



Enduring Idea: Conflict

Grade: 8

Integrated Discipline: Language Arts & History

Unit Title: Women as Objects

Unit Designer: Ginger Henson

Unit Description: Learners will explore gender inequality by creating photographic images and staged sets in order to portray their feelings about women as objects. Through art making and study of women's fight for equality via the Feminist Movement which began with the Suffragettes in the late 19th century to early 20th century, learners will take a critical look at how women have been portrayed & treated since time immemorial. Beginning study in historical texts such as the Bible, art portrayals throughout history and current media texts learners will be able to develop their own ideas about conflict as it relates to discrimination. Learners will gain a better understanding of the opposite sex and hopefully will walk away from this project having a deeper respect for each other and a belief that all humans are created equal and deserve to be treated so.

Images:

Alexander Archipenko, *Torso in Space*, 2000.6.1

Jean-Jacques Henner, *Melancholy (girl with auburn hair)*, 1963.52

Greg Miller, *Sure Thing*, 2008.7

Tom Wesselmen, *Study of Bedroom #1*, 1998.16.1

Hubert-Noel Louis, *Abduction of Europa*, 1990.3.20



Key Concept: Conflict can lead to political, social, or cultural change

Essential Question: In what ways do individuals and groups experience conflict? How can conflict affect a person's character or sense of identity?

CCSS Art:

VA8-1.1 Analyze how different media, **techniques**, and processes evoke different responses in the viewer of an artwork.

VA8-1.2 Select interpret, and apply the most effective media, techniques, and processes to communicate their experiences and ideas through their artworks.

VA8-2.3 Select and apply the most effective media, techniques, and processes to communicate their experiences and ideas through their artworks.

VA8-3.1 Analyze and critique visual metaphors and symbols in an artwork to convey meaning.

CCSS Standard:

U.S. History Era 9-Standard 4: The struggle for racial and gender equality and the extension of civil liberties.

ELA-Literacy.W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Learning Outcomes:

-The learners will work in collaboration on this project. In groups learners will be asked to think of ways that women are portrayed, how women perceive themselves and how men perceive women, whether it be through stereotypes or personal reflection?

-The learners will explore connections between making photography and exploring women as objects. They will utilize ideas of composition and style of photography that have been introduced to them.

-Learners will create staged photographic compositions utilizing their ideas and the theme of the project. Learners will open up a dialogue among others displaying critical thinking and understanding of both their own sex and the opposite sex.

-Learners will gain knowledge of the history of women's inequality, understand and be able to read media texts more critically, create art that has meaning and relates to subject matter, gain skills in proper use of camera media technology, and learn how to create sets using costuming, props etc., and gain life skills in communication and collaboration through working in groups.

Motivator: Learners will be introduced to images that portray objectification from CMA's permanent collection and contemporary photography from

artists such as Taryn Simon, Kara Walker and Tina Barney, who create art that voices messages about feminism, women's inequality, gender and sex. This will be an opportunity for the ladies in the class to see how media tactics and historical portrayals have affected women throughout time and for the young men in class to take more critical notice of their female counterparts and understand what challenges women have been up against.

Day Breakdown:

DAY 1: The teacher will introduce the lesson to learners via CMA images and discussion about women as objects. Ask Learners what they know about women throughout history? The teacher will then read excerpts from "The Firefly Letters." Learners will write a reflection on the excerpts and draw a picture of something that stood out to them in the story, in their Art Journals.

DAY 2: The teacher will have the learners explore different Women Suffragettes throughout history. "A Picture Book of Sojourner Truth," (Adler, D.1996). The teacher will ask learners where they observe inequality in their lives. The learners will then draw sketches in their journal of how women are portrayed at home, in the work world and in media. The teacher will introduce artists Taryn Simon, Kara Walker, Tina Barney and their artworks. Learners will discuss what they see.

DAY 3: Teacher will introduce designing sets and characters to create photo images. Artist's images that were introduced in previous class will be on prominent display for inspiration. Students will then be asked to develop ideas in their journals for how they want to portray women in photography and in what kind of setting?

DAY 4: Teacher will do a mock photography session overview; teaching students photo-taking techniques and how to stage an image with a message. Learners will work collaboratively today creating sets, and doing trial runs of how they want their photograph to look.

DAY 5: Photography session day. Learners will execute their ideas in photography, Learners will assemble characters and sets for their photo images

DAY 6: Teacher will demonstrate to students how to upload their photographs to the computer, adjust color and saturation and print photographs. Learners will then write their accompanying text that voices what their image is about.

Day 7: Learners will introduce their staged photographs on women. This will be a time for the learners to discuss their varying opinions and why they chose their sets & characters for their photos. The students will also talk about which artist inspired them the most in their image making.

Materials:

Digital Cameras

Photo paper
Printer
Art Journal
Costuming
Props
Make-up
Art materials for set-design

Resources:

CMA Images

"A Picture Book of Sojourner Truth," (Adler, D.1996).

"A Time for Courage: The Suffragette Diary of Kathleen Bowen," (Lasky, K. 2002)

"The Firefly Letters: A Suffragette's Journey to Cuba," (Engle, M. 2011)

<http://sol-scphotography.blogspot.com/2010/05/taryn-simon.html>

<http://americanart.si.edu/collections/search/artist/?id=249>

<http://www.biography.com/people/kara-walker-37225>

<http://susanbanthonyhouse.org/her-story/biography.php>

<http://www.historylearningsite.co.uk/suffragettes.htm>

<http://www.tcchevalier.com/fallingangels/bckgrnd/suffrage/>

Assessment:

Artwork- Learner will submit a photograph that demonstrates proper use of cameras, set design, and composition that shows knowledge of subject matter introduced in class.

Composition: Learner must create a photograph collaboratively with his/her group that is a successful representation of how they believe women are portrayed. Must show understanding of Elements of Design such as balance, emphasis, unity, contrast.

Concept/Content: Learner will show grasp of *meaning* in their artwork. Their art will demonstrate knowledge of social injustice and inequality for women in a reflective manner, whether abstract or representational.

Craftsmanship: Learner will show knowledge of camera use. Photograph is well thought through and complete. Set design, costuming and overall photo was made *with care*. Art shows proper use equipment (camera, tripod, computer, printers).

Originality: Learner's ideas are independent, unique, and innovative. Artwork shows critical thinking. Photo addresses female Injustices through obvious thought and research.

Artist's Statement: A script in the form of dialogue, poem or rap will be submitted describing learner's photograph. Script should show knowledge of what was learned in class and critical thought regarding the lesson.

Evidence of research and exploration: Student will show the thought and study they put into their work via sketches, recorded ideas and note taking on research conducted on-line or library.