

The Hexagon Project

Interdependence Through Art and a Global Mindset



We Live in an Interdependent World. What does that mean?

This project is the integration of Art and Global Perspectives classes for eighth grade students. It is the collaborative work of both teachers working to create and implement the unit. Our district's philosophy or "WIRED", World Focus, Integrated Learning, Reflection, Engagement and Discovery are embodied in this critical thinking, learning experience.

The goals of the lesson are to engage students in cognitive thinking, personal reflection, and artistic expression concerning the topic of Interdependence and Civic Responsibility and to prompt them to consider their contribution to a more civil and peaceful world.

The lesson was implemented during a two to three week period meeting everyday for forty-five minutes. The teachers taught together during two class periods to facilitate the viewing of video clips, conducting discussions and allowing students to work collaboratively to develop content knowledge regarding Interdependence and the artistic process. The classes then worked in their own classrooms to complete the research, art making and blog posts. However students were permitted to access either teacher for assistance when necessary.

Emily Cook NBCT, Art Teacher, North Middle school, and

Materials needed for parts one and two:

Note cards, access to Internet and video projection, laptops, printers, poster or illustration board, printed templates for hexagons, various art materials to complete hexagons, (part two only) white tag board, mat board, decorative papers, glue, ribbon.

Introduction to Interdependence Hexagon Project (2 days)

Day 1

Create 4-6 member student groups.

Give students a 4x6" note card. Have them divide it into two columns: pop culture and world issues.

Ask them to watch the student created video for examples that would be classified in each category.

Show YouTube "**We Didn't Start the Fire**" student created version

<http://www.youtube.com/watch?v=Yvx8JAABzN8&feature=related>

Option 2: <http://www.youtube.com/watch?v=tLXx1bQEUek&feature=related>

Discuss in table groups what they saw in the video from each category and add to their lists if necessary.

Look at the two lists and see if one is longer than the other.

Show of hands to take a poll about which column was longer.

What were some of the pop culture images?

What were some of the world issue images?

Discussion on whether or not we are more concerned and aware of pop culture or world issues.

Ask to explain why they feel they are more interested in pop culture or world issues.

Ask students to write a definition of Interdependence on their note cards

Watch Interdependence video listening for the topics that make us interdependent.

Interdependence

<http://www.youtube.com/watch?v=fzZ1GI5UfE0>

Discuss in table groups what they heard as topics of our Interdependence

Get student responses for the topics heard.

All are created equal, life, liberty, happiness, food, water, shelter, safety, education, justice, hope for a better future, collective knowledge, technology, economy, environment.

We are propelled forward by: curiosity, forgiveness, appreciation, courage, desire to connect

We should take our problems seriously, never take ourselves seriously, laugh, learn from our past and mistakes, understand our place in the world and declare our interdependence not our independence and do something.

Show the slide of a definition of Interdependence: slide one of Hexagon Presentation

Ask:

“Why is it important for us to consider the topic of Interdependence?”

“Is it our responsibility to get involved?”

Show slide from Hexagon Presentation with the definition of Civic Responsibility.

Show video: **Our Only One Earth**

(To identify the issues we face and to be informed on what we can do)

<http://www.youtube.com/watch?v=PgRt5iZDFwg&feature=related>

Ask:

“What was depicted in the images? What types of larger themes or categories of issues do they represent?”

“What did the video suggest were some ways we might confront our Interdependence issues?”

“How did what you saw in this video compare to the Interdependence video?”

Day 2

Solutions to World Issues

Pass out The most important world issues page to help with ideas.

Pass out question sheet and have one student act as the recorder:

Have the student groups brainstorm and generate a list of answers to the following questions:

“How can one person change the world?”

“Who you know that has been a difference maker or world changer (person or organization)?”

“How have they made a difference?”

Conduct a large group sharing of ideas generated in the brainstorm session.

Ask:

Does one have to be a famous, powerful or wealthy individual to change the world?

Show Video clip: Nickelback – “**If Everyone Cared**” Video

<http://www.youtube.com/watch?v=-IUSZyjiYuY>

Ask the whole group:

“Who were some of the world changers in the music video?”

“How has their effort changed the world?”

How old was Nelson Mandela when he first caught the vision or idea that his country did not have to remain segregated?

Who do you know, parent, relative, church youth worker, scout leader, teacher, neighbor who volunteers their time to help solve a problem? (PADS, Feed My Starving Children, Animal Shelter Volunteer, Food Pantry, Soup Kitchen volunteers)

How do you think their service impacts those who receive their gift of time and service?

Hexagon Project Introduction:

Hexagon Project Power Point which:

Explains that the work will be part of a global exhibit next September

Explains of the Interdependence Hexagon project purpose and history

Explains why the Hexagon shape

Shows work of Artists who have responded to world issues

Show the Blog site with the Interdependence themes category tabs

Shows slide show of our student work.

Shows the Hexagon Book project (the book unfolding to reveal the works of art is a metaphor of how the solutions to our world issues are hidden until we become involved and reveal solutions by our involvement)

Pass out Hexagon Packets

Review the opening paragraphs regarding Interdependence and Civic Responsibility that are the same for each packet.

Discuss that there are two tracks for those who have done the initial project and for those who have not.

Group One will do research, create their hexagons, and post to the blog

Group Two will post their original work and comments to the blog, do research on solutions and create a book work of art depicting solutions to their issue.

<http://www.thehexagonprojectblog.weebly.com>

Picture and Research (2 days)

Group One:

Pass out the “Most important world issues” page again:

As small groups students brainstorm the sub topics that would be classified under each Interdependence theme.

Students will each pick an area of concern for their research and artwork from the list or other issues about which they feel passionate.

Introduce the “Finding the Picture” portion.

Reflect on the issues that were viewed in “Our Only One Earth” video

Students will select a photo from the Internet that puts an image to the issue they want to explore. Seeing an image will help to make an emotional connection to the issue and instead of just naming it. This image may or may not be a part of the final work of art but its main purpose is to help students empathize with those who are affected by the concern.

Look for pictures using laptops

Set 15 minute time limit to curtail browsing

Download the photo to a word document and print. (No more than half a page)
Answer the questions in the packet concerning picture.

Group Two

Reflect on their original hexagon work of art using the packet questions

Access their original photo, take a new photo or extract theirs from their saved word document

Post their comments and photos to the Blog site (Comments could be in the form of poetry or prose or rap)

Research solutions to their world issue using the packet questions

Complete the research packet

Art Making Portion (5-7 Days)

Hexagon and Hexagon Book Introduction

- Show slide show of our student's hexagons
- Show examples of the hexagon book
- Review steps for both projects
- Pass out templates for both projects
- Students will complete the questions in the packets to guide their design process

Begin planning works of art

- Sketch hexagon designs
- Choose media and begin final hexagon projects
- Complete projects

Blog Entry to be done at the end of the lesson (needs to be from home or individually)

- Take picture of Hexagon and hexagon books
- Post commentary and photos on the blog site

Write commentary Guidelines

- Questions for commentary:
- Your name – First name last initial
- The name of your work of art
- The media used to create your hexagon
- Explain the worldwide significance of the concern or solution depicted in the hexagon and why it is important to you. (This can be in poetry, rap, or narrative form)
- Explain what you did in your work of art to symbolize the issue or solution: (colors, images, text, media choices)

Comment on the blog

- Visit the blog and comment on at least three of the posts of others.

Now think about a problem that affects large groups of people on an everyday basis.

Write that problem down here _____

The following page explains several interdependence themes. We will be focusing on these specific themes for this project. Read though the themes and try to identify under which category the concern would fall.

I think that _____ would fall under the

category of _____.

Next, find a picture that represents your concern, a concern of one of your classmates, or an additional concern that would fall into one of the interdependence themes. This can be either a positive or negative example.

Answer the following questions about your picture:

What is the concern you will be researching and depicting on the Hexagon?

What is this a picture of? _____

What concern/problem does your picture represent? Is it a positive or negative example? _____

Which theme does your picture fit into? Why do you think it fits here?

What about this issue compelled you to choose this picture?

Briefly Research your concern further and answer the following questions.

Where is your problem most prevalent? _____

What are some statistics about your problem? (Ex: number of people affected by this)

Who is helping?

A) What types of global initiatives are currently being done to address the issue? _____

B) Go to the following websites and determine whether or not students are currently addressing this issue. If so how and name the project.

Youth Service America <http://ysa.org>

Do Something <http://www.dosomething.org>

Global Youth Service Day <http://gysd.org/about>

Channel One <http://www.channelone.com/news/giving-back>

C) What progress has been made over time to improve this problem? Explain two ways. _____

Finally, you will need to complete your hexagon.

1. What are the significant issues involved in your concern?
2. What kinds of images come to mind for your work of art?
3. What symbols could you use for illustrating the concern?
4. What types of colors would be used to describe the issue?
5. Is the issue getting better if so would you want to show the improvement in your work?
6. Would you want to include text, words, quotes, sayings, thoughts or feelings?
7. What kind of media (paint, pencils, torn paper, collaged photos, string, yarn, found objects) would you use?
8. Sketch your ideas on the template as a rough draft and discuss it with teacher
9. Trace template onto tag board, cut out and begin the final Hexagon
10. Write your Hexagon commentary in Microsoft Word and save to your server folder.
Your name
The name of your work of art
The media used to create your hexagon
*Explain the world - wide significance of the concern depicted in the *hexagon and why it is important to you.
Explain what you did in your work of art to symbolize the issue: (colors, images, text, media choices)

* Your explanation of the world-wide significance and why it is important to you can be done in the forms of prose, poetry, or rap.
11. Turn in your parent permission form
12. Take a picture of your hexagon and upload it to the desktop of your computer or to the Student Shared folder on the server.
13. Follow the following directions to upload it to our blog

go to the website www.weebly.com

Log in username ecook@sd25.org and password cardinal

click on Edit

Click on South Middle School

Click on New Post

Add a Title for the post (this should be the title of your artwork.)

Directions for posting the Reflection:

Drag "Paragraph with picture" from the menu bar below the post title

Add reflections in the "click here and start typing" box

make sure you include all of the elements.

Your explanation of the world-wide significance and why it is important to you can be done in the forms of prose, poetry, or rap. (Do this before you upload the Picture.)

Check over your reflection to make sure it includes the following:

Your name- **first name and last initial only!**

The name of your work of art (this should be in your title)

The media used to create your hexagon

Explain the world-wide significance of the concern depicted in the hexagon and why it is important to you.

Explain what you did in your work of art to symbolize the issue:
(colors, images, text, media choices)

Directions for posting the picture of your hexagon:

Go back to the blog, click on sample image and click here to edit

Browse for an image to upload

choose the image of your hexagon that you put on your desktop

Click on publish live, and it is on the blog!

Comments from outsiders or anyone can be made on the posted website, without logging in to post or edit!!

Create your Hexagon Folded Book.

Hexagon Book Instructions:

Sketch your ideas on the small sketch template

Cut out the paper hexagon template. 4 ½" x 4"

Trace onto tag board and cut out to make a sturdy template for tracing your book.

Trace the hexagon template for your book once in the middle of the 13"x13" tag board square and then six more times to create a radial design like a flower. Be sure to align the template perfectly each time.

Cut out the tag board book.

Cut into the book on one line that goes into the center and continue cutting around the center on each of the 5 sides, stopping with one side left.

Do your artwork to represent your issue and its solutions on the 7 hexagons. You can create 7 individual images or one or more that cover all 7 hexagons.

To assemble your book:

Place your book on a pad of newspaper or a magazine

Take a wooden stylus and score each line of the book

Fold on each line back and forth, accordion style.

Trace your original hexagon template onto a piece of decorative paper and add a quarter inch tab drawn on one side of the hexagon.

Cut out the paper hexagon with tab.

Trace your original hexagon template twice on heavy colored mat board to make two covers for your book.

Cut out the two mat board covers for the book with large scissors

Cut 18" of ribbon and then cut that in half creating 2, 9" pieces.

Glue the decorative paper tab to the center hexagon with the decorative side facing the inside of the book, on the side across from the only folded side left.

Put glue on the cover and place the ribbon about a ¼ inch onto the cover on two sides that are across from each other.

Glue the cover to the decorative paper hexagon.

Glue the second cover to the opposite end hexagon.

Let dry before folding and tying.

Hexagon Project Timeline Third Quarter

Introduction to Interdependence

Give students a 4x6" note card. Have them divide it into two columns: pop culture and world issues.

Ask them to watch the student created video for examples that would be classified in each category.

Show YouTube "**We Didn't Start the Fire**" student created version

<http://www.youtube.com/watch?v=Yvx8JAABzN8&feature=related>

Discuss in table groups what they saw in the video from each category and add to their lists if necessary.

Look at the two lists and see if one is longer than the other.

Show of hands to take a poll about which column was longer.

What were some of the pop culture images?

What were some of the world issue images?

Discussion on whether or not we are more concerned and aware of pop culture or world issues.

Ask students to write a definition of Interdependence on their note cards

Watch Interdependence video listening for the topics that make us interdependent.

Interdependence

<http://www.youtube.com/watch?v=fzZ1GI5UfE0>

Discuss in table groups what they heard as topics of our Interdependence

Get student responses for the topics heard.

Show the slide of the actual definition of Interdependence.

Ask:

“Why is it important for us to consider the topic of Interdependence?”

“Is it our responsibility to get involved?”

Show slide with the definition of Civic Responsibility.

Show video: **Our Only One Earth**

<http://www.youtube.com/watch?v=PgRt5iZDFwg&feature=related>

Ask:

“What was depicted in the images? What types of larger themes or categories of issues do they represent?”

“What did the video suggest were some ways we might confront our Interdependence issues?”

Solutions to World Issues

Ask and have the students brainstorm: (show slides with questions)

“How can one person change the world?”

“Who you know that has been a difference maker or world changer (person or organization)?”

“How have they made a difference?”

Large group sharing of ideas generated in the brainstorm session.

Show Video clip: Nickelback – **“If Everyone Cared”** Video

<http://www.youtube.com/watch?v=-IUSZyjiYuY>

Ask the whole group:

“Who were some of the world changers in the music video?”

“How has their effort changed the world?”

Hexagon Project Introduction:

Hexagon Project Power point

Explain that the work will be part of a global exhibit next September

Explanation of the Interdependence Hexagon project purpose and history

Explain why the Hexagon shape.

Show the Interdependence Project slide show of our student work:

Pass out Hexagon Packets

Read the opening paragraphs regarding Interdependence which are the same for each packet.

Discuss that there are two tracks for those who have done the initial project and for those who have not.

Group One will do research, create their hexagons, and post to the blog

Group Two will post their original work to the Blog, do research and create a new work of art depicting solutions to their issue.

Show the Blog site with the Interdependence themes category tabs

Two Tracks Begin:

Group One:

Pass out the “Most important world issues” page: As a group have students brainstorm the sub topics that would be classified under each Interdependence theme.

Students will pick an area of concern for their research and artwork from the list or other issues they feel passionate about..

Picture and Research (separate groups)

Research Portion

Introduce the "Finding the Picture" portion.

Students will select a photo that puts an image to the issue they want to explore.

Download the photo to a word document and print. (No more than half a page)

Read through the directions and questions, so they can keep in mind what they will be doing with their picture. Refer back to the "Our Only One Earth" picture topics discussed.

Look for pictures- laptops (separate groups)

Set 10 minute time limit

Answer first four questions in packet and attach picture to packet.

Research Global Concern (separate groups)

Research concern- laptops

Fill in last four questions

Continue to research what is being done to address the concern by students

Research Global Concern (separate groups)

Finish Researching concern- laptops

Fill in last questions

Group Two

Reflect on their original hexagon work of art using the packet questions

Access their original photo, take a new photo or extract theirs from their saved word document

Upload their comments and photos to the Blog site (Comments could be in the form of poetry or prose or rap)

Research solutions to their world issue using the packet questions

Complete the packet

Art Making Portion

Hexagon and Hexagon Book Introduction (groups together)

Show slide show of our student's hexagons

Show sample of the hexagon book

Review steps for both projects

Pass out templates for both projects

Begin planning works of art (separate groups)

Hexagon Work (separate groups)

Sketch hexagon

Choose media and begin final hexagon projects

Hexagon work (separate groups)

Hexagon work (separate groups)

Hexagon work (separate groups)

Finish Hexagon

Blog Entry to be done at the end of the lesson (separate groups)

Take picture of Hexagon and hexagon books

Post commentary and photo on the blog site

Write commentary on hexagon projects

Questions for commentary:

Your name

The name of your work of art

The media used to create your hexagon

Explain the world-wide significance of the concern or solution depicted in the hexagon and why it is important to you.

Explain what you did in your work of art to symbolize the issue or solution: (colors, images, text, media choices)