

Lesson Title: Creative Community Problem-Solving

Grade Level: 5th

Estimated Completion Time: 2 sessions

Lesson Overview:

In this lesson, the art classroom will act as an active space for community issue-investigation, community vocation exploration, and community decision-marking. Students will explore what it means to be a participant in a community by exploring the work of Betty Osceola, Misael Soto, and Xavier Cortada. In response, students will engage with their community, school, and work collaboratively to identify issues and creatively problem-solve.

Enduring Ideas/Essential Questions:

Place; Community

How can we engage with our community? In what ways can we play an active role in the communities we are participants in?

National or State Learning Standards:

NAEA: VA:Cr1.1.5a; VA:Cr3.1.5a; VA:Pr4.1.5a; VA:Pr6.1.5a; VA:Re8.1.5a; VA:Cn11.1.5a

Next Generation Sunshine State Standards: VA.5.C.2; VA.5.S.2; VA.5.O.3; VA.5.H.2; VA.5.H.3; VA.5.F.1; VA.5.F.2; VA.5.F.3

Lesson Objectives:

Students will (1) learn about people in the community that take active roles in advocating for change through their art and vocations; (2) identify issues or spaces in their school that they want to address; (3) collaboratively design and create posters that bring awareness and showcase their proposed solutions

Tools & Materials:

Group Planning Worksheet, Pencils, Posterboard, Markers (regular and paint)

Introduction:

To begin this lesson, start the class period with a discussion with students by the questions: What communities are you apart of? What does it mean/look like to be a participant in a community? From here, talk about the differences between being apart of something vs. being an active participant in something. Then, project a slide that introduces artists that play active roles in their/our (Miami-Dade) community through their jobs and art: Betty Osceola and Misael Soto. Highlight Osceola's photography, boat tours, and activism and Soto's Department of Reflection operations and tours. Touch on the central point that both artists identified issues in

their communities and formed projects to bring awareness and solutions. Then, project the next slide that states a community we are all apart of: the school.

Procedure:

Day 1:

- Begin the class period with the Introduction lesson.
- Once the lesson is finished, ask students to identify issues or spaces in the school that they would like to change, write these on the board as they are calling them out.
- Then have students get into groups based on the issue they want to focus on.
- Pass out one worksheet (Attachment A) to each group which they will collaboratively work on to identify (state) the problem, brainstorm solutions, and then brainstorm presentations.

Day 2:

- Begin the class period by highlighting how active participation in one's community(s) builds confidence and inspires change through active participation/service.
- Then project a slide on local artist Xavier Cortada and his "Reclamation" project to give students another example of community-issue investigation, decision-making, and execution through project.
- After this lesson, allow students to return to their groups and instruct them to now work on creating artistic posters (creative presentations) that identify the problem/space, their ideas on possible solutions, and a creative projection of the ideal outcome.
- When finished, students will present their posters to the class.

Distribution & Clean-Up:

If possible, have the required materials for the activity ready to go for the students before they come into the classroom. For clean-up, have students place their planning worksheets (Attachment A) in a stacked pile and their posters together in another pile on their work tables for easy pickup, and art materials together in their according container.

Assessment:

Questions to consider when assessing students' learning and performance/participation in the project and lesson include: To what extent did the students work effectively together in groups? How successful were the students in identifying and describing an issue visually? How

successful were the students in creating a solution and representing it? Also, refer to groups' planning worksheets in assessing the learning outcomes of the lesson, see Attachment A.

Artists or Works of Art Studied:

- Betty Osceola
(<https://www.nytimes.com/2024/10/29/travel/everglades-miccosukee-reservation.html>)
- Misael Soto (<https://departmentofreflection.org/tours/>)
(<https://departmentofreflection.org/about-2/>)
- Xavier Cortada, *Reclamation*, 2006- (<https://cortada.com/art2006/reclamation/>)

References:

Appendix / Attachments:

GROUP PROJECT PLAN

Date:

Project Title:

Brainstorm of Solutions

Description of Problem (issue of focus)

Visual Presentation Design

Materials Needed

Group Member Name	Task