

WSFCS S.T.E.P.S. Program



Express Yourself!

Lauren Gliot

Middle School Grades 6-8

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How do an author's words or an artist's brush strokes reveal their identities? Through what other creative mediums can we express our identities? In this class, you will investigate artists' depictions of identity through the analysis of various art forms and use iMovie to create a representation of your own identity.

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1.Introduction

1.1 Rationale

Through this unit students will learn self-expression within a technologically advancing society. Students will examine their unique identity in a world of uniformity, and reflect on how to represent this to their peers. This unit prepares students for real-life experiences in the ever changing working environment of the 21st Century. Students will practice presenting material using visuals and movie making software. This can be applied to future school assignments and professions.

Students will also explore how to interpret art. They will collaborate to create a definition of art and use this to evaluate what constitutes as art in today's society. This will teach students how to verbally and orally respond to visual media in a meaningful and in-depth manner. They will also analyze how misinterpretation leads to conflict. Students will reflect on their own work and have peers interpret their work. This will help students reflect on if their work of art is expressing the correct message or is there high amounts of misinterpretation that needs to be clarified before publication.

At the middle school level, students are still developing their own identities. This unit will have students reflect on their identities at this time and also allow them to see how others interpret their own identity. Students will learn that criticism of their art can help fix misinterpretations and avoid conflict. They will also develop a sense of self that will continue to evolve as they grow and develop through middle and high school.



1.2 Differentiation for Gifted Learners

Content

Students will do an in-depth analysis of what identity means and how interpretation by the world around them can affect their identities. This level of self-awareness pushes gifted learners to not only analyze their own identity but others identities as well. Identity and Interpretation are abstract concepts when put into the context of identity. There is not a right answer only several interpretations. This will push gifted students to think on a global scale.

Students will also develop a definition for art collaboratively and compare it to the experts definition of art. They will use their definition of art to analyze what makes “good art” vs. “bad art”. They will also examine what it means to be an artist. Art is an abstract concept that has been interpreted many different ways. Students will compare their interpretation of art to professional interpretations of art. They will be asked to consider whose critique is more valid. By deeply examining the abstract concept of art interpretation, gifted students will be challenged to put a concrete definition on an abstract concept.

Process

Students will be self-guiding their learning through collaboration. The teacher will act as a facilitator and will not tell students the “right answers”. The teacher will continue to ask challenging questions that push students to analyze and rethink their responses to prompts. Students will also collaborate with one another to analyze and evaluate responses in order to improve the depthness of the response. Gifted students are being pushed to center the learning around themselves and analyze each other’s responses in a positive and constructive manner.

Students will use the Taba Model and Visual Thinking Strategy models to foster learning and personal growth. Students will provide individual responses as well as collaborative responses through in-depth analysis and critique. Gifted students will be challenged to communicate effectively throughout the learning process to achieve a collective goal that strengthens their self-reflection on interpretation of identity.

Product

Throughout this course students are working to create a visual representation of their interpretation of their own identity. The final product will be completely open to interpretation with only a few criteria. Students must produce a digital media piece of art with a central theme that relates to the interpretation of identity. Students will choose how to make the product and use the mini lessons on art interpretation to avoid misinterpretations in their product.

The product will be evaluated in a formative manner and will be open to interpretation. Before the final product is published, it will be peer evaluated and revised. This prepares gifted students to reflect on their products and reconstruct them for optimal effectiveness in a digital society.

Learning Environment

Throughout the learning process, the teacher will act as a facilitator. The learning will be student-centered with the teacher asking questions for deeper analysis and understanding. Students will be generating lists and self-evaluating the validity of responses on their list.

This open method of facilitating will put the learning on the shoulders of the students. This promotes independence and responsibility within the gifted student. Many gifted students can pick up the basics of a concept quickly. The learning environment will foster deeper analysis of course concepts.



1.3 Population Demographics of Students

The students within the STEPS camp are primarily middle class students. There is a mixture of caucasian with african american students. There are few other statistical categories represented. The class is a mixture of males and females ranging from age 11 to age 14. This is a homogeneous glass of gifted students, however there is a variation in gifted intelligences. Prior to this 4-day long class, many of these students did not know each other. This camp was pooled from several schools across Forsyth County as well as neighboring counties. Many of these students come from homes that value education and promote educational growth within school and within the community and home life.

It is expected that these students will be able to think and compartmentalize abstract concepts as well as connect prior knowledge to the course. These courses are meant to be extensions or deviations of the typical American school curriculum. Students have chosen to come to this program. It was not a school requirement. However the program did require that the student be gifted and have a teacher endorsement of their scholastic abilities. A teacher needs to be able to address the needs of gifted students as well as students that are dual identified such as gifted and ADHD.



2. Unit Goals

This unit is designed to...

1. Evaluate the interpretation of art and artists and evaluate how to avoid misinterpretations of a student's own work.
2. Create a movie that is representative of a student's personal interpretation of their identity through a nonverbal medium.
3. Acquire a new understanding and interpretation of what art truly is and how an artist's biography can be interpreted from their work.

The objectives for this course are grounded in the North Carolina Essential and Common Core Standards. These standards provide guidelines and delineate what students are to know or demonstrate by the end of the course.

Course Objectives	NC Essential Standards	Method of Assessment
Students will increase their lexile and redefine words to match a purpose	R18.4, R18.2	Students will collaboratively define the words art and artist and refine their definitions based on examples
Students will critique and analyze others' work	W8.5, W8.6, R18.3, R18.7	Students will use their definition of art and artist to critique work and determine characteristics of good or bad art
Students will reflect on their own work	R18.7	Students will reflect on their identity to make a movie to be interpreted by others
Students will revise their own work	W8.5, W8.6	Students will peer edit their movie and rethink any images that may lead to misinterpretation
Students will differentiate between fact and inference	R18.1, R18.2, R18.3	Students will use works of art to make inferences about the artists who made them

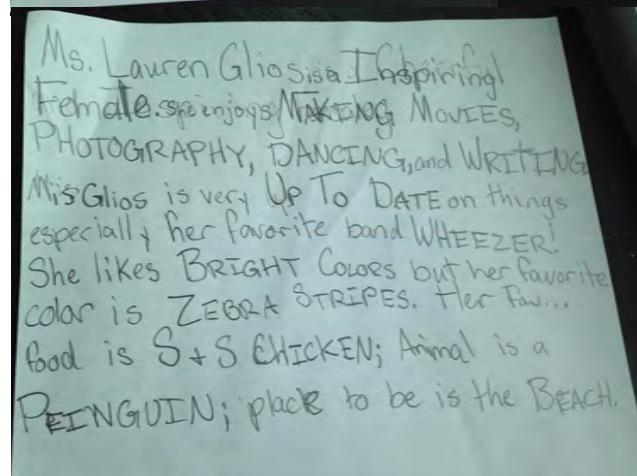
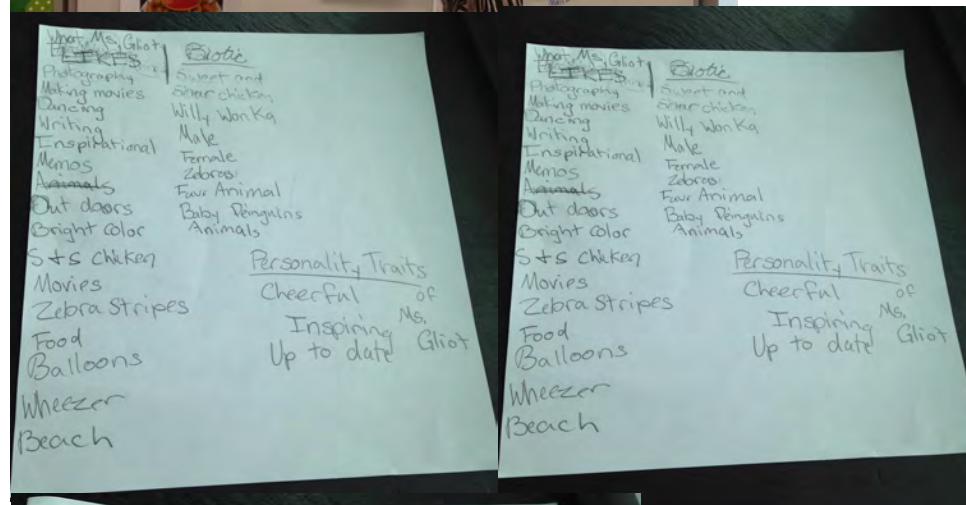
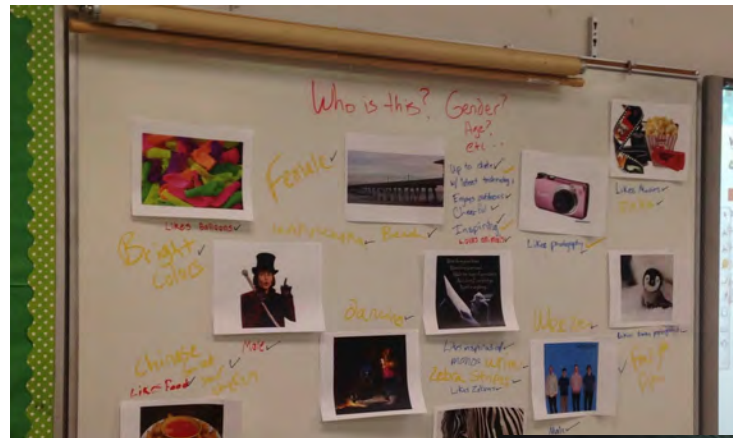
Formative Assessments

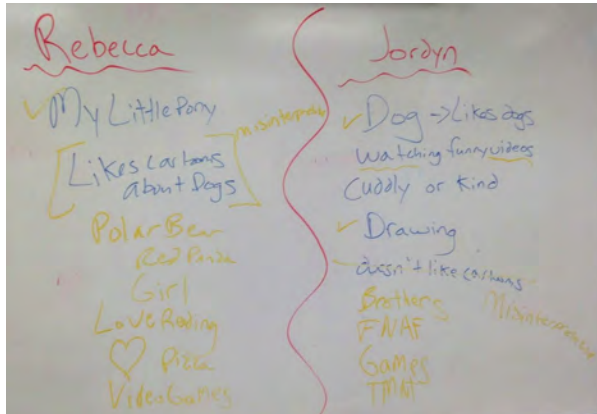
Day 1 (Lesson 1)

Students look at pictures that represent a person. They then write words to describe that person on the board around the pictures. After the students are done, they work collaboratively to categorize these words into 3 categories. After the activity, the teacher tells students these pictures represent her and the students evaluate how close their interpretations were to the truth. They then wrote a paragraph to describe the teacher in words. They then used the

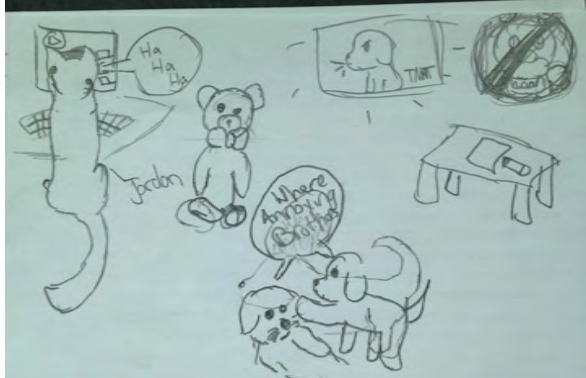
same method with their partners.

They each wrote a paragraph about themselves then their partner had to create a visual representation for that paragraph. Then, they had to give their visual to another group who interpreted the visual.





I am 11 years old girl named Becca. My favorite animals are polar bear + a red panda. My favorite books are Harry Potter, all 7 of Wings of Fire, all 9 of Harry Potter, the Menagerie series, the land of stories series, The School for Good + Evil, + Warriors. My favorite food is pesto chicken pizza. My favorite video games are Sims 4 + Minecraft. My favorite TV shows are Gravity Falls, My Little Pony G4, Star vs Forces of evil, Steven Universe, Adventure Time, and Moon phase.

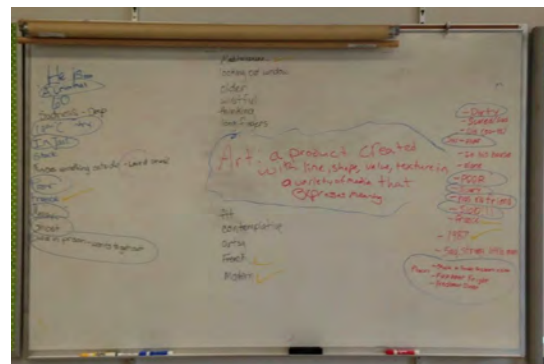
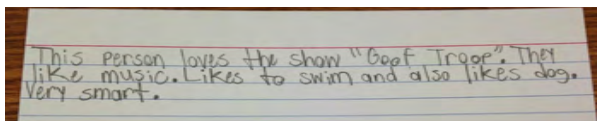


I am a 12 year old girl who love animals. My favorite animal is a dog. I'm really good at drawing. My favorite thing to do is watch TV. Play games, draw, watch TMNT, and look at videos on YouTube. I live with 2 brothers and they're both annoying. I collect stuffed animals. I'm scared of a game called 'FNAF'.

Day 2 (Lesson 2)

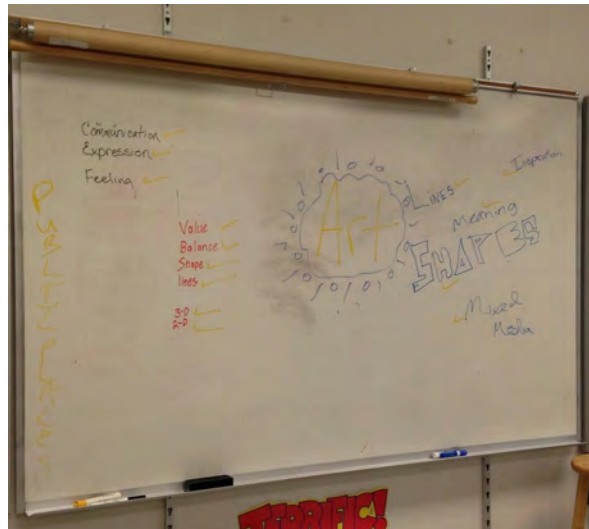
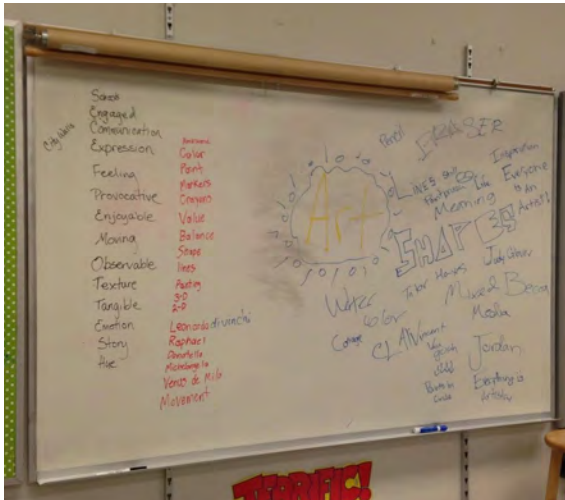
Students looked at a picture of Pablo Picasso without know who it was. They did an activity similar to day 1 with this photo. This time however, they were told to focus on the man in the picture as well as the artist to took the picture. Also, they were challenged to share how the man in the picture felt, how the artist felt, and how the picture made them feel. Then the teacher introduced the performance task and showed an example. She asked students to interpret who the artist was and how they were feeling. Is there a central theme or mood?

Sample Performance Task



Day 3 (Lesson 3)

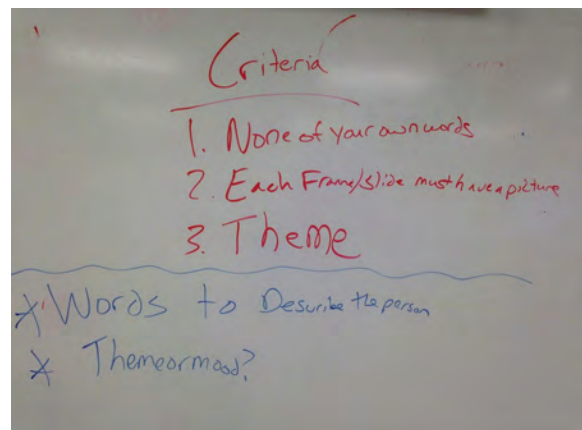
Students defined what art is and who can be an artist individually and collectively. They then used this to evaluate various art forms and rank the art from what they believed to be art without a doubt to the picture that is barely art.



Summative Assessments

Day 4 (Lesson 4)

Students use their knowledge of interpretation, misinterpretation, image, and identity to create a movie that explains themselves non-verbally. The movie cannot have the student's one words, cannot be orally explained, must have a picture in each frame, and must have a theme or a mood.



TEACHER NAME		Lesson #
Gliot		1
MODEL	CONTENT AREA	GRADE LEVEL
Taba	Language Arts	Middle School
CONCEPTUAL LENS		LESSON TOPIC
Interpretation		Inferencing
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		

Reading 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Reading 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Reading 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Speaking and Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
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Interpretation Influences Meaning		How does interpretation influence meaning?	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
1. Inferences must be based on facts 2. An inference is a conclusion reached on the basis of evidence and reasoning 3. A fact is a truth supported by data.		1. Differentiate between facts and Inferences 2. Analyze a list of terms and determine if they are supported by the facts presented 3. Evaluate a nonverbal medium and draw conclusions	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:		During Lesson Questions:	
-Which words can be used to describe Ms. Gliot? -How can the images being displayed translate into words?		- How can I group the words into 3 distinct categories? - How can I make my groups more broad to encompass more words? - How has my interpretation changed after hearing my partner’s interpretation? -Whose interpretation is most right? Is there a correct way to interpret a picture? Explain.	
Post Lesson Questions:			
-Explain the correct procedures for interpreting art - If the terms were inaccurate, what in the picture led you to this conclusion? - If the terms were accurate, how did you draw these conclusions? - How can an interpretation be right or wrong? - How did your interpretation affect the meaning of the picture? - Is there a proper way to interpret art?			
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
	Students will generate lists and group them with limited teacher input. They will collaborate with peers to revise their		Teacher will be a facilitator that asks questions as needed to help students complete the task.

	groups and make them more concise. This process is student-centered and puts the responsibility of learning on the students. The teacher is there to guide students without lecturing or providing direct instruction.		
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PLANNED LEARNING EXPERIENCES <i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
Engage and Connect - <i>This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</i> Teacher will display a collage all about her as students walk in. Students will be directed to take a marker and write words on the board to describe Ms. Gliot based on the picture on the board. Students may write as many words as they would like on the board. As a class, brainstorm together a working definition for interpretation. Have students think about how they interpreted the pictures and why? Explore - <i>In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.</i> Students will look at the words on the board and try to put them into groups individually. They should give the group names and be restricted to 5 or less groups. Each term can only be used in one group. There should be no overlap. When grouping the words focus on your interpretation of the provided picture. How do different interpretations affect the meaning of your categories? Students will share their groups with a partner and discuss why they chose these groups, and evaluate if there are any similarities between their groupings. Explain - <i>Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.</i> Students will be asked to look at the terms again and with their partners try to group the words on the board in only 3 distinct groups that are different from what the individuals originally had. Students will also be asked to consider how their groups reflect their interpretation of the pictures being presented.

Questions to Consider:

Are there some groups that can be combined?

Are there some groups that are too specific?

Are there some groups that are too broad?

Students will be asked to provide a paragraph describing Ms. Gliot. She will then introduce herself and the students will evaluate if their inferences were correct or incorrect. If their inferences were incorrect, they will be asked to explain how they reached that conclusion to the whole class.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will then partner up. In partners, they will either draw pictures, write words, or create a presentation on the computer about each other. The first partner will explain themselves to their partner and then their partner will create the interpretation using pictures. The other partner will do the same.

Each partner should be creating an interpretation of what the other partner is telling them.

The original partner is not allowed to influence their partner's pictorial interpretation. The partner creating the interpretation will introduce their partner to the class.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Exit ticket: How did your interpretation affect the meaning of the picture? Is there a proper way to interpret art?

Consider how misinterpretations can affect partnerships or agreements.

If time remains, the teacher will do a brief video editing tutorial for students that will allow them to work on their performance task for the unit.

TEACHER NAME		Lesson #
Ms. Lauren Gliot		2
MODEL	CONTENT AREA	GRADE LEVEL
VTS	Language Arts	Middle School
CONCEPTUAL LENS		LESSON TOPIC

Interpretation	Inferences About Artists' Identities
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>	
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Although not text, students will be practicing the skill of inferencing.)	
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Interpretation influences meaning	How does interpretation affect meaning?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)
That a fact is a true piece of information supported by research. That an inference is a conclusion drawn from facts based on personal interpretation. The difference between facts and inferences (interpretations) in a visual medium. That identity is the way a person identifies themselves to others through verbal and non-verbal mediums.	Students will be able to formulate inferences based on facts. Students will be able to connect personal feelings to works of art. Students will be able to develop an artist's identity based on facts and inferences drawn from a non-verbal medium. Students will be able to deeply critique images based on the theme of identity and differentiate between facts and inferences that are made about identity. How to interpret a non-verbal medium.
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i>	

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding			
Pre-Lesson Questions:		During Lesson Questions:	
1. What words or images come to mind when you hear "art"? 2. Who are some artists that you have heard of? 3. What do you know about these artists?		1. What do you see? 2. What do you see that makes you feel/think that? 3. What else do you see?	
Post Lesson Questions:			
1. Did hearing the artist's background effect how you interpreted the image? 2. How would you describe your identity? 3. How do you express your identity? (clothes, music preferences, clubs, selfies, etc...) 4. What characteristics define art?			
DIFFERENTIATION			
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.			
Content	Process	Product	Learning Environment
	Students will be allowed to answer the questions about the images with images, words, organizers, etc... whichever method they are comfortable with as long as they can explain their responses. Students will provide responses and the teacher will ask questions to promote in-depth responses and thought. This will challenge gifted students to provide an in-depth analysis without direct instruction.		Students will be given limited restrictions when answering the questions for the lesson. Students will not be allowed to talk with peers while viewing the art to produce internal reflection and thought. The teacher will ask probing questions to get students to think further about their own opinions and reflect on the inferences of other students.

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)
Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. Start the lesson by posing the pre-lesson questions and having students share their responses. Create a class list of what students think "art" means. Create a class list on the board of artists that students are

familiar with. These will remain displayed throughout the lesson.

Stage I:

Show students the portrait of Picasso on a PowerPoint. Instruct students to take notes on what they notice in the image. This image will be shown for 3 minutes to receive just first impressions instead of letting students deeply think about the images at this point.

After the image is taken down, explain the difference between a fact and an inference. Ask students to label on their response which observations are facts and which are inferences.

As a class discussion, write the words fact and inference separately on the board. Have students raise their hands and provide requirements for a statement to be a fact or an inference.

Stage II:

Show students the same image from Stage I on a PowerPoint. Instruct students to this time focus on how the man makes them feel and why. They should make notes on their paper as the image are shown. Show the image for about 3 minutes again. You are looking for an immediate reaction versus a deep thought at this point.

***Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Stage III:

Show the image from Stage I on the PowerPoint again. This time have students focus on who they believe is the man and why. Students should focus on characteristics that make up aspects of identity such as age, gender, cultural background, economic class, job, etc... This time the images will be left up for a few minutes (5-10) to allow deeper thinking.

1. What do you see?
2. What do you see that makes you feel/think that?
3. What else do you see?

***Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Stage IV:

Show the image from Stage I on the PowerPoint again. This time allow students to share with a nearby peer the answers to each question and compare their answers. (What do you notice in the image? How does the man make you feel and why? Who do you believe the man is and why?) After the discussions are dying down, allow the partner pairs to share some of their responses with the large group why they thought what they did. Teacher will continue to ask guiding questions to probe deep thought.

1. What do you see?

2. What do you see that makes you feel/think that?
3. What else do you see?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Stage V:

Discuss the image from the PowerPoint and provide Picasso's biography. Afterwards, ask students if facts from Picasso's life support the inferences made from the image of Picasso. What elements of the image were consistent with Picasso's biographical information? As a class, have students discuss which inferences they made were right and wrong and explain what in the picture made them think that.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Have students define what they think art is individually. Then discuss their definition with a partner. Based on their definition, have students judge whether a series of images are art or not. They should develop (in partners) characteristics of art.

As a whole class, discuss each work and why it is a significant art piece. Provide students with various definitions of art and ask them which is most accurate and why they think that. Also, which definition is least accurate and why they think that.

Exit Ticket: (Answered individually)

-Are inferences always correct? How do inferences affect the meaning of art?

The remainder of time should be used on beginning to work on the student performance task.



TEACHER NAME		Lesson #
Lauren Gliot		3
MODEL	CONTENT AREA	GRADE LEVEL
N/A	Language Arts	Middle School
CONCEPTUAL LENS		LESSON TOPIC
Interpretation		Representing Identity to Other's Interpretation
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Interpretation Influences Meaning</i>		<i>How does interpretation influence meaning?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
1. Subjective means open to interpretation. 2. Objective means supported by facts. 3. Art is subjective.		1. Students will analyze aspects of their identities and portray them through a non-verbal medium 2. Students will create a storyboard or production list to help them create their project. 3. Students will interpret others projects or ideas and collaborate together
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential</i>		

understanding							
Pre-Lesson Questions:		During Lesson Questions:			Post Lesson Questions:		
1. Who am I? (Age, Gender, Interests, etc...) 2. Should art be open to interpretation?		1. How do I portray to others who I am? 2. How do I avoid misinterpretation if I am not able to explain my art?			1. How do I translate my ideas into a project? 2. How does misinterpretation lead to conflict?		
DIFFERENTIATION							
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.							
Content		Process		Product		Learning Environment	
		Students will be working in an open-ended manor. They will be challenged to take their verbal skills and translate them to a non-verbal medium. Many gifted children can write decently, but have never been challenged to express a message without words and try to avoid misinterpretation.				Students will be working on communicating in verbal and non-verbal ways. The teacher will provide some individual or quiet activities and some will be collaborative. The learning environment will be non-traditional, which will challenge students to communicate in new ways.	

PLANNED LEARNING EXPERIENCES <i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students. Students will be given a bag of images and words. They will be asked to pick out only three that they feel best represent who they are. They will be asked not to discuss this with those around them. Once every student has picked, they will share why each item represents them.

Then, they will be given a different bag and asked to pick three images again. This time, they will lay the images in front of their seat with their name above the images. Students will walk around and take notes on who each person is based on how they interpret the images laid out. Nobody will be allowed to speak to the artist for clues.

Students will be asked to reflect as a large group on the following questions:

1. Which method was easier to interpret the art? Why?
2. Which method created a more accurate picture of you? Why?
3. Should art be subjective (open to interpretation) or objective (right or wrong)?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will write a paragraph or two describing who they are. They should take their time talking about age, gender, interests, family, pets, jobs, sports, etc... This should be an unrestricted free write period of about 5-10 minutes.

If students finish early ask them to pick key words out that might lead to an overarching theme.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will share their free write with a partner, the partner should ask questions that clarify statements that the author has made in their free write. (Examples: How many sports? How much time do you spend on those sports? Why are these sports so important to you?)

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will brainstorm how to turn their paper into a visual project on iMovie or a video editing software. They can storyboard or list images that may fit well with different ideas they are looking to portray. Students should keep in mind that their project should have one overarching theme that encompasses all pictures. For example seasons of my life. Have students brainstorm different ways that someone could interpret that theme and how someone would use that theme to make a project about themselves. Also, they will not be able to explain their art verbally. It will be completely open to interpretation.

Guiding Questions:

1. How do I portray to others who I am?
2. How do I avoid misinterpretation if I am not able to explain my art?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

As a class, we will discuss some challenges that are being faced as we begin to map out our projects. In the next lesson, students will make complete their project.

Exit Ticket: How can misinterpretation lead to conflict? (If time, discuss this as a class) (Examples: War, Intolerance, Racism, Bullying, etc...)



TEACHER NAME		Lesson #
Lauren Gliot		4
MODEL	CONTENT AREA	GRADE LEVEL
N/A	Language Arts	Middle School
CONCEPTUAL LENS		LESSON TOPIC
Interpretation		The meaning of identification through non-verbal media.
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Although not text, students will be practicing the skill of inferencing.)		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>

Interpretation influences meaning		How does interpretation influence meaning?	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
1.Students will learn the steps of the video editing process (1. Brainstorm 2. Research 3. Generate Media 4. Organize media 5. Set timing of media 6. Export and compress project) 2. Students will define identity as a way a person interprets themselves influenced by how others interpret a person		1. Students will synthesize images into a coherent project around the theme of “interpreting my identity” 2. Students will analyze non-verbal media and generate an interpretation of each person’s identity. 3. Students will compare interpretations to reality	
GUIDING QUESTIONS What questions will be asked to support instruction? Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding			
Pre-Lesson Questions:		During Lesson Questions:	
-Describe the demographics of this person? (age, gender, ethnicity, etc...) -What are some of this person’s interests? How do you know? - Identify the central theme of the video and explain how you reached this conclusion? (Give specific examples from the video)		-How is your interpretation similar to others in the class? -How is your interpretation different from others in the class? -As a class, generate one central theme for the video. - Who am I and what do I represent?	
Post Lesson Questions:			
-How does a person or civilization define its people through art? -Are courses in art appreciation legitimate or just a representation of critic’s interpretation?			
DIFFERENTIATION (Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.			
Content	Process	Product	Learning Environment
	Students will partake in	Students will create a	This lesson will be a

	ongoing discussions with partners and whole class. Teacher will facilitate the discussion. This will lead to an in-depth discussion on how to interpret art “correctly”. Students will have discussions based on all products to make a generalization.	self-guided non-verbal movie project that demonstrates a central theme and focuses on who am I and what do I represent? No two projects should be the same.	student focused discovery. Teacher will only facilitate and ask questions that lead to further exploration of self. Teacher will not offer opinions on the product even when asked. Challenging students to not limit themselves to one person’s expectations and interpretation.

PLANNED LEARNING EXPERIENCES <i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
Engage and Connect - <i>This phase focuses on piquing students’ interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</i> <i>The teacher will play her sample video. Students will free write about the video. Students will be asked to consider, What are the demographics of this person? (age, gender, ethnicity, etc...) What are some of this person’s interests? How do you know? Identify the central theme of the video and explain how you reached this conclusion? (Give specific examples from the video)</i> Explore - <i>In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.</i> After students have had time to free write, they will explain their interpretation to a partner and note any similarities and differences between theirs and their partner’s interpretation. They will rotate partners at least 3 times. They are to focus on similarities between all partner interpretations. Explain - <i>Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.</i> Once the partner share time is up, the teacher will facilitate a class discussion to generate one central theme and a

few sentence interpretation of the video. Students should come to realize that there is not just one right and answer and it will be hard to interpret art in just one way.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be instructed to find images based on the theme “interpreting my identity: who am I and what do I represent?”. Once images are collected, they will work at their own pace to assemble a video using the editing software. The teacher will work one-on-one with students as questions arise. Teacher will only answer technical questions and offer no opinion on the images, theme or the artistic portrayal. This is a student-guided exploration of self-interpretation and the teacher should not influence the project with his/her interpretation of the student.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will present their movie without a verbal explanation. Other students will take note of what they think the theme is, and they will describe the student in a paragraph solely based on their movie trying not to include outside information that they may already know. After individual reflection students will compare and contrast their interpretation with other viewers focusing on similarities.

Students will spend the rest of the time correcting misinterpretations within their project and using class critiques to fine tune their project.

<https://drive.google.com/open?id=0B6mzA-ArDN2KZHN1bzdGSmlZVTg&authuser=0> (Sample Video)

5. Unit Resources

Additional Resources



“27 Responses To the Question.” *Mental Floss*. Web. 15 Jul. 2015.

<<http://mentalfloss.com/article/57501/27-responses-question-what-art>>

This website gives responses to what is art from dictionaries to famous philosophers. For further research students could investigate what the experts say art is.

“How To Critique Artwork.” *wikiHow*. Web. 15 Jul. 2015.

<<http://www.wikihow.com/critique-artwork>>

This article describes how to properly critique art in 11 easy steps.

“The Kennedy Center: ARTSEDGE - The National Arts and Education Network.” *ARTSEDGE: Teaching Students to Critique*. Web. 15 Jul. 2015.

<<https://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx>>
This article tells children how to critique art.

“Marc Chagall.” *Bio.com*. A&E Networks Television, n.d. Web. 15 Jul. 2015.
<<http://www.biography.com/people/marc-chagall-9243488>>
This provides a bio of the artist Marc Chagall and also a student- friendly bio video.

“Mona Lisa Smile - ‘It's Art!’ Scene.” *YouTube*. YouTube, n.d. Web. 15 Jul. 2015.
<<https://www.youtube.com/watch?v=tktenujepzu>>
This clip from *Mona Lisa Smile* shows a debate in a class over what characterizes art.

“What Is Art for?” *YouTube*. YouTube, n.d. Web. 15 Jul. 2015.
<<https://www.youtube.com/watch?v=sn0bdd4gxre>>
This is a short clip explaining the purpose of art and why it is hard to define.

“What Is Art to You? | A Conversation on TED.Com.” *What is Art to you? | A conversation on TED.com*. Web. 15 Jul. 2015.
<http://www.ted.com/conversations/12318/what_is_art_to_you.html>
This website is the common man’s response to what is art. Could motivate students to blog as a class and respond to each other on sites such as google classroom.

“The Yellow House (2007) (TV).Avi Full Movie.” *YouTube*. YouTube, n.d. Web. 15 Jul. 2015.
<<https://www.youtube.com/watch?v=qxqrkoqvhak>>
This move, *The Yellow House*, provides an in-depth description on Van Gogh’s life and how it is reflected in his paintings.