



**Enduring Idea:** Human Diversity

**Grade/s:** 9-12

**Integrated Discipline:** English Language Arts

**Unit Title:** Who You Are, Good and Bad

**Unit Designer:** Stephanie Kaminer

**Unit Description:**

As teenagers are growing up, they are going to come into contact with many different people. Just because some of these people may seem different to them, it does not mean there is something wrong with them. Through this unit, learners are going to see that just because people may seem different then them on the outside, they may find attributes in common with peers that they did not think they had. Learners will create an abstract, autobiographical interpretation representing who they are. Their pieces will be put on display for classmates to see similarities between each other and appreciate the differences.

**Images:**

"Martin Luther King, Jr." John Wilson (CMA)

"Elizabeth Saunders Elliot," Jeremiah Theus

**Key Concept:**

Diversity of groups and individuals have traits that are unique and different

**Essential Question:**

How are groups and individuals unique?

**CCSS Art:**

VAH3-2.2 Create works of visual art that use the elements and principles of design and other compositional strategies.

VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify his or her interpretation.

VAH1-4.3 Describe and discuss the function and meaning of specific artworks

from various world cultures and historical periods.

**Integrated CCSS:**

CCSS.ELA-Literacy.WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Learning Outcomes:**

- Understand who they are and who their peers are and what makes everyone unique.
- Create an abstract autobiographical art piece about who they are.

**Motivator:**

Learners will be shown art images and photographs of famous people from different cultures and ethnicities. As a class we will create a list of descriptive words for each. The teacher will share more facts about each person to help add descriptive words.

**Day Breakdown:**

Day 1: Motivator. Learners begin creating their list of descriptive words about themselves.

Day 2: Learners will be shown Graffiti art by Inti Castro and will talk about his Chilean culture and how other cultures and tradition can play a part in who we are. Learners will be shown artist exemplars and teacher will share guidelines and requirements. Students will continue to create a list and start thinking about images to use (both words and images can be used in final art piece).

Day 3: Learners share list and images with teacher for approval. Begin working on final.

Day 4-8: Students work on final art piece.

**Materials:**

sketch paper, pencils, final paper, colored pencils, washable markers, black permanent markers

**Resources:**

- Article about Inti Castro's art, <http://www.santiagotimes.cl/culture/arts/25652-interview-inti-castros-graffiti-legacy-in-chiles-port-city>
- Inti's art, <http://www.fatcap.com/artist/inti.html>
- Images and information on chosen famous people (ex: Nelson Mandela, Martin Luther King Jr, Buddha, William Shakespeare, Albert Einstein)

**Assessment:**

Teacher will give formative assessment daily based on progress and participation in brainstorming and the art making process. Teacher will give a summative assessment on the final art piece following the rubric guidelines.