

Grief Identity

Central Focus	Grief Identity: How do you grieve?
Grade Level	8th grade
Class Size	20-22 students per class, 4 classes
Time	3 days for 1 hour each day; 9:00-10:00 am
Class Demographics	Predominantly Mexican-American and/or Hispanic students; Urban school; No formal art education; ELL students; Low-income

National Visual Arts Standards Addressed 4 pts – use one from each area	
Creating	<ul style="list-style-type: none"> VA:Cr2.3.8- Select, organize, and design images and words to make visually clear and compelling presentations.
Presenting	<ul style="list-style-type: none"> VA:Pr6.1.8- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences
Responding	<ul style="list-style-type: none"> VA:Re7.1.8- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
Connecting	<ul style="list-style-type: none"> VA:Cn11.1.8- Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Common Core State Standards Addressed
<ul style="list-style-type: none"> CCSS.ELA-LITERACY.SL.8.1.C- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. CCSS.ELA-LITERACY.SL.8.2- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. CCSS.ELA-LITERACY.SL.8.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

UNIT OVERVIEW

For students to better understand grief identity, they will create a mixed media collage using both two-dimensional and three-dimensional materials that relay how they personally experience and cope with grief. Students will be introduced to grief practices of various cultures and the artworks of artists that have a focus on grief to introduce them to grief's many modalities. Students will be given the choice to use a variety of materials, as grief is a highly personal topic.
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Forms	2D	3D	4D
Frames	Cultural	Subjective	Structural
Conceptual Framework	Artwork	Artist	Audience

Student Prior Knowledge and Conceptions
<ul style="list-style-type: none"> Fine Motor Skills, Concept of Grief, 3D Art, and 2D Art Working with 2D and 3D materials, Color Mixing (primary and secondary colors), Color Association
Interdisciplinary Connections 1pt
<ul style="list-style-type: none"> Communications Anthropology/History

UNIT OBJECTIVES

As a result of this lesson, students will be able to: 4pts
1. Students will be able to successfully create a 9" by 12" collage using acrylic paint, graphite pencil, and a found object(s) that expresses their grief identity. VA:Cr2.3.8

2. Using past experiences and/or internet research, students will successfully create a mind map with images featuring at least 3 distinct objects, signs, or symbols. **VA:Re7.1.8**
3. In a Padlet through writing, students will be able to identify how grief varies from person to person and culture-to-culture as well as analyze images by unit artists. **VA:Cn11.1.8; VA:Pr6.1.8**
4. Students will be able to explain verbally or textually in a peer critique how they and their classmates' expressed grief through collage art. **VA:Re7.1.8**

TEACHER MATERIALS 3pts

<ul style="list-style-type: none"> Internet access Lesson plan/lesson supports 	<ul style="list-style-type: none"> Teacher art example Padlet <ul style="list-style-type: none"> lan- (https://padlet.com/isanch8/duw0qyila_pnh0uc8) Torie & Corina- (https://padlet.com/teknib1/vdmse4rcx_odp7rcb) Rachel- (https://padlet.com/radrawer/gl3r91vvg_bkr6q9o) 	<ul style="list-style-type: none"> Projector
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STUDENT MATERIALS 3pts

<ul style="list-style-type: none"> Bristol Board Tacky glue Plastic cups for dispersing glue Brushes for applying glue Found objects 	<ul style="list-style-type: none"> Mixed beads Ribbon Colored pencils Acrylic paint Computer access Wifi access 	<ul style="list-style-type: none"> Plastic water cups Paper plates Acrylic paint brushes Magazines/newspapers (optional) Drawing paper
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ARTISTS IN CONTEXT

Key Artists	List at least 4 diverse artists 2pts <ul style="list-style-type: none"> - K. Johnson Bowles - Tracey Emin - Sharon Strouse - Wangechi Mutu
Key Artworks	



K Johnson Bowles: St. Catherine and the Cockroaches (For Sarah), 2019, 18 x 18 x 2 inches, various fabrics, heat transfered photo, hand-sewn on vintage handkerchief



Wangechi Mutu, *Alien Awe I*, 2003

3 pts

Key Critical Questions

1. List at least 6 critical questions about key artworks that ground writing and discussion activities

6pts

1. How do the components of Wangechi Mutu's collages work together? Conversely, how do they *not* work together, and is it deliberate?
2. Is there a uniform theme to Mutu's collages? Either in composition or in component source theme?
3. Why do you think K. Johnson-Bowles utilizes sewing techniques in their collages? Can the method of application be as important as the medium?
4. What sort of emotions are expressed in *St. Catherine & The Cockroaches*? Are they negative, positive, or gray?
5. Given context to the collage as a whole, would your interpretations of specific pieces of the collage change?
6. How do both of these pieces utilize the technique of *juxtaposition*?

VOCABULARY AND LANGUAGE ACQUISITION 4pts

Vocabulary

Collage- A piece of art made of various materials (such as paper, cloth, or wood) glued on a surface.

Grief- Deep sorrow, especially that caused by someone's death.

Medium- The material used to create art (such as acrylic paint, graphite, or ink)

Complementary Colors- Two colors that are on opposite sides of the color wheel. When mixed, complementary color pairings produce a neutral color such as gray.

	Culture- The customary beliefs, social forms, and shared values of a racial, religious, or social group. Symbol- Something that represents or suggests something else.	
Language Functions	Describe, define, explain, list	
Language Demands	Syntax	Discourse
Language Tasks and Activities	<ol style="list-style-type: none"> 1. Students will define grief and describe how they grieve. 2. Students will explain what they know about collages, read about an article about an artist that uses collage, and then explain what they learned about collages from the article. 3. Students will explain what they learned, what they want to learn, and questions that they have in an exit slip. 4. Students will list signs, symbols, or objects that they associate with grief. 5. Students will explain how their collages represent how they grieve. 6. Students reported on things they learned about grieving in other cultures and what they learned about the stages of grief. 	
Language Supports	<ol style="list-style-type: none"> 1. Students will complete a KWL chart on day one when they learn about collages. 2. Students will answer question prompts on the Padlet which will guide them through each of the Padlet discussions. 3. Students will follow the 3, 2, 1 exit slip format (3 things I learned, 2 things I want to know more about, 1 question I have) to guide them through their exit slip. 	

SPECIAL PRE-INSTRUCTION PREPARATIONS

- Students should have and be logged into their Chromebooks and be ready to follow the link to the Padlet.
- Students should have access to paper and pencils at their desks or nearby.
- Students should collect objects/ materials from home that they associate with grief and can be incorporated into their collage.
- Painting materials should be prepared for the color mixing demonstration.

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

I also thought students who wanted to expand their project (or an early finisher idea) can write a poem on grief relating to their collage.

Adaptations and Accommodations 3pts
<ul style="list-style-type: none"> • During the instruction on day one, students are asked to read an article and then write a small bit about it on the Padlet; students who struggle with reading will have the option to have the article read to them. The teacher will pause during the reading to make sure the student(s) understand what has been said in each paragraph and explain anything they may have questions about. • During instruction on day one students are asked to write about what they have learned from the article on K.Johnson Bowles collage work; if the student struggles with writing the teacher will put aside time to coach them through the writing or help them type what they would like to say about the article. • Throughout the three instruction days, students are asked to keep certain vocabulary terms in mind; students who struggle to remember the terms or their meanings will be given a handout with the vocabulary terms and their definitions listed. • Students are requested to create a collage by painting and gluing items to a sheet of paper, students who have issues holding the paintbrush or gluing things down to the paper will be offered assistance in this part of their assignment. The teacher will offer time to help the students paint or offer alternative tools like sponges and paint rollers that can be easier to control. For gluing options the students can also use sponges to apply the glue to the items they are gluing down that way they don't have to worry about squeezing a glue bottle too hard or trying to apply glue to a small item like a bead or bolt.
Enrichment and Extensions 1pt
<ul style="list-style-type: none"> • Students who are more familiar with collage will be given the option to create a larger piece of art, to further express themselves and their skills in this art form. • Students who don't wish to create a larger piece of art will be given the option to research another collage artist, learn about their collage style, and write a small blurb about them.
Activity for Early Finishers 1 pt
<ul style="list-style-type: none"> • Have students mount their image to put out on display. • Have students photograph their images to put in their online art folder (if they don't have an online art folder, have them create one and put their artwork in it). • Have students create a Padlet or Jamboard, where they can post their image and write a small blurb on the meaning.

OBJECTIVE-DRIVEN ASSESSMENTS 3pts

1. Successfully created a 9" by 12" collage using acrylic paint, graphite pencil, and a found object(s) that expresses their grief identity. (VA:Cr2.3.8; Summative)
2. Participated in peer and small group critiques to provide feedback on student images. (VA:Re7.1.8; Formative)
3. Successfully created a mind map with images featuring at least 3 distinct objects, signs, or symbols. (VA:Re7.1.8; Formative)
4. In a Padlet through writing, students successfully analyzed the collages of K. Johnson Bowles to interpret how grief identify is expressed through artwork. (VA:Cn11.1.8; VA:Pr6.1.8; Formative)
5. In a Padlet through writing, students successfully identified how grief practices vary from culture to culture. (VA:Cn11.1.8; VA:Pr6.1.8; Formative)

REFERENCES 3pts

Admin. (2021, November 23). K. Johnson Bowles: Processing trauma through art. TextileArtist.org.

<https://www.textileartist.org/k-johnson-bowles-processing-trauma-through-art/>

New Atlantis TRIBES. (2014, August 25). How are funerals in Africa? YouTube.

https://www.youtube.com/watch?v=gNKsAuog0_4

Open to Hope. (2015, May 12). Dr. Anasuya Tegathesan: Grieving and the Hindu Culture. YouTube.

<https://www.youtube.com/watch?v=9X0LBEjvU9M&t=330s>

Psych2Go. (2020, June 6). 5 Things About Grief No One Really Tells You. YouTube.

<https://www.youtube.com/watch?v=8pT6LQ-mZ3k>

Tate. (2015, April 2). Tracey Emin on My Bed. YouTube. <https://www.youtube.com/watch?v=uv04ewpiqSc>

** Developed and written by (Kristen Anderson, Torie Knibbs, Chey Anne Neitzel, Rachel Meyer, Ian Sanchez, and Corina Sumner), Art Education, Illinois State University, 2022 **

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

Launch 2pts ~10mins	Instruction Methods 1pts
<ul style="list-style-type: none"> Teachers will introduce themselves. Teachers will instruct students to turn on their digital devices. Teachers will instruct students to visit a Padlet after providing them with a link. <ul style="list-style-type: none"> Group discussion questions on the Padlet include: <ul style="list-style-type: none"> How do you define grief? How do you grieve? (Launch question) 	<ul style="list-style-type: none"> Direct instruction Hands-on student involvement whole-group discussion (via Padlet)
Instruction 5pts ~45mins	Instruction Methods 1pts
<ul style="list-style-type: none"> Teachers will segue into introducing the lesson and what the students will do for their project. Teachers will begin a KWL with the students using the same Padlet as the launch. <ul style="list-style-type: none"> Students will be instructed to answer the following discussion questions: 10 mins <ul style="list-style-type: none"> K: What do you know about collage? W: What do you want to know about collage? Teachers will then introduce the key artists via Padlet following students' completion of the K and W. <ul style="list-style-type: none"> Teachers will have the students read an article on collage artist K. Johnson Bowles. 10 mins Teachers will instruct students to answer the question as follows via Padlet: 	<ul style="list-style-type: none"> Direct instruction Hands-on student involvement Whole-class discussion

<ul style="list-style-type: none"> o L: What did you learn about collage after reading about Bowles' work? 3 mins • Teachers will then show the students some other artist examples. 3 mins • Teachers will show the students some teacher examples. 2 mins • Teachers will then lead a discussion about how students may be able to incorporate their own views and beliefs about grief into their own work. 5 mins • Students will be instructed to obtain 1 sheet of drawing paper, a pencil, and colored pencils. • Teachers will introduce students to examples of emotion wheels via Padlet. • Students will be instructed to create their own emotion wheels in order to establish the relationship between color and emotion. 15 mins <ul style="list-style-type: none"> o Students will be encouraged to think about their past experiences, their personal lives, and their interests when creating their emotion wheel. • Teachers will give students a 5-minute clean-up warning. 	
Closure 2pts ~5mins	Instruction Methods 1pt
<ul style="list-style-type: none"> • Students will then do a 3, 2, 1 exit slip to bring to the next class period. <ul style="list-style-type: none"> o Teachers will explain that the exit slip must include 3 things they learned in class, 2 things they want to know more about, and 1 question. • Teachers will remind students to bring found objects for their grief collages to the next class period. 	<ul style="list-style-type: none"> • Independent student work

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch 1pt ~10mins	Instruction Methods 1pt
<ul style="list-style-type: none"> • Teachers will greet students. • Teachers will ask students "How do you think grief varies from place to place or person to person?" to reinforce the previous lesson's content. 	<ul style="list-style-type: none"> • Direct instruction • Whole-class discussion
Instruction 5pts ~40mins	Instruction Methods 1pts
<ul style="list-style-type: none"> • Teachers will share a video of students' choice to further students understanding of how grief is expressed by other cultures and varies from person to person. <ul style="list-style-type: none"> o Teachers will ask students "what did you learn about grief in other cultures?" • Teachers will ask students "Can someone remind me what collage is?" • Teachers will ask students "What signs, symbols, or objects do you associate with grief?" 5 mins • Students will be shown a short video about associating grief with personal objects. 5 mins • Teachers will instruct students to grab a piece of scrap paper and a pencil. • Teachers will present students with an example of a mind map and instruct students to create a mind map that generates ideas of various signs, symbols, or objects they can use in their collages to represent grief. 10 mins • Teachers will explain to students that they will be creating a multi-media collage that uses acrylic paint, drawings, photographs, beads, ribbon, and found objects to represent how they experience grief. • Students will be instructed to gather a sheet of drawing paper and bristol board, acrylic paints, acrylic paint brushes, a water cup, a paper plate, and any other materials they anticipate using for their grief collages. • Teachers will demonstrate paint mixing secondary colors and brown. 10 mins <ul style="list-style-type: none"> o Students will be instructed to follow along with the teachers' 	<ul style="list-style-type: none"> • Whole-class discussion • Direct instruction • Independent student work • Teacher demonstration

<p>demonstration for practice.</p> <ul style="list-style-type: none"> Students will be given the remainder of class time to create their grief collages. 15 mins <ul style="list-style-type: none"> Teachers will observe students as they work and offer encouragement, support, and advice. Teachers will play soft music as students work. Students will be given a 5-minute clean-up warning. 	
Closure 1pt ~5-10mins	Instruction Methods 1pt
<ul style="list-style-type: none"> Teachers will instruct the students to look around the room at the other students' collages. Teachers will ask the following questions to the whole class to facilitate discussion: <ul style="list-style-type: none"> Does your collage look different or similar to your classmates'? Why do you think the collages look similar or different? Does your collage look like your definition of grief? 	<ul style="list-style-type: none"> Direct instruction Whole-class discussion Lesson wrap-up

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch 1pt ~10mins	Instruction Methods 1pt
<ul style="list-style-type: none"> Teachers will greet the students. Teachers will share an animated video featuring 5 misconceptions of grief. <ul style="list-style-type: none"> Teachers will ask the following questions to facilitate discussion: <ul style="list-style-type: none"> What did you learn about grief from this video? Did you relate to anything the author said in the video? If so, what? 	<ul style="list-style-type: none"> Direct instruction Whole-class discussion
Instruction 5 pts ~45mins	Instruction Methods 1pts
<ul style="list-style-type: none"> Teachers will ask the students to get out their materials to begin working. Teachers will ask the students if they have any questions about grief? <ul style="list-style-type: none"> Any questions about collage? Any questions about materials, image orientation, compositions, etc.? Teachers will remain available to answer questions as they walk around the room and view the students as they work. 	<ul style="list-style-type: none"> Direct instruction
Closure 1pt ~5mins	Instruction Methods 1pt
<ul style="list-style-type: none"> Teachers will instruct the students to place their collages flatly on their tables. Teachers will instruct students to open their digital devices. Teachers will instruct students to visit a Padlet after providing them with a link. Group discussion questions on Padlet include: <ul style="list-style-type: none"> What did you learn about how others express grief? What does your collage say about how you experience grief? How has your view of grief changed after learning how other people see, feel, and cope with grief? What materials, signs/symbols, or objects did you use to express your grief identity? 	<ul style="list-style-type: none"> Direct instruction Whole-class discussion Lesson wrap-up