

Make a Make a DIFFERENCE

LESSON PLAN

Operation Paydirt: The Fundred Dollar Bill Project for Elementary, Middle, and High School Students

This lesson is written in a general format to allow for teachers to differentiate the lesson depending on their students, time allotment, and instructional situation. To maintain the integrity of the lesson please ensure that at the least:

1. Students learn about lead poisoning
2. Students understand that a Fundred is representative of one's voice and is visual support of Operation Paydirt.
3. Students grasp the concept about Making It Better

"The survival of my own ideas may not be as important as a condition I might create for others' ideas to be realized"
– Mel Chin

This activity introduces participants to a constructive way to affect positive change in the lives of others and their environment through a creative form of philanthropy as demonstrated through the completion of a Fundred. Artists use a wide range of materials, formats, subjects, sounds and images to express themselves. Fundred is a participatory art project where students will use their artistic skills for creative engagement and advocacy for environmental and social change.

Solving environmental problems and conducting research to prevent them requires funding and scientific investigation. Scientific research, lead removal from the environment and distribution of materials to educate the public about lead contamination is also very costly. Fundreds allows participants the opportunity to make a contribution and let them know even if they cannot make a financial contribution, their voice, actions and opinions are valuable.

Many people spend a great deal of time thinking about environmental problems and understanding the cause and effects. Others take an environmental problem and take action on it by participating in activities such as trash clean up, recycling, and conserving water. Some may decide to take a position against environmental problems by spreading the word, getting their friends and family involved, and to help stop or fix a problem. When individuals or a group work together to think, take action and rouse others to participate, change can occur.

Objectives:

- Students will understand what lead is and where it can be found in the environment.
- Students will understand the harmful effects of lead poisoning on individuals.
- Students will learn how their Fundred drawing is a form of activism.
- Students will learn how a collective voice can be very powerful, and that every voice matters.
- Students will learn how funding is a reality in combatting environmental problems that impact/threaten health.
- Students will learn an effective and thoughtful process for creating positive change.
- Students will understand how young people can constructively impact social change by becoming advocates, and the relationship of advocacy to philanthropy.
- Students will learn how they can prevent lead poisoning in their homes.
- Students will learn how they can identify issues, create a method of addressing the issue, and develop awareness and support for the solutions to the issue.

Glossary:

Lead: a heavy toxic bluish-white metallic element that is highly malleable; occurs principally as galena and used in alloys, accumulators, cable sheaths, paints, and as a radiation shield.

Neurotoxin: A substance that damages, destroys, or impairs the functioning of nerve tissue.

Philanthropy: Giving, serving and private citizen action intended for the common good

Empathy: the power of understanding and imaginatively entering into another person's feelings

Environmental: Relating to the natural world and the impact of human activity on its condition: "acid rain may have caused major environmental damage.

Advocacy: Public support for or recommendation of a particular cause or policy.

Social Change: Social change refers to an alteration in the social structure of a social group or society, i.e. a change in the nature, social institutions, social behaviors or social relations of a society.

Materials:

1. Fundred Dollar Bill Public Service Announcement: <http://youtu.be/lmDMNnAz4fA> (Students from Charlotte's Jay M. Robinson Middle School tell us about lead and Fundred)
This video can also be viewed and downloaded: http://www.teachertube.com/viewVideo.php?video_id=296565
2. Open Door Interview: Mel Chin: http://www.youtube.com/watch?v=6_F2vyrIOOY&feature=c4-overview&list=UUwedLkAIPj_od9HXLrxQHA (introduce Mel's conceptual and collaborative art)
This video can also be viewed and downloaded: http://www.teachertube.com/viewVideo.php?video_id=296641
3. Charlotte Observer article, *Artist Mel Chin addresses vexing problems through art, science and community engagement*: <http://www.charlotteobserver.com/2013/02/01/3827558/artist-mel-chin-addresses-vexing.html#storylink=cpy>
4. <http://www.youtube.com/watch?v=rV71FeUgFjk> (Mel Chin, What an artist can offer...)
5. Fundred Template (ONE PER STUDENT)
6. Drawing Materials
7. Scissors
8. Pencils, Markers, Color pencils

Supplemental Materials:

Listed below are accessible websites that can be used for instruction. They are listed in a suggested order for viewing.

9. <http://www.greenandhealthyhomes.org/lead-other-hazards/lead> (lead facts)
10. <http://www2.epa.gov/lead> (EPA Information and analysis on hazards of residential lead)
11. <http://www.sesamestreet.org/parents/topicsandactivities/toolkits/leadaway> (Sesame Street Video)
12. <http://www.youtube.com/watch?v=ppbPLY6UJtw> (New Orleans News Report on Operation Paydirt)
13. <https://www.youtube.com/watch?v=35M7hLFTkUA> (Philadelphia student journalist on lead and Fundred)
14. www.fundred.org (Fundred Dollar Bill Project website)
15. http://www.youtube.com/watch?v=JvipqW3_hvw (Art 21: Paydirt)
16. <http://www.pbs.org/art21/artists/mel-chin> (Art 21: Mel Chin, Conceptual & Environmental Artist)
17. www.melchin.org (Mel Chin's website)

Process:

Engage

1. Explain to students about *Making it Better*, the concept of identifying issues in your life or school, collaborating with other students, and developing ways to positively impact social change.
2. Describe to students how Mel Chin is an example of an artist that decided to Make It Better when he saw a problem and devised a creative solution using art. He is collaborating with students, teachers, and communities to advocate for change and solutions. Say to the students “Mel is asking you to become a part of his solution. To become educated about this problem and be an advocate for change.”
Watch: <http://www.youtube.com/watch?v=rV71FeUgFjk> (Mel Chin, What an artist can offer...)
3. Explain to the students that they will have the opportunity to learn about a very serious environmental health problem affecting many children in the world. Explain to the students that they will have the opportunity to think about the problem, do something about it and help others understand about the problem.
4. Have students complete a T/F quiz about lead poisoning and what they can do to prevent it. This pre-test will identify student’s preconceptions about environmental toxins and advocacy. Collect quiz.
5. Watch Open Door Studio Interview: Mel Chin
http://www.youtube.com/watch?v=6_F2vyriOOY&feature=share&list=UUwedLkAlPj_od9HXLrxQHA or read the article ***Artist Mel Chin addresses vexing problems through art, science, and community engagement.***

Build Knowledge

1. Discuss Open Door Studio Interview and/or Charlotte Observer article and how artists use a wide range of materials, formats, subjects, sounds and images to raise awareness about issues facing society. Help children understand that they too have a voice and can take a stand against issues that are important to them.
2. Play Fundred Dollar Bill PSA
<http://youtu.be/ImDMNnAz4fA>
3. Have students review lead poisoning prevention guidelines and sources of toxic lead (if time permits students can conduct online research).
4. Review basic information about why understanding and know about lead is important and how individuals can address a community need.

Apply

1. REMEMBER THERE IS ONLY ONE FUNDRED PER PERSON – Poll the class and ask which STUDENTS HAVE COMPLETED A FUNDRED – these STUDENTS can choose a SUPPLEMENTAL ACTIVITY.
2. Have students follow the steps to complete a Fundred.
3. Supplemental Activity:
 - a. Write a letter to your local government leader about what they can do to help mitigate lead poisoning in Charlotte, including reasons why they should help.
 - b. Write a letter to a family member encouraging them to participate in FUNDRED initiative.
 - c. Create a video, drawing or other creative means to share with others what it means to participate in the FUNDRED initiative.
 - d. In a creative way using whatever format and media you choose create a piece of art for your peers, teachers, family or community that expresses an issue that is important to you that will benefit others.

Reflect

1. Have students complete T/F quiz again.
2. Distribute the accompanying Answers handout to the True or False Quiz handout to the students.
3. Have students describe what they learned from the activity.

4. Ask students what other activities can they do to contribute to the betterment or caring of others or the environment?

Supplemental Activity

1. Have students take a positive stand to an issue that they believe is important to them and create an artwork around it.
2. Have students create a FUNDRED drive, sharing information about lead with family and friends, and asking them to draw Fundreds.
3. Identify an issue that they would like to collaborate with friends on Making It Better. Develop a plan of action.

STANDARDS

Depending on the grade level, activities, format, resources and lesson length, the following Common Core Anchor Standards and NC Essential Standards could be addressed through the presentation of the information; the implementation of creating a Fundred or alternative activity; and through reviewing and reflecting upon the Fundreds completed and Operation Paydirt as a whole.

CCAS for READING:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textural evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCAS for WRITING:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- #4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NC SCIENCE Essential Standards:

Strands of Earth Systems, Structures, and Processes; Ecosystems; and Biology

NC SOCIAL STUDIES Essential Standards:

Strands of Geography and Environmental Literacy; Civics and Government; Economics and Financial Literacy

NC HEALTHFUL LIVING Essential Standards:

Strands of Personal and Consumer Health; Interpersonal Communication and Relationships; and Personal and Social Responsibilities

NC GUIDANCE Essential Standards:

Strands of Socio Emotional and Cognitive

NC VISUAL ARTS Essential Standards:

Strands of Visual Literacy, Contextual Relevancy, and Critical Response

True or False

- 1. Lead poisoning is no longer a problem in our community.
- 2. Lead dust can be invisible
- 3. Children and adults together can make a positive change.
- 4. Children cannot get lead poisoning from water, dust, or dirt.
- 5. Artists can make a difference in the lives of others.
- 6. The only way children can get lead poisoning is from chips of paint.
- 7. Lead is more dangerous to children than adults.
- 8. Lead is a toxic element.
- 9. Lead can make you very sick and cause behavior, attention and learning problems.
- 10. There is more than one way to give other than money.
- 11. Lead poisoning can be prevented.
- 12. Once something has lead contamination you cannot clean it up.
- 13. Science is important to address lead problems in the environment.
- 14. Eating fresh, pure, healthy foods can help reduce effects of lead exposure.
- 15. Can you get lead poison from food
- 16. Pencils contain lead and it is dangerous
- 17. Lead exposure can cause damage the nervous system