

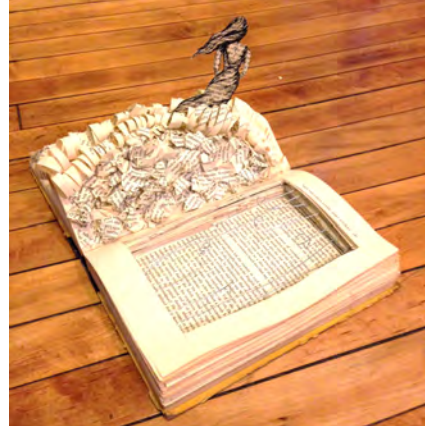
## **Book Sculpture**

**Written and Created by: Melissa Pawlak**

**Professor: Donna F. St.John**

**Grades: 11-12**

**Time Period: 3-4 days**



### **Outcome Statement:**

In this lesson students will create an original three-dimensional sculpture created by a recycled book. Students will be exploring social justice issues as inspiration to come up with a concept. This lesson will highlight various artists and authors. Students will become knowledgeable on how authors and artists have used their art to bring about social change. The lesson is important because the students are at the age where they start to see and understand various social issues; they will learn that they can bring about change through their own personal work.

### **Objectives:**

#### **The Learner Will:**

Students will learn that artists and authors use can use their voice to bring about social change.

Design and create a 3-D book sculpture based on a social idea dealing with a literary piece.

Utilize sculpture, drawing and/or painting skills

Research a piece of literature that deals with their particular social issue.

Know the vocabulary of the lesson and the dangers of lead paint.

### **Visual Art Standards:**

ART.VA.II.HS.8 Explore social and global issues through the application of the creative process.

ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.

ART.VA.V.HS.7 Analyze the impact of visual culture on society.

ART.VA.V.HS.8 Identify the role visual arts play in enhancing civic responsibility and community.

ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea.

### **Integrated Standards:**

6.2.2 Distinguish between and evaluate the importance of political participation and social participation.

6.2.11 Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.

### **Universal Design for Learning:**

#### **Multiple Intelligences:**

Existentialist: Students will focus on the bigger picture and how one person can contribute to social change.

Mathematical: Students will measure and problem solve for dimensions and construction.

Musical: Listen to the song, "Talkin' Bout a Revolution" by Tracy Chapman.

Kinesthetic-Students will use motor skills and sculpting their books.

#### **Learning Styles:**

Concrete Sequential: Power point with photo examples and definitions on it. A print out of different books that the students have an option of researching will be provided.

Abstract Random: Students will listen to, "Talkin' Bout a Revolution" by Tracy Chapman.

**Anticipatory Set:** Teacher will stand at door holding an open book with a red A on his/her shoulder, this will lead into a social discussion about "The Scarlett Letter" A printed out list of literary pieces that deal with social issues will be sitting on each desk.

**Materials & Supplies:**

- Recycled books
- Exact-o Knife
- Glue
- Pens
- Wire

**Resources:** <https://www.youtube.com/watch?v=OVKLmpALMfc>- This song talks about how the people will rise up for change.

<http://vimeo.com/86638008>- Operation Paydirt video.

**Concepts and Vocabulary:**

Book sculpture

Social change

Lead paint

3-Dimensional

Artists and authors creating change through artistic voice

**Procedures:**

**Day One:**

Greet students at door holding a book in hand with a red A on shoulder. Teacher will ask what social injustice was the author of this book trying to convey. Students will then listen to the song, "Talkin' Bout a Revolution" by Tracy Chapman. Once they are all seated, the teacher may start off by asking the students if they have ever read a book that has changed their opinions about a subject. The teacher may then go into asking of they have ever seen a piece of art that has made them reconsider an idea. A power point presentation will be given with examples of different artists and authors that have used their talent to create a social change. Teacher will then show the Operation Paydirt video and discuss Mel Chin and his organization. After this, the teacher will discuss how

everyone can have a voice in social change. The students will start out with their research on the computer and considering the different books they have read in the past. They may choose to depict the idea of the book, or a scene from the story. Students may also choose to read a new book for inspiration for the project. Once the students have at least two concepts, they may start sketches of what they would like to depict in their sculpture. They will be asked to bring in sketches, research, and a book that they do not mind cutting up to the next class. The book they bring in to use will not have to be the book they are researching. A recycled or used book will work for the project. Review on concepts and vocabulary will be the closure on this day. They will also be reminded to bring their supplies and ideas to the next class. Students will have the opportunity to create a Fundred Dollar Bill if time remains or they will take it home and return it the following day.

### **Day Two:**

Students will bring in their books and research this day. They will then get into small groups (3-4 students) and discuss their ideas and how they will represent their issue or scene of their choice in the sculpture. After getting other students opinions and suggestions, they may start their sculpture. The students will also have the freedom to draw with pen on their sculptures. Teacher will walk around room and go over different ideas with students individually. The rest of this day will be a workday.

### **Day Three:**

Teacher will briefly go over social change and how students can impact society. The students will have the option of discussing ideas and troubleshooting issues that they may be having with the teacher. The students will also have the option of drawing with pen and ink or painting with watercolor on their projects. This will be a good day to start that, if they are interested in adding that to their project.

### **Day Four:**

This day will be another workday for the students. Remind the students about the importance of how they can make a difference with their art.

**Closure for each day will include questions such as:** "How can we, as artists, bring about social change?" and "How can we help clean up the lead paint by getting involved in social and political issues?" Go over vocabulary, and concepts.

**Accommodations:**

Students with physical disabilities will be partnered with another student to help them with cutting and gluing.

**Assessment:**

Exemplary- Student constructed a unique book sculpture based on a social issue. Successfully depicts a concept or scene from a literary piece on social change. Student has done an adequate amount of research on their literary piece and social issue. Student understands and can explain the concept of social change and how artists and authors can use their voice to bring about it. Student has a strong understanding of the concepts and vocabulary.

Good- Student constructed a unique book sculpture based on a social issue. Student is moderately successful in depicting a concept or scene from a literary piece on social change. Student has done a fair amount of research on their literary piece and social issue. Student moderately understands the concept of social change and how artists and authors can use their voice to bring about it. Student has a moderate understanding of the concepts and vocabulary.

Needs Improvement- Student constructed a book sculpture not based on a social issue. Student does not depict a concept or scene from a literary piece on social change, unsuccessfully. Student has not done enough research on their literary piece and social issue. Student has not grasped the concept of social change and how artists and authors can use their voice to bring about it. Student has a weak understanding of the concepts and vocabulary.