

Art 305 Lesson Plan			
Group Members:	SeongEun Yun, Rachel Toles		
Lesson Title:	Poster: Social Justice		
Grade Level:	9-12	Length of Lesson:	6 days
Brief Description:	Students will create their own poster to deliver a message of their belief in social justice issue of their interest.		
State Standards:	<p><b>Content Standard 2 – Creative Perception</b> 2.5 Create an expressive composition, focusing on dominance and subordination.</p> <p><b>Content Standard 3 – Historical and Cultural Context</b> 3.4 Discuss the purposes of art in selected contemporary cultures.</p> <p><b>Content Standard 4 – Aesthetic Valuing</b> 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.</p> <p><b>Content Standard 5 – Connections, Relationships, Applications</b> 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.</p>		
Common Core Standard:	<p><b>Common Core Standard –</b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>		

Big Question:	How can poster art be used to convey a meaningful message?		
Objectives	Poster (whether it's an advertisement, political, event, movie, etc) is an everyday object that we are surrounded by. We, however, easily miss how art (despite what kind of form) is involved in our everyday life to deliver its message. Each student's poster will address one of the social issues and their opinion on the issue. Through this project, students will go through the process of making a poster to use art as a communication medium and to understand how art is involved in everyday life by looking at the world with an artist's perspective.		
Art History:	Students will learn what a "social justice art" is and its goal as an art by reviewing "The Black Arts Movement" and some revolutionary artists – like Emory Douglas and Shepard Fairey – and their artworks.		
Major Themes:	(Current) Social Justice Issues e.g.: Poverty, Racism, Sexism, Ageism, Access to Education, Labor Laws, etc.		
Elements/ Principles:	Color, Space, Balance, Emphasis	Vocabulary:	Alignment, Design, Social Justice
Materials needed:	Paper, Pencil, Smartphone		
Anticipatory Set	On the first day of the project, teacher will set protest posters on each table. Group of students will rotate the table to guess and discuss on what each poster's meaning and message are.		

Teaching Strategies	Student Activities
<p><b>Day 1</b></p> <p><i>Activity</i></p> <p>Before the class begins, I will set up one protest poster on each table (total 6 tables).</p> <p>I will guide the students to form a group of 4-5 to discuss as a group.</p> <p>After rotation: I will lead the discussion as a whole class.</p>	<p><b>Day 1</b></p> <p>Group of students will rotate each table. As a group, students will discuss to guess the message each poster tries to deliver.</p> <p>After rotation: As a class, students will share what they have come up with.</p> <p>HW: Do a research about current social issues to choose an interesting theme of their poster.</p>
<p><b>Day 2</b></p> <p>I will show the teacher's example, then introduce the app briefly through a screen. And then I'll have the students to explore the app by themselves. Meanwhile, I'll walk around the class to make sure they're using their smartphones for the class purpose only.</p> <p>I will show 2 simple works for the students to copy (this is for their practice and check for understanding) using the app.</p>	<p><b>Day 2</b></p> <p>Students will explore the app by themselves and get used to it.</p> <p>Students will use the app to copy 2 examples.</p> <p>Students will work on a thumbnail – consider the size and design that could be made with the app.</p>
<p><b>Day 3</b></p> <p>I will check the students' thumbnails and have them working on the sketch.</p> <p>*Have the students to take a rest while using their smartphone.</p>	<p><b>Day 3</b></p> <p>Once the students finish the sketch, they will start working on producing the resources (photos) that will be used in their posters.</p>

<p><b>Day 4</b></p> <p>I will walk around the class to make sure the students are on the right track.</p>	<p><b>Day 4</b></p> <p>Students will finish making the poster on their smartphone. If any students don't finish the final poster in the class, they will finish home.</p> <p>HW: Email the final poster (.jpg file) to the teacher before the class begins.</p>
<p><b>Day 5 &amp; 6</b></p> <p><i>Class Discussion / Critique</i></p> <p>Before the class begins, I will bring all the students' work to one file and have them ready to be presented on a screen.</p> <p>Lead the class discussion.</p> <p>*Take a short break during the discussion.</p>	<p><b>Day 5 &amp; 6</b></p> <p>Without knowing whose piece it is, students will first guess what the poster's message is and give some feedbacks. Then the designer will deliver their message of the poster to the class.</p> <p>(And so on)</p> <p>*It will take no more than 10 minutes to discuss on one piece.</p>
<p><b>Day 6</b></p> <p><i>Class Discussion / Critique (cont'd)</i></p> <p>I will hand out the writing evaluation form to the students and ask for some feedbacks of how this project was.</p> <p>I will wrap up the lesson by reviewing the objectives with the class.</p>	<p><b>Day 6</b></p> <p><i>*Finish the class discussion/ critique.</i></p> <p>Students will write an evaluation of their own work and their favorite poster done by one of their peers as well as writing about what they have learned and a review of the teacher's performance.</p>

Assessment plan:	<p><b>For special needs students:</b> Teacher will demonstrate a step-by-step process of production. Students with low vision/hearing will be seated/standing closest to the screen where the demonstration will be shown through.</p> <p><b>For ELL students:</b> Relevant image of art vocabularies will be included in the PowerPoint or while demonstrating, and teacher will talk slowly, using simple terms, while demonstrating to serve as a visual learning. They will be given the sentence starter for their written evaluation at the end of the lesson.</p> <p><b>For those who don't have a smartphone:</b> Lend them any smartphone/ iPad/ iPod/ etc if school is available to provide, or ask the student to bring extra that they don't use.</p>
Closure:	<p><b>Critique/ Discussion</b></p> <p>On the last day, students will have time for discussion as a class by sharing their posters on the screen. After discussion, students will be given a self-evaluation paper to fill in and write a short paragraph of what they have learned through this lesson, and what they liked about this lesson. They will also choose one favorite poster of their peers' to write a comment about it. Aesthetic questions will be discussed both verbally and in writing.</p>