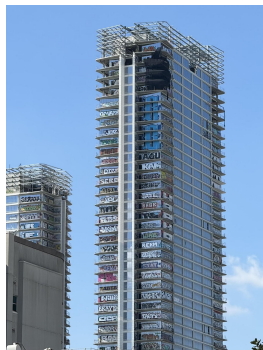
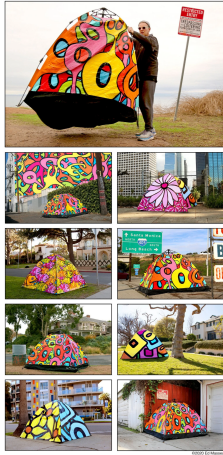


Lesson Plan

Lesson Overview	
Teacher(s)	Gabriela, Grace, Roxanna, Tyee, Manon
Title of Lesson	Dreams Deferred: The Fight for Housing in Southern California
Course/Grade Level	9-12 grade
Time Frame	2 weeks
Description & Rationale	This lesson engages high school students in exploring the ongoing housing crisis in Southern California through the lens of digital art and animation, using Canva as their creative medium. The content goal is for students to develop a deeper understanding of social justice issues—particularly housing insecurity—and how visual storytelling can raise awareness and inspire empathy. The skill goals center on cultivating students' digital literacy, design thinking, and creative communication, as they learn to combine imagery, motion, sound, and text to convey a meaningful message. By weaving social relevance with artistic practice, this lesson encourages students to see art as a vehicle for advocacy rather than decoration. The project is intentionally designed for adolescents' developmental stage—balancing structure with open-ended creativity, inviting them to connect personal experiences and civic consciousness. Ultimately, the purpose is to empower students to use their artistic voices to engage critically with real-world issues, fostering both technical competence and compassionate citizenship.
CA VAPA Standards	CREATING Prof.VA:Cr1.1: Use multiple approaches to begin creative endeavors. PRESENTING Prof.VA:Pr4: Analyze, select, and curate artifacts and/or artworks for presentation and preservation. RESPONDING Adv.VA:Re7.1: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
Essential Questions	- How does art influence public perception and social change? Can an image, animation, or design truly shift how society values human dignity and justice? - What does it mean to have a "home," and how is that concept shaped by culture, privilege, and policy? Who decides who belongs where?

	3. How can visual composition, movement, and sound work together to communicate a powerful message without relying on words alone?
Content Specific Learning Goal(s)	1. Students will demonstrate the ability to use digital art tools responsibly and creatively — integrating media, animation, and design techniques to enhance clarity, tone, and emotional impact. 2. Students will be able to plan, design, and produce a short digital animation in Canva that communicates a focused social message using elements of composition, color, movement, text, and sound. 3. Students will demonstrate the ability to use digital art tools responsibly and creatively — integrating media, animation, and design techniques to enhance clarity, tone, and emotional impact. 4. Students will critically reflect on their artistic choices, explaining how design decisions (such as pacing, symbolism, and tone) contribute to meaning and influence an audience's emotional or intellectual response.
Art History Connections	Historical Context • The United States experienced unprecedented economic growth after World War II. In the 1970s, the growth of rent-burdened families greatly increased due to decades of discriminatory practices such as red-lining. The stock market crash of 2008 was a systemic failure that resulted in millions losing their homes, ultimately creating generational setbacks. Art Movement(s) • There are no actual art movements centered around the SoCal housing crisis, but there are non-profit organizations encouraging artists to come forward, like: The National Coalition of the Homeless - Housing NOW! Protest: that demand Housing NOW! They know what ends homelessness, and they will call on our elected officials to reject budget cuts that only worsen the crisis and stand against fines and mistreatment of the homeless. Artist Mentor(s) • James Early: An artist who specializes in hyperrealistic paintings and drawings. He uses his work to raise awareness of issues such as homelessness, mental health, and war. James wants to make the invisible visible; he wants his art to scream and demand attention. • Ed Massey: An artist who specializes in sculpting, painting, and making public art. His body of work often involves social themes, as he often emphasizes that the public has some decisions to make if it wants sweeping change • J Michael Walker: A multi-disciplinary artist who works in painting, drawing, photography, and digital media. He confronts issues of erasure and misrepresentation through portraiture that highlights marginalized people and women, particularly women of color. Reference Images



Vocabulary

Skills/Techniques

- **Storyboard** – A sequence of sketches or frames that plan out each part of an animation.
- **Symbolism** – Using an object, image, or color to represent an abstract idea (e.g., a door symbolizing opportunity).
- **Pacing** – The rhythm or speed of visual transitions, animations, and timing.
- **Composition** – The arrangement of visual elements within the frame to create balance and focus.

Tools/Media

- **Timeline** – A feature that organizes when and how elements appear or animate in a video or slide.
- **Animate Panel** – A Canva tool that applies motion effects to text and visuals (e.g., fade, rise, pan).
- **Text Animation** – Movement or effects applied to words to attract attention or create rhythm.
- **Layer Order / Position Tool** – Adjusting which elements appear in front or behind others.
- **Transparency Slider** – Adjusting opacity to create depth or focus.
- **Export** – The process of saving and downloading the completed animation (usually as an MP4).
- **Digital Media** – Any creative content produced and shared through technology.

	including images, sound, and motion. Elements/Principles ● Line – Used to lead the eye, create movement, or define shapes. ● Shape – Geometric or organic forms that make up the design's structure. ● Color – Used symbolically or emotionally; includes hue, saturation, and value. ● Texture – The illusion of surface quality (smooth, rough, gritty, etc.) created through images or effects. ● Space – The area around, between, or within objects; can create depth or focus. ● Value – The lightness or darkness of colors or tones. ● Form – The illusion of three-dimensionality within a flat digital space. ● Balance – The distribution of visual weight (symmetrical, asymmetrical, or radial). ● Contrast – The difference between elements (light/dark, big/small) to create emphasis. ● Emphasis – The focal point that draws the viewer's attention first. ● Movement – The visual flow or path that guides the viewer's eye through the animation. ● Rhythm – The repetition or variation of elements to create visual tempo. ● Unity / Harmony – The sense of completeness or consistency among design elements. ● Proportion – The relationship between sizes and scale of elements. ●
Materials/ Resources Needed	Technology & Resources: ● Canva access ● Computer Materials List: ● Computer ● Sketch book ● Laptop
Day by day activities	
Day 1	● Anticipatory Activity:: The Growing Housing Crisis in Los Angeles ● Art History Goal: Emotionally and visually engage students with the theme of housing insecurity to prepare them for expressive art and animation work. A. Warm-Up Poll (5 minutes) ● Brief intro: "Let's see what we already know or think about housing in LA."

- Use **Kahoot, Mentimeter, Google Forms, or show of hands.**
 - Ask:
 1. "If you had to move out now, could you afford to live in LA?" (Yes/No/Maybe)
 2. "What's the average rent for a one-bedroom apartment?" (\$1,000–\$1,500 / \$2,000–\$2,500 / \$3,000+)
 3. "Who's most affected by rising housing costs?" (Families / College students / Seniors / Low-income workers)
 - Review results together: *"Were you surprised? What does this say about living in LA today?"*
-

B. Visual Hook

- Show a **short video clip** illustrating LA's growth and urban change over time.
 - Ask:
 - "What changes do you notice as the city grows?"
 - "Who benefits from this growth, and who might be left out?"
 - Conclude: *"Cities evolve, but that growth can create challenges for real people."*
-

C. Mini Reflection Discussion

- Pair students for a **quick partner discussion**:
 - "What does 'home' mean to you?"
 - "How might it feel if your family had to move because of rising rent?"
 - "Why do you think housing is such a complicated issue in LA?"
 - Invite a few students to share highlights.
-

D. Teacher Wrap-Up

- Emphasize key takeaway:
"The housing crisis isn't just about numbers or buildings—it's about people and their stories. As artists, you'll use animation to express your perspective on this issue."

Day 2-6	Day 2 – The Housing Crisis in Southern California Focus: Understanding the issue. • Watch a short video or read a short article about the housing crisis (homelessness, rent costs, gentrification). • Class discussion: <i>"What does 'home' mean to you?"</i> • Use your anticipatory set activity . • Begin connecting personal meaning to the larger issue. Day 3 – Connecting Art to the Issue Focus: From understanding to interpretation. • Review examples of digital or animated storytelling on social justice topics. • Discuss tone, symbolism, and message — how visuals communicate emotion. • Worksheet Activity: Students complete the <i>"From Reflection to Action"</i> worksheet to brainstorm ideas for their own message and visuals. Day 4 – Storyboarding and Scriptwriting Focus: Planning the animation. • Demonstrate what a storyboard looks like (simple sketches + text for timing). • Students create a rough storyboard or written outline of their animation idea. • Teacher circulates to give feedback and guide focus toward clear, specific messages. Day 5 – Canva Tools Workshop Focus: Learning the software and design skills. • Guided demo: show students key Canva tools (animation, timeline, layering, audio, etc.) using the <i>Canva Tools Checklist</i>. • Students practice creating a 10-second test animation using sample images and text. • Discuss: What makes motion and timing feel effective? Day 6 – Begin Animation Production Focus: Starting the real project. • Students begin building their Canva animations using their storyboards. • Teacher checks in on individual progress and offers design/technical support.

	Encourage students to focus on 2–3 completed slides by the end of class.
Day 7–10	Day 7– Formative Assessment: “Storyboard-to-Scene Checkpoint” Focus: To assess students' understanding of the housing crisis theme and their ability to translate that understanding into visual storytelling before full digital production begins. Students will create one completed animated scene or slide (10–15 seconds) that represents a key moment, idea, or emotional tone from their planned final project. Day 8 – Continue Animation Production Focus: Expanding visuals and refining pacing. - Students continue animating scenes and adding text. - Mini-lesson: Using color and movement to convey emotion. - Peer feedback pairs: Students show their progress to a partner for feedback on message clarity. Day 9 – Adding Audio and Transitions Focus: Enhancing the emotional tone. - Mini-demo: how to add music, sound effects, or narration in Canva. - Students add or adjust audio, transitions, and pacing. - Teacher conference: review students' visual consistency and message strength. Day 10 – Final Edits and Reflection Focus: Refinement and reflection. - Students finalize animations, check timing, and ensure all credits are included. - Peer review gallery walk: classmates watch each other's work-in-progress and leave written comments. - Begin reflection writing: <i>“How did your art communicate your message?”</i> Day 11 – Class Showcase & Discussion Focus: Presentation and synthesis. - Host a mini film festival — students present their final animations.

	• Class discussion: ◦ What messages stood out most? ◦ How did design choices impact your understanding of the issue? ◦ What role can digital artists play in social change? • Collect reflections and provide summative feedback.
Lesson Implementation	
Anticipating Learning/ Activating Prior Knowledge/ The “hook”	To communicate the purpose of the lesson, I will begin by clearly stating the learning objectives in student-friendly language and explaining what students will be able to know or do by the end of the lesson. I will connect to prior learning by briefly reviewing key concepts from previous lessons that relate directly to today's topic, helping students activate background knowledge and see how the learning is building over time. To ensure relevance and spark interest, I will introduce the lesson with a real-world example, question, or scenario that connects the content to students' lives, experiences, or future goals, making the material more meaningful and engaging from the start.
Demonstrating/ Modeling of New Knowledge	I will begin by showing examples of socially engaged animations and walk students through each step of planning, designing, and animating their own pieces—highlighting how to visually represent complex social issues through art. As students begin working, I will go around the room, ask helpful questions, and review their storyboards and drafts to assess their understanding of both the technical animation skills and the social message behind their work. I will offer multiple explanations and approaches to key concepts that connect to students' experiences. Student interaction will be encouraged through peer critiques, small group brainstorming sessions, and collaborative feedback, fostering a classroom environment where students learn from and inspire each other.
Collaborative Learning (students together)	To determine the complexity of the task, I will break down the animation project into manageable components—such as research, visual storytelling, and technical execution—and assess student readiness through informal checks and prior work. I will provide hands-on experiences by guiding students through each stage of the animation process with structured practice sessions, including sketching storyboards, creating frames, and using animation tools. Grouping will be based on a mix of students interests, and collaboration skills to ensure balanced and peer support. To support language development, I will offer sentence starters, visual aids, and vocabulary lists related to housing issues and animation techniques, as well as provide opportunities for students to discuss and reflect in pairs or small groups. Students will be held accountable through check-in milestones, peer feedback, self-assessments, and a final presentation where they explain both their artistic choices and the message behind their work.
Instructional Support	
Adaptations	Language and Literacy Support: English Learners (ELs) and students with language-based learning differences can use Canva's translation integration and built-in iconography to support comprehension.

	Sentence starters, visual vocabulary lists (e.g., terms like <i>composition, pacing, message</i>), and bilingual glossaries will be available for reflection and project writing tasks. Visual Support Tools: For students with visual processing challenges or low vision, high-contrast templates, enlarged fonts, and adjustable color palettes in Canva can be used. Screen magnifiers or text-to-speech extensions (such as ChromeVox or Read&Write) can assist in navigating instructions, reading text, or describing on-screen visuals. Motor and Physical Access Adaptations: Students with fine motor difficulties may benefit from using adaptive mice, touchscreens, or stylus pens for more precise control when working in Canva. Assigning peer collaborators for tasks that require more complex drag-and-drop movements can also promote access and inclusion.
Assessment/Checking for Understanding	
Formative (generally used to plan and modify subsequent instruction)	Students will create one completed animated scene or slide (10–15 seconds) that represents a key moment, idea, or emotional tone from their planned final project. This single scene serves as a mini-prototype to demonstrate: • Content comprehension (accurate and empathetic portrayal of the housing crisis theme) • Application of artistic choices (color, imagery, symbolism, pacing) • Technical skill (basic animation, layering, text, or sound use) Process: Review & Planning ○ Students revisit their storyboard or worksheet. ○ Choose one frame or moment that best represents their message. ○ Write a brief note: "What is the message or feeling this scene should communicate?" Create ○ In Canva, students design one short animated scene using 1–2 motion effects and 1–2 text elements. ○ Encourage intentional design: color, layout, tone, movement. Peer Feedback ○ In small groups, students share their short scenes. ○ Peers respond using three prompts:

	■ "I see..." (describe the content and emotion conveyed) ■ "I think..." (interpret the message) ■ "I wonder..." (ask a question about design or intent). Students should be able to: ● Clearly connect their visual content to a theme or message related to the housing crisis. ● Demonstrate intentional use of at least one design or animation technique to support that message. ● Explain their design choices verbally or in writing. This activity shows whether students can: ● Apply social justice content meaningfully. ● Use digital design tools with purpose. ● Articulate the relationship between artistic decisions and message clarity.
Summative (evaluative, at "end of" instruction/ learning	Students will participate in a Class Showcase & Discussion, a <i>performance-based summative assessment</i> that demonstrates mastery of both content understanding and artistic skill application. Students will present their final animations and participate in a class discussion. Student reflections will be collected and reviewed for feedback at the end of this summative assessment. Student Animation: Evaluated with a rubric including criteria for content accuracy, creativity, technical proficiency, and message impact. Class Discussion Contributions: Notes or participation logs demonstrating students' ability to analyze and respond to peers' work using content vocabulary. Reflection Statements: Written responses showing self-awareness of learning outcomes ("I learned that art can..." / "My animation communicates...").

Student Name: _____

Canva Tool Scavenger Hunt: Getting Ready to Animate!

Purpose:

To help you explore Canva's creative tools and practice using animation, layering, text, and sound before beginning your social justice housing crisis project.

Goal: Try out at least five different Canva tools and document how you used each one. Try all 6 and get extra credit!

Directions

1. Open a new Canva design (use the *Video* or *Presentation* format).
 2. Complete each challenge below. You can use any theme, images, or text — this is just for practice!
 3. Write your short responses in the reflection box at the end.
-

Scavenger Hunt Challenges

1. Animation Magic

- Apply three different animation effects to text or images.
- Example effects: *Fade, Pop, Rise, Pan, Breathe*.

Write down which three you used: _____

2. Transparency Trick

- Adjust the transparency of one element (image, shape, or text).
- Use it to create depth or highlight something in the background.

Describe what you made more or less visible: _____

3. Voice or Sound Power

- Record or upload a short voiceover (or add background music).
- Adjust the volume or timing of the sound.

What type of sound did you add? _____

4. Page Transitions

- Add a page animation or transition between two slides.
- Try to make the movement match your design's emotion or message.
What transition did you choose and why? _____

5. Layer & Lock

- Use the Position tool to move one element in front or behind another.
- Lock an element in place so it doesn't move while editing.
Which elements did you layer or lock? _____

6. Text in Motion

- Add a text box and animate it using one of Canva's text effects.
- Example: *Typewriter, Bounce, or Neon Glow.*
What text animation did you use? _____

Mini Reflection

- Which tool did you enjoy using the most? Why?

 - Which tool do you think will help you the most in your housing crisis animation project?

-

Formative Assessment: 'Storyboard-to-Scene Checkpoint'

Student Name:

Purpose: To assess students' understanding of the housing crisis theme and their ability to translate that understanding into visual storytelling before full digital production begins.

Timing: End of Week — after students have researched, planned, and practiced using Canva tools but before they begin their full animation.

Activity Overview: Students will create one completed animated scene or slide (10–15 seconds) that represents a key moment, idea, or emotional tone from their planned final project. This single scene serves as a mini-prototype to demonstrate:

- Content comprehension (accurate and empathetic portrayal of the housing crisis theme).
- Application of artistic choices (color, imagery, symbolism, pacing).
- Technical skill (basic animation, layering, text, or sound use).

Process:

Review & Planning: Revisit storyboard, choose one key frame, and write a short note describing the intended message or emotion.

Create : Design one short animated scene using 1–2 motion effects and 1–2 text elements in Canva. Focus on intentional color, tone, and movement.

Peer Feedback: Share short scenes in small groups. Respond using prompts:

- "I see..." (describe the content and emotion conveyed).
- "I think..." (interpret the message).
- "I wonder..." (ask a question about design or intent).

CATEGORY	EMERGING	DEVELOPING	PROFICIENT
Content understanding	Message unclear or off-topic.	Message somewhat clear; partial connection to housing theme.	Message clear, focused, and empathetic.
Artistic Choices	Limited or inconsistent use of design principles.	Some intentional use of design or animation for emphasis.	Strong and deliberate visual choices enhance meaning.
Technical Skill	Basic use of Canva tools; minimal animation applied.	Moderate skill; some layering, animation, or sound use.	Effective, creative, and polished use of Canva features.
Reflection & Feedback	Limited explanation of choices or feedback use.	Some reflection; partial application of feedback.	Thoughtful reflection and clear use of feedback to improve work

Student Reflection Prompts: 1. What message or emotion were you trying to communicate in your scene? 2. Which design or animation choices helped you express that message most clearly?

Summative Assessment: Mini Film Festival Showcase

Purpose

To provide students with an opportunity to present their final animated projects to their peers, demonstrate their understanding of the housing crisis, and reflect on how art and design can inspire social awareness and empathy.

Setup

- Create a **“Film Festival” atmosphere** — dim lights, popcorn, background music.
- Project each student’s final Canva animation (30–60 seconds).
- Note cards for viewers to jot down comments.

***Award Categories** *Most Powerful Message, Best Visual Storytelling, Most Creative Use of Animation*

Festival Flow

1. Introduction

- Review respectful audience behavior and feedback expectations.

2. Screening

- Play each student’s animation one by one.
- After every 3–4 films, pause for short peer reactions or guided reflection prompts.

3. Class Discussion

Facilitate a reflection conversation using guiding questions:

- *What messages stood out most to you and why?*
 - *How did design choices—color, pacing, sound, or motion—affect your understanding of the message?*
 - *What role can digital artists play in shaping awareness or social change?*
 - *What did you learn about empathy, storytelling, or your community through this project?*
-

Evidence of Learning

You'll know students have met the content and skill goals when they can:

- Present a finished digital animation that clearly communicates a social justice message connected to the housing crisis.
- Explain how specific design decisions (composition, symbolism, pacing, sound) strengthen their message.
- Respond thoughtfully to feedback and reflect on how digital art can raise awareness or prompt change.

Student Name: _____

CATEGORY	4	3	2	1
Craftsmanship/Skill	The artwork shows excellent craftsmanship, and attention to detail.	The artwork shows average craftsmanship and attention to detail.	The artwork shows below average craftsmanship and little attention to detail.	The artwork shows poor craftsmanship and no attention to detail.
Creativity/Originality	The artwork clearly demonstrates personal expression. Solution is very inventive.	The artwork demonstrates an average amount of personal expression. Demonstrates some inventiveness.	The artwork demonstrates little personal expression and inventiveness.	The artwork lacks evidence of personal expression and inventiveness.
Design	The artwork demonstrates excellent use of Principles of Design, is easy to understand, and is visually compelling.	The artwork demonstrates good use of Principles of Design, is relatively easy to understand and is somewhat visually compelling.	The artwork demonstrates poor choice of Principles of Design. The design is difficult to understand and is confusing.	The artwork lacks thoughtful design. The Principles of Design and Elements of art are not evident.
Effort, Responsibility	The student put forth his/her best effort and used class time well.	The student put forth effort and used class time adequately.	The student put forth little effort; during class time worked partially on project.	The student put forth no effort or the project was not completed; class time was not used well.

