

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

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<b>Lesson Title:</b>	Identity and Masking	<b># of Sessions</b>	1
<b>Level/Grade/Age:</b>	11/ 12 <sup>th</sup> grade		

**BIG IDEA**

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

Every individual is having or has had internal conflict, either physically or emotionally. The most critical one being, emotional conflict. A lot of high school students suffer from emotional conflict. Such being, anxiety, depression, sleeping disorder, attention disorder, etc. Being in a high school scenery, how can I help? Or in what ways am I able to relieve such problems from the students for them to be able to perform better. So, I am aiming for my students to find their true selves and acknowledge how exterior forces (society, family, peers, etc.) impact and/or alter the emotions that are projected or protected. This will prompt students to become more self-aware. I would ask them to reflect and to find moments where they notice different behaviors in ways of interacting with different people. I would want them to discover when do they feel whole.

**OBJECTIVES AND NATIONAL STANDARDS:** <http://www.nationalartsstandards.org/>

Art	
<i>Creating</i>	Standard 1: Generate and conceptualize artistic ideas and work
<i>Producing</i>	Standard 6: Convey meaning through the presentation of artistic work
<i>Responding</i>	Standard 8: Interpret intent and meaning in artistic work
<i>Connecting</i>	Standard 10: Synthesize and relate knowledge and personal experiences to make art

**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

Academic language to be used: <a href="http://edglossary.org/academic-language/">http://edglossary.org/academic-language/</a>	Identity – the distinguishing character of personality of an individual  Mask – 1) a covering for all or part of the face, worn as a disguise, or to amuse or terrify other people 2) a manner or expression that hides one’s true character or feelings, a pretense  Emotions – a natural instinctive state of mind deriving from one’s circumstances, mood, or relationships with others
Where academic language will be practiced ( <i>i.e. through writing, speaking, art making</i> ):	Art making, writing, and speaking (mask making, reflections, and holding discussions)

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

Type of language function: <a href="http://www.eldstrategies.com/languagefunctions.html">http://www.eldstrategies.com/languagefunctions.html</a>	Cause and effect
Emphasis of language function ( <i>describe the main purpose of using this language function for your lesson</i> ):	While making the masks it is important for my students to attempt to understand why things happen as they do. Why is it that they feel like it is necessary for them to alter their true selves?
Where language function will be practiced ( <i>i.e., through writing, speaking, art making</i> ):	The function will be practiced through the mask making.

**UNIT or LESSON OVERVIEW:**

This lesson will be based upon the ways of hiding our true selves. Students will come to acknowledge the importance of coming to terms with their emotions. This is something that sadly, not many educators take a note of. This lesson will start with a brief discussion about expectations and the emotions that come with, which may be reflected or hidden. I would begin with a brief discussion and ask them, “Who are you? How do you define yourself? Are you the oldest or youngest in your family, or the only child? What’s your ethnicity? Okay now, how does each one these categories that is set upon you call you to act? What do they ask of you? Are you okay with such reasons? How does this make you feel?” I would make them reflect on that and suggest for them to write down such ideas. I would then present an artist who did a similar project.

**UNIT or LESSON DETAIL** (*provide for each lesson session*):

Motivation/introduction:	I would briefly present the artist Makiko Young, who has done a mask project with a set of people that have dealt or are dealing with HIV/ AIDS. And they focused on how such people who suffer from disease wear this mask to hide that part of their lives from important people in their life’s. But they ended up generalizing the idea and implemented it to gender, race, sexual orientation economic status, mental health etc.
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<p>Art Making:</p>	<p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>- Purchased plastic masks (temporary base)</li> <li>- Plaster cloth</li> <li>- Primer and paint</li> <li>- Ink</li> </ul> <p>Teacher instruction: Depending on the number of students, be aware of how many plastic masks you should have. You are going to ask the students to share these masks. You would want to demonstrate how to use the plaster cloth with water and how to apply it on the mask. You would want about 2-3 layers for it to be able to come off with no trouble.</p> <p>Objective: To make and design a mask. It would be best to have them make the outside mask show what they portray to the world. And on the inside, to display what they really feel and wish to portray.</p> <p>Students at work: students will be shown another form of art making. They would get the basis of how to use plaster cloth. They would then use primer to coat the plaster. They would then use paint and ink to design their masks.</p> <p>Closure: We will discuss their input on identity and why do they feel obliged to hide themselves. Also inputs on the process of the mask making and get feedback from such process.</p>
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<p><b>ADAPTATIONS:</b></p>	<p>Depending on how hard the topic is on a student, it is not necessary to make them go into deep with their emotions. You can make the issues broader. It can be as simple as them just decorating their masks to the profession they are hoping to go for. That way you won't be losing the aspect of them reflecting on what they would want to do.</p>
<p><b>RELEVANT THEORIES:</b></p>	<p>Bronfenbrenner's ecological theory. This theory identifies five environmental systems that range from close interpersonal interactions to broad-based influences of culture. The five systems are the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.</p>
<p><b>ASSESSMENTS:</b></p>	<p>Initial (formal/informal): The discussion at the beginning of the lesson is what would be assessed here. As the teacher, I should be aware of who and who does not engage in the discussion. There might be the possibility of a few students who are not so comfortable talking about it with a huge group. If so, talk to such students on an individual basis.</p> <p>Progressive/ Formative (formal/informal): This whole lesson is intended for the students to take about 2-4 days to complete. But as the teacher, you will be presenting all the content on the first day and let them do the project the next</p>

	<p>few days. During these days, check in with each student and have a one on one discussion with them. Asking such questions as “what have you been thinking about? What external factors affect you? Etc.”</p> <p>Final/Summative (formal/informal): It would be expected to have the students present their masks and what their big take away was from the overall lesson. For the students to engage more in discussion, relate it back to the idea of how can they implement such ideas of ‘hiding and revealing’ to their choices in the future. Particularly, their choice of what they would want to do after high school. It is expected that this lesson, will make the students reflect and find out who they really are at the end of the day.</p>
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