



# People Who Make Change: California History

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**OVERVIEW:** This project is coordinated with the whole class to cover the California history timeline from 8000 BCE to present day. Students work in small groups to select and present characters across-cultures from their particular era. These characters created change related to broad community-related topics such as labor, economy, education, health, transportation, and other topics. Students create a miniature replica of the figure with accompanying props and a placard of information to be placed in the classroom's "CA History Museum".

#### VISUAL ART STANDARDS

GRADE LEVEL: 7

##### **1.0 ARTISTIC PERCEPTION**

Develop Perceptual Skills and Visual Arts Vocabulary

1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

##### **2.0 CREATIVE EXPRESSION**

Skills, Processes, Materials, and Tools

2.1 Develop increasing skill in the use of at least three different media.

##### **3.0 HISTORICAL AND CULTURAL CONTEXT**

Diversity of the Visual Arts [*Looking at art as visual culture.*]

3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

##### **4.0 AESTHETIC VALUING**

Derive Meaning

4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.

#### OTHER SUBJECT STANDARDS

GRADE 7:

**7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

## GRADE 8:

### **8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

## TEACHER ACTIVITIES/PROCESS

- Introduce the unit; assign small groups to particular eras.
- Brainstorm with students to develop a list of broad community-related categories.
- Students meet in small groups with computers to discuss topics and self-assign categories.
- Students individually research their particular categories for people who made change during that time period.
- Instruct on scale and proportion in relation to the human figure; students make practice drawings.
- Create an armature for the 3D characters and how to cover with self-hardening clay (or other material).
- Create props with self-hardening clay (or other media such as cardboard for architecture).
- Mix paint for different colors: primaries to secondaries, tints and shades.
- Application of mixed media such as fabric, beads or other, using glue gun or other adhesive.

## OBJECTIVES

- Students utilize the principles of design **scale and proportion** in creating accurate miniature human figures and accompanying props; figure must be posed to **show movement**.
- Students utilize at least **3 different media** in creating their **3D artworks**: graphite & colored pencils for planning, twist ties (or other for armature), self-hardening (or other type) clay, paint and mixed media materials such as fabric, beads etc.
- Students **individually craft a 6” to 8” (approx.) replica** of one character and accompanying **visual props (two or more)**, representing a cross-cultural category of their group era such as labor, economy, education, health, transportation, and other topics.
- Project will be **crafted in excellence** for all media – clay, wood, cardboard, paint or other.
- Students will **write a paragraph** as a “museum placard” explaining the cross-cultural contributions of their character to their group era, the nature and function of the accompanying visual props. Issues to address within this information are as follows:
  - ✚ Race/Ethnicity of character
  - ✚ Country of Origin
  - ✚ Belief system/values that fostered or lead to the character’s important activities
  - ✚ The effect of such activities on people/community & state

NOTE: The above will be utilized for evaluation and grading.