Illustrations For Social Change
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Grades: 7 - 8
Time: 4 days - 45 minute sessions

Outcome Statement:
In this lesson the students will create an illustration for a book. The book will be a classroom collection of illustrations using the theme “I Dream Of a World Where…..” This collection of illustrations will be copied, laminated, and bound, donating a bound version to the local library or elementary classroom. The students will be introduced to the career of an illustrator and social injustices that have occurred in our history or continue to occur in our society (including lead paint contamination). This lesson is important at this age level because it increases creativity, visualization and illustration skills while introducing the students to the awareness that artists can create art that is able to bring about social change.

Objectives:
The Learner Will:
• Create five thumbnail sketches and a final illustration for a collective book titled “I Dream Of a World Where…..”
• Have the opportunity to learn about the dangers of lead paint (how it can get into our homes and our soil) and the injustice of who is most in danger of the contamination of lead poisoning.
• Have the opportunity to complete the “Fundred Dollar” template to contribute to Mel Chin’s Operation PayDirt.
• Learn how they and other artists raise awareness and incite change by creating artwork involving environmental issues and at the same time giving students hope and the knowledge to know that they can make a difference.
• Apply the compositional considerations to the illustration.

Visual Art Standards:
ART.VA.I.7.4 Demonstrate the use of successful visual vocabulary at an emerging level.
ART.VA.I.7.4 Employ reflective thinking skills by observing, analyzing, and critically evaluating works of art for the purpose of improving technical quality at an emerging level.
ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level.
ART.VA.II.2 Develop and apply critical thinking strategies through the art making process at an emerging level.
ART.VA.II.3 Collaborate, communicate, and work with others to create new ideas at an emerging level.
ART.VA.II.4 Initiate new ideas employing inventiveness and innovation at an emerging level with increasing independence.
ART.VA.III.7 Interpret artwork searching for embedded meaning, function, and personal connections at an emerging level.
ART.VA.IV.3 Decode and interpret artwork to discern between prejudice and tolerance, bias, and fact at an emerging level.

Integrated Standards:
S.RS.07.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
S.RS.07.17 Describe the effect humans and other organisms have on the balance of the natural world.
E.ES.07.41 Explain how human activities (surface mining, deforestation, overpopulation, construction and urban development, farming, dams, landfills, and restoring natural areas) change the surface of the Earth and affect the survival of organisms.
E.ES.07.42 Describe the origins of pollution in the atmosphere, geosphere, and hydrosphere, (car exhaust, industrial emissions, acid rain, and natural sources), and how pollution impacts habitats, climatic change, threatens or endangers species.
R.L.A.RI.08.07 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Universal Design for Learning:
Multiple Intelligences:
  Intrapersonal – Students will be given the opportunity to consider what they would personally change in the world, if they had the chance
  Visual – Students will be shown a variety of book illustrations portraying positive changes that can happen in our world
  Naturalist – Discussion and reflection on the theme of protecting the environment
  Existential: The opportunity to help make a political/social statement through Operation PayDirt and create an illustration for a collective book using the theme “I Dream Of a World Where…..”
  Interpersonal - Students will be given a copy of the Bill Of Rights to consider what is meant by equal rights for all

Mind Styles:
  Abstract Random: Students will enter the room with YouTube video of Louis Armstrong playing and a piece of paper that they will list 3 – 5 things that they would change in the world.

KCAD for Operation PayDirt
Concrete Sequential: Students will be given a periodical of current events and a list of social injustices in the world. Topics can range from animal rights, human rights, environmental topics, etc.

Anticipatory Set:
The teacher will greet the students at the door with a stack of current periodicals and scraps of paper available for each student. The teacher will have copies of the Bill of Rights on the tables. Ask the questions “What is the Bill of Rights? What do they mean? Students are asked to list 3 – 5 current situations that are unjust in our local communities or in the world also considering who is defending these American rights.

Material & Supplies:
- Pencils
- Colored Pencils or Markers
- Funded Dollar template
- Periodicals on current events
- Scraps of paper
- Paper for the illustrations
- Watercolors/water tubs/brushes
- Sharpie Markers
- Bill of Rights

Resources:
I Dreamt…A Book About Hope by Gabriella Olmos (see images within the lesson)
The Lorex by Dr. Suess
Kids Make It Better, A Write-In, Draw-In Journal by Suzy Becker

Short video from Operation Paydirt - http://www.fundred.org/experience/
Short Vimeo video, - http://vimeo.com/43795366
YouTube Videos - “What a Wonderful World” by Louis Armstrong

Concepts and Vocabulary:
Illustrator - A person, who draws or creates pictures for magazines, books, advertising, etc.

Social Justice – Equal and healthy opportunities available for EVERYONE

What is the Bill of Rights? The first ten amendments to the U.S. Constitution, ratified in 1791 and guaranteeing such rights as the freedoms of speech, assembly, and worship

Social or Political Art- Artwork created to increase awareness on an issue in our society

KCAD for Operation PayDirt
that needs to be changed

Political Artists – Artists that create artwork to raise awareness of unjust conditions in our society

Collective Voice – A group of people working on the same goal

Environment – Relating to the natural world and the impact of human activity on its condition

Pollution - Unhealthy things (lead paint) that can get into our ground, water and air

Lead – A heavy toxic metallic element that was used in paint and banned in 1978

Lead Poisoning – When lead gets in the body and interferes with body processes. Lead is toxic to many organs and tissues including the heart, bones, kidneys and brain.

Describe the effect humans and other organisms have on the balance of the natural world.

Review Compositional Considerations – focal point and rule of thirds

Day One Procedures:
Students will enter the room with a YouTube of “What a Wonderful World” playing. The teacher will give them each a current event periodical and ask them to find 3 – 5 different current events that are unjust in our world. The teacher will lead the students into a discussion on Social Justice and what artists can do help bring about change. The Art21 video can be shown as well as a short video from Operation Paydirt can be shown - http://www.fundred.org/experience/. Discuss what Mel Chin is doing to raise the awareness of the dangers of lead paint for children. What are some things that we can do to keep ourselves safe? What can we to help clean up the environment? What can we do to help children who live in homes that contain lead? Is it far that some children live in homes that have lead while other children do not live in a safe environment? Is that “socially just”? The students will be given the opportunity to participate in the Fundred Dollar Project by filling in the template that is provided by Operation PayDirt. The Fundred Dollar Bills will be collected for the Operation PayDirt Organization and delivered to Washington as a social/environmental statement.

This Fundred Dollar project is voluntary. If a student does not want to participate, they are given a blank sheet of paper to begin sketching their illustration. See resources for additional options for short videos.

Homework – Students are asked to come to the next class with 3 – 5 sketches of a social issue that they would like to illustrate.

Some of the illustrations from “I Dreamt…A Book Of Hope” can be shown.
I dreamt...
A book about hope

Gabriela Olmos

And I dreamt that robbers are good for stealing nightmares...
I dreamt that wars are always fought with flowers...

and that danger could be cut into confetti if only you could find the right pair of scissors.

But I know others who fight back and break open the sidewalks...
Day Two – Four Procedures:
Students will enter the room with the YouTube, “Waiting On the World To Change” by John Mayer. The teacher will review week one, discussing more detail about the dangers of lead paint and what we can each do to keep ourselves safe. There will also be a discussion on the power of art in changing the world. Review Operation PayDirt and Mel Chin. Show the short Mel Chin video http://vimeo.com/43795366.

Discuss the job of an illustrator; review the rule of thirds and focal point in a composition. Read the book I Dreamt…A Book Of Hope by Gabriela Olmos. This is a beautiful collection of illustrations on social change. Lead the students into a discussion on the power of art to change the world and what they would change if they could. The students will have small group critique and individual critique from the instructor. Guide the students through the process of creativity and design, encouraging them to think out of the box of ideas and ways to illustrate their ideas that will not only be interesting but also informative.

After the students have a concept and have considered the composition of their design, they will begin illustrating their page for the collective book.

Students will be able to work in colored pencil or sharpie marker and watercolor. I would allow the students to take pictures of their final illustrations and print several colored copies in the lab. One copy can be used for a hallway display; one copy can be taken home and the original or one copy can be used for the collective book.

The pages for the book could be laminated and bound. The book can be donated to a local or school library; the students could also visit a younger class, read the story and donate the book of collective illustrations to the classroom.

Closure for each day will include the following questions:

Review Compositional Considerations – focal point and rule of thirds

What is an Illustrator? - a person who draws or creates pictures for magazines, books, advertising, etc.

What is an Artist as Social Activist? An artist that uses their artistic voice to raise awareness of social justice issues

What are the effects that humans and other organisms have on the balance of the natural world?

What does the word Environment mean? - Relating to the natural world and the impact of human activity on its condition.

What is Pollution? - Poison that gets into the air, water, and ground

KCAD for Operation PayDirt
What is lead poisoning? - How can we protect our environment from lead poisoning? Lead is a dangerous element that can be in our homes through old paint.

What is Social Action or Political Art? Artwork that brings attention to a social problem

What is a collective voice? When a group of people joins together working to accomplish the same goal.

What is the Bill of Rights? The first ten amendments to the U.S. Constitution, ratified in 1791 and guaranteeing such rights as the freedoms of speech, assembly, and worship

**Accommodations:**
Students with physical disabilities will receive markers that have been adapted with a tennis modified tennis ball. The tennis ball will have a slit cut into it and the marker inserted. This eases hand stress. Students can be broken into diversified groups allowing students to help and learn from each other, fostering empathy and mentoring relationships.
### Assessment:

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<thead>
<tr>
<th></th>
<th>Composition</th>
<th>Content/Concepts</th>
<th>3-5 Thumbnails/Final Illustration</th>
<th>Effort/Participation/Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> 15-20 points</td>
<td>Has a visual focal point and has considered the rule of thirds to create a unique composition</td>
<td>Social Justice issue has clearly been defined and illustrated creatively. Strong understanding of the concepts</td>
<td>Student completed the thumbnails and the final illustration on the designated due date</td>
<td>Attended class, worked through all of class time, had a excellent attitude and was able to implement the critique suggestions</td>
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<tr>
<td><strong>Good</strong> 10-15 Points</td>
<td>Has some focus, more static composition, interesting composition but could have more attention to creativity</td>
<td>Social Justice issue has been defined and illustrated but the illustration could more creative</td>
<td>Student completed the thumbnails and the final illustration but not by the designated due date</td>
<td>Attended class, worked through most of class time &amp; had a good attitude and considered some of the critique suggestions.</td>
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<tr>
<td><strong>Fair</strong> 5-10 Points</td>
<td>Has little focus, static composition, more attention needed to creativity</td>
<td>Social Justice issue has been defined and illustrated but the illustration is not very creative. Little understanding of the concepts.</td>
<td>Student completed some of the thumbnails. The final illustration was not completed on time.</td>
<td>Attended most classes, did not use entire class period effectively, had an average attitude with little critique consideration.</td>
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<tr>
<td><strong>Poor</strong> 0-5 Points</td>
<td>Little to no focus on focal point, composition or creativity</td>
<td>Social Justice issue was not clearly defined. No concept understanding.</td>
<td>Student did not complete the final illustration or the thumbnail sketches.</td>
<td>Student did not consistently attend class, use class time properly &amp; had a poor attitude</td>
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