

ANGELA WEBER

SELF-AFFIRMATION

12th Grade | English, Creative Writing & Mixed Media

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

Name:	Angela Weber	Email:	akweber2@gmail.com
Lesson Title:	Self-affirmation	# of Sessions	1 day trip
Level/Grade/Age:	English 12/ages 17-18		

BIG IDEA

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

The students have been reading Fahrenheit 451. They are half way through and have analyzed the role of books and the media in their lives. The big idea is to understand the relevance of books on a personal level and at a societal level, and to understand how typography, media, and images have affected society and the individuals within it. Media is a very important element of students' lives and they will be able to deconstruct it because they use and see it everyday. They are familiar with higher order thinking analysis.

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 construct a new meaning out of their book, making it less typographical and more concerned with imagery. They will have to use the principle of balance to balance the images with the typography. The concept of unity will be used when they throw their books into the fire.

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?)

The students will have to analyze the direction they took with their books in conversation and when they share what they have made and get ideas from their peers on how to transform their books. The materials will found through their own investigation. The pictures will be found from magazines and thrown into a bunch for the group. They will have to reflect about how sharing their found images impacted them. They will experiment with different materials to develop a concept behind their book.

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)

The use of their own found pictures allows the students to relate to art at these levels. When they sit around the fire, the students will engage in social circle and community with the fire and their creations as a springboard for socializing. Having fires is historically and culturally relevant in many ways. Students will reflect on this in their journals at a later date and maybe incorporate the concept of fire into their research/essays.

Personal Perspective (i.e., *how does the lesson provide opportunities to students for personal choices with content, methods, or styles?*)

Students will choose how they transform the book. Students will choose whom they interact with. They will choose the content, methods, and styles in their transformation. Their summative assessment essays will be a choice out of many different prompts. They will be able to research things that matter to them that are relevant to the book.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used:	Analyze, synthesize
Where academic language will be practiced (<i>i.e. through writing and art making</i>):	Through art making, speaking and listening, and writing

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function:	Personal
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	Language is used to express feelings, opinion, and individual identity.
Where language function will be practiced (<i>i.e., through writing and art making</i>):	Through art making, speaking and listening, and writing

UNIT or LESSON OVERVIEW:

Students have been reading Fahrenheit 451 in which books are burnt because they have information that makes people have opinions and want to fight and cry, etc. Students have analyzed the book for criticism of the media and the effect it has on society. They will reconstruct a book incorporating a concept about the media’s affect on society and the individuals within it. Students will interact with their peers, answer questions about how media affects them and how they are reconstructing their books. They will share what they have created with the rest of the class. After everyone has shared, the class will gather around a fire that has been created and throw their books into the fire if they choose. The students will eat marshmallows and relax, possibly discussing their choice about whether or not to throw their book into the fire and about their day. Students will create a journal entry around the fire synthesizing how the fire, the media, the books, the typology affected them or what they want to say about the project. This will hopefully lead them to understand the direction they will want to take on a research project about how the media and typology affects society and the individuals within it.

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

Motivation/introduction:	View reconstructed books made by other artists
Art Making:	<p><u>Supplies:</u> used book to be reconstructed, paper to make a book, glitter, glue, markers, material, decoupage, scissors, box cutter, glue gun, wire, pictures, photos</p> <p><u>Teacher instruction:</u> Reconstruct the book into something else or make a new book, swap parts of other students’ books or images, discuss your transformation relating it to media and typology’s influence on society and individuals within it, throw your book into the fire.</p> <p><u>Objective:</u> Describe how books and media work for and against society by creating a juxtaposition of book and images.</p> <p><u>Students at work:</u> Students discuss how they are changing their books and why or what makes their flame and why. At the end, students have a fire and throw their newly created books into the fire (they will not know about this beforehand), and sit around, talk, and watch them burn.</p> <p><u>Closure:</u> Students create a journal entry describing the connection their book had to them, or conversations they had with other students about their books. They talk about how burning the books affected them. Or they can just write about the day.</p>

ADAPTATIONS:	Incorporation of more visuals for students struggling to understand how to reconstruct their book. Individual discussions for students who are struggling with the concepts and analysis of the book.
RELEVANT THEORIES:	Linda Christensen (2000) in <i>Reading, Writing, Rising Up</i> discusses how empathy building is important for classroom community. This lesson is an opportunity for the students to build community and be comfortable sharing their writing and revisions and art.
ASSESSMENTS:	<p>Initial (formal/informal): informal diagnostic assessment</p> <p>Progressive/Formative (formal/informal): Low–stakes journal entry</p> <p>Final/Summative (formal/informal): Argumentative/research based essay describing how images and TV have transformed society, the possible impacts that TV and typography has had on society.</p>

Artifacts/Student Work:

