**CURRICULUM UNIT PLAN**

<table>
<thead>
<tr>
<th><strong>Unit Theme or Issue:</strong></th>
<th><strong>Grade Level:</strong></th>
<th><strong>State Fine Art Goals:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concealing and Revealing: Our Identities, Media, + Community</td>
<td>9-12&lt;sup&gt;th&lt;/sup&gt; Grade</td>
<td>25.A.5, 25.B.5, 26.A.4e, 26.B.4c</td>
</tr>
</tbody>
</table>

**Context:** High School Curriculum  
**Class Periods:** 50 minutes  
**Meeting Times:** Once per week

**Goals of the Curriculum:**

**Objectives:**

**Project 1**  
*Our Identities: External Covers and Internal Truths*

Students will be challenged to explore the complex external and internal layers of our identities. We will discuss the ways we “cover” ourselves through personal adornment and fashion choices, behavior, and attitudes and how it often differs from the way we really feel and our true selves. We will investigate cultural influences, stereotypes, the way we perceive others, and also the way we are perceived and often misunderstood. Students will create altered books that are symbolic of the dichotomy between their external identities that often cover up who their true internal selves, feelings, and identities.

**Project 2**  
*Hiding and Exposing the Truth: Media and Social Issues*

Students will discuss the role of media in covering up and influencing public opinion and perspectives on social issues in our world. The focus of the project is to explore art activism as a way to expose and communicate the truth that is masked by media and advertising. Students will work in groups to research and critically examine existing forms and media and share their findings with their classmates. They will be given the choice to create either a satirical film commercial, stenciled or digitally designed propaganda posters, or create other forms of activist street art such as sticker art. Students will base their projects on an issue of their choice and can work in groups or individually. Students will have a chance to disseminate their materials to the school community and public spheres to communicate the truth about their selected issue.

**Project 3**  
*Uncovering the Forgotten: Giving a Voice to Hidden Populations*

Students will brainstorm, research, and engage with populations in their local community who are forgotten, neglected, and covered from public awareness. They will be able to be inspired by looking at service and outreach organizations that center their aid upon the use of art and art education. Through listening to a guest speaker form an arts organization and also a local artist who raises awareness for a population through artwork, students will have been challenged to explore their own role in the community and the opportunities that art can open as an avenue to build awareness, support, and a voice for forgotten populations. Students will join together to select a population from the ones they have researched and work collaboratively to plan and implement an arts-based event to build awareness and support. Through the process, students will learn to create effective, professionally designed, and artistically crafted forms of communication through the publication of a zine, websites, flyers, and other resources to build awareness. They will also engage with the community, school, and public spheres where they will be able to distribute their materials they create for the project in order to directly rally support for their event. Finally, students will plan, develop, and implement the arts event, either to support funds to aid the organization or in order to serve the population directly, depending on the group they select.
<table>
<thead>
<tr>
<th>Session</th>
<th>Title of Lesson</th>
<th>Themes / Subthemes</th>
<th>Project / Activity</th>
<th>Resources / Artists</th>
<th>Essential Questions</th>
<th>Key Terms / Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Our Identities: External Covers and Internal Truths</td>
<td>Identity - Stereotypes - Perception - Self-awareness</td>
<td>Students will engage in discussions defining and investigating the themes of identity, perception, and stereotypes. Students will participate in group activities where they will critically examine and interact with the photographic work of Nikki lee and make their own observations and reflections based on the issues of identity and perception of the lesson. Students will be introduced to the work of various altered book artists as a means of mixed media and multi-dimensional work of art. Homework: Students will bring in photographs, magazines, old books, found materials, fabric scraps, thread, and any additional personal items reflective of the theme that could be used in their artwork.</td>
<td>Artist for Intro Discussion: Nikki Lee Activity Handout (Side 1) Altered Book Artists: Brian Dettmer <a href="http://centripetaltinotation.com/2007/09/13/13:26:26/">http://centripetaltinotation.com/2007/09/13/13:26:26/</a> Corinne Stubson <a href="http://glitz-oh.com/">http://glitz-oh.com/</a> Ingrid Dijkers <a href="http://www.ingriddijkers.com/">http://www.ingriddijkers.com/</a></td>
<td>How do people perceive us and how do we perceive others? How are we identified by other people Why do we “cover” who we really are? For what purpose do we feel the need to mask or shape the way others perceive us? What kind of “covers” do we put on? What influences the way we choose to mask ourselves or alter people’s perception of us? What choices do we make to portray ourselves in particular ways? What do we try to communicate through the way we portray ourselves? How have others misunderstood who you are? Share experiences of when you felt wrongly judged by the way you look?</td>
<td>Conceptual Terms: Identity Subculture Stereotype Productive Terms: Altered Book Layering Composition Texture Juxtaposition Collage Assemblage Mixed Media</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Our Identities: External Covers and Internal Truths</td>
<td>Identity - Stereotypes - Perception - Self-awareness</td>
<td>Students will be introduced to the parameters of altered book project, will decide on the concept and meaning of their work, and will sketch ideas for altered book. Students will learn from a brief demo on various techniques in bookmaking, altering books, collaging, and pasting. Students will begin studio time in creating their altered books as an expression of their external identity vs. their internal true identity.</td>
<td>Altered Book Artists: Brian Dettmer <a href="http://centripetaltinotation.com/2007/09/13/13:26:26/">http://centripetaltinotation.com/2007/09/13/13:26:26/</a> Corinne Stubson <a href="http://glitz-oh.com/">http://glitz-oh.com/</a> Ingrid Dijkers <a href="http://www.ingriddijkers.com/">http://www.ingriddijkers.com/</a> Artist Handout (Side 2)</td>
<td>What are ways that people misunderstand you through your external attributes? What are ways that we misunderstand others in the same way? What would you want to let others know about your true self? How is our internal true selves different from the façade we may have on the</td>
<td>Productive Terms: Altered Book Layering Composition Texture Depth Juxtaposition Collage Assemblage Mixed Media</td>
</tr>
</tbody>
</table>
| Lesson 3 | Our Identities: External Covers and Internal Truths  
Part 3: Studio Time 2 and Accompanying Content / Intent Writing | Identity  
- Stereotypes  
- Perception  
- Self-awareness | Students will finish working on their altered book projects.  
Students will create accompanying writings describing their work.  
Students will engage in a discussion and critique their final finished projects. | Altered Book Artists:  
Brian Dettmer  
Corinne Stubson  
http://glitz-oh.com/  
Ingrid Dijkers  
http://www.ingriddijkers.com/ | What do our books say about who we are?  
How do the materials you chose, placement, composition, layering, and juxtaposition of images convey your external and internal self?  
Productive Terms:  
Altered Book  
Layering  
Composition  
Texture  
Depth  
Juxtaposition  
Collage  
Assemblage  
Mixed Media |
| Lesson 4 | Our Identities: External Covers and Internal Truths  
Part 4: Critique, Assessment and Concluding Reflection | Identity  
- Stereotypes  
- Perception  
- Self-awareness | Students will engage in a discussion and critique their final finished projects. | Statements written by students dropped into Power Point for presentation of work | Does your book effectively communicate your identity?  
What has working through this project, engaging with the work of your classmates, and exploring the work of artists changed the way you view the concepts of identity, perception, and stereotypes? | Conceptual Terms:  
Identity  
Subculture  
Stereotype  
Productive Terms:  
Altered Book  
Layering  
Composition  
Texture  
Juxtaposition  
Collage  
Assemblage  
Mixed Media |
| Lesson 5 | Hiding and Exposing the Truth: Media and Social Issues  
Part 1: Theme Introduction + Social Issue Research | Social Activism  
Media  
Propaganda  
Advertisement | Students will separate into groups and each group will select a controversial social issue to collaboratively research the various viewpoints contributing to the issue and also find examples of the depiction of the viewpoints through various forms of existing media.  
Students will design and create a Power Point presentation together with print and images in their groups of the information they had found and will share with the class their findings.  
Students will look at examples of issues presented in various forms of media and critique the content, purpose, views, and its influence on the viewer / reader. | Various media examples addressing the issues chosen by students to research collaboratively.  
- commercials  
- print advertisements  
- news report videos  
- magazine clippings  
- billboards  
- internet ads | What are issues that you are concerned with today?  
How do they affect your daily life?  
How do you hear about them or find information about them?  
What types of media inform you about what is going on in the world and these social issues?  
What are the opposing views to the issues?  
How does the media portray these opposing viewpoints?  
What role does art, design, and imagery play in  
Conceptual Terms:  
Social activism  
Propaganda  
Media Influence  
Muckraker  
Productive Terms:  
Altered Book  
Layering  
Composition  
Texture  
Juxtaposition  
Collage  
Assemblage  
Mixed Media |
| Lesson 6 | Hiding and Exposing the Truth: Media and Social Issues  
Part 2: Historical and Contemporary Social Activism in Art | Social Activism Media  
Propaganda Advertisement | Students will be introduced to past and contemporary forms of media and also the work of artists and writers who have created work for social activism. Students will engage in a discussion about the artwork, purpose, and the role of imagery and art in communicating through the media. | Artists / Artist Collectives:  
- Keith Haring  
- Rebecca Plummer Rohloff  
- Shepard Fairey  
- Art Banksy  
- Dave Kinsey  
- Guerilla Girls  
- Third World Newsreel  
- Object Orange  
Examples of social / political posters from various historical time periods / issues:  
- World War II  
- Prohibition  
- AIDS/HIV  
- Women’s Rights  
- Political power  
Online Resources:  
Street Art  
http://obeygiant.com/  
Infect Truth Commercials  
www.thetruth.com  
Activism Posters:  
www.powertotheposter.com | How has the media been used to influence how the public viewed social issues in the past?  
How does the media influence how we view social issues today?  
What are the different forms of media that communicate ideas to us as people?  
What is the role of media in communicating information?  
What is the responsibility of media?  
How much of the information that we receive from media is true?  
What is the truth? How do we define truth?  
What are controversial social issues that are affected by the media today?  
How can we use media to communicate the truth? | Conceptual Terms:  
Social activism  
Propaganda  
Media Influence  
Muckraker  
Forms of Art Activism Terms:  
Poster Art  
Protest Art  
Resistance Art  
Activist Art  
Street Art  
- Sticker Art  
- Graffiti  
- Stencil Graffiti  
- Flash Mobbing  
- Art Intervention  
- Street Installations |

| Lesson 7 | Hiding and Exposing the Truth: Media and Social Issues  
Part 3: Ideation and Studio Day 1 | Social Activism Media  
Propaganda Advertisement | Students will have the option of using digital media to create a video commercial, stickers art, stenciled posters, or digital image posters that builds awareness and exposes the truth about their selected social issue that was researched. Students are also given the option of working together as a group, pairs, or individually to complete project.  
Students will have a studio day to work on sketches, ideation, concept, and also creating their form of media as their project. | Artists / Artist Collectives:  
- Keith Haring  
- Rebecca Plummer Rohloff  
- Shepard Fairey  
- Art Banksy  
- Dave Kinsey  
- Guerilla Girls  
- Third World Newsreel  
- Object Orange  
Examples of social / political posters from various historical time periods / issues:  
- World War II  
- Prohibition  
- AIDS/HIV  
- Women’s Rights  
- Political power  
Online Resources:  
Street Art  
http://obeygiant.com/  
Infect Truth Commercials  
www.thetruth.com  
Activism Posters:  
www.powertotheposter.com | How can media be used to expose the truth about a social issue?  
How can I use the power and influence of media for the greater good? | Forms of Art Activism Terms:  
Poster Art  
Protest Art  
Resistance Art  
Activist Art  
Street Art  
- Sticker Art  
- Graffiti Art  
- Art Intervention  
- Street Installations |
### Lesson 8

**Hiding and Exposing the Truth: Media and Social Issues**

#### Part 4: Studio Day 2

<table>
<thead>
<tr>
<th>Social Activism Media Propaganda Advertisement</th>
<th>Students will have a studio day to complete their projects based on the type of media they chose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artists / Artist Collectives:</td>
<td>How can media be used to expose the truth about a social issue? How can I use the power and influence of media for the greater good?</td>
</tr>
<tr>
<td>- Keith Haring</td>
<td>Forms of Art Activism Terms:</td>
</tr>
<tr>
<td>- Rebecca Plummer Rohlloff</td>
<td>- Sticker Art</td>
</tr>
<tr>
<td>- Shepard Fairey</td>
<td>- Graffiti</td>
</tr>
<tr>
<td>- Art Banksy</td>
<td>- Stencil Graffiti</td>
</tr>
<tr>
<td>- Dave Kinsey</td>
<td>- Flash Mobbing</td>
</tr>
<tr>
<td>- Guerilla Girls</td>
<td>- Art Intervention</td>
</tr>
<tr>
<td>- Third World Newsreel</td>
<td>- Street Installations</td>
</tr>
<tr>
<td>- Object Orange</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of social / political posters from various historical time periods / issues:**

- World War II
- Prohibition
- AIDS/HIV
- Women’s Rights
- Political power

**Online Resources:**

- Street Art
- Infect Truth Commercials:
  - [www.thetruth.com](http://www.thetruth.com)
- Activism Posters:
  - [www.powertotheposter.com](http://www.powertotheposter.com)
- Basic Sticker Art Tutorial:
  - [http://www.youtube.com/watch?v=7lubKN3-uIo&feature=related](http://www.youtube.com/watch?v=7lubKN3-uIo&feature=related)
### Lesson 9

<table>
<thead>
<tr>
<th>Part 5: Critique and Public Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Activism Media Propaganda Advertisement</strong></td>
</tr>
<tr>
<td>Students will engage in a class critique, assessment, and reflection of their finished work. Students will create plans for dissemination of their projects to the public. For example, sticker art, stenciled posters, and digital posters will be either physically reproduced into copies or printed and posted around the school and community. Videos will be posted on class and school website.</td>
</tr>
</tbody>
</table>

**Videos of Social Activist Artists:**
- Eelus (Graffiti Artist)
  - [http://www.youtube.com/watch?v=CIry:m9am5S&feature=channel](http://www.youtube.com/watch?v=CIry:m9am5S&feature=channel)
- Shepard Fairey (Poster Stenciling + Gallery Exhibition)
  - [http://www.youtube.com/watch?v=87eQvuONyA&NR=1](http://www.youtube.com/watch?v=87eQvuONyA&NR=1)
- Sticker Art Dissemination
- Sticker Traders
  - [http://www.stickertraders.com](http://www.stickertraders.com)

**Conceptual Terms:**
- Social activism
- Propaganda
- Media Influence
- Muckraker

**Forms of Art Activism Terms:**
- Poster Art
- Protest Art
- Resistance Art
- Activist Art
- Street Art
  - Sticker Art
  - Graffiti
  - Stencil Graffiti
  - Flash Mobbing
  - Art Intervention
  - Street Installations

### Lesson 10

<table>
<thead>
<tr>
<th>Part 1: Introduction to Neglected Populations and Research Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Service Marginalized Populations</strong></td>
</tr>
<tr>
<td>As a class, students will choose marginalized / neglected population linked to art service organizations or organizations that engaged the arts in their own community. Students will work in groups to research the stories, issues, challenges, and social context of these populations.</td>
</tr>
</tbody>
</table>

**Examples of World Aid and Outreach Organizations:**
- World Vision
- Red Cross
- Compassion
- IRC (International Rescue Committee)
- World Relief
- Kids Can Make A Difference
  - [www.kidscanmakeadifference.org](http://www.kidscanmakeadifference.org)
- JustGive
  - [www.justgive.org](http://www.justgive.org)

**Local Organizations / Resources / Facilities for Local Populations:**
- Swann School
- Juvenile Detention Centers
- Circle of Friends
- Crisis Nursery
- Snow City Arts
- Art Start

**Conceptual Terms:**
- Community Service
- Marginalized Populations
- Art Activism
- Collaboration

**Questions:***
- Does my work effectively communicate the message?
- How did I use image with text to successfully convey the message?
- What are some populations in the world who are marginalized, neglected, and hidden from public awareness?
- What are some populations in our own community who are marginalized and neglected?
- What hides these populations from the awareness of the general public?
- Why are these populations ignored and neglected?
| Lesson 11 | Uncovering the Forgotten: Giving a Voice to Hidden Populations  
Part 2: Guest Speakers | Community Service Marginalized Populations | Students will have two guest speakers in class. A guest speaker from the selected organization and a social activism artist will come in to share about their work, populations they serve, and ways they help through the arts. Students will have a chance to ask questions and engage in a conversation with the guest speaker. Collectively, students will select a population / organization that will be the focus of their project direction.  
Excerpts from Book: The Art of Being a Healing Presence by John E. Miller  
Artwork by guest artist  
Examples of artwork made from service organization events and population  
Conceptual Terms: Community Service Marginalized Populations Art Activism Collaboration | What is our role in response to these populations in need?  
What can we offer and do to help as part of the local and/or global community? |
| Lesson 12 | Uncovering the Forgotten: Giving a Voice to Hidden Populations  
Part 3: | Community Service Marginalized Populations | Students will divide into teams to brainstorm plans and resource materials to build public awareness of the needs of the population + to rally support and aid for the art service event. Students will participate in a multimedia workshop where they will learn skills to create professionally designed, appealing, communicative, and artistically crafted graphic and web media.  
Contemporary Artists: REPOhistory  
www.repohistory.org  
Mark Daye (Homeless population in Toronto)  
Art From the Streets:  
http://www.artfromthestreets.com/  
Visual AIDS:  
http://visualaids.org/  
Productive Terms: Typography Graphic Design Print Composition Balance Content Intent Color | What is our role in response to these populations in need?  
What can we offer and do to help as part of the local and/or global community? |
| Lesson 13 | Uncovering the Forgotten: Giving a Voice to Hidden Populations  
Part 4: Studio Day 1 and Community Contacts | Community Service Marginalized Populations | Students will have a studio day to work in groups to work on the project through designing, planning, and creating awareness resources and materials. Students will work in teams to contact community, school, and public arenas where materials could be posted and shared.  
Contemporary Artists: REPOhistory  
www.repohistory.org  
Mark Daye (Homeless population in Toronto)  
Art From the Streets:  
http://www.artfromthestreets.com/  
Visual AIDS:  
http://visualaids.org/  
Productive Terms: Typography Graphic Design Print Composition Balance Content Intent Color | How can we use our projects as resources to communicate awareness to the public?  
Who should we partner with in the community in order to increase awareness for our population?  
What are the ways and methods we must use in order to build these connections and contacts? |
<p>| Lesson 14 | Uncovering the Forgotten: Giving a Voice to Hidden Populations | Community Service Marginalized Populations | Students will complete their project and will continue to link with community contacts to spread awareness. | Contemporary Artists: REPOhistory <a href="http://www.repohistory.org">www.repohistory.org</a> Mark Daye (Homeless population in Toronto) <a href="http://www.youtube.com/watch?v=y4Deixu8M5w&amp;eurl=http://blog.wired.com/underwire/2008/02/art-student-rai.html">http://www.youtube.com/watch?v=y4Deixu8M5w&amp;eurl=http://blog.wired.com/underwire/2008/02/art-student-rai.html</a> Art From the Streets: <a href="http://www.artfromthestreets.com/">http://www.artfromthestreets.com/</a> Visual AIDS: <a href="http://visualaids.org/">http://visualaids.org/</a> | How can we use our projects as resources to communicate awareness to the public? Who should we partner with in the community in order to increase awareness for our population? What are the ways and methods we must use in order to build these connections and contacts? | Productive Terms: Typography Graphic Design Print Composition Balance Content Intent Color |
| Lesson 15 | Uncovering the Forgotten: Giving a Voice to Hidden Populations | Community Service Marginalized Populations | Students will share finished results with classmates. Students will make edits to their projects and produce multiple copies, if necessary, for dissemination to the public spheres contacted in the previous lesson. Homework: Students will be given the opportunity to disseminate materials, resources, and projects in groups into the public arena. | Contemporary Artists: REPOhistory <a href="http://www.repohistory.org">www.repohistory.org</a> Mark Daye (Homeless population in Toronto) <a href="http://www.youtube.com/watch?v=y4Deixu8M5w&amp;eurl=http://blog.wired.com/underwire/2008/02/art-student-rai.html">http://www.youtube.com/watch?v=y4Deixu8M5w&amp;eurl=http://blog.wired.com/underwire/2008/02/art-student-rai.html</a> Art From the Streets: <a href="http://www.artfromthestreets.com/">http://www.artfromthestreets.com/</a> Visual AIDS: <a href="http://visualaids.org/">http://visualaids.org/</a> | Do my design choices for my artwork effectively communicate the message and fulfill its purpose? Does my piece work collectively with the resources designed by other students to create a collaborative whole? What are locations that are effective for disseminating our materials and artwork? What are additional materials we may need to bring in order to distribute to the public? How do we reach these locations in order to distribute our work? | Conceptual Terms: Community Service Marginalized Populations Art Activism Collaboration Productive Terms: Typography Graphic Design Print Composition Balance Content Intent Color |
| Lesson 16 | Uncovering the Forgotten: Giving a Voice to Hidden Populations | Community Service Marginalized Populations | Students will work with their teams to collaboratively orchestrate and prepare plans, work examples, art materials, resources, and details for the planned arts event. Examples of arts events held by other organizations researched by students. | What materials do we need to create and gather for the event? What are some businesses and organizations that may offer donations? Are there any special needs | Conceptual Terms: Community Service Marginalized Populations Art Activism Collaboration |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Uncovering the Forgotten: Giving a Voice to Hidden Populations</th>
<th>Community Service Marginalized Populations</th>
<th>Students will hold their planned arts-based event for raising awareness and support for the selected population.</th>
<th>Examples of arts events held by other organizations researched by students.</th>
<th>What are our goals for our event? How are we approaching our day?</th>
<th>Conceptual Terms: Community Service Marginalized Populations Art Activism Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 17</td>
<td>Uncovering the Forgotten: Giving a Voice to Hidden Populations</td>
<td>Community Service Marginalized Populations</td>
<td>Students will hold their planned arts-based event for raising awareness and support for the selected population.</td>
<td>Examples of arts events held by other organizations researched by students.</td>
<td>What are our goals for our event? How are we approaching our day?</td>
<td>Conceptual Terms: Community Service Marginalized Populations Art Activism Collaboration</td>
</tr>
<tr>
<td>Lesson 18</td>
<td>Uncovering the Forgotten: Giving a Voice to Hidden Populations</td>
<td>Community Service Marginalized Populations</td>
<td>Students will engage in discussion and reflection upon their experience researching, planning, and implementing the event as well as discuss ways their views and perspectives may have changed individually and as a community through the course of the project.</td>
<td>Reflection Journals</td>
<td>What did you learn through the process of this project? How did this project change the way you see yourself? How did this project change the way that you see others? What ways can you continue supporting this population and the community after this class is over?</td>
<td>Conceptual Terms: Community Service Marginalized Populations Art Activism Collaboration</td>
</tr>
</tbody>
</table>