**UNIT OVERVIEW**

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| Unit | *The Fundred Dollar Bill Project* |
| Theme | *Language: Connecting* |
| Author(s) | *Lisa Hoffman of McColl Center for Art and Innovation, Mel Chin and The Fundred Project Collaborators* |
| Close Study Focus | *The Fundred Dollar Bill Project* |
| Discipline | *Visual Arts* |

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| Unit Focus |  |
| "*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 unit 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. The Fundred Dollar Bill Project is a participatory art project where students will use their artistic skills for creative engagement and advocacy for environmental and social change.  When individuals or a group work together to think, take action and rouse others to participate, change can occur. The Fundred Dollar Bill Project allows participants the opportunity to increase their own awareness of lead poisoning and lend their voice to a collaborative advocacy project. Solving and preventing environmental problems like lead poisoning requires significant funding to support research, removal and public education and awareness campaigns.  **This unit is written in a general format to allow for teachers to differentiate the lesson depending on their students, time allotment, and instructional context. 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 collectively united voices to end lead poisoning.** 3. **Students grasp the concept of creative problem solving: identifying issues in your life or school, collaborating with others, and developing ways to positively impact social change.** | |

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| Essential Questions |  |
| * What is lead and where can it be found in the environment? * What are the harmful effects of lead poisoning on individuals? * How can art making become a form of activism for creating positive change? * How can artists identify, research, and develop awareness and support for the solutions to important social issues? | |

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| Major Concepts |  | Vocabulary |  |
| *broader ideas that can provide a frame for investigating the theme* | | *language that may be introduced during the unit*  *(some vocabulary is dependent on the technical/conceptual choices)* | |
| * Understand how art exhibited inside and outside of school contributes to a community. * Identify how art influences and reflects personal and cultural meaning. * Collective action and creation can create momentum   toward finding a solution to a problem | | * 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. | |

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| National Standards Addressed | |  |  |  |
| VA:Pr6.1.3a | Identify and explain how and where different cultures record and illustrate stories and history of life through art. | | | |
| VA:Cn10.1.5a | Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking. | | | |
| VA:Cn10.1.6a | Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking. | | | |
| VA:Cn11.1.5a | Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society. | | | |
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| Thematic Overview/Context |
| *engagement with the theme/foundations of concept* |
| * Question: How might artists increase awareness of important issues and advocate for change? * Introduce focus issue: Lead Poisoning. Have students complete the 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. (note: a sample quiz will be included in the Operation Paydirt teacher package distributed with the Fundred Templates). * As a class, watch “[What an artist can offer…,](http://www.youtube.com/watch?v=rV71FeUgFjk) “[Open Door Studio Interview: Mel Chin](http://www.youtube.com/watch?v=6_F2vyrIOOY&feature=share&list=UUwedLlkAlPj_od9HXLrxQHA),” or have students read the 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) linked below. |

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| Technical/Formal Instruction |
| *demonstrations of technique/integration of vocabulary and concepts* |
| **Close Study:** How did Mel Chin identify a problem and use art to develop a creative collaborative solution?  **Discussion**: Lead Poisoning and the role of research in art making and advocacy (see resources below in “Practice”)  **Dialogue:** Cultural symbols and currency.   * *Symbols on American Money* from the Philadelphia Federal Reserve * <https://www.philadelphiafed.org/education/teachers/publications/symbols-on-american-money> * *The Power of Money* from CADMUS Journal * http://www.cadmusjournal.org/article/issue-5/power-money   **Additional Resources:**   * [www.fundred.org](http://www.fundred.org) (Fundred Dollar Bill Project website) * Open Door Interview: Mel Chin: <http://www.youtube.com/watch?v=6_F2vyrIOOY&feature=c4-overview&list=UUwedLlkAlPj_od9HXLrxQHA> (introduction to Mel Chin’s conceptual and collaborative art). * <http://www.youtube.com/watch?v=ppbPLY6UJtw> (New Orleans News Report on Operation Paydirt) * <https://www.youtube.com/watch?v=35M7hLFTkUA> (Philadelphia student journalist on lead and Fundred) * <https://vimeo.com/86638008> ([Now You See It](https://vimeo.com/86638008) part 1 (2 minute animation on lead, by Mel Chin, Careen Ingle, et al)  * <https://vimeo.com/86565302> ([Now You See It part 2](https://vimeo.com/86565302) - (2 minute animation on lead, by Mel Chin, Careen Ingle, et al)   **Extension Ideas:**   * Students take a positive stand to an issue that they believe is important to them and create an artwork around it. * Students initiate a community FUNDRED drive, sharing information about lead with family and friends, and asking them to draw and contribute Fundreds. * Students identify a social issue or concern that they would like to collaborate with friends to improve. Develop a plan of action. |

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| Practice |
| *student opportunity to experiment with media* |
| **Understanding Lead Poisoning:** Lead discussion to help students understand the issue of lead poisoning using one of the following resources (additional resources linked above).   * Fundred Dollar Bill PSA: <http://youtu.be/ImDMNnAz4fA> (Students from Charlotte’s Jay M. Robinson Middle School) * <http://www.greenandhealthyhomes.org/lead-other-hazards/lead> (lead facts) * <http://www2.epa.gov/lead> (EPA Information and analysis on hazards of residential lead) * <http://www.sesamestreet.org/parents/topicsandactivities/toolkits/leadaway> (Sesame Street Video) * Have students research lead poisoning and contamination in the Washington DC area.   **Considering Cultural Symbolism:** Have students consider the symbols in the world around them. What symbols do we see in our currency? Ask students to draw a dollar bill from memory and then compare to actual currency. Does the inclusion of these people and symbols say something about us as a society? Understanding the importance of symbols on money and the messages they convey can help us to better appreciate our founding ideals. During the application portion of the lesson, students should consider the symbols that represent them as individuals and their own ideals. (Quick Overview of Symbols on the $1 bill <https://youtu.be/JJ_RDcdUw5Y>)  **Considering the Meaning and Role of Money and Value in Society:** Lead students in a think-pair-share based on one or more of prompts listed below. Guide students in a related discussion about personal and societal values.   * “If I had a half million dollars…” * “If the government had an extra half million dollars, they should…” * “Money is…” |

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| Application |
| *student-centered engagement/facilitation of student voice* |
| As a final project, all students will create a unique Fundred Dollar Bill that will be contributed to the Fundred collection. Have students consider the images and symbols that represent them as an individual. **Important**: each student should submit only one Fundred, as each bill represents the voice of one student.  In January 2017, all DC Public Schools will have the opportunity to participate in the Operation Paydirt project. A general timeline is included below. Please be on the lookout for additional guidelines and resources from the Office of Teaching and Learning.   * Tuesday, January 3: All teachers will be emailed Fundred Request Forms through which quantities of Fundred templates per school will be assessed. * Saturday, January 14: Families will be invited to learn about the program and create their own Fundred Dollar Bills at our Create DC Art Festival * Tuesday, January 17: Classroom Package and Fundred templates will be sent to schools via Central Office * Week of February 13: Completed Fundreds delivered to designated sites throughout the city * February 22 - March 12, 2017: DCPS student Fundreds on view at a Corcoran / GWU exhibition |

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| Unit Level Assessment |  |
| *criteria on which students will be evaluated on educational performance; reflects all aspects of the unit (attach separate assessment documents as needed)* | |
| * Measure students’ change in understanding of lead poisoning by having discussion. * Reflection: What did students learn from participation in this activity? What other activities can students do to contribute to the betterment or caring of others or the environment? | |