**I. Overview**

**LESSON TITLE:** Tell Your Tale

**LESSON SUMMARY:** This lesson explores the importance of expressing yourself and finding your identity. The students will create a piece of book art based off of the works of Su Blackwell. The class will learn about the process and different forms of book art and make their own artist’s book. Students will also be allowed to create an installation involving their book-sculpture. We will discuss how Su Blackwell expresses how she wants her characters to be portrayed. During this lesson we will explore ourselves and what we want to bring out of ourselves and pull out of the pages of a book.

**GRADE LEVEL:** High School

**ANTICIPATED CLASS SIZE:** 30 students

**CLASS TIME/DATE:** 1 hour 20 minutes 5 days a week 4 sessions

**UNIT TITLE:** Breaking the Hold: Redefining You in Society

**UNIT RATIONALE:** Society, whether it be our own or someone else’s, reflects values of a larger body of people. The class shall embark on a journey to explore and rediscover themselves in a society, learn about a history of another society, and state their claims about social issues in society. For the first lesson students shall evaluate their identity in society and how society can affect who they are and who they will become. The second lesson will challenge stereotypes that are created by our society and in other societies and gain a stronger respect for other societies and the people that live in them. Finally, in the third lesson the students will take all of the information they have gathered from the other discoveries and create a propaganda piece based off of a social issue that affects American society.

**A. BIG IDEA:** Identifying Ourselves in Society

**B. ENDURING UNDERSTANDINGS:** Students are growing up in a world where image is how others judge before getting to know who they are. It is important that students understand themselves and are able to portray their true selves. Students at this age struggle with trying to figure themselves out and find out where they belong. Sometimes teenagers rely on social groups to create an identity for themselves. This lesson will make the students dig deep within and figure out what defines them as individuals. The lesson will also reflect on the importance of knowing who we are and orienting ourselves where we fit best in society.

**C. ESSENTIAL QUESTIONS:**

· Who am I?

· How does society influence our identity and the choices we make?

· How does Su Blackwell relate her work to identity?

**E. MATERIALS/EQUIPMENT, ROOM ARRANGEMENT**

**1. MATERIALS/EQUIPMENT:**

-Book

-Rubber cement

-Exacto knife

-Cutting mat

-Colored pencils

-Watercolor

**2. ROOM ARRANGEMENT:**  There will be six tables with five students at each. The materials will be placed at the front of the room for easy accessibility convenient sharing.

**F. VOCABULARY AND REFERENCE/SOURCES**

**1. VOCABULARY:**

1. Su Blackwell- is a contemporary artist who uses the pages of books to tell a story visually through art. Her work reflects the struggles of life, ambitions, hopes, and dreams.
2. Artist’s book- artwork created using a book by manipulating its pages
3. Identity- what or who a person or thing is; how someone associates/orients themselves within society

**G. REFERENCES SOURCES:**

A. "Â Su Blackwell." *Su Blackwell RSS*. N.p., n.d. Web. 28 Nov. 2012. <<http://www.sublackwell.co.uk/profile/>>.

**II. STANDARDS/OBJECTIVES**

**A. STANDARDS**

1.1.12.D.1 - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.

1.2.12.A.2 - Justify the impact of innovations in the arts on societal norms and habits of mind in various historical eras

1.4.12.A.4 - Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to work.

9.1.12.F.5 - Formulate an opinion regarding a current workplace or social/ethical issue based on research.

**INTERDISCIPLINARY:**

Social Studies: Students can use a social issue to demonstrate/express themselves by relating it back to something they feel strongly about and can identify themselves with.

Language Arts: Students can also incorporate text in their artwork to better describe and identify themselves.

**B. OBJECTIVES**

1. The students will illustrate a better sense of self by manipulating a book to visually represent themselves demonstrating a further relatability to their identity through their art.

2. The students will identify themselves within society and how others affect this with class discussions and assessments/ critiques of their art books and others.

3. The students will examine the concepts behind the works of Su Blackwell and relate them to their own work through class discussion and in class activities.

**III. LEARNING EXPERIENCE**

The classroom will be arranged with the tables pushed off to the side and a ring of seats circled around a central table piled high with books. The teacher example of their artist’s book will be at the very top of the pile. The students will be asked to take a seat and we will begin a discussion on identity. The teacher will ask what the students think identity is and how one can identify themselves. Is it a band? Characters from a book? A religion? After this brief introduction to feel out what prior conceptions the students have on how one can figure out their own identity, ask the students to sit in a circle around the center table of books. Go around the circle and ask each student to say one to two words that encapsulates themselves. We will then go over a power point on what artist’s books are and the works of Su Blackwell. Once the presentation is over, the students will be asked, how did the artist communicate her work? How could you alter a book to display something about yourself?

**Artist:** Su Blackwell is a contemporary artist who uses the pages of books to tell a story visually through art. Her work reflects the struggles of life, ambitions, hopes, and dreams. She grew up as a child that never socialized with other kids her age and would construct dens and would read and write stories. These stories are what intrigued her to begin creating artwork out of them. Blackwell is now commissioned to create works of art out of selected books.



**Artmaking:** The students will be asked to write a short story that summarizes what they believe to be their strongest qualities, characteristics, and what makes them who they are. The students will be asked to write a short story that briefly describes an event or some symbolism of themselves. This story will then be illustrated in a three-dimensional piece based off of the works of Su Blackwell. This book sculpture can have color using any medium the student prefers. They will learn about the process of creating book sculpture and the works of Su Blackwell.Once the students’ books are completed, the students will be asked to find a space for them to be displayed. They are allowed to take up to the first fifteen minutes of class to alter the space in which their book will be presented. The students will then be asked to give a brief explanation of their project. The class will go over each piece and critique it. We will not continue on to the next piece until there have been a minimum of two strengths commented on the work and two suggestions to what the artist could do to make the piece stronger. The teacher will ask: what do you see?, What is the work about and how do you know?, Do you think the artist was successful in what they were trying to convey? A quick survey will be passed out at the end of the class to evaluate the lesson.