

Journey Journals

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| Central Focus | Travel and book-making |
| Grade Level | 6 th grade |
| Class Size | 15 |
| Time | 10am – 10:45am |
| Class Demographics | Mixed demographics |

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| National Visual Arts Standards Addressed 3 pts |
| VA:Re7-6, a. Identify and interpret works of art or design that reveal ways people live around the world and what they value. |
| VA:Cn11-6, a. Analyze how art reflects changing times, traditions, resources, and cultural uses. |
| VA:Cr1-6, b. Formulate an artistic investigation of personally relevant content for creating art. |

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| Common Core State Standards Addressed |
| CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |

UNIT OVERVIEW

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| During this unit, students will be introduced to the artwork of Dan Eldon, Jacob Lawrence, Su Blackwell, Guy Laramée, Andy Curlowe, and Shona Macdonald. We will primarily focus on Dan Eldon's art and life story, which involves adventure, journey, culture, and activism. The secondary artist is Jacob Lawrence, and we will be looking at his migration series, which is also about a journey. Besides journey, the other focus of the lesson is book-making. Students will create books that represent a journey they have taken or wish to take in the future. |
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| Forms | 2D | | 3D | | 4D |
| Frames | Cultural | Subjective | Structural | Postmodern | |
| Conceptual Framework | Artwork | Artist | Audience | World | |

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| Student Prior Knowledge and Conceptions |
| <ul style="list-style-type: none"> The main focus of the lesson, travel and books, is already familiar to the students, which should help them understand new information about the artists. By this age level, most students should know about the history of slavery, the civil war, and the abolishment of slavery. If they don't already know about the great migration, learning it in the context of that prior knowledge will make sense to them. Some students may not know what it means to be an activist or humanitarian. |
| Interdisciplinary Connections 1pt |
| <ul style="list-style-type: none"> History English Geography |

UNIT OBJECTIVES

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| As a result of this lesson, students will be able to: 3pts |
| Identify and interpret works of art or design that reveal ways people live around the world and what they value. |
| Analyze how art reflects changing times, traditions, resources, and cultural uses. |
| Formulate an artistic investigation of personally relevant content for creating journey journals. |

TEACHER MATERIALS 3pts

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| <ul style="list-style-type: none"> PowerPoint with images Handouts | <ul style="list-style-type: none"> Flash drive Video | <ul style="list-style-type: none"> Teacher Example |
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STUDENT MATERIALS 3pts

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| <ul style="list-style-type: none"> • Poster board • Maps • Photos • Collage elements | <ul style="list-style-type: none"> • Scissors • Glue • Watercolor • Paint brushes | <ul style="list-style-type: none"> • Colored pencils • Crayons • Markers |
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ARTISTS IN CONTEXT

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| Key Artists | Dan Eldon Jacob Lawrence Su Blackwell Guy Laramie Andy Curlowe Shona Macdonald |
| Key Artworks | Images from Dan Eldon's journals <i>The Migration Series</i> , Jacob Lawrence, 1940-41 |
| Key Critical Questions | <ol style="list-style-type: none"> 1. How are the color palettes in each piece working to tell the different stories? 2. What do the different compositions tell you about the artists and their stories? 3. Eldon was very interested in human rights and social justice. How is the content of Lawrence's work similar or different? 4. What reasons do you think both artists had for documenting journeys? 5. Why do you think Lawrence chose to make a series of 60 paintings? 6. Do you think this approach was successful in communicating his story/message; why or why not? |

VOCABULARY AND LANGUAGE ACQUISITION 4pts

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| Vocabulary | <u>Humanitarian</u> – a person who believes in fair treatment and kindness towards all human beings <u>Activist</u> - a person who strives to create social, political, economic or environmental change <u>Journalist</u> - a person who collects, organizes and distributes news information to the public <u>Collage</u> - a visual art technique that arranges a variety of mediums into one artwork <u>Composition</u> – the placement of visual elements in a work of art <u>Tempera Paint</u> – a combination of pigment and binder the produces a fast-drying paint <u>Human Rights</u> – a standard of legal and moral justice for all people | |
| Language Functions | analyze, compare/contrast, describe | |
| Language Demands | Syntax | Discourse |
| Language Tasks and Activities | <ol style="list-style-type: none"> 1. Students will work in groups on the handouts to answer verbally critical questions about the artists and the vocabulary (think, pair, share). 2. In a written reflection, students will use new vocabulary to analyze their own artwork. | |
| Language Supports | <ol style="list-style-type: none"> 1. The handouts will support students in learning new vocabulary. 2. Previous knowledge of American history will also support student learning. | |

SPECIAL PRE-INSTRUCTION PREPARATIONS

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| <ul style="list-style-type: none"> • Review of American history • Collect all necessary materials • Prepare handouts |
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ACCOMODATIONS FOR SPECIFIC DIVERSE LEARNERS

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| Adaptations and Accommodations 3pts |
| <ul style="list-style-type: none"> • Universal Design for Learning will be used for this lesson in order to reach all types of learners: visual, kinesthetic, social, linguistic. Using multiple means of representation, like visual aids, images, video, group discussion, individual work, and lecture, will achieve this goal. • Students with hearing or visual impairments will be able to sit closer to demonstrations and visuals. |
| Enrichment and Extensions 1pt |
| <ul style="list-style-type: none"> • Students can add more details to their journals or can make another one. |
| Activity for Early Finishers 1 pt |
| <ul style="list-style-type: none"> • Early finishers can have the option of presenting their journals to the class. |

OBJECTIVE-DRIVEN ASSESSMENTS 3pts

Using the handouts, the student identified and interpreted works of art that reveal ways people live around the world and what they value.

Using the handouts, the student analyzed how art reflects changing times, traditions, resources, and cultural uses.

On the self-assessment form, the student described their artistic investigation of personally relevant content for creating their journey journal.

REFERENCES 3pts

Creative Visions Foundation. (2013). *Dying to Tell the Story* [Video file]. Retrieved from <https://www.youtube.com/watch?v=XGxEy207o4I>

Creative Visions Foundation. (2014). Dan Eldon. Retrieved from <http://www.daneldon.org>

Jacob and Gwen Knight Lawrence Foundation. (2005). The Jacob and Gwen Knight Lawrence Virtual Resource Center. Retrieved from <http://www.jacobandgwenlawrence.org/artandlife00.html>

Phillips. (2015). The Migration Series. Retrieved from <http://www.phillipscollection.org/collection/migration-series>

Su Blackwell Studio Ltd. (2015). Su Blackwell. Retrieved from www.sublackwell.co.uk/

Su Blackwell Studio. (2015). Su Blackwell Studio Blog: 'Around the World' Commission for New Haven Hospital. Retrieved from <http://sublackwellstudio.blogspot.co.uk/2014/07/commission-for-new-haven-hospital.html>

** Developed and written by (Ashley Freeland), Art Education, Illinois State University, 2014 **

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

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| Launch 2pts | Instruction Methods 2pts |
| <ul style="list-style-type: none"> • The teacher will ask the students: <ul style="list-style-type: none"> ○ What is your favorite trip you have been on? ○ If you could go anywhere, where would you go, and why? | <ul style="list-style-type: none"> • Whole Class Questioning • |
| Instruction 5pts | Instruction Methods 2pts |
| <ul style="list-style-type: none"> • The teacher will introduce the overall focus of the lesson: books and journey. • The teacher will introduce the first artist, Dan Eldon, using images on a PowerPoint. • The teacher will pass out Dan Eldon handouts. • Students will get into small groups to discuss the handouts and the questions. • They will write their group's answers down. • Still in the groups, students will share with the whole class what their group's ideas. • Building off of ideas of each group, the whole class will continue in a group discussion. • The teacher will explain what to expect for the next class: learning about different book-making techniques, and if there is time, Jacob Lawrence. | <ul style="list-style-type: none"> • Direct instruction • Group work • Think, pair, share • Whole Class discussion |
| Closure 2pts | Instruction Methods 1pt |
| <ul style="list-style-type: none"> • The teacher will ask student-centered questions: <ul style="list-style-type: none"> ○ What was your favorite part about Dan Eldon? ○ What is still confusing? | <ul style="list-style-type: none"> • Whole Class Questioning |

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

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| Launch 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> • The teacher will have a variety of interesting books out on display. • Have you ever seen a hand-made book? • Have you ever made your own book? <ul style="list-style-type: none"> ○ Was it easy or difficult, why? | <ul style="list-style-type: none"> • Whole Class Questioning |
| Instruction 5pts | Instruction Methods 2pts |
| <ul style="list-style-type: none"> • The teacher will demonstrate several techniques for making books: accordion (2 types), regular folded with binding, etc. • The students will then complete a brainstorming worksheet that helps them expand ideas about a journey. • On the same brainstorming worksheet, the students will circle the type of book they want to create. <ul style="list-style-type: none"> ○ They can also choose to do a type that was not shown, as long as they check with the teacher. ○ With at least one written sentence, they will justify their choice of book. • If there is time, the teacher will introduce Jacob Lawrence with images on a PowerPoint. • Students will work in groups to answer the questions on the handouts. • The groups will all participate in sharing their ideas during a whole class discussion. • The teacher will tell the students what to expect for next class: starting Journey Journals. | <ul style="list-style-type: none"> • Demonstration • Individual work • Direct instruction • Group work • Think, pair, share • Whole Class discussion |
| Closure 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> • What did you like most about Jacob Lawrence? • What is still confusing? • Which type of book do you want to make and why? | <ul style="list-style-type: none"> • Whole Class Questioning |

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

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| Launch 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> What journeys do you plan to tell about in your journals and why? | <ul style="list-style-type: none"> Whole Class Questioning |
| Instruction 5 pts | Instruction Methods 2pts |
| <ul style="list-style-type: none"> Finish up Jacob Lawrence if necessary. Demonstrations of how to add details to journals (text, watercolor, images, drawings, patterned paper, collage) Students will work on their journals. The teacher will assist as needed Any questions that come up that pertain to the whole class will be announced to everyone. The teacher will tell the students what to expect for next class: continue working on journals. | <ul style="list-style-type: none"> Class discussion Demonstration Individual work One-on-one assistance |
| Closure 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> What is your favorite part of your journal so far and why? | <ul style="list-style-type: none"> Whole Class Questioning |

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 4 - 6

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| Launch 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> Tell students it is a workday. | <ul style="list-style-type: none"> Direct instruction |
| Instruction 5pts | Instruction Methods 2pts |
| <ul style="list-style-type: none"> Students will continue to work on journals | <ul style="list-style-type: none"> Individual work |
| Closure 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> By the end of the work days, the teacher will tell the students what to expect for the next class: critiques and self-reflection worksheets. | <ul style="list-style-type: none"> Direct Instruction |

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 7 - 8

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| Launch 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> Inform the students of what they will be doing that day. | <ul style="list-style-type: none"> Direct instruction |
| Instruction 5pts | Instruction Methods 2pts |
| <ul style="list-style-type: none"> Remind the students of the rules of critique: must participate at least 2 times and must be respectful of other students' work. The teacher and students will participate in critique The students will complete a self-reflection worksheet. | <ul style="list-style-type: none"> Whole Class discussion Individual work |
| Closure 1pt | Instruction Methods 1pt |
| <ul style="list-style-type: none"> What was your favorite part of this unit and why? What was your least favorite part of this unit and why? What was easy/difficult, and why? | <ul style="list-style-type: none"> Whole Class Questioning |

108 pts