

UNIT OVERVIEW

Unit	<i>The Fundred Project</i>
Theme	<i>Language: Connecting</i>
Author(s)	<i>Adapted from curriculum created by Lisa Hoffman of McColl Center for Art and Innovation and Mel Chin and The Fundred Project Collaborators</i>
Close Study Focus	<i>The Fundred Project</i>
Discipline	<i>Visual Arts</i>
Grade Level	<i>Adaptable for K - 12</i>

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 Project is a participatory art project where students will use their artistic skills for creative engagement and advocacy for environmental and social change.

Solving and preventing environmental problems like lead poisoning requires significant funding to support research, removal, and public education and awareness campaigns. When individuals or a group work together to think, take action, and rouse others to participate, change can occur. The Fundred Project allows participants the opportunity to increase their own awareness of lead poisoning and lend their voice to a collaborative advocacy project.

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

- 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.**

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 artmaking 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?

Major Concepts

broader ideas that can provide a frame for investigating the theme

- Understand how art exhibited inside and outside of school contributes to a community.
- Identify how art influences and reflects personal and cultural meaning.
- Demonstrate how collective action and creation can create momentum toward finding a solution to a problem.

Vocabulary

*language that may be introduced during the unit
(some vocabulary is dependent on the technical/conceptual choices)*

- Lead: a heavy—and heavily 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.
- Advocacy: public support for a particular cause or recommendation of a specific policy.
- Social Change: an alteration in the structure of a social group or society, i.e. a change in the nature, social institutions, social behaviors, or social relations of a society.

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 through artmaking.
VA:Cn11.1.5a	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

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. Invite students to share what they know about lead poisoning and what they can do to prevent it. This will identify students' preconceptions about environmental toxins and advocacy. Compare to discussion after introducing the Fundred project and materials.
- As a class, watch "[What an artist can offer...](#)" "[Open Door Studio Interview: Mel Chin](#)," or have students read the *Charlotte Observer* article, "[Artist Mel Chin addresses vexing problems through art, science, and community engagement](#)" linked below.

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 artmaking 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 (Fundred Project website)
- Fundred Dollar Bill PSA: <http://youtu.be/lmDMNnAz4fA> (Students from Charlotte’s Jay M. Robinson Middle School)
- Open Door Interview: Mel Chin: http://www.youtube.com/watch?v=6_F2vyrIOOY&feature=c4-overview&list=UUwedLkAIPj_od9HXLrxQHA (introduction to Mel Chin’s conceptual and collaborative art).
- <https://www.youtube.com/watch?v=35M7hLFTkUA> (Philadelphia student journalist on lead and Fundred)

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).

- <https://vimeo.com/86638008> (*Now You See It* part 1 (2 minute animation on lead, by Mel Chin, Careen Ingle, et al)
- <https://vimeo.com/86565302> (*Now You See It* part 2 - (2 minute animation on lead, by Mel Chin, Careen Ingle, et al)
- <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)
- <https://www.usatoday.com/search/lead%20poisoning/> (*USA Today* compilation of articles and investigative journalism)

- <https://www.amazon.com/Cosmos-Spacetime-Odyssey-Season-1/dp/B00IJL0CB4> (Cosmos, Season 1, Episode 7: *The Clean Room*) Note @ 15:00 in *Cosmos: Clean Room* – animation of lead in the brain affecting neurotransmitters)
- Have students research lead poisoning and water, paint, and soil contamination in their town.

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 it 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...”
- “What I think is truly valuable is...”

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.

The Fundred Reserve in DC will connect your Fundreds to the conversation on lead issues and policies.

Students can retain their certificate of deposit, and post images and their #fundred story on social media-- consider sharing with friends or contacting representatives.

Students and parents can follow Fundred on newsletters and social media to see where their Fundreds are exhibited, learn about others' Fundred stories, and follow the progress of our efforts to end lead poisoning nationwide.

To extend the reach of the Fundred Project even more and help end lead poisoning once and for all, here are some suggestions for additional actions that you or your students can take to further contribute to the cause!

Extension Ideas:

- Students initiate a community FUNDRED drive, sharing information about lead with family and friends, and asking them to draw and contribute Fundreds.
- Students write persuasive letters to their representatives to share their Fundred story and what they would like to see happen.
- Students take a positive stand on an issue that is important to them and create an artwork around it.
- Students identify a social issue or concern that they would like to collaborate with friends to improve and develop a plan of action.

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 a group discussion.
- Play a quiz game with students to review information and reinforce their learning.
- Lead a follow-up artmaking activity where students draw or paint pictures about what they learned through the Fundred project.
- Ask students to write journal entries reflecting on the Fundred-making experience and lessons learned.
- Teacher Reflection: What did students learn from participation in this activity? What other activities can students do to contribute to positive social change in our society?
- Did you take any of the actions under Extension Ideas, above? If so, be sure to tell us! You can reach us on facebook, instagram, and twitter @FundredProject, or email us at info@fundred.org.
- See Reflection Focus Group Guide for more specific questions and please share your feedback with us. Email info@fundred.org to help us improve our ability to engage students in critical issues through artmaking!