learn from and create with others with the goal of learning creative skills and creating personalized products.</p> <p>Maker- Someone who uses creative skills (often self obtained) and ideas to create products for personal or commercial use. Makers often share his/her ideas and processes with other makers.</p> <p>Makerspaces- physical locations such as studios, workshops, or laboratories where people can come together and create.</p> <p>DIY- Do It Yourself</p> <p>Home Economics- aspects of household management</p> <p>Repetition- the recurrence of an action or event, in this case, the recurrence of a step within a demonstration with the goal of sharing skills</p> <p>Demonstration- the process of showing others how to perform a various task AKA Modeling</p>
Where academic language will be practiced (i.e. through writing and art making):	<p>Academic language will be used through a group discussion of a kickstarter video, a scavenger hunt reading assignment where students have to highlight words or phrases they might not understand, an anticipation guide where students will weigh in on maker movement related issues before and after reading an article, and a visualization assignment where students will create a DIY video of a creative skill or project.</p>

		word/phrase they will get a point. (I will also have a desired definition prepared from my own list of highlighted vocab). The game continues until all unknowns have been addressed. The group with the most points at the end earns bragging rights.
<p>During Reading:</p> <p>Previewing text</p> <p>Monitoring comprehension</p> <p>Summarizing</p> <p>Making connections</p>	Anticipation Guide	<p>Prior to class I would develop a list of statements that relate to the key points of the Huffington Post article. I would use these statements in an anticipation guide. Before reading, I would read each statement to the class and have students respond with whether they agree or disagree. Students would record their own responses. This portion of the activity would help students preview the text, as they are being exposed to some of the article's content before they read. Students will read the article in pairs, being sure to keep an eye out for the statements in the anticipation guide. When students find a statement they will work together and discuss how they feel about the statement after receiving more information. Students will record their new responses and explain why they feel the way they do. Students will also underline where they found the statement in the article so they can easily refer back if need be.</p> <p>Once everyone has read the article and completed the anticipation guide, the class will join together and report back on their new responses. Again, each statement will be read aloud and each student will respond with either agree or disagree. I would ask students to explain their responses. The class would be encouraged to discuss opinions further until the entire anticipation guide is covered.</p>
<p>After Reading</p> <p>Consolidation of understanding</p> <p>synthesis of</p>	Visualization Assignment	When finished with reading the article, students will begin a visualization assignment. Students will be asked to create their own DIY maker video. The DIY content can be anything students are interested in (cooking, cosmetics, athletics, home improvement, décor, technology,

knowledge		<p>etc). Students would be able to do research to generate ideas for the project, however it would be expected that students make a video that is original and not a replica of another DIY video.</p> <p>Upon completing the project we would watch each students video as a class and provide feedback in the form of tweets (140 characers or less, however if a student wishes to write more they are welcome to do so). Students will respond to each video with a comment in the form of a tweet, and can also favorite and share videos with a friend who may be interested. Hashtags using the vocabulary highlighted earlier would also be utilized in each comment.</p>
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UNIT or LESSON DETAIL (provide for each lesson session):

Motivation/introduction:	Kickstarter group activity, that leads into a reading assignment.
Art Making:	<p>Supplies: dependent on whichever skills/projects students decide to demonstrate in their videos, planning materials (paper, pencils), cameras (students are allowed to use personal devices with permission from parents). Students will be asked to provide as many materials as possible from home, depending on the skill/project they decide to demonstrate within the DIY video.</p> <p>Teacher instruction: After reading assignment is complete, students will be given a planning worksheet to begin generating ideas for the creation of a DIY video. The worksheet will ask students to make lists of possible skills they can demonstrate, possible recording locations and times, and supplies they will need, have students break the skills down into steps, and ask students to draw out potential camera shots they will use for each step (creating a storyboard). Students will be required to keep the video less than 5 minutes in length.</p> <p>Objective: Form and Structure: Students will create a diy video that demonstrates a personal understanding of how to clearly and effectively communicate his/her creative skill or project through explanation, demonstration, repetition, and organization of thoughts, actions, and ideas.</p> <p>Production: Students will create a diy video demonstrating a creative skill or project using easy to follow step by step instructions, appropriately angled camera shots, clear verbal and physical language, and observable enthusiasm for the actions being demonstrated.</p>

	<p>Art Context: Students will create a diy video of a creative skill or project that discusses how the skill/project being demonstrated was acquired by the student, how the skill/project can be applied by others, and why the skill/project is important or useful for others watching the video.</p> <p>Personal: Each student will create a diy video demonstrating a creative skill or project of his/her own choosing from a variety of creative categories including art and design, craft, performance, personal care, and health and wellness.</p> <p>Students at work: Students will work both in class, and potentially outside of class to create this video. After completing the planning worksheet in class students will have about a week to film his/her own video with the help of classmates. After the videos are due we will watch each video in class and provide feedback in the form of tweets (140 characters or less) using school appropriate hashtags. These videos will potentially be shared on a class webpage or social media account, permitting administrative approval.</p> <p>Closure: After the videos are due we will watch each video in class and provide feedback in the form of tweets (140 characters or less) using school appropriate hashtags. These videos will potentially be shared on a class webpage or social media account, permitting administrative approval.</p>
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<p>ADAPTATIONS:</p>	<p>This lesson includes multiple adaptations. First and foremost this lesson is designed to validate student voice and student experiences within the context of my art classroom. By allowing students to choose his/her own creative skill to demonstrate I am accommodating the diversity of my classroom and broadening the perspectives of each student. This lesson contains multiple reading and writing activities. The writing to learn activity accommodates struggling writers, as it is a low-stakes form of writing designed to have students become more comfortable with writing out ideas. The vocabulary scavenger hunt is a pre-reading activity that accommodates struggling readers through working collaboratively. Students will gain familiarity with format of the text, and unfamiliar vocabulary inside of the text before they begin reading. The anticipation guide is an adaptation that focuses readers by giving them specific concepts to search for within the text as they are reading. By giving students a specific reading goal, I am helping them to feel more relaxed about reading in general. The anticipation guide also allows for multiple perspectives in the classroom, again acknowledging</p>
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	<p>diversity of my students. The final visualization assignment can be adapted in many additional ways to accommodate students with different needs. English language learners would be asked to use both their native language and English translations within their video, students who are anxious about, or are unable to be recorded on video (per parental or administrative objections) would be able to demonstrate his/her skill live for the class, or for a smaller group of classmates.</p>
<p>RELEVANT THEORIES:</p>	<p>In the book Content-Area Writing Daniels discusses the importance and purpose of writing to learn activities, “Writing to learn is casual language dressed down, relaxed and read to spend a quiet evening at home.” (Daniels, 23). I want my students to feel comfortable responding to the content of this lesson, making a quick write the perfect way to begin. Writing to learn is used here as a method of formative assessment. I will better understand what my students already know, and what I should emphasize more in my lesson after this activity. Daniels also explains, “In writing to learn, we use writing as a way of announcing with certainty what we already know.” (Daniels, 23). Students will use writing to learn as a way of formalizing and organizing what they already know.</p> <p>The vocabulary scavenger hunt is a conglomeration of knowledge rating and exclusion brainstorming. Students have the opportunity to preview the text for information they may not be familiar. Most of this information will be topic specific vocabulary that may not continually be used throughout the rest of the course. Lattimer explains topic specific vocabulary, “...these terms that label specific groups of people, places, things, or events. They are less foundational to the discipline as a whole than tier 1 words, but familiarity and facility with their use enables more thoughtful investigation into particular topics.” (Lattimer, 91). This activity allows students to gain familiarity with the vocabulary specific to the Maker Movement within the article at hand. This activity promotes a positive and inclusive environment where it is okay to not know what a word or phrase means. Students are supporting other students, which is incredibly valuable as I wish my students to feel empowered by their own knowledge and learning.</p> <p>The main purpose of using an anticipation guide for this reading is two fold. Students will know exactly what I want them to look for while reading. More importantly this activity encourages students to critically think about what they are reading and to form an opinion about it. Lattimer explains this process in the frame of thinking about one’s own thinking processes. “The metacognitive process of thinking about thinking, recognizing and responding to strength and weakness in our own learning and adapting our knowledge and skills to fit new circumstances helps students learn more within the confines of our classroom and empowers them to become independent learners once they leave us.” (Lattimer, XXV). Here Lattimer is expressing how important it is for students to reflect upon the information they are taking in as a process of becoming a citizen of the adult world upon leaving school. I want my students to feel they are capable of interacting with a news source or other piece of information and are able to evaluate and criticize in order to inform their own opinions. This is a very tall order for the scope of this single lesson on the Maker Movement, however using an anticipation guide gives students an opportunity to utilize and build upon their own critical thinking skills in a manageable way.</p>

	<p>The final visualization assignment gives students a chance to use the ideas discussed in the article while incorporating their own interests. By using social media and technology, this DIY demo becomes a form of digital story telling that empowers students and allows them to view their own interests in a creative light. Educause Learning Initiative discusses the benefits of digital story telling in the article “7 Things You Should Know About Digital Storytelling”: “Digital stories let students express themselves not only with their own words but also in their own voices, fostering a sense of individuality and of “owning” their creations.” (Educause Learning Initiative, 2007). By having students create their own videos and presenting them via social media they are seeing their own worlds elevated in an academic setting, allowing them to care more for what they are creating in the classroom.</p>
<p>ASSESSMENTS:</p>	<p>Initial (formal/informal): Group kickstarter video discussion, vocabulary scavenger hunt activity.</p> <p>Progressive/Formative (formal/informal): anticipation guide</p> <p>Final/Summative (formal/informal): DIY Video/ tweet sheet feedback.</p>

Students in high school typically choose to take art as an elective. Before entering into upper level art courses, ninth and tenth graders are often required to take an art foundations course. Art foundations typically covers a variety of art skills, including learning and implementing the elements of art (line, shape, form, space, value, color, and texture). Students gain experience using a variety of media like drawing and painting, printmaking, collage, ceramics, and 3d sculpture. Students also spend time learning how to interpret art, art history, art criticism, and various art display methods. Prior to taking an art foundations course students may have had some experience learning these skills and concepts in middle and elementary school art classes, however students are more often at different interest levels in relation to art, and often choose art electives because they are thought to be easier than other electives available.

This setting would be an ideal one to introduce students to the Maker Movement. The Maker Movement describes the self-made DIY culture that is invading Western society. The movement encompasses anyone who has the desire and ability to create something. Makers are a broad breadth of people including tech gurus, chefs, cosmetic users, home improvement experts, artists, crafts people, etc. Students taking art foundations classes tend to express anxiety about their own artistic abilities, often claiming to be bad at making art because they don't have extremely developed drawing or painting skills. When students engage with the Maker Movement they have the opportunity to broaden their understanding of what it means to be creative, likely changing their own concepts of what skills could be considered valuable in art.

Huffington Post produced an article in 2013 titled "What is the Maker Movement and Why Should You Care?" (Morin, 2013). The article discusses some important concepts of the Maker Movement including how the movement started, why diy culture is so popular, diversity of makers, and how the movement has grown over time. The article references different social media platforms like Etsy and Pinterest which help to make this article relevant for students of the age. Storytoolz.com rates this text at a 12th grade level with an average sentence length of 26 words. I partially agree with this rating, as the sentence structure can be rather complex. The author makes obscure references to old fashioned concepts, such as high school home economics classes and shop classes. The article briefly address the concept of sexism and how the previously mentioned courses were considered as such. These issues along with some discipline specific vocabulary requires some scaffolding to make this article accessible for students.

This reading fits into my larger instructional goals because it addresses the acceptance of a vast breadth of art and craft forms. In my experience being an artist surrounded by "non-artists" I find many individuals don't see themselves as creative or capable of making something valuable. This pessimism towards making can be found in students of many ages as well as adults. I believe anyone who has an interest in being creative and making can acquire the skills necessary to create interesting work, so long as the motivation to make is active and inhibitions are squashed. The best feeling I've gotten as an educator is when a student is proud of the work they accomplished, especially if they didn't think they could achieve that result. Teaching about the Maker Movement and using this article specifically will open my student's eyes to the possibilities of being makers, and by extension, artists.

		<p>anticipation guide. When students find a statement they will work together and discuss how they feel about the statement after receiving more information. Students will record their new responses and explain why they feel the way they do. Students will also underline where they found the statement in the article so they can easily refer back if need be.</p> <p>Once everyone has read the article and completed the anticipation guide, the class will join together and report back on their new responses. Again, each statement will be read aloud and each student will respond with either agree or disagree. I would ask students to explain their responses. The class would be encouraged to discuss opinions further until the entire anticipation guide is covered.</p>
<p>After Reading</p> <p><i>Consolidation of understanding</i></p> <p><i>synthesis of knowledge</i></p>	<p>Visualization Assignment</p>	<p>When finished with reading the article, students will begin a visualization assignment. Students will be asked to create their own DIY maker video. The DIY content can be anything students are interested in (cooking, cosmetics, athletics, home improvement, décor, technology, etc). Students would be able to do research to generate ideas for the project, however it would be expected that students make a video that is original and not a replica of another DIY video.</p> <p>Upon completing the project we would watch each students video as a class and provide feedback in the form of tweets (140 characters or less, however if a student wishes to write more they are welcome to do so). Students will respond to each video with a comment in the form of a tweet, and can also favorite and share videos with a friend who may be interested. Hashtags using the vocabulary highlighted earlier would also be utilized in each comment.</p>

Rationale

It is a major goal of mine to ensure that my students each feel their opinions and ideas are valuable during class conversations. I want every voice to be heard and considered, as I recognize my students each have different points of view, and carry different experiences around with them. Because inclusion is so important to this classroom, each portion of this lesson makes different attempts at allowing for student voice to be heard.

This writing to learn activity provides many benefits for starting off this reading lesson. Students have the chance to take in a little bit of information about the Maker Movement and respond to it in a low stakes environment. In the book Content-Area Writing, Daniels describes this relaxed form of writing, “Writing to learn is casual language dressed down, relaxed and read to spend a quiet evening at home.” (Daniels, 23). I want my students to feel comfortable responding to the content of this lesson, making a quick write the perfect way to begin. Writing to learn is used here as a method of formative assessment. I will better understand what my students already know, and what I should emphasize more in my lesson after this activity. Daniels also explains, “In writing to learn, we use writing as a way of announcing with certainty what we already know.” (Daniels, 23). Students will use writing to learn as a way of formalizing and organizing what they already know.

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The main purpose of using an anticipation guide for this reading is two fold. Students will know exactly what I want them to look for while reading. More importantly this activity encourages students to critically think about what they are reading and to form an opinion about it. Lattimer explains this process in the frame of thinking about one’s own thinking processes. “The metacognitive process of thinking about thinking, recognizing and responding to strength and weakness in our own learning and adapting our knowledge and skills to fit new circumstances helps students learn more within the confines of our classroom and empowers them to become independent learners once they leave us.” (Lattimer, XXV). Here Lattimer is expressing how important it is for students to reflect upon the information they are taking in as a process of becoming a citizen of the adult world upon leaving school. I want my students to feel they are capable of interacting with a news source or other piece of information and are able to evaluate and criticize in order to inform their own opinions. This is a very tall order for the scope of this single lesson on the Maker Movement, however using an anticipation guide gives students an opportunity to utilize and build upon their own critical thinking skills in a manageable way.

The final visualization assignment gives students a chance to use the ideas discussed in the article while incorporating their own interests. By using social media and technology, this DIY demo becomes a form of digital story telling that empowers students and allows them to view their own interests in a creative light. Educause Learning Initiative discusses the benefits of digital story telling in the article “7 Things You Should Know About Digital Storytelling”: “Digital stories let students express themselves not only with their own words but also in their own voices, fostering a sense of individuality and of “owning” their creations.” (Educause Learning Initiative, 2007). By having students create their own videos and presenting them via social media they are seeing their own worlds elevated in an academic setting, allowing them to care more for what they are creating in the classroom.

Sources

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