

Symbol Stamp Unit

Central Focus	Contemporary issues (political, social, environmental, economic, etc.)
Grade Level	9-12
Class Size	29
Time	9:05 – 9:55am
Class Demographics	29 students, 7 males, 22 females

National Core Arts Standards Addressed

VA-Re8-I, a. Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
 VA:Cr1-I, b. Shape an artistic investigation of an aspect of contemporary life using a contemporary practice of art or design.
 VA:Cn10-I, a. Document process of developing ideas from early stages to fully elaborated ideas.

Common Core State Standards Addressed

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

UNIT OVERVIEW

During this unit, students will be introduced to artists and artwork that use symbols to take a stance on an issue. They will be introduced to symbolism and the different relationships between symbols. Students will choose a contemporary issue that is important to them and their lives. They will design two related symbols that represent the issue and create a printing project using a handmade stamp and a stencil.

SPECIAL PRE-INSTRUCTION PREPARATIONS

- Make an example of the project
- Prepare all materials
- Create presentations
- Create handouts
- Complete handouts for examples

ARTISTIC PRACTICE

Forms	2D		3D		4D
Frames	Cultural	Subjective	Structural	Postmodern	
Conceptual Framework	Artwork	Artist	Audience	World	

Artmaking (60%)

- Printmaking
- Stamps made from erasers (small symbol)
- Stencils made from manila folders (big symbol)

Critical/Historical Study Activities (40%)

- History of printmaking, including different types of printmaking
- Interpreting symbols used in works of art by Ai Weiwei, Vik Muniz, and Banksy.

Student Prior Knowledge and Conceptions

- Students will have prior experience with and an understanding of symbols.
 - Linked to emojis (commonly used in texting and online)
- Students will have some experience sketching
- Students will understand the idea of a stamp

Common Errors or Misunderstandings

- Some students may struggle to interpret symbols in artwork or in general.
- Some students may struggle to think of a contemporary issue that is important to them, or they may not feel comfortable sharing an issue that is deeply personal to them.
- Some students may struggle to conceptualize and design symbols that represent their issue, or they may struggle to describe the relationship between symbols.
- For interpreting symbols in artwork, my strategy is to scaffold through teacher-led discussion/questioning at first, then group work, and then individual work.
- For contemporary issues, I have designed a brainstorming worksheet that will help the students think of ideas that are important to them. I will also verbally explain that they do not have to choose an issue that is too personal. I will encourage them to choose one that is important

<p>to them, within their comfort level.</p> <ul style="list-style-type: none"> To help students create their symbols, I have designed several activities and worksheets related to symbols and the relationships between them. Again, we will work as a whole class, in small groups, and then independently. Practice and brainstorming worksheets will help them create several ideas for symbols. Students will be required to have their symbols checked by the teacher before they begin their projects.
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> Social Studies/ current events Language Arts/ reading, writing, symbolism

UNIT LEARNING OBJECTIVES

<p>As a result of this lesson, students will be able to:</p> <ol style="list-style-type: none"> Work effectively in small groups to create at least 3 different relationships between symbols. Work effectively in small groups to write an interpretation of artwork by Ai Weiwei, supporting your answers with at least 2 pieces of evidence. Write at least 2 concerns you have for yourself, family, community, country, and the world. Identify and research the contemporary issue you want to focus on for your art project to write at least 5 facts about it. Identify and write at least 3 causes, 3 consequences, and 3 solutions related to your contemporary issue. Draw at least one 0.5" x 0.5" symbol to represent each of the causes, consequences, and solutions you identified. Generate 1" x 1" sketches of the 2 symbols you are using for your project that represent a contemporary issue. In one to two sentences, describe the relationship between your symbols. Using materials and tools correctly and safely, create a neat printmaking project that uses two symbols related to a contemporary issue that is personally meaningful to you and fills the page.

THEORETICAL PRINCIPLES AND/OR RESEARCH-BASED BEST PRACTICES

<p>Why are the learning tasks for this lesson appropriate for your students? (Cite specific, theoretical principles and/or research-based best practices in your answer.)</p>	<ul style="list-style-type: none"> The tasks that I designed for this unit employ Jerome Bruner's constructivist theory and scaffolding. In today's world of images and symbols, most students will have prior experience with and an understanding of symbols. I will build upon this prior knowledge by asking students to interpret symbols and their relationships in a variety of artworks. During the unit I will scaffold students to be able to create their own symbols in a work of art. I will achieve this by gradually leading them to working independently. First, I will lead the whole class in a discussion about symbols they already know. Next, students will work in small groups and share their ideas with the class. Finally, students will work independently to design their own symbols. (Bruner, Jerome S. (1966) <i>Toward a theory of instruction</i>. Cambridge, MA: Harvard University Press.) The tasks that I designed for this unit also employ David H. Rose's universal design for learning. I have planned multiple means of representation, expression, and engagement for this unit that will reach all types of learners. In this unit I will use videos, images, handouts, readings, writing activities, verbal instruction, hands-on art making, demonstrations, small group work, and independent work. (Hall, T. E., Meyer, A., & Rose, D. H. (2012). <i>Universal design for learning in the classroom: Practical applications</i>. New York: Guilford Press.)
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STUDENT INTERACTIONS

<p>How will you structure opportunities for students to work with partners or in groups?</p>	<ul style="list-style-type: none"> Students will work in small groups to complete activities related to symbols and contemporary issues. Students will work in small groups to answer questions that require them to interpret artwork by Ai Weiwei.
<p>What criteria will you use when forming groups?</p>	<ul style="list-style-type: none"> Students will choose where they want to sit so they feel comfortable sharing their ideas with their peers.

TEACHER MATERIALS

<ul style="list-style-type: none"> PowerPoint Images 	<ul style="list-style-type: none"> Google Classroom Teacher example of art project 	<ul style="list-style-type: none"> Handouts Schedule/ plan
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STUDENT MATERIALS

<ul style="list-style-type: none"> Handouts Google classroom Computers Paper towels/ cleaning materials 	<ul style="list-style-type: none"> Sketch paper Paper Pencil Inking plate 	<ul style="list-style-type: none"> Brayer Ink Linoleum Carving tools
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ARTISTS IN CONTEXT

<p>Key Artists</p>	<p>Ai Weiwei, Vik Muniz, Banksy</p>
<p>Key Artworks</p>	<p>Ai Weiwei, <i>Remembering</i>, 2009 and <i>Sunflower Seeds</i>, 2010, Vik Muniz, <i>Pictures of Garbage Series</i>, 2010?, Vik Muniz,</p>

	<i>Sugar Children</i> , 1960, Banksy, <i>Mobile Phone Lovers</i> , 2014
Key Critical Questions	<p>Ai Weiwei</p> <ol style="list-style-type: none"> 1. The backpacks spell “For seven years she lived happily on this earth.” What do you think this phrase is about? 2. What do you think the backpacks represent? 3. How do these colors make you feel? Or what do they remind you of? 4. Why do you think Ai Weiwei wanted to have millions of sunflower seeds handcrafted from porcelain, rather than just have real sunflower seeds? 5. What do you think the sunflower seeds represent? 6. What does the porcelain material represent? 7. What does the impossible quantity represent? 8. Do you think it was a good or a bad thing to have all those people do so much work for one art exhibit? 9. What type of issues do you think Ai Weiwei’s art is related to (political, social, environmental, economic)? 10. What is Ai’s message? How do you know? Was he successful in creating this message clearly? <p>Vik Muniz</p> <ol style="list-style-type: none"> 1. How does it make you feel to see portraits of people made from garbage? 2. Why would the artist choose to use garbage to create these images? 3. What are the symbols in these portraits? 4. How does it make you feel to see portraits of children made from sugar? 5. What does the symbol of sugar combined with the symbol of childhood make you think of? 6. What if I told you that these children were actually child laborers on a sugar plantation on St. Kitts? How does that change the way you feel about the combination of symbols? 7. What type of issues do you think Vik Muniz’s art is related to (political, social, environmental, economic)? <p>Banksy</p> <ol style="list-style-type: none"> 1. Does anyone recognize this artist? 2. Why do you think Banksy’s artwork is so well known? 3. What symbols do you see in this work? 4. Is the meaning or message of this work obvious or subtle? 5. Was the artist successful in communicating his message? Why or why not? 6. What type of issue is being addressed? 7. What scope does this issue reach? 8. Did the message of this artwork change the way you feel about this issue? If so, how? 9. What type of issues do you think this artwork by Banksy addresses (political, social, environmental, economic)?

VOCABULARY AND LANGUAGE ACQUISITION

Vocabulary	Include ALL words as well as definitions for all terms related to this lesson that you will emphasize. Remember to think about age-appropriate language when wording definitions.			
Discipline Specific (Syntax)	<ul style="list-style-type: none"> • Brayer • Ink • Plate • Printmaking • Relief Print • U Gauge • V Gauge 		Academic <ul style="list-style-type: none"> • Symbolism • Symbol • Contemporary Issues <ul style="list-style-type: none"> ○ Economic ○ Environmental ○ Political ○ Social ○ Scope 	
Language Functions	Describe, Interpret			
Language Modes	Reading	Writing	Listening	Speaking
	<ul style="list-style-type: none"> • Students will read the information on the handouts and worksheets. 	<ul style="list-style-type: none"> • Students will write to respond to questions on the worksheets. 	<ul style="list-style-type: none"> • Students will listen to the teacher when presenting information. • Students will listen to each other when working in small groups and during whole class discussions. 	<ul style="list-style-type: none"> • Students will speak to each other in small groups and during whole class discussions.
Language Demands	Syntax		Discourse	
Language Tasks and Activities	<ol style="list-style-type: none"> 1. Students will <i>interpret</i> artwork by Banksy and Vik Muniz during a teacher-led discussion. 2. Students will work in groups to <i>interpret</i> symbols in artwork by Ai Weiwei. 3. On an exit slip, students will work independently to <i>describe</i> the relationship between the 2 symbols they have designed. 			

Language Supports	<ol style="list-style-type: none"> 1. Students will be provided a handout about Ai Weiwei’s life and background that will help them <i>interpret</i> two of his works of art. They will brainstorm in small groups before sharing their ideas with the whole class. 2. In small groups, students will practice <i>interpreting</i> symbols related to contemporary issues and <i>describing</i> relationships between the symbols. 3. Students will work independently to conceptualize and design two symbols related to a contemporary issue. They will <i>describe</i> what each symbol represents and how they are related to each other.
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ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Students with IEPs or 504s	<ul style="list-style-type: none"> • Will be given more time if needed • Will be working in small groups with their classmates who can help them with the readings, or the teacher can help • Will be given clear verbal and written expectations • Repetition will be helpful for these students • All handouts and worksheets will be provided in English and in Spanish.
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Adaptations and Accommodations

- I have planned multiple means of representation, expression, and engagement for this unit that will reach all types of learners. In this unit I will use videos, images, handouts, readings, writing activities, verbal instruction, hands-on art making, demonstrations, small group work, and independent work.
- I also have planned several activities to practice interpreting symbols and describing their relationships. Scaffolding from teacher led instruction to small group work to independent work will support students with gaps in prior knowledge to be successful in this unit.
- Students will be able to choose what contemporary issue they want to make their printmaking projects about, which means they will be personally invested and interested in the content of their artwork.
- All handouts and worksheets will be provided in English and in Spanish.

Enrichment and Extensions

- Advanced students can think of another pair of symbols that could represent the same contemporary issue. They can compare and contrast the first and second pairs of symbols to determine which pair is the clearest representation of the issue.
- They could add details to the background of their printmaking projects that would help clarify the message or meaning.

Activity for Early Finishers

- They could add details to the background of their printmaking projects that would help clarify the message or meaning.

OBJECTIVE-DRIVEN ASSESSMENTS

Describe the tools/procedures that will be used in this unit to monitor students’ learning of the lesson objectives. Attach/paste a copy of the assessment and evaluation criteria/rubric at the end of the lesson where the assessment will take place.

Lesson # (s)	Objective # (s)	Informal or Formal?	Description of Assessment	Modifications to Accommodate All Students	Evaluation Criteria: What evidence of student learning related to the learning objectives and central focus does this assessment provide?
1	1	Informal	Activity worksheet	<ul style="list-style-type: none"> • Scaffolding: teacher-led discussion/questioning leads to small group work. Using familiar symbols leads to more challenging symbols in artwork about contemporary issues. 	<ul style="list-style-type: none"> • The student worked effectively in small groups to create at least 3 different relationships between symbols.
2	2	Informal	Ai Weiwei handout with questions that ask the students to interpret his artwork	<ul style="list-style-type: none"> • Scaffolding: practice interpreting symbols in artwork with guidance from the teacher leads to interpreting symbols in artwork in small groups. Interpreting symbols in artwork leads to creating their own symbols for their printmaking projects. 	<ul style="list-style-type: none"> • The student worked effectively in small groups to write an interpretation of artwork by Ai Weiwei, supporting their answers with at least 2 pieces of evidence.
3	3, 4, 5, 6, 7, 8	Informal	Brainstorming worksheet and exit slip	<ul style="list-style-type: none"> • The teacher will provide a completed example of the brainstorming worksheet and the exit slip for the students to refer to. We will go over it as a class, and the teacher will be there for individual assistance as needed. • Vocabulary will be presented and 	<ul style="list-style-type: none"> • The student wrote at least 2 concerns they have for themselves, their family, community, country, and the world. • The student identified and researched the contemporary issue they wanted to focus on for their art project to write at least 5 facts about it.

				<p>in the form of a handout.</p> <ul style="list-style-type: none"> Students with IEP's or 504 plans will be given clear instructions and/or more time if needed. 	<ul style="list-style-type: none"> The student identified and wrote at least 3 causes, 3 consequences, and 3 solutions related to their contemporary issue. The student drew at least one 0.5" x 0.5" symbol to represent each of the causes, consequences, and solutions they identified. The student generated 1" x 1" sketches of the 2 symbols that represent a contemporary issue. In one to two sentences, the student described the relationship between their symbols.
4	9	Formal	Rubric for final printmaking project	<ul style="list-style-type: none"> Teacher observation and assistance as needed Students with IEP's or 504 plans will be given clear instructions and/or more time if needed. 	<ul style="list-style-type: none"> Using materials and tools correctly and safely, the student created a neat printmaking project that uses two symbols related to a contemporary issue that is personally meaningful to them and fills the page.
5	9	Formal	Rubric for final printmaking project	<ul style="list-style-type: none"> Teacher observation and assistance as needed Students with IEP's or 504 plans will be given clear instructions and/or more time if needed. 	<ul style="list-style-type: none"> Using materials and tools correctly and safely, the student created a neat printmaking project that uses two symbols related to a contemporary issue that is personally meaningful to them and fills the page.

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INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

Launch	Instruction Methods
<ul style="list-style-type: none"> Show teacher example of printmaking project <ul style="list-style-type: none"> What symbols do you see? (factory with smokestacks and a tree) What do you think these symbols mean together? (air pollution and a possible solution to air pollution) How do you think I was able to create the same symbol multiple times? (printmaking, stamp) 	<ul style="list-style-type: none"> Whole class questioning
Instruction	Instruction Methods
<ul style="list-style-type: none"> Teacher explains the project <ul style="list-style-type: none"> We will be creating our own stamps to make printmaking projects using 2 symbols There is more to it that we will get to tomorrow 	<ul style="list-style-type: none"> Whole class questioning Lecture Whole class discussion Group work

<ul style="list-style-type: none"> • Introduce printmaking types and examples <ul style="list-style-type: none"> ○ Show interactive website (http://www.moma.org/interactives/projects/2001/whatisaprint/flash.html) • Show image of sleepy emoji <ul style="list-style-type: none"> ○ What does this mean? ○ What is it? (answer: emoji) ○ What is an emoji? (answer: symbol) • What are other examples of symbols? • Teacher writes down other examples of symbols on the board • Teacher shows presentation of different symbols • Teacher shows how different symbols can mean the same thing (example: peace) • Teacher and students talk about the relationships between symbols • Students work in small groups on a worksheet (Symbol Activity 1) <ul style="list-style-type: none"> ○ Create different relationships between symbols ○ https://thenounproject.com/ 	
Structured Practice and Application	
<p>How will you give students the opportunity to practice so you can provide feedback?</p>	<ul style="list-style-type: none"> • Students will work in groups to practice putting symbols together to create different relationships and meaning • Verbal feedback will be given during whole class discussion
<p>How will students apply what they have learned?</p>	<ul style="list-style-type: none"> • Students will apply what they learned about symbols and how they relate to each other to <i>interpret</i> artwork and to create their own artwork using symbols later in the unit.
<p>How will you determine if students are meeting your intended learning objectives?</p>	<ul style="list-style-type: none"> • I can assess student understanding during the whole class discussion and when looking at their worksheets (Symbol Activity 1).
Closure	
<ul style="list-style-type: none"> • Discuss ideas as a whole class 	Instruction Methods
<ul style="list-style-type: none"> • Whole class discussion 	

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch	Instruction Methods
<ul style="list-style-type: none"> • Show image of Banksy artwork <ul style="list-style-type: none"> ○ Show Justin Beiber with tattoo of Banksy's art ○ Does anyone recognize this artist? ○ What do you know about this artist? 	<ul style="list-style-type: none"> • Whole class questioning
Instruction	Instruction Methods
<ul style="list-style-type: none"> • Teacher confirms that the artist is Banksy • Why do you think Banksy's artwork is so well known? (controversial, confrontational, contemporary, relatable) • He is one of the artists we are going to talk about today, and he is interested in contemporary issues • Teacher says think back to yesterday: <ul style="list-style-type: none"> ○ What did we talk about? (symbols) ○ Artists use symbols in their artwork all the time ○ Some artists are interested in contemporary issues ○ What does contemporary mean? (modern, now) ○ What are some examples of contemporary issues? ○ Teacher writes examples on the board ○ Teacher starts to fit them into types (economic, social, political, environmental) and scope (personal, family, community, national, global) • Teacher asks: <ul style="list-style-type: none"> ○ What symbols do you see in this work (Banksy)? <ul style="list-style-type: none"> ▪ What do the two people represent? (human interaction) ▪ What do the cell phones represent? (technology) ○ What is the meaning or message of this artwork? Is the meaning or message of this work obvious or subtle? ○ Was the artist successful in communicating his message? Why or why not? ○ What type of issue is being addressed? ○ What scope does this issue reach? ○ Did the message of this artwork change the way you feel about this issue? 	<ul style="list-style-type: none"> • Whole class discussion • Whole class questioning • Group work

<p>If so, how?</p> <ul style="list-style-type: none"> Teacher presents Vik Muniz and asks key questions: <ul style="list-style-type: none"> How does it make you feel to see portraits of children made from sugar? What does the symbol of sugar combined with the symbol of childhood make you think of? What if I told you that these children were actually child laborers on a sugar plantation on St. Kitts? How does that change the way you feel about the combination of symbols? How does it make you feel to see portraits of people made from garbage? Why would the artist choose to use garbage to create these images? What are the symbols in these portraits? What type of issues do you think Vik Muniz's art is related to (political, social, environmental, economic)? Show video: <i>Ai Weiwei: Sunflower Seeds</i> Given a handout, students work in groups to answer questions about Ai Weiwei and his artwork 	
Structured Practice and Application	
How will you give students the opportunity to practice so you can provide feedback?	<ul style="list-style-type: none"> During whole class discussion/questioning students share their ideas and practice interpreting works of art with support from the teacher. While working in small groups, students practice interpreting works of art with support from their peers.
How will students apply what they have learned?	<ul style="list-style-type: none"> Students will apply what they learned about symbols and contemporary issues to create their own artwork using symbols later in the unit.
How will you determine if students are meeting your intended learning objectives?	<ul style="list-style-type: none"> I can assess student understanding during the whole class discussion and when looking at their worksheets (Ai Weiwei handout).
Closure	
<ul style="list-style-type: none"> Discuss ideas from Ai Weiwei handout as a whole class 	Instruction Methods
<ul style="list-style-type: none"> Whole class discussion 	

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch	
<ul style="list-style-type: none"> Show teacher example of the project again <ul style="list-style-type: none"> Show tower video https://www.youtube.com/watch?v=9MVJkWW0J4g 	Instruction Methods
<ul style="list-style-type: none"> Whole class questioning 	
Instruction	
<ul style="list-style-type: none"> Teacher goes over where to find all the materials in google classroom Students work independently to complete Symbols Brainstorming Worksheet <ul style="list-style-type: none"> Do example of concept web as a class (air pollution example) Students work independently to complete Symbol Exit Slip (if time) Collect Exit Slips from students who have finished 	Instruction Methods
<ul style="list-style-type: none"> Whole class questioning Group work Whole class discussion Independent work 	
Structured Practice and Application	
How will you give students the opportunity to practice so you can provide feedback?	<ul style="list-style-type: none"> Students will use the Symbols Brainstorming Worksheet and the Symbol Exit Slip to narrow down their ideas for their printmaking projects.
How will students apply what they have learned?	<ul style="list-style-type: none"> Students will apply what they have learned during all of the previous activities about symbols and contemporary issues to conceptualize and design 2 symbols related to a contemporary issue for their printmaking projects.
How will you determine if students are meeting your intended learning objectives?	<ul style="list-style-type: none"> The Symbol Exit Slips will allow me to quickly assess student understanding before they start working on their printmaking projects.
Closure	
<ul style="list-style-type: none"> Exit slips 	Instruction Methods
<ul style="list-style-type: none"> Independent work 	

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 4

Launch	
	Instruction Methods
Instruction	
<ul style="list-style-type: none"> Teacher goes over rubric 	Instruction Methods
<ul style="list-style-type: none"> Demonstration 	

<ul style="list-style-type: none"> Teacher demonstration of printmaking techniques using Printmaking Vocab & Tips Handout Pass back Symbol Exit Slips with written feedback Teacher talks individually to any students who are struggling with their symbols Students finish up what they did not get done yesterday (Brainstorming Worksheet, Exit Slip) 	<ul style="list-style-type: none"> One-on-one instruction Independent work
Structured Practice and Application	
How will you give students the opportunity to practice so you can provide feedback?	<ul style="list-style-type: none"> Students receive written feedback on their Symbol Exit Slips on how they can improve their ideas.
How will students apply what they have learned?	<ul style="list-style-type: none"> Students will apply what they have learned about symbols and contemporary issues to create their symbols for their printmaking projects.
How will you determine if students are meeting your intended learning objectives?	<ul style="list-style-type: none"> The Symbol Exit Slips will allow me to quickly assess student understanding before they start working on their printmaking projects.
Closure	Instruction Methods

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 5

Launch	Instruction Methods
Instruction	Instruction Methods
<ul style="list-style-type: none"> Students work independently with assistance from the teacher as needed 	<ul style="list-style-type: none"> Independent work
Structured Practice and Application	
How will you give students the opportunity to practice so you can provide feedback?	<ul style="list-style-type: none"> Students will safely explore the printmaking materials independently with assistance from the teacher as needed
How will students apply what they have learned?	<ul style="list-style-type: none"> Students will apply what they have learned about printmaking while working on their art projects
How will you determine if students are meeting your intended learning objectives?	<ul style="list-style-type: none"> I will assess student understanding of printmaking techniques by observing the students working and by the quality of their final art projects
Closure	Instruction Methods
<ul style="list-style-type: none"> Students can volunteer to share the meaning of their projects with the class 	<ul style="list-style-type: none"> Presentations