



Grade/s: 6th

Enduring Idea: Belonging

Integrated Discipline: Language Arts and History

Unit Title: Where Do I Belong?

Unit Designer: Molly D. Chance

Unit Description: All individuals belong to various groups very early in life, rather it be to a particular family, a class, or a member of a community, state, or country. These relationships with different individual and the environment differ greatly depending on individual's personal experiences. Thus, belonging can be defined in a variety of ways depending on the individual. Throughout this lesson, learners will be exploring belongingness. Learners will view several artists and their artworks and will analyze how these examples relate to belonging. Learners will also analyze how belonging has affected individuals throughout history from all regions of the world. Learners will view examples of settlers and immigrants and will describe how belonging to that group affected their outcome. Learners in this unit will analyze their personal meaning of belonging in a number of different ways. Learners will reflect on the examples given previously, both of the artworks and the historical examples. Learners will then construct a concept map exploring the various definitions of belonging and will narrow down these general concepts into a solid personal definition. Learners will take this definition and will use it to create a watercolor painting that illustrates their personal definition and where they feel a strong sense of belonging. Learners will compare their definition/relationships with their classmates to gain new perspectives.

Images: 1. CMA 1952.55
- *Blanche and Rosalie Sully (The Rose and The Lilly)*,

Thomas Sully, 1842, oil on canvas

2. CMA 1974.242

- *Earl and Countess of Derby with Edward, Their Infant Son, and Chaplain*, Benjamin Wilson, 1777, oil on canvas

Key Concept: Belongingness, by developing social bonds, is a basic human need.

Essential Question: What is belongingness?

- CCSS Art:**
1. VA6-1.3 Select and apply the most effective materials, techniques, and processes to communicate his or her experiences and ideas through artworks.
 2. VA6-1.4 Use art materials and tools in a safe and responsible manner.
 3. VA6-3.1 Identify and describe the content in works of visual art.
 4. VA6-3.2 Select and use subject matter, symbols, ideas, and the elements and principles of design to communicate meaning through his or her art making.
 5. VA6-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art.
 6. VA6-5.2 Describe, discuss and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others including works by South Carolina artists.
 7. VA6-6.2 Compare and contrast concepts, issues and themes in the visual arts and other subjects in the school curriculum.

Integrated CCSS: Language Arts

1. 6-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models and outlines.
2. 6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
3. 6-4.6 Edit for the correct use of written Standard American English including punctuation, semicolon, commas to enclose appositives, and

commas to separate introductory clauses and phrases.

4. 6-4.7 Spell correctly using Standard American English.
5. 6-5.3 Create written descriptions using precise language and vivid details.

Learning Outcomes:

1. The learner will discuss how personal relationships and environments are key component in belongingness.
2. The learner will view artworks about belonging and will describe how belongingness has affected humans throughout history.
3. The learner will create a concept map to explore how they belong in their family, school, and community.
4. The learner will create a portrait displaying a group or environment where they feel a strong sense of belonging.
5. The learner will practice responsible skills when handling materials.
6. The learner will create a journal entry reflecting and analyzing various artistic problems.

Motivator: Throughout the unit, learners will focus on how relationships fill the need to belong. Learners will begin by analyzing their own personal relationships and comparing and contrasting them to that of their peers. Learners will then look at historical illustrations to analyze how social bonds and isolation have affected individuals throughout time and will explore how things may have changed if a social bond had been stronger or the individual were left alone. If time remains, learners will share their opinions and ideas with their peers.

Day Breakdown: *Based on 50 minute class periods

Day 1: Motivator (see above)

Day 2: The teacher will guide students through a discussion of various artworks. Learners will discuss...

1. Who are the members of your family and community?
2. What groups, clubs or organizations do you belong to?
3. What country or culture do you belong to?

Learners will continue to discuss the ideas of social

bonds vs. isolation. Learners will create a concept map of the different relations they belong to and will choose one with which they feel the strongest sense of belonging.

Day 3: Learners will construct a paragraph thoroughly explaining their choice of where they feel a strong sense of belonging. If time remains during the class period, learners will be able to begin sketching ideas for their portrait. During this time, the teacher will distribute the rubric for learners to review.

Day 4-6: Learners will work independently on their portrait. Learners will use watercolors to add both color and detail to their work. The teacher will circulate the classroom, assessing learner progress and addressing any questions or concerns.

Day 7: Learners will participate in a final group critique, as well as an individual critique to reflect on their artworks, as well as the successes and attempts at visually depicting the enduring idea of belonging through relationships. The learners will need to review the rubric in order to assess their progress, as well as that of their peers.

Day 8: Learners will use this day for making any final edits to their artworks. Any learner who has not finished their self-critique may also take this time to finish. By the end of the class period, all learners will be required to submit a final artwork.

- Materials:**
1. "What would have happened if..." handout (see attached)
 2. Construction paper (concept map)
 3. Notebook paper (paragraph)
 4. Watercolor paper (portrait)
 5. Pencils and erasers
 6. Watercolor sets
 7. Paintbrushes
 8. Water-cup and paper towels
 9. Sponges

- Resources:**
1. *Grant Wood Art Gallery* website
 2. Esther Bryan and *The Quilt of Belonging* - www.invitationproject.ca/esther.htm
 3. Asma A. Shikoh's website
 4. Historical examples for motivator activity

- Assessment:**
1. "What would happen if..." handout
 2. Concept map

3. Studio participation rubric
4. Project rubric
5. Journal entry
6. Self-critique