

Contemporary Artist Research Project: Immigration

Title: Immigration and Art

Date: 11/22/20 revised on 12/9/20

Student group: 7th-8th grade

<p>Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</p>	<p>Students will learn about the rhetoric, stereotypes, and myths that surround immigration and how contemporary artists are communicating these ideas in their art. Then students will use the information they have learned to create a collage with oil pastels about immigration. This topic is relevant to students of this age group because immigration is a topic that is heavily discussed and oftentimes without guidance or thoughtfulness. It is important that students learn about political topics before they engage in discussion.</p>
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<p>Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?</p>	<p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<p>Students will understand that :</p> <ul style="list-style-type: none"> ● art is a tool to influence others of a particular experience. ● there are many myths surrounding immigration and it is important that we understand how this affects other people ● the experience of immigrating looks different for each family and individual. ● artists use imagery and expression to communicate to their audience 	<ul style="list-style-type: none"> ● What are some stereotypes/myths surrounding immigration and why aren't these true? ● What kinds of images symbolize immigration or will connect you to the idea of immigration? ● Why do artists use their art to communicate controversial topics such as immigration? ● How can you talk about immigration to your friends and family? ● How should you treat others that have immigrated to the United States? ● How can you continue to respectfully advocate for social justice in immigration? ● If you don't feel the need to advocate for immigration rights? Why do you think that is? ● What other social justice topics can you explore?

Outcomes - Students will be able to...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?
Students will be able to

- Students will be able to connect certain stereotypes about immigration to certain artworks.
- Students will be able to discuss/explain how artists have used their artwork to communicate ideas about immigration.

- Students will be able to gather information and ideas from a variety of forms of media, literature, and art.
- Students will be able to create artwork that is representative of their ideas surrounding themes in immigration.
- Students will be able to share immigration with using their art and the information that they have acquired.

Student Reflective Activities: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

- After completing the first activity, students will engage with each other and their teacher by sharing their answers to the questions and reading the supplemental text. The teacher will ask students the following questions:
 - What have you learned from this that you didn't know before?
 - Why is it important to know about immigration?
 - How can we advocate for this social justice issue?
- After completing the project, students will display their art around the classroom and students will be assigned each other's works to write comments on with sticky notes. Then each artist will have the opportunity to explain their art.

Assessment Instrument (s): By what criteria will "performances of understanding" be judged?

- Students will be graded upon the effort and completion of the following components:
1. completion and effort in for the activity #1 worksheet
 2. participation in discussion for activity #1
 3. completion of draft/composition in sketchbook
 4. completion and effort of the assignment
 5. active participation in the sticky note gallery walk
 6. ability to talk about and demonstrate their ideas in their artwork
 7. ability to to connect their artwork to ideas about immigration

Criteria will be graded on a rubric with 7 components. Each criterion will be graded with the following scale:

- 5 - Advanced
- 4.5 - Almost Advanced
- 4 - Proficient
- 3.5 - Needs more Work

The entire project will be graded out of 35 points.

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

Before the lesson, students will be asked the following questions in a Google Forum:

- Are you completing this project in-person or virtually?
- What do you know about immigration in the United States?
- What do you know about immigration in other countries?
- If you feel comfortable answering, do you or your family have experience with immigration? And if you do, could you explain further?

- Do you know of any art that features themes of immigration? If so, which ones?
- What does it mean to be an immigrant today?

Based on students responses, the teacher will re-evaluate and add/remove content to best serve the students needs.

Motivation: How will you hook all students and hold their interest?

During Activity #1, students will engage in conversation about immigration and have the opportunity to talk about their thoughts and feelings about this social justice issue. Based on their answers, the teacher will facilitate a discussion that furthers their understandings and corrects any misinterpretations.

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

After learning about contemporary artists, and completing the activity, students will be given time to research, explore, and access their previous knowledge on immigration by means of discussion, quizzes, research, and collective ideation. Students will be encouraged to gather all of their sources and inspiration and paste them to a community google slides presentation that will be accessible by the entire class. The teacher will provide examples of ideas and media if the students don't know where to start. From there, students will draw from their own ideas and those of their classmates to shape the content and compositions of their collages.

Procedures: How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

Lesson #1: (1 hr.)

1. Topic Introduction, Contemporary Artists, Overview of Project: (10 min)

During this time, the teacher will give a lecture on the work of three contemporary artists (Armando Silva, Tatyana Fazlalizadeh, and Edel Rodgriguez) that concern their work with immigration. Then the teacher will give a brief overview of the plan for the entire unit.

2. Activity #1: (20 min)

Students will complete activity #1 and engage in active conversation about myths surrounding immigration.

Questions:

Where do you think this myth comes from?

Who benefits from this myth?

Why is this myth untrue?

What techniques does the artist use to depict this concept?

Can you relate to this idea?

3. Ideation: (20 min)

Students will begin working on their collective ideation and inspiration board on Google Slides. (The lesson ideas and themes feel somewhat complex for middle school students. So, it would be most appropriate to provide them with a collective ideation platform for all of their ideas. That way, they will have enough diverse content to fill their collages).

Lesson #2: (1hr.)

1. Demonstration (5 min)

The teacher will provide students with demonstrations for sketching their compositions and blending with oil pastels.

2. Ideation / Planning (15 min)

Students will finish their collective ideation and sketch their composition in their sketchbooks individually. The composition must be approved by the teacher before they can begin their project.

3. Project/Studio Time (40 min)

Students will start their projects and work for the remainder of the lesson.

Lesson #3: (1hr.)

1. Project/Studio Time (40 min)

Students will continue working on and finishing their projects.

2. Reflection + Discussion (20min)

All students will engage in the sticky note gallery walk and explain their artwork to the class.

Materials and Resources: What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Sketchbook + Google Slides Ideation
- Laptop
- Pencil
- Erasure
- 16x24 Newsprint
- Oil Pastels
- Chalks
- Blending Tools
 - Cotton Swabs
 - Kneaded Erasures
 - Sponges
 - Blending Stumps
 - Paper Towels
 - Palette Knife
- Fixative
- Optional:
 - Acrylic Paint
 - Paint brushes
 - Palette
 - Water

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

Prep:

1. Gather supplies that the students need
2. Determine students ability to complete this project both virtually and in-person
3. Share list of resources with students and accessible sites to visit
4. Create Google Slides Template and Forum for students to use.

Safety:

The teacher will go over safety in researching topics, explain the guidelines of discussion, and make suggestions for talking about personal experiences. The teacher will also emphasize the permanence of oil pastels and acrylic paint.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

Accommodations:

This lesson is tailored so that students have the opportunity to present whichever images and symbology that they choose to use in their artwork. There are no restrictions on the content on the final image as long as it relates to immigration. The teacher will have additional resources for students who need more assistance with ideation and research. Students who haven't worked with oil pastels will also be encouraged to experiment in their sketchbooks and complete all of the tips in the technique video.

Access:

The teacher also will have physical handouts, readings, and media, for students who can't use the internet to complete their research.

A list of resources can be found here: [References/Videos for Contemporary Art Lesson on Immigration](#)

Expression:

Students will have the ability to express themselves based on their thoughts and experiences with immigration. Students who have a direct connection or experience with this topic will be encouraged to consider how others' experiences compare with theirs. Students who don't have connections or experience with immigration, will be encouraged to explore the experiences of others and compare their findings with other students.