

Arts Education Learning Exchange

SAN DIEGO COUNTY 2016

Hoover High School

Hoover High School Academy of Literature, Media, & Arts 4474 El Cajon Blvd San Diego, CA 92115	Arts Partner: Museum of Contemporary Art San Diego Grade Level: 11th Academic Content: ELA Arts Discipline: Visual Art
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Arts Integration Unit Overview

Emerson and Thoreau firmly believed that a good citizen must be a lawbreaker under certain circumstances in order to stand up for justice and to bring about change in society; in other words, to act in a socially conscientious manner. Emerson's and Thoreau's beliefs established the philosophy of non-violent resistance, which was embraced later by such freedom fighters as Mohandas Gandhi and Martin Luther King Jr. and by street artists like Banksy. Students were charged with creating a relief print that expressed their concern for and criticism of an issue in modern day society that they see as a problem that needs attention in order to be changed.

Museum of Contemporary Art San Diego

MCASD's *Extended School Partnership (ESP)* empowers K- 12th grade teachers to use the Museum as an extension of the classroom. By developing the teacher's ability to teach in Museum galleries and incorporate original art objects into a curriculum, MCASD provides a way to strengthen the role of the gallery as a learning environment. The program consists of professional development for the classroom teachers, multiple class visits to the Museum led by both the classroom teacher and MCASD Gallery Educators that culminate in a Showcase in which students' work is publically presented and celebrated.

www.mcasd.org



3/18/2016- Title I Lesson Plan: Visual Arts & American Literature Collaboration

***Previous to Lesson:** Previous lessons in this unit titled “Freedom of the American Individual” focused on the study of a variety of historical and expository texts (speeches, essays, etc) introducing ideas of Individualism and Transcendentalist writers (Emerson, Thoreau) and their later influence on works by key figures such as Martin Luther King Jr. and Malcolm X during the Civil Rights Movement.

Lesson Focus/Concept/ Skills in ELA: This is the final and culminating lesson of an extended unit titled “Freedom of the American Individual”.

- The purpose of the lesson is to assess students’ understanding of the ideas and concepts of civil disobedience and non-violent resistance by presenting the final edition of their print work to class as part of their integrated art project titled: “The Power of the Socially Conscious Individual”
- Students will use appropriate speaking skills to explain topic and purpose and message of the art piece and its connection to a specific text from the unit. Reflect on the challenges and successes of the artistic process during creating the work.

CCSS taught:

RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NCAS taught:

VA:Re7.2.HSI: Analyze how one’s understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.HSI: Document the process of developing ideas from early stage to fully elaborated ideas.

Vocabulary Reviewed: proofs, edition

Materials Needed:

- The Power of the Socially Conscious Individual Assignment
- Printmaking Project Timeline & Rubric
- Edition of 2 prints
- Artist statement

Steps:

1. Classroom Teacher: Show slideshow to overview the journey and all the activities of the ELA/ART project the students have accomplished.
2. Teaching Artist: Review of relief printmaking with students- why is it an effective tool? Review of “proofs” and “edition” vocab terms.
3. CT: Go over the project assignment as a reminder and the rubric to review the evaluation process and the presentation guidelines
4. CT: Ask students to present their print to class and be ready to answer some questions
5. TA: Ask students to reflect on the process as they present. What were some of the challenges you faced with this project?
6. CT: May ask some clarifying questions or make comments on the ELA component

The Power of the Socially Conscious Individual- ELA/Art Project

ELA component: Transcendentalism/ Civil Disobedience/ Nonviolent Resistance

Art component: Relief printmaking

Philosophy/Ideology:

Ralph Waldo Emerson, in his essay, “Self-Reliance” asserted that, “Whoso would be a man, must be a nonconformist” and that “To be great is to be misunderstood”. His peer, Henry David Thoreau echoed these ideas in his essay “Civil Disobedience” when he argued:

I think we should be men first, and subjects afterward. It is not desirable to cultivate respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right. It is truly enough said, that a corporation has no conscience; but a corporation of **conscientious** men is a corporation **with** a conscience.

Emerson and Thoreau firmly believed that a good citizen must be a lawbreaker under certain circumstances in order to stand up for justice and to bring about change in society; in other words, to act in a *socially conscientious* manner. Emerson’s and Thoreau’s beliefs established the philosophy of non-violent resistance, which was embraced later by such freedom fighters as Mohandas Gandhi and Martin Luther King Jr. and by street artists like Banksy.

Task: You will create a project that expresses your concern for and criticism of an issue in our modern day society that you see as a problem that needs attention in order to be changed.

ELA/ Literary connection: include a quote phrase, excerpt, aphorism, paradox, etc. from works of the authors we have read in this unit (or other works by the below authors) - either in your print or in your “artist statement”

- Emerson/Thoreau
- Red Jacket
- Ghandi
- Martin Luther King Jr.
- Malcolm X (as long as it does not promote violence, check with me) – other?

Medium/Genre:

- Relief Print

Possible Topics:

- War/Peace
- Military/Terrorism
- Power
- Money
- Environment
- Gender Inequality
- Gay/Lesbian Rights
- Class Inequality
- Civil Rights
- Immigration Laws
- Media/News
- Social Media
- Animal rights
- Bullying/Cyber Bullying
- Poverty
- Other – talk to me

ELA Evaluation:**Labeling/Signage of the Art Piece:**

A written label must be created for the art piece that includes the following

___/ 2 Title

___/ 1 Artist name:

___/ 1 Nationality/Age:

___/ 1 Credit Line: Hoover High School, SDUSD, Honors American Literature, 2016

___/ 10 Artist Statement (explains how your art piece was conceived, what inspired you and the message/ meaning of your art piece)

Printmaking Project Timeline

Thursday, February 25:

- Carve image in the linoblock

Thursday, March 3:

- Print “proofs” on newsprint
- Make final changes on block

Thursday, March 10:

- Print an edition of 2 prints: You will keep 1 print and the museum will temporarily keep 1 print to showcase.
- Develop Label with Artist statement

Friday, March 18:

- Critique day: Students present their work
- Final print & Label/Artist Statement due
- Reflection writing and survey

Grading Rubric:

Timeliness/Preparation (transfer, print proof, etc.) 15 pts

__/5pts 2/25 - image transferred, carving matrix
__/5 pts 3/3 - printing proof, finalizing matrix
__/5pts 3/10 - printing 2 final editions

Art Evaluation: 20pts

__/5 Proof print
__/10 2 Final Prints
__/ 5 Effort/Thoughtfulness

ELA Evaluation: 15 pts

Labeling/Signage of the Art Piece:

A typed label must be created and emailed to kdavis3@sandi.net for the art piece that includes the following (see samples)

__/ 2 Title
__/ 1 Artist name:
__/ 1 Nationality/Age:
__/ 1 Credit Line: Hoover High School, SDUSD, Honors American Literature, 2016
__/ 10 Artist Statement (explains how your art piece was conceived, what inspired you including a quote from an author we have read, and the message/meaning of your art piece)

Art Journal (notes, arts vocabulary, reflections)

__/ 10pts

Presentation to class for the critique (to share their topic and how they represented their topic through print)

__/10pts

Total: ___/ 70 pts



Demographic Profile: Fall Enrollment Data, 2009-10 to 2014-15

(338) HOOVER

School Calendar: TRADITIONAL

Grades 9-12

Type: SENIOR HIGH

Cluster: HOOVER

Student Group	2014-2015		2013-2014		2012-2013		2011-2012		2010-2011		2009-2010	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
ALL												
All Students	2,019	100.0	2,008	100.0	1,996	100.0	2,021	100.0	2,064	100.0	2,163	100.0
ETHNICITY												
African American	206	10.2	220	11.0	225	11.3	217	10.7	232	11.2	267	12.3
Asian	41	2.0	32	1.6	25	1.3	33	1.6	27	1.3	25	1.2
Filipino	5	0.2	5	0.2	3	0.2	5	0.2	5	0.2	5	0.2
Hispanic	1,421	70.4	1,413	70.4	1,412	70.7	1,433	70.9	1,473	71.4	1,544	71.4
Indochinese	233	11.5	242	12.1	250	12.5	255	12.6	256	12.4	244	11.3
Native American	5	0.2	5	0.2	3	0.2	4	0.2	6	0.3	3	0.1
Pacific Islander	11	0.5	8	0.4	7	0.4	6	0.3	5	0.2	8	0.4
White	42	2.1	37	1.8	34	1.7	42	2.1	47	2.3	62	2.9
Multiracial	55	2.7	46	2.3	37	1.9	26	1.3	13	0.6	5	0.2
ENGLISH LANGUAGE PROFICIENCY												
English Only	310	15.4	312	15.5	309	15.5	307	15.2	317	15.4	346	16.0
Initially Fluent English	131	6.5	138	6.9	144	7.2	149	7.4	159	7.7	189	8.7
Reclassified English Learner	973	48.2	948	47.2	921	46.1	887	43.9	880	42.6	848	39.2
English Learner	584	28.9	589	29.3	603	30.2	665	32.9	698	33.8	771	35.6
Other	21	1.0	21	1.0	19	1.0	13	0.6	10	0.5	9	0.4
GENDER												
Female	954	47.3	988	49.2	988	49.5	1,004	49.7	984	47.7	1,009	46.6
Male	1,065	52.7	1,020	50.8	1,008	50.5	1,017	50.3	1,080	52.3	1,154	53.4
MEAL ELIGIBILITY												
Meal-Eligible	1,904	94.3	1,524	75.9	1,996	100.0	2,021	100.0	2,064	100.0	2,163	100.0
Not Meal-Eligible	115	5.7	484	24.1	0	----	0	----	0	----	0	----
Provision 2 Status	Prov 2		Prov 2		Prov 2		Prov 2		Prov 2		Prov 2	
GIFTED-IDENTIFIED STATUS (GRADES 3 TO 12 ONLY)												
Gifted-Identified, Seminar	42	2.1	32	1.6	33	1.7	34	1.7	37	1.8	31	1.4
Gifted-Identified, Cluster	236	11.7	240	12.0	252	12.6	260	12.9	265	12.8	258	11.9
Not Gifted-Identified	1,741	86.2	1,736	86.5	1,711	85.7	1,727	85.5	1,762	85.4	1,874	86.6
INDIVIDUALIZED EDUCATION PROGRAM (IEP)												
With IEP	272	13.5	251	12.5	237	11.9	212	10.5	222	10.8	231	10.7
Without IEP	1,747	86.5	1,757	87.5	1,759	88.1	1,809	89.5	1,842	89.2	1,932	89.3
PARENT EDUCATION LEVEL												
Decline to State	650	32.2	446	22.2	546	27.4	574	28.4	610	29.6	674	31.2
Not a High School Graduate	560	27.7	643	32.0	594	29.8	597	29.5	575	27.9	593	27.4
College Graduate or Higher	152	7.5	174	8.7	156	7.8	173	8.6	182	8.8	167	7.7

Data Notes: (1) Data for 2014-2015 do not include Empower (roughly 65 students) and Elevate (roughly 170 students). (2) Prior to 2013-2014, Provision 2 schools were reported as 100% meal-eligible, (3) Data on students with an Individualized Education Program (IEP) for 2014-15 are incomplete for the following charter schools served by the El Dorado SELPA: Audeo, Charter School of SD, Elevate, Empower, Laurel Preparatory Academy, Learning Choice, Magnolia, and Preuss.