ZINTA VOGEL

ADVOCACY: EMPATHY FOR YOURSELF AND OTHERS

7th - 9th Grade  |  Printmaking
**Learning Segment Title:** Advocacy: Empathy for Yourself and Others

**Number of Planned Lessons:**

**Age Group:** 7-9th Grade

### ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

**Central Focus:**

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.)

Students will effectively interpret the art of Wednesday Holmes and make connections to personal examples of advocacy and empathy. They will be able to utilize linocut techniques to create successful prints. Students will be able to demonstrate knowledge of empathy and advocacy through the personal creation of a linoleum block print.

**Enduring Understanding** (What do you want students to understand through this learning segment?)

**Key Concepts:**
- Our intersecting identities shape the way we experience the world.
- Empathy helps us treat ourselves with kindness.
- Empathy helps us speak up when others are being treated unfairly.

**Essential Questions:**
- How do our identities shape the way we experience the world?
- How do I treat myself with kindness?
- In what ways can I speak up when I see others being treated unfairly?

### KNOWLEDGE OF STUDENTS TO INFORM TEACHING

**How does this lesson connect with and build on students’ previous/subsequent lesson(s)?**

**What personal, cultural, and community assets inform this learning segment?**

- Community assets: many local Milwaukee artists work with these concepts and in printmaking
- Cultural assets: Concept is easy to relate to everyone

**What are the developmental characteristics of these learners that are relevant to this learning segment? (physical, social/emotional, cognitive). What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?**

- Physical: children in this stage are going through puberty. (it would be a good idea to instill ideas of self-love at this time)
- Social/emotional: Learning to show empathy, developing leadership skills, and learning to express individuality
- Cognitive: More ability to have complex thoughts, better ability to express emotions

**What are the visual art dispositions of this group that are relevant to this learning segment? What are common misconceptions in relation to this learning segment?**

- Visual Art Dispositions: development of craft, engage & persist, connect art to context
- Misconceptions: with linocuts, text is backwards! The parts that you cut out are negative space.
### LEARNING OBJECTIVES & VISUAL ART STANDARDS

**Students will be able to...**
**Student will demonstrate an understanding that...**

<table>
<thead>
<tr>
<th>National Core Art Standards (list grade level specific number and text)</th>
<th>Learning Objectives</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>VA: Re.7.1.8a</td>
<td><strong>Interpreting Art:</strong> Students will effectively interpret the art of Wednesday Holmes and make connections to personal examples of advocacy and empathy.</td>
<td>Learning Tasks: Looking and discussing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessments/Feedback: Informal observation</td>
</tr>
<tr>
<td>VA: Cr2.3.7a</td>
<td><strong>Developing Works of Art/Design:</strong> Students will be able to utilize linocut techniques to create successful prints.</td>
<td>Learning Tasks: Demo, skill-building, worksheets for ideation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessments/Feedback: Critique Informal Feedback</td>
</tr>
<tr>
<td>Va: Cn11.1.1a</td>
<td><strong>Relating Art to Context:</strong> Students will be able to demonstrate knowledge of empathy and advocacy through the personal creation of a linoleum block print.</td>
<td>Learning Tasks: Ideating and creating works</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessments/Feedback: Critique Artist Statement</td>
</tr>
</tbody>
</table>

### ACADEMIC LANGUAGE

<table>
<thead>
<tr>
<th>Language Demands (Describe language demands that are essential to this learning segment)</th>
<th>Planned Supports (Instructional strategies, learning tasks, &amp; materials)</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
</table>
| **Language Function:** Interpretation | - Classroom discussion or small group discussions  
- Strategic questions (Feldman’s Model)  
- Connections to self & world | - Informal observation |
| **Vocabulary: (list & define)**  
**Content-Based:** Empathy: the ability to identify with another person's feelings or experiences  
Advocacy: advocacy is the ability to articulate your or someone else’s needs and the support necessary to meet those needs.  
**Art-Making Based**  
Relief Print: Making prints by creating a raised design on a flat surface. The design is inked or covered with color and stamped on paper or another surface.  
Brayer: A small roller used to spread printing ink evenly on a surface before printing.  
Baren: A round, smooth pad used to press paper against an inked wood or linoleum block. | - Teaching & modelling relevant vocabulary during introduction & demonstration. | - Exit Slip following demonstration  
- Artist statement following project |
LESSON #1: INTRO

Descriptive Lesson Title: Intro to Advocacy: Wednesday Holmes

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

In this lesson, students will look at the art of Wednesday Holmes and discuss how they use the medium to convey messages of advocacy and empathy. They will also ideate/brainstorm ideas for their projects.

Materials:
/Instructional, art making, and organizational materials required for this lesson

Projector, computer, whiteboard/chalkboard, handouts (ideation)

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 mins</td>
<td>Short presentation on Wednesday Holmes</td>
<td>Watch presentation</td>
<td></td>
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<tr>
<td></td>
<td>Leading discussion on how Wednesday Holmes conveys advocacy and empathy</td>
<td>Talk-back/discussion, Small group discussion if students don’t seem comfortable sharing in big setting (think-pair-share?)</td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Introduce printmaking project and answer questions</td>
<td>Listen to intro and ask questions</td>
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<tr>
<td>7-10 mins</td>
<td>Give 1-on-1 feedback</td>
<td>Brainstorm/sketch ideas for project in sketchbooks</td>
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</tbody>
</table>

LESSON #2: PRINTMAKING DEMO 1

Descriptive Lesson Title: Printmaking Demo: Carving

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

In this lesson, students will watch a demonstration of the correct and safe usage of gouging tools and begin to carve their blocks.

Materials:
/Instructional, art making, and organizational materials required for this lesson

Handout (describing names for linocut tools, etc) and presentation with same info, linoleum block, bench hook, gouge

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

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</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Intro/Handouts</td>
<td>Get settled and read handout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstration on how to safely and successfully carve linoleum</td>
<td>Watch demonstration and ask questions/take notes</td>
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<tr>
<td>10-15 mins</td>
<td>Answer questions/Give 1-on-1 feedback</td>
<td>Begin carving linoleum.</td>
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</tbody>
</table>
### LESSON #3: PRINTMAKING DEMO 2

**Descriptive Lesson Title:** Printmaking Demo: Pulling Prints

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

In this lesson, students will learn how to print their blocks, and begin printing.

**Materials:**
(Instructional, art making, and organizational materials required for this lesson)

- Cut linoleum block, brayer, ink, plate, paper

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### LESSON #4: CRITIQUING

**Descriptive Lesson Title:** Critique of Prints

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

In this lesson, students will learn how to constructively critique, and critique each other’s work.

**Materials:**
(Instructional, art making, and organizational materials required for this lesson)

- Students’ pieces, presentation

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**Artifacts/Student Work:**

![Artwork](image-url)
ADVOCACY: Empathy for Yourself and Others

Steps:
1. Participate in Microworkshops and Advocacy
2. Participate in Digital Project
3. Participate in Artwork
4. Participate in Performance

Essential Questions:

Learning Objectives:

In this learning expedition, students will engage in understanding empowering individuals and empathy through engaging in participatory projects. This will allow students to explore the power of understanding and empathy in making communities stronger and more inclusive. They will be able to utilize diverse backgrounds to create meaningful projects and deep knowledge of empathy and democracy through the personal experience of participating in these projects.