

# Graffiti or Art?



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Grades 4-6  
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## ***Introduction***

1. ***Rationale*** - Why are the skills, content, and concepts presented in this unit important for students to learn?

In *Graffiti or Art* students are utilizing their analysis and questioning skills. Many students come to the unit with a skewed understanding of graffiti and what constitutes art. We begin the lesson by challenging students to question their misconceptions about the meaning and value of varied types of art forms. The presentation of this content is important because many children, particularly those from urban communities, have been exposed to graffiti. Graffiti can be so prevalent in one's life, but also so blatantly ignored. Components of one's life and environment should be understood rather than ignored. The concept of "culture influences perspective" is particularly important because homogeneous communities shelter themselves from understanding a larger world. We understand the world relative to our environments and our own living situations. If students continue to maintain a fixed mindset on what is art and what is not, their creativity is limited to a box.

2. ***Differentiation for Gifted Learners*** – What elements of this unit make it particular beneficial or appropriate for gifted learners?

This unit is appropriate for gifted learners primarily because of its content and creativity in product. The content, perhaps controversial to some readers, challenges students to examine the world around them and the current events represented in graffiti art

pieces. The content material is abstract, like many art courses, but graffiti adds a layer of abstractness because it is often not recognized as art. While the instructional process is geared toward having students recognize graffiti as a form of art, the complexity of various art pieces leads students to in-depth discussions about what artistic aesthetic values are at the forefront of each viewer and how those values are possibly instilled. The product, a graffiti piece, allows students to express their thoughts and passions for a particular social justice issue. Furthermore, because graffiti takes various forms, students are challenged to think of the best medium to present this issue. Furthermore, the product asks the student to propose a solution for said social justice issue. While we understand the complexity of social justice issues, students are challenged to think of reasonable and measurable solutions.

3. ***Describe the population of gifted children for whom the unit is intended.***

This unit is intended for older elementary through middle school grades. The content is best explored when students have historical background knowledge on revolutions, systems of oppression, and other inequality systems, present and past. While students from inner-city communities might have more access and experience with graffiti, this course is sure to uncover and highlight knowledge about this art form for anyone despite level of relativity to graffiti. While the instruction partially focuses on art forms, artistic aesthetics, and values, prior knowledge on art is not necessary. Students will be asked to dive into their creative sides in order to complete the performance task and thus should be interested in expressing their creativity.

## *Goals and Outcomes*

### **CONTENT GOALS AND OUTCOMES**

**GOAL 1: To develop understanding of graffiti as a representation of the social, economic, and political context of society.**

*Students will be able to...*

- A. Analyze the influence of the economic, social, and political events represented in graffiti.
- B. Describe how culture is represented in art forms.
- C. Examine the mainstream artistic values displayed in museums.
- D. Compare and contrast the meanings and values of art found inside museums and art found on the street.

### **PROCESS GOALS AND OUTCOMES**

**GOAL 2: To develop analytical and questioning skills with application to social studies and art.**

*Students will be able to...*

- A. State an artist's purpose and intended interpretation for all art pieces explored.
- B. Define a problem in society, given ill-structured, complex, or technical information.
- C. Formulate multiple perspectives (at least two) on a given issue.
- D. Provide evidence and data to support a claim, issue, or proposed solution.
- E. Make inferences based on [historical] evidence.

### **CONCEPT GOALS AND OUTCOMES**

**GOAL 3: To understand the concept of perspective.**

*Students will be able to...*

- A. Analyze the connection of various culture components (race, socioeconomic status, education background, religion, etc.) with people's perspective of art pieces.
- B. Transfer their knowledge about culture to infer meaning from art pieces.
- C. Understand that inferred meaning from art pieces will vary on the viewers' cultures.

## Assessment Plan

To formatively assess students, consistently have students apply acquired knowledge about culture and history to interpret art pieces. Allow students to express their own artistic values. To show mastery, students should be questioning who makes decision about what art is displayed in museums and which art is censored. Furthermore, students should consider why an art piece would be censored and by whom.

### Museum Walk

**Directions: You are going to play the role of a museum curator. You are opening a gallery and have to choose from these art pieces to display in your art gallery. You will judge each piece based on your own understanding of value and what is "good art." Because you are opening your own gallery, this is an independent activity. Avoid being influenced by others' critiques about an art piece.**

have to choose from these art pieces to display in your art gallery. You will judge each piece based on your own understanding of value and what is "good art." Because you are opening your own gallery, this is an independent activity. Avoid being influenced by others' critiques about an art piece.

<p>Image: <u>Portrait of freedom Icyms</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? I think it deserves to be in a museum because it represents something.</li> <li>What is the value of this piece? \$1,000 - \$10,000</li> <li>How would you describe the aesthetics of this piece? dark</li> </ul>	<p>Image: <u>Olida Kurt Werner</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? there needs to be some statues</li> <li>What is the value of this piece? \$15,000 - \$50,000</li> <li>How would you describe the aesthetics of this piece? demonic</li> </ul>	<p>Image: <u>Styic modism + risten</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? It's peaceful</li> <li>What is the value of this piece?</li> <li>How would you describe the aesthetics of this piece?</li> </ul>
<p>Image: <u>Ranksey</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? I wouldn't put this in a museum</li> <li>What is the value of this piece? \$500</li> <li>How would you describe the aesthetics of this piece? crazy, I hate</li> </ul>	<p>Image: <u>Edgardo kakra</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? It looks like an illus</li> <li>What is the value of this piece? \$5,000</li> <li>How would you describe the aesthetics of this piece? vampire-like</li> </ul>	<p>Image: _____</p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> <li>What is the value of this piece?</li> <li>How would you describe the aesthetics of this piece?</li> </ul>

own gallery, this is an independent activity. Avoid being influenced by others' critiques about an art piece.

<p>Image: <u>Aida, Kurt Wonnor</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? The artwork has a lot of good looking features</li> <li>What is the value of this piece? maybe because it's side work 3D ART \$1,000,000</li> <li>How would you describe the aesthetics of this piece? It looks like it's pouring out of the ground and the trees on the painting are very detailed</li> </ul>	<p>Image: <u>Eduardo Kobra</u></p> <p><sup>NOT</sup></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? the concept is not one of my interest and paintings of kissing weird unless part of it</li> <li>What is the value of this piece? in real life may be \$500,000 but, id say \$1,000</li> <li>How would you describe the aesthetics of this piece? has a lot of detail and color and patterns</li> </ul>	<p>Image: <u>Banksy</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? for humor</li> <li>What is the value of this piece? In real life \$50</li> <li>How would you describe the aesthetics of this piece? boy makes a simpsons joke by writing "I must not cop" what I see on the simpsons on the chalkboard</li> </ul>
<p>Image: <u>the writers of the city-wis + coast</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> <li>What is the value of this piece?</li> </ul>	<p>Image: _____</p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> <li>What is the value of this piece?</li> </ul>	<p>Image: _____</p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> <li>What is the value of this piece?</li> </ul>

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<p>Image: <u>Stacie Medium</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? It is a very beautiful piece and is different in a GOOD way</li> <li>What is the value of this piece? \$140</li> <li>How would you describe the aesthetics of this piece? Creative and Mysterious</li> </ul>	<p>Image: <u>The writers of the city</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? (I wouldn't!) To scare them</li> <li>What is the value of this piece? \$80</li> <li>How would you describe the aesthetics of this piece? Creepy</li> </ul>	<p>Image: <u>Portrait of Freedom</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? To "teach" about how some people lived and how much they needed freedom</li> <li>What is the value of this piece? \$190</li> <li>How would you describe the aesthetics of this piece? Cheerful</li> </ul>
<p>Image: <u>Eduardo Kobra</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? To get people think about romance</li> <li>What is the value of this piece? \$900</li> <li>How would you describe the aesthetics of this piece? "Lovely"</li> </ul>	<p>Image: <u>Banksy</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? To show a bit of how kids think and for a laugh</li> <li>What is the value of this piece? \$78</li> <li>How would you describe the aesthetics of this piece? Funny</li> </ul>	<p>Image: <u>Aida</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? To show the cruelty of people back in the day</li> <li>What is the value of this piece? \$100</li> <li>How would you describe the aesthetics of this piece? Scary and cruel</li> </ul>
<p>Image: <u>The writers of the city</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> </ul>	<p>Image: _____</p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> </ul>	<p>Image: _____</p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> </ul>

Name: Lara Spagnoli

Date: \_\_\_\_\_

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<p>Image: <u>The Wrinkles of the City - Moca</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece? \$200</li><li>How would you describe the aesthetics of this piece? eyecatching</li></ul>	<p>Image: <u>Portrait of Freedom</u> <u>Icy, and hot</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece? \$100</li><li>How would you describe the aesthetics of this piece? Powerful</li></ul>	<p>Image: <u>Edvard Munch</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece? \$300</li><li>How would you describe the aesthetics of this piece? Weird</li></ul>
<p>Image: <u>Banksy</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece? \$100</li><li>How would you describe the aesthetics of this piece? Funny</li></ul>	<p>Image: <u>Alaya Kart Wimmer</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum? Lots of detail</li><li>What is the value of this piece? \$500</li><li>How would you describe the aesthetics of this piece? Out of the ordinary</li></ul>	<p>Image: <u>The Wrinkles of the city</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece? \$200</li><li>How would you describe the aesthetics of this piece? Creepy</li></ul>
<p>Image: <u>Static Medium</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece?</li><li>How would you describe the aesthetics of this piece? odd</li></ul>	<p>Image: <u>Revolt</u></p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece?</li><li>How would you describe the aesthetics of this piece? Not pretty</li></ul>	<p>Image: _____</p> <ul style="list-style-type: none"><li>Why would you choose this image to exhibit in a museum?</li><li>What is the value of this piece?</li><li>How would you describe the aesthetics of this piece?</li></ul>

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<p>Image: <u>The works of the city</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? <i>Because it caught my eye</i></li> <li>What is the value of this piece? <i>good</i></li> <li>How would you describe the aesthetics of this piece? <i>nice</i></li> </ul>	<p>Image: <u>revolt</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? <i>because it's unique</i></li> <li>What is the value of this piece? <i>great...</i></li> <li>How would you describe the aesthetics of this piece? <i>outstanding</i></li> </ul>	<p>Image: <u>banksey</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? <i>because it teaches a lesson</i></li> <li>What is the value of this piece? <i>good</i></li> <li>How would you describe the aesthetics of this piece? <i>why not</i></li> </ul>
<p>Image: <u>static medium</u></p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum? <i>because it's art</i></li> <li>What is the value of this piece? <i>outstanding</i></li> <li>How would you describe the aesthetics of this piece? <i>amazing</i></li> </ul>	<p>Image: _____</p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> <li>What is the value of this piece?</li> <li>How would you describe the aesthetics of this piece?</li> </ul>	<p>Image: _____</p> <ul style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> <li>What is the value of this piece?</li> <li>How would you describe the aesthetics of this piece?</li> </ul>

### Journal Entries

- How does culture influence your perspective?
- (How do your surroundings influence how you see the world?)
- Explain how the perspective of one graffiti/street art piece (from yesterday) could change through the various listings.

Random      Crazy      Unique      Story telling      Disturbing      Teaching a  
 lesson      Sad      Symbolic      Loneliness      Poverty      Negativity      Creative  
 Hopelessness      Politics      Cartoon      Chaos      War      Expression  
                  Happiness      Confusion      Crisis      Different cultures      Words      Gloomy  
    Sending a message

- Explain how a piece of art could be perceived differently based on time it's viewed, where it's viewed, and by whom it's viewed.
- When is graffiti art? When is graffiti vandalism? Justify your answers using Kohlberg's Moral Development Stages.



# illegal VS legal


1. The person who owns the location of art or owns
2. By asking that person if it's legal or illegal
3. The value is more than regular art because more people see it.
4. Some art is native to their country and shows something about that country.
5. Because each country has a different story to tell and different ways to tell it.

## Street art

- Graffiti Allowed
- Execute murder

If you have to clean the streets you would not want to see any type of graffiti but if you were a graffiti artist you would love it. If you were against politics you would probably graffiti something to show it but if you were for it you would probably wash it off something. Some go against other types of graffiti.

Grffiti is art no matter what. Its vandalism when you dont have permission. But vandalism is just illegal art. It should be put in museums when a graffiti artist wants it to be in one.



Different cultures see things  
different ways. Like wars. To one  
culture its a victory, to the  
other defeat. It can also cause  
you to see different places in other  
ways, like Memorials, Flags and  
countries in general.

Almerios.  
6/22/15

Who makes decisions about art?

Art critics can decide what is good art

How are these decisions made?

By making opinions about your art and if it is good enough to go in a museum

What are the traditional values of art?

To be put in a museum or kept at a home or treasured being looked up

How is art represented in different cultures?

It shows heritage and religion they care for art in a patriotic way

Why is art represented differently among cultures?

It is because they have differently

# Journal Entry

When is graffiti art?

It is art when it isn't violent and show happiness and positive things, Level 3-6

When is graffiti vandalism?

It is vandalism when you have violent and cruel things in it but you want it to be good art. This type of art you would be Level 1 you don't want to get in trouble so you lie and don't follow rules.

## Journal Entry <sup>Almar</sup>

Culture influences perspective because it is the way you treat someone and you respect them. In some countries crossing your legs is disrespectful because they feel offended because you are referring to them as the bottom of your foot as to them. Also in countries they don't care for small talk (Finland).

## Journal Entry

- o The Boston Marathon
- o The Charleston Church shooting

## Journal Entry

Story Telling could change through various listings because if it is telling a story in past tense it is past today the graffiti could have different creativity. If the story was present it would be about technology, taxes, pollution, and etc.

I have a various mind of decisions. I would be sight. Maybe one day we will see it.

If

Griffith over the course of 40 years has changed

- Expressing
- Central High School Philly
- Abstract
- Was Here
- Buildings
- Walls
- Graffiti Galleries
- BANKSII, KIST, RUBER GRAYMAN, TED

RUN

FOR

YOUR

LIFE

NOT

DEATH

because they have different religions.

Who controls what we see?

The people who have the money we pay for bills, etc. government

How is vandalism defined?

As not following directions and being against it.

What should be the sentence for vandalism?

It should be a \$50 fine for each piece of art

What should make graffiti OK?

If it isn't violent then they can keep doing it

How should it be protected?

Because it is expressing emotions

## Legal vs. Illegal

Q: Who makes decisions about art?

A: The Artist

Q: How are these decisions made?

A: The Artist does trial and error.

Q: What are the traditional values of art?

A: Effort, Putting time into it.

Q: How is art represented in different cultures?

A:

I want to make a street art piece about bullies.



A piece of art can be perceived differently based on the time it is viewed because you can see more details. A piece of art can be perceived differently depending on where you view it because you might not see the whole art piece. A piece of art can be perceived differently based on who it is viewed by because they might be color blind.

Graffiti is art when you ask for permission to do it and when it is not disrespectful. Graffiti is vandalism when it is destroying people's property and when it is disrespectful.

Put it in the museum if it is  
good art and not negative thoughts.  
If it is vandalism and it has bad  
stuff negative, not good for the  
public they should go to jail.

The purpose for my  
poster is to stop homicide.

one way to stop homicide  
is to stop selling guns

by not selling guns this could  
impact how much meat  
you can buy in grocery  
stores.

Homicide is a progress and people are protesting against it because people are dieing because there are bad people on the strets and we need to stop it.

How nobody know's how but, as long as there are bad people on the stretts then you have to be safe and well portected.

my porpuse is to stop gun  
vilenice.

Tell the Gops to get more so  
they can be more secuefull.

helps aware more people about  
it.

it depends on if the graffiti is offensive. It's still always art, but if it's being offensive than prison charges can be involved, or if there were no permissions

~~not your fault your~~ ~~unhappy with message~~ ~~show that its~~

Unemployment: Government food chain were pay; showing it's not their fault they don't have a job, might quickly get taken down

It influence my perspective because you get to see how other people in the world do different things and to see people eat other foods and their religion.

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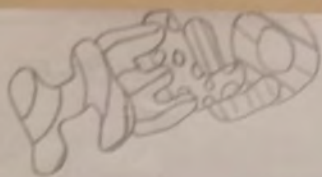
Kids do alot of Graffiti;

Graffiti has been about 40 yrs.

Alot of Graffiti on walls and ~~sold~~ trains and subways.

Crazy perspective is something wild but some people the a Crazy perspective isn't wild it is happy.

Back then it might be more old school art and it is maybe a little different because it is today art.



## War and peace, (Ex: Civil war)

Culture influences my perspective because since my father is from Ghana, I have a little bit of African exposure. I am an American and I got used to American customs. When my dad makes Fufu for himself he tries to get me to have some. The one time I tried some it tasted so weird, I wasn't used to it. So I went back to unhealthy American style food. So that is a way that my culture influences my perspective.

- Graffiti comes from a VERY LONG time ago and grew
- Graffiti comes from kids and they are the ones who make it grow
- The law can't get Graffiti to stop growing (true)
- Adults don't understand the CLEAR reason why kids do Graffiti
- The real definition of graffiti is legal art (or it should be)
- Kids might do graffiti to become famous or just express their feelings
- Graffiti artists see the world differently
- Graffiti is NOT easy

~~Graffiti notes~~

they don't remember what it's like to be a kid!

Edward is awesome!

- Group 1
- Random
- Gony
- Onique
- Creative
- Silly

It could change because random graffiti and story telling graffiti are 2 completely different things. But if someone who's never heard of the nazis looked at the graffiti of someone throwing away the symbol of the nazis they would probably think that it was random, not story telling. That is how someone's perspective could change graffiti.

It is legal when you ask the owner of the place you want to do it at. Also it has to be respectful. It is illegal when it is disrespectful and when the owner doesn't know or is not okay with it. Doing this usually means that you want to follow the rules. Teachers are not getting paid as much as they should. Their pay schedule is based on how well the school performs. That is not fair because the teachers who work at the lower performing school won't get paid as much, and they have LIVES! I believe that all the teachers should get the same good salary.

Christoph, Not a good people person

• Sad (No freedom)

- Wants a change in the world, Graffiti
- Graffiti, graffiti is something that shows what the world wants
- Graffiti, Expressing his feelings
- "Beautiful", I think, the cave men who started writing to understand his animal
- Attempt, trying to recieve a beautiful animal they saw
- Tagging, Someone trying to speak around and tag a bunch of stuff
- Celebratory art, they are happy that the nazis are gone and forgetting about them
- Graffiti, expressing feelings

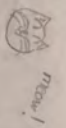


1. The person who owns the place where the decision is being made.
2. By what the owner thinks of the art.
3. The traditional values of art are what the people think of them and that will show the value to the people.
4. Art is represented in different cultures the same way, but they show it in their perspective.
5. Because everyone is different and see things in their own way.
6. The T.V. network (Disney for example) creates something and they decide to put on their channel.
7. Someone putting something on someone else's property. The owner of that property or the government.
8. Pay a fine while cleaning it up. Jail for less than a month while cleaning it up.
9. If the owner says it is okay.
10. Ad shows how you feel and freedom of speech is what you feel.
11. Ad about people and Places

My issue is how people will always go to war instead of find an agreement. I want people to stop using their fists and start using their words. That is what my graffiti will be about.

The solution to the problem is simple. But for some reason it is hard for most people to understand. The solution is to use your words.

My art will impact the people by telling them how it makes the people around you feel to fight. They will know not to do it.



Landmark Pavilion  
London, London

the...  
appear, internal  
Alphabets did  
found the most  
full colour pie  
even many gra  
127

## "Illegal vs. Legal" Questions

- Museum owners make decisions about art.
- See the art, and consider everything about it.
- Painting, photographs, sculptures.
- Different cultures might see the art in different ways.
- Critics, TV Networks, Editors
- Vandalism is art that's not supposed to be there.
- The person who owns the building or place.
- The punishment should be a fine or jail time.
- The owners says it's okay.
- Graffiti expresses how people feel.

## How Does Culture Influence Your Perspective

My culture influences my perspective in many big ways. One of these are think water is easy to get. Our country can get water easily, while other countries can't. My culture also influences my perspective in many small ways. For example,

## Graffiti Facts

\*The origins of the word "graffito" refers to something being scratched onto a surface.

\*Graffiti is understood to have started with the hip hop movement in NY during the 1970s.

I think all graffiti is art. This is because most people do graffiti to express themselves and their feelings.

## Types Of Art/Graffiti

- \* Funny, but sad
- \* Sad (Can't follow dreams)
- \* Sad (wants a change in the world)
- \* Sad (Bad society)
- \* Random, but pretty
- \* Love art
- \* Love art
- \* Cartoonyish
- \* Symbolic
- \* Random
- \* Names and words
- \* Cartoons, words, and names
- \* Words and names

## Current Social Justice Issue Project

Women can do anything men can do.

I could draw a picture of a man lifting a 40 pound weight and next to him is a woman lifting a 50 pound weight. Also, above if I could draw a man with \$10 and a woman with \$18, but that draw has a X through it.

- 1) Gratitude is such when someone cares for you like.
- 2) Gratitude is something when "somebody" do

My current social justice issue project is going to be that women can do anything men can do. If women and men have equal pay, this will impact our community because people might start treating women fairly.

**Performance Task:** You are a social activist fighting for a current social justice issue. Because of the current national focus on social justice, the mayor of Durham has promised to address one social justice issue with this year's upcoming budget. He understands that social issues affect people from the same community differently for a number of factors. He wants to get an authentic Durham native perspective on a local. His first action step is to fund a mural/art project for the artist showcasing a street art piece addressing a local issue. The art piece must also present a solution. In addition to your street art, write a proposal or narrative speaking about your experience dealing with this social justice issue and how Durham, as a community, can target such issue.

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Student work displayed on the Duke University East Campus Bridge

# Why r/llr From a open Job ?

## Wubeb you need money ! Get a Job !

**Wrong way**

Be fore  
No money  
No job  
Private  
preference



**Right way**

at the  
New Job !  
New Job !  
New Job !



**Job = money = happiness**

Thund's  
up!

Yay!







NO Bullying

It needs to stop

NO

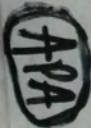
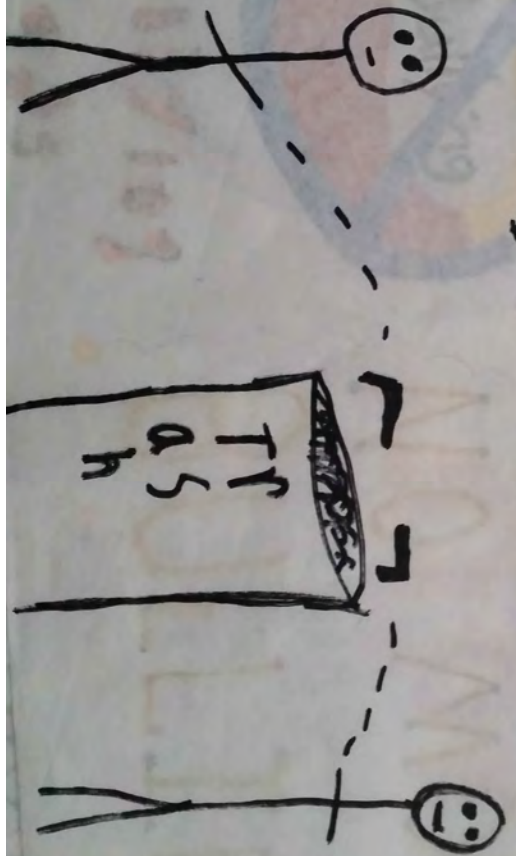
~~Bullying~~

MORE

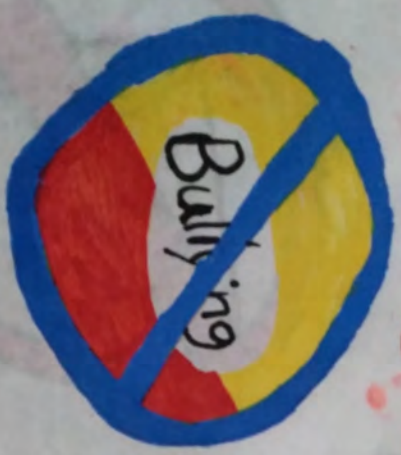
Bullying



No More Homicide



NO Bullying



Bullying

g's  
down



NO MORE

BULLIES

Nina P  
Gabbler



If This

Can

STOP

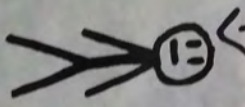
This

we

can

Have

FREEDOM



Women can do anything Men  
Can do!



WE'RE ALL PEOPLE

SO WHY WOMEN?



FEEL POWER



5 HOMICIDES

Stop

Help

My Sister

Make Homides

Disappear





You're Only Hurting



YOURSELF





Fight  
for the  
Freedom  
of the  
World



HONEY  
IS TO A  
BEE  
LIKE  
GRATE  
IS TO  
ART



IT'S UP TO YOU  
TO CHANGE



Teacher's  
need the  
money



TEACHER NAME		Lesson #
Rodriguez		1
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Art	4 <sup>th</sup> – 6 <sup>th</sup> grade
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Illegal vs. Legal Street Art
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>NC Essential Standards for Visual Art</p> <p>4.V.1.3 – Infer meaning from art.</p> <p>4.V.2 – Apply creative and critical thinking skills to artistic expression.</p> <p>4.V.3.2 – Compare characteristics of a variety of media.</p> <p>4.CX.1 – Understand the global, historical, societal, and cultural contexts of the visual arts.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Culture influences perspective.		How does culture influence perspective?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>Culture - the beliefs, customs, arts, etc., of a particular society, group, place, or time (<a href="http://www.learnersdictionary.com/definition/culture">http://www.learnersdictionary.com/definition/culture</a>)</li> <li>Perspective – A way of thinking about and understanding something (<a href="http://www.learnersdictionary.com/definition/perspective">http://www.learnersdictionary.com/definition/perspective</a>)</li> <li>Students will learn facts about each of the art pieces they explore (artist, year, location). <ul style="list-style-type: none"> <li>The Wrinkles of the City - Michael-Downtown, USA, 2012</li> <li>The Wrinkles of the City - Los Angeles, West Coast - Downtown, USA, 2011</li> <li>The Wrinkles of the City - Los Angeles, Moca Museum, USA, 2011</li> <li>Aida, Kurt Wenner, 2007</li> <li>Simpsons, Banksy (<a href="#">Image Link</a>)</li> <li>V-Day Kiss, Eduardo Kobra (<a href="#">Image Link</a>)</li> <li>Portrait of Freedom, Icy and Sot, 2015 (<a href="#">Image Link</a>)</li> <li>Static Medium, Tristan Eaton (<a href="#">Image Link</a>)</li> <li>Revolt, Tristan Eaton (<a href="#">Image Link</a>)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to create generalizations and predictions based on knowledge.</li> <li>Students will be able to use research skills to gain knowledge and put forth awareness on a social issue.</li> <li>Students will be able to craft questions and/or use inquiry to make connections.</li> <li>Students will analyze content to determine relevant information.</li> </ul>
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i>		
Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>Museum Walk Questions:</p> <ol style="list-style-type: none"> <li>Why would you choose this image to exhibit in a museum?</li> <li>What is the value of this piece?</li> <li>How would you describe the aesthetics of this piece?</li> </ol> <hr/> <ol style="list-style-type: none"> <li>Who makes decisions about art? (Anticipated response: art collectors,</li> </ol>	<ol style="list-style-type: none"> <li>The article states, “The city walls stand for ownership and authority.” Who owns city walls? Who is in charge of the walls?</li> <li>If certain people have control over city walls, how does that affect how we see our city?</li> <li>If graffiti is the voice of the unelected, “who are those people that are unelected?”</li> </ol>	<ol style="list-style-type: none"> <li>How are the images the same? How are they different?</li> <li>How is the message “Abuse of power comes as no surprise” represented?</li> <li>How does the perspective of the message change based on the medium?</li> <li>How is power abused?</li> <li>How does power control perspective?</li> <li>What role does the government have in</li> </ol>

<p>artists, painters, etc).</p> <p>5. Who controls what we see (on TV, in movies, in textbooks, etc)? (Anticipated response: government, people in power, and people with money, people that control certain industries usually represented by white males).</p> <p>6. How is vandalism defined? Who makes these decisions?</p> <p>7. What should be the sentence (punishment) for vandalism? Who decides sentencing?</p> <p>8. What would make graffiti/street art acceptable?</p> <p>9. Why should graffiti/street art be protected under "freedom of speech/expression"?</p> <p>10. What type of art is found in museums?</p> <p>11. Who decided the <i>value</i> of art?</p>	<p>4. If the "unelected" were in complete power of our walls, how would our city's image change?</p> <p>5. What are some "social justice" that provoke graffiti artist?</p> <p>6. How do those in power address social justice issues?</p> <p>7. How are social justice issues addressed by the unelected?</p> <p>8. Why does the perspective of social issues change based on its audience?</p> <p>9. How else do people respond/protest social systems?</p> <p>10. Choose a current social justice issue. What is the best way to raise awareness on this issue? Consider the perspective of your audience.</p>	<p>what we're exposed to?</p> <p>7. How does the media control/influence what we see/how we see it?</p> <p>8. What other systems of power control censorship?</p>
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**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
The readings used in the lesson are sophisticated and use advanced vocabulary.	Students engage in in-depth critical thinking as they must analyze and question the control and censorship or art.		Student-focused. Teacher acts as facilitator by asking questions.

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Teacher preparation: Before students come into class, post images of various street art pieces, including, but not limited to, images from the Museum of Contemporary Art's (MOCA) *Art in the Streets* exhibit. Students will do a "museum walk" with the purpose of critiquing the pieces.

Teacher says: Today you are going to play the role of a museum curator. You are opening a gallery and have to choose from these art pieces to display in your art gallery. You will judge each piece based on your own understanding of value and what is "good art." Because you are opening your own gallery, this is an independent activity. Avoid being influenced by others' critiques about an art piece.

Students will pretend to be an art critique (by their own standards and understanding) and rate the images using the following questions:

1. Why would you choose this image to exhibit in a museum?
2. What is the value of this piece?
3. How would you describe the aesthetics of this piece?

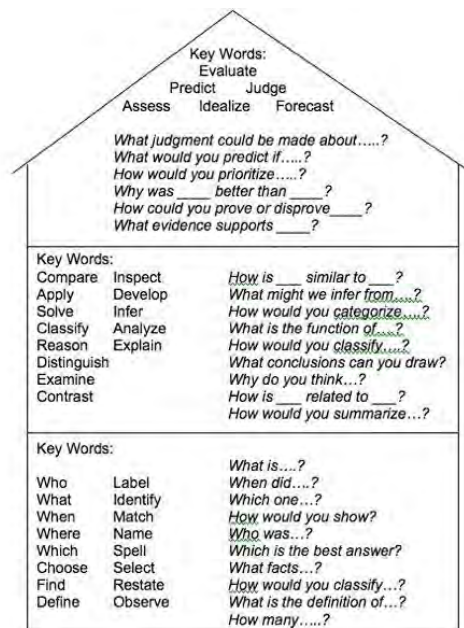
Students are to complete these questions for each of the images. (20 minute)

After students have completed their museum walks, discuss as a class each image by allowing students to share their responses for each image. (10 minutes)

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

**Crafting Questions Mini-Lesson:** Hand out to students Costa's Levels Question Stems to use as a resource. Inform students that questions that will prompt richer discussions. (3 minutes)

1. Questions that can be answered by referencing the text.
2. Questions that can be answered by personal experience.
3. Questions to clarify meaning.
4. Questions about what's coming next.
5. Questions about unfamiliar words or phrases.
6. Questions about author's purpose or style or format.
7. Questions that can't be answered.



Students will be divided into small groups of 2-3. Each pair/small group will be given a copy of the "Illegal v. Legal" excerpt from the text *Street Art* by Cedar Lewisohn. As groups, students should compile a list of 5 questions they have after investigating the text. Students are encouraged to craft questions which have connections to the text they are exploring, but not have "right there" answers. They are encouraged to begin their

questions with “I wonder why...” The teacher will circulate the classroom during this exploration to monitor/facilitate pairs/small groups. (7 minutes)

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Teacher then asks the Pre-Lesson questions. Students are called on for responses to teacher questions and are encouraged to ask one of their own questions or make a connection to one of their questions when answering the teacher’s questions. A recorder in each group/pair records the answers to the questions and records questions posed by their own as well as other groups. (10 minutes)

- Who makes decisions about art? (Anticipated response: art collectors, artists, painters, etc).
- How are these decisions made?
- What are the traditional values of art?
- How is art represented in different cultures?
- Why is art represented differently among cultures?
- Who controls what we see (on TV, in movies, in textbooks, etc)? (Anticipated response: government, people in power, and people with money, people that control certain industries usually represented by white males).
- How is vandalism defined? Who makes these decisions?
- What should be the sentence (punishment) for vandalism? Who decides sentencing?
- What would make graffiti/street art acceptable?
- Why should graffiti/street art be protected under “freedom of speech/expression”?
- What type of art is found in museums?
- Who decided the **value** of art?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students will be asked to reinvestigate the text by doing an additional reading. Students will read “Anti-Modernism (*The Barbarians Are at the Gates*)” (also from *Street Art* by Cedar Lewisohn). In pairs/small groups, students are to answer During Lesson Questions (listed above) at this time. (5 minutes)

Answers to all questions are discussed with the whole group.

- The article states, “The city walls stand for ownership and authority.” Who owns city walls? Who is in charge of the walls?
- If certain people have control over city walls, how does that affect how we see our city?
- If graffiti is the voice of the unelected, “who are those people that are unelected?”
- If the “unelected” were in complete power of our walls, how would our city’s image change?
- What are some “social justice” that provoke graffiti artist?
- How do those in power address social justice issues?
- How are social justice issues addressed by the unelected?
- Why does the perspective of social issues change based on its audience?
- How else do people respond/protest social systems?
- Choose a current social justice issue. What is the best way to raise awareness on this issue? Consider the perspective of your audience.

**Project the next to images to students: (10 minutes)**





**Post-Lesson Questions**

- How are the images the same? How are they different?
- How is the message "Abuse of power comes as no surprise" represented?
- How does the perspective of the message change based on the medium?
- How is power abused?
- How does power control perspective?
- What role does the government have in what we're exposed to?
- How does the media control/influence what we see/how we see it?
- What other systems of power control censorship?

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

To conclude the lesson, allow students to pair up with a new person and summarize two key things they've learned from today's lesson. Bring the students back together and allow 3-4 volunteers to share out their key knowledge.

Finally, students are to write in their journals a response to the following questions posed by the teacher:

***How does culture influence your perspective?  
(How do your surroundings influence how you see the world?)***

At this time, the teacher should present the student product that is to be completed at the end of the practicum. Students will be asked to create one street art/graffiti piece on poster board. This wheat paste art will later be displayed on Duke University's East Campus bridge with permission from the university. The students are to create a piece speaking to a social issue of their choosing. Allow students to begin their research for their chosen social justice issue.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Museum Walk

Directions: You are going to play the role of a museum curator. You are opening a gallery and have to choose from these art pieces to display in your art gallery. You will judge each piece based on your own understanding of value and what is “good art.” Because you are opening your own gallery, this is an independent activity. Avoid being influenced by others’ critiques about an art piece.

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

Image: \_\_\_\_\_

- Why would you choose this image to exhibit in a museum?

- What is the value of this piece?

- How would you describe the aesthetics of this piece?

### “Illegal vs. Legal” Questions

- Who makes decisions about art?

(Anticipated response: art collectors, artists, painters, etc).

- How are these decisions made?
- What are the traditional values of art?
- How is art represented in different cultures?
- Why is art represented differently among cultures?
- Who controls what we see (on TV, in movies, in textbooks, etc)? (Anticipated response: government, people in power, and people with money, people that control certain industries usually represented by white males).
- How is vandalism defined? Who makes these decisions?
- What should be the sentence (punishment) for vandalism? Who decides sentencing?
- What would make graffiti/street art acceptable?
- Why should graffiti/street art be protected under “freedom of speech/expression”?
- What type of art is found in museums?

- Who decided the *value* of art?

### **“Anti-Modernism” Questions**

- The article states, “The city walls stand for ownership and authority.” Who owns city walls? Who is in charge of the walls?
- If certain people have control over city walls, how does that affect how we see our city?
- If graffiti is the voice of the unelected, “who are those people that are unelected?”
- If the “unelected” were in complete power of our walls, how would our city’s image change?
- What are some “social justice” that provoke graffiti artist?
- How do those in power address social justice issues?
- How are social justice issues addressed by the unelected?
- Why does the perspective of social issues change based on its audience?
- How else do people respond/protest social systems?



TEACHER NAME		Lesson #
Rodriguez		2
MODEL	CONTENT AREA	GRADE LEVEL
Taba Conceptual Development	Art	4 <sup>th</sup> – 6 <sup>th</sup> grade
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Variety of Graffiti
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
NC Essential Standards for Visual Art 4.V.1.3 – Infer meaning from art. 4.V.2 – Apply creative and critical thinking skills to artistic expression. 4.V.3.2 – Compare characteristics of a variety of media. 4.CX.1 – Understand the global, historical, societal, and cultural contexts of the visual arts.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Culture influences perspective.		How does culture influence perspective?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>The etymological origins of the word “graffito” refer to something being scratched onto a surface.</li> <li>Graffiti is understood to have started with the hip hop movement in New York during the 1970s.</li> <li>Graffiti is mostly recognized as tagging, but since the early 21<sup>st</sup> century is understood as a serious art form.</li> <li>Graffiti encompasses street art, urban art, reverse graffiti, stenciling, and many other art forms.</li> <li>Graffiti is seen as an art form, as a type of vandalism, as well as a means of documenting historical evidence.</li> </ul>		Students will be able to... <ul style="list-style-type: none"> <li>Analyze the change of art forms over time</li> <li>Draw conclusions and make generalizations about the change of perspective over time.</li> <li>Support ideas about the change of perspective on art forms over time.</li> <li>Work collaboratively in a group.</li> </ul>
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>What is art?</li> <li>What forms can art take?</li> <li>What are different forms of art?</li> <li>What is graffiti?</li> <li>What forms can graffiti take?</li> <li>What are different forms of graffiti?</li> <li>What purpose does graffiti serve?</li> </ul> Perspective – A way of thinking about and understanding something <a href="http://www.learnersdictionary.com/definition/perspective">http://www.learnersdictionary.com/definition/perspective</a> Culture - the beliefs, customs, arts, etc., of a particular society, group, place, or time <a href="http://www.learnersdictionary.com/definition/culture">http://www.learnersdictionary.com/definition/culture</a>	<ul style="list-style-type: none"> <li>How would the perspective (attitude) of an art piece change based on the person viewing it?</li> <li>How would the perspective (attitude) of an art piece change based on the location?</li> <li>How would the perspective (attitude) of an art piece change based on the time it’s created?</li> <li>How can you label the groups you have formed?</li> <li>What are the differences/similarities between the perspectives?</li> <li>How is culture related to people and location?</li> </ul>	<ul style="list-style-type: none"> <li>How do you view this art form?</li> <li>What about you changes how you view this art form?</li> <li>Should graffiti be legalized if it’s considered human expression/freedom of speech?</li> <li>How does culture influence perspective?</li> <li>How will our culture change in the future?</li> <li>How might this change in culture affect our perspectives?</li> </ul>
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or</i>		

*more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
The content used in this lesson is sophisticated and brings to topic issues above their age-relativity.	Students engage in in-depth critical thinking as they must analyze the concept of perspective in great depth through grouping and regrouping.		

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

**HOOK:** Have students begin the day outside of the classroom. Provide each with a piece of sidewalk chalk and give the simple instruction: "Make your own graffiti." During this time, circulate to better understand what students understand graffiti to look like. Look for how many students turn to "tagging" as a form of graffiti. (15 minutes)

To introduce the video, ask students about what graffiti art they've seen in Durham or around North Carolina. Most of the graffiti art students have probably been exposed to is tagging (connected to gangs). (10 minutes)

- Using the [Durham Street Art Tumblr site](#), ask students, "Have you seen any of these images before?"
- With each image ask, "Is this graffiti? Why or why not?"
- "What's the artist's purpose?"
- "What message does this image convey?"

To begin this lesson, students will be introduced to the history of graffiti through the PBS News Hour YouTube video: <https://www.youtube.com/watch?v=GEbYFrWUgTQ> (7:23 minutes). This video will provide students with some background knowledge on graffiti and how it was first started and how it has developed over time. (8 minutes)

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

**LISTING** – Students will be given an array of graffiti, street art, and other art form photographs along with the introduction piece of the book *The Popular History of Graffiti: From the Ancient World to the Present* by Fiona McDonald. As they read and view the images, students are expected to do the following: "List the many different art forms you see. You may include words or phrases, which best describe these pieces of art." (The responses you should see are: multi-colored patterns, cartoon characters, rude scribbles, political slogans, etc). (10 minutes)

**Prompting Question:** List the many different art forms you see. You may include words or phrases, which best describe these pieces of art.

### **Anticipated Responses:**

- Portraits
- Tagging
- Wheat paste (students may refer to this as posters)
- Colorful letters
- Quotes
- On bridges
- On buildings
- On sidewalks
- Realistic characters
- Fictional characters
- Sidewalk chalk
- Stencil
- Installations
- Stickers
- Political statements

After, students share their lists and the teacher makes a comprehensive list on the board.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

### **GROUPING AND LABELING (10 minutes)**

1. Students will create smaller word lists based on similarities (with their small groups of about 4). Groups of students will work together in order to decide which items in the comprehensive lists go together because they are alike in some aspect of perspective. Students will be provided with the following rules: at least three different groups, at least three items in each group, cannot use any item twice.
  - a. Cruel/mean-spirited art, political statements, motivational statements, beautification pieces, claiming property
2. The teacher will move through the classroom checking in with student groups. The teacher will guide students as necessary with questions but will allow the student groups to come to their own conclusions. As students finish, the teacher will ask students to describe the similarities and differences among groups.

**Elaborate** — *Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts*

*they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

**SUBSUMING, REGROUPING, RENAMING (10 minutes)**

1. Student groups will be challenged to regroup items. The new groups must be new categories. The new groups must be new categories. Rules for regrouping include: items can be used again, categories must be new, and each category needs at least four items. The teacher will remind students that categories must be based on some aspect of perspective.
2. The teacher will ask all groups to share their categories.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies. (10 minutes)*

1. The teacher will wrap up the lesson by asking the class to explain how the perspective of one graffiti/street art piece changed through the various listings. Students will then be expected to write a paragraph explaining how a piece of art could be perceived differently based on time it's viewed, where it's viewed, and by whom it's viewed. Students will submit their writings at the end of the lesson.

Students will be assessed throughout the lesson during small group and full class discussions. At the end of the lesson, students will provide details of what they learned in a paragraph that will be submitted to the teacher.



TEACHER NAME		Lesson #
Rodriguez		3
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg	Art	4 <sup>th</sup> – 6 <sup>th</sup> grade
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Art or crime?
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p align="center"><b>Common Core Writing Standards</b></p> <p>W.4.1- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  W.4.1.A- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.  W.4.1.B - Provide reasons that are supported by facts and details.  W.4.1.C - Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).  W.4.1.D - Provide a concluding statement or section related to the opinion presented.</p> <p align="center"><b>NC Essential Standards: Visual Arts</b></p> <p>4.V.1.3 – Infer meaning from art.  4.CX.1.4 – Explain how place and time influence ideas, issues, and themes found in art.</p> <p align="center"><b>NC Essential Standards: Social Studies</b></p> <p>3.C&amp;G.2.1 - Exemplify how citizens contribute politically, socially and economically to their community. 3.C&amp;G.2.2 - Exemplify how citizens contribute to the well-being of the community's natural environment.  5.C&amp;G.2.2 - Analyze the rights and responsibilities of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights). 5.C&amp;G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution. 5.C&amp;G.2.4 Explain why civic participation is important in the United States.  5.C.1.4 - Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Culture influences perspective.</i>		<i>How does culture influence perspective?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>Artists have served varying sentences for graffiti art/vandalism.</li> <li>While Andrew Gillman was being sentenced for conspiracy to deface public property, down the road at the Tate Modem Museum, 6 urban artists created the first display of street art at a major museum.</li> <li>Banksy is recognized as the first to bring street art into museum galleries.</li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to arrive at a decision and support their decision using moral development stages.</li> <li>Students will understand different factors that affect decision-making.</li> <li>Students will work collaboratively in groups.</li> <li>Students will be able to express and support their opinions on the value of graffiti.</li> </ul>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>• Why do you think _____ made this decision?</li> <li>• Why does _____ think this is a good/bad decision?</li> <li>• What do you think about when making a decision?</li> <li>• What in your life influences the way you make decisions?</li> <li>• Would everyone agree that this was the right or wrong decision? What might make people disagree about this?</li> </ul>	<ul style="list-style-type: none"> <li>• In one or two sentences, what is the dilemma/problem being posed here?</li> <li>• What do you think is the decision Officer Smith should make?</li> <li>• If you were Officer Smith, how would you respond to this situation?</li> <li>• What are the pros of this decision?</li> <li>• What are the cons of this decision?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the popularity of an artist affect whether graffiti is perceived as street art or vandalism? (Ex. Banksy vs. the high schooler in Officer Smith's Dilemma)</li> <li>• Does the message of the graffiti affect whether it is perceived as street art or vandalism?</li> <li>• Does the location of the graffiti affect its recognition as art or crime?</li> <li>• How can the arresting officer's religion background affect how he may approach the situation?</li> <li>• How can the arresting officer's gender affect how he/she may approach the situation?</li> <li>• How can the arresting officer's cultural background affect how he may approach the situation?</li> <li>• How can the arresting officer's political stance affect how he may approach the situation?</li> <li>• Are there any other factors that can affect how we perceive graffiti?</li> </ul>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<p>The content used in this lesson is sophisticated and brings to topic issues above their age-relativity.</p>	<p>Students engage in in-depth critical thinking as they must analyze the concept of perspective and conflict in great depth through moral development stages.</p>		<p>Student-focused. Teacher acts as facilitator by asking questions.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Write the following question on the board: "Think about a time when you had to make a decision about doing the right thing. What did you choose to do? Do you think you made a good decision? Why or why not?"

If students need prompting, give the following scenarios: a time a classmate was being teased/bullied by others, an argument with a friend (how did you resolve it?), a secret you were asked to keep (Did you keep it? Why or why not?), a time you saw someone doing something you thought was wrong (did you try to stop them or did you report it?)

Ask for student volunteers to share their examples with the class. While students discuss the decisions they made, focus on asking these questions:

- Why do you think \_\_\_\_\_ made this decision?
- Why does \_\_\_\_\_ think this is a good/bad decision?
- What do you think about when making a decision?
- What in your life influences the way you make decisions?
- Would everyone agree that this was the right or wrong decision? What might make people disagree about this?

Explain to students that they are going to judge decision-making based on Kohlberg's Moral Development Stages.

Moral Development:	Where are	you?
6  I have a personal code of behavior and I follow it.	"I do the right thing because I believe it to be the right thing to do."	Working toward this level is a lifelong goal. Successful people keep trying for this.
5  I am considerate of others.	"I genuinely want to help." Consideration for others, random acts of kindness.	Also a good place to be, but real maturity, real adult behavior requires more.
4  I follow the rules	"I know the rules, and I follow them." ...because, I don't want to get in trouble.	It's not enough to blindly follow the rules. The rules are not always clear.
3  I want to please somebody	"Is this good?" I do good things for your approval.	Good behavior needs to come from within.
2  I want a reward	"What do I get if I do it?" Competition, comparing yourself to others.	Learning is limited to what gets the prize. You can do better!
1  I don't want to get in trouble	"...the teacher's is coming" I do my homework to stay out of trouble.	Based on fear of consequences. Impossible to achieve true success if only motivation is to avoid trouble.

For additional engagement/explanation: Use this Interactive Animation of Heinz Dilemma to further explore moral development of decision making: <https://youtu.be/5czp9S4u26M>

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Provide the students with the following dilemma. First, students read the dilemma and write down what they believe is the right decision.



“Police Officer Ken Smith is in his first year of law enforcement. He is treated like a rookie by his older, fellow police officers and he’s been working really hard in earning their respect. One night, Officer Ken is on patrol and sees a young man putting up a wheat paste poster in an abandoned downtown alley. In the city that he works in, graffiti has been on rise and law enforcement is trying to crack down on people defacing public property. However, simultaneously, some local artists’ work has been championed by museum galleries. Officer Smith looks at the young boy and realizes that he’s around the high school age. He knows that if he arrests him for vandalism, the boy can face up to 2 years in prison and some additional fees and court-mandated community service to repair the damage. Should Officer Smith arrest the young boy for vandalism and prove himself to his fellow officers? Or, should Office Smith warn the young boy that police officers are on alert for graffiti artists and he should be more careful?”

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Survey the class for students that chose “arrest” and “warn.” Separate the class into small homogeneous groups based on their decisions. While in their small groups, they are to discuss the following questions:

- In one or two sentences, what is the dilemma/problem being posed here?
- What do you think is the decision Officer Smith should make?
- If you were Officer Smith, how would you respond to this situation?
- What are the pros of this decision?
- What are the cons of this decision?

After the groups have finished answering the questions, have them reconvene to share their answers with the class. For each group, have them identify what level of moral development their decision falls under. As students read out their answers, note keywords (such as honesty, responsibility, fairness, justice, generosity, etc.) on the board.

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Present students with the article “Graffiti: Street art – or crime?” from The Independent (Link: <http://www.independent.co.uk/arts-entertainment/art/features/graffiti-street-art-ndash-or-crime-868736.html>). Allow about 10 minutes for students to read the article closely. While they read, write/project the following questions on the board for post-discussion:

- Does the popularity of an artist affect whether graffiti is perceived as street art or vandalism? (Ex. Banksy vs. the high schooler in Officer Smith’s Dilemma)
- Does the message of the graffiti affect whether it is perceived as street art or vandalism?
- Does the location of the graffiti affect it’s recognition as art or crime?
- How can the arresting officer’s religion background affect how he may approach the situation?
- How can the arresting officer’s gender affect how he/she may approach the situation?
- How can the arresting officer’s cultural background affect how he may approach the situation?
- How can the arresting officer’s political stance affect how he may approach the situation?

- Are there any other factors that can affect how we perceive graffiti?

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

In their journals, have students respond to the following questions:

When is graffiti art? When is graffiti vandalism? Justify your answers using Kohlberg's Moral Development Stages.



“Police Officer Ken Smith is in his first year of law enforcement. He is treated like a rookie by his older, fellow police officers and he’s been working really hard in earning their respect. One night, Officer Ken is on patrol and sees a young man putting up a wheat paste poster in an abandoned downtown alley. In the city that he works in, graffiti has been on rise and law enforcement is trying to crack down on people defacing public property. However, simultaneously, some local artists’ work has been championed by museum galleries. Officer Smith looks at the young boy and realizes that he’s around the high school age. He knows that if he arrests him for vandalism, the boy can face up to 2 years in prison and some additional fees and court-mandated community service to repair the damage. Should Officer Smith arrest the young boy for vandalism and prove himself to his fellow officers? Or, should Officer Smith warn the young boy that police officers are on alert for graffiti artists and he should be more careful?”

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While in their small groups, they are to discuss the following questions:

- In one or two sentences, what is the dilemma/problem being posed here?
- What do you think is the decision Officer Smith should make?
- If you were Officer Smith, how would you respond to this situation?
- What are the pros of this decision?
- What are the cons of this decision?

TEACHER NAME		Lesson #
Rodriguez		4
MODEL	CONTENT AREA	GRADE LEVEL
Problem-Based Learning	Art / Social Justice	4th – 6th
CONCEPTUAL LENS		LESSON TOPIC
Perspective		Foundations and Solutions for Inequality
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>4.V.1.3 – Infer meaning from art.</p> <p>4.V.2 – Apply creative and critical thinking skills to artistic expression.</p> <p>4.V.3.2 – Compare characteristics of a variety of media.</p> <p>4.CX.1 – Understand the global, historical, societal, and cultural contexts of the visual arts.</p> <p>5.RL.7 – Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>		
THE ESSENTIAL UNDERSTANDING		THE ESSENTIAL QUESTION
<i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
Culture influences perspective.		How does culture influence perspective?
CONTENT KNOWLEDGE		PROCESS SKILLS
<i>(What factual information will students learn in this lesson?)</i>		<i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li><b>Perspective</b> – A way of thinking about and understanding something (<a href="http://www.learnersdictionary.com/definition/perspective">http://www.learnersdictionary.com/definition/perspective</a>)</li> <li><b>Social Action</b> - an organized program of socioeconomic reform; <i>specifically</i> : activity on the part of an interested group directed toward some particular institutional change (<a href="http://www.merriam-webster.com/dictionary/social%20action">http://www.merriam-webster.com/dictionary/social%20action</a>)</li> </ul> <p><b>Homicide</b> - the act of killing another person (<a href="http://www.learnersdictionary.com/definition/homicide">http://www.learnersdictionary.com/definition/homicide</a>)</p> <ul style="list-style-type: none"> <li>In 2013, Durham had 13 cases of homicide. In 2014, Durham had 10 cases of homicide. The rate of homicide decreased by 23%. (Source: <a href="http://www.wral.com/shootings-lead-to-soaring-durham-violent-crime-rate/13987510/">http://www.wral.com/shootings-lead-to-soaring-durham-violent-crime-rate/13987510/</a>)</li> </ul> <p><b>Unemployment</b></p> <ul style="list-style-type: none"> <li>Durham’s unemployment rate remains below the national rate and continues to decrease since 2010. (<a href="#">Source Link</a>)</li> </ul> <p><b>Gentrification</b> - to change (a place, such as an old neighborhood) by improving it and making it more appealing to people who have money (<a href="http://www.learnersdictionary.com/definition/gentrification">http://www.learnersdictionary.com/definition/gentrification</a>)</p> <ul style="list-style-type: none"> <li>Gentrification has become a fact of life in center city Durham. As a result nearly a quarter of the low-income African American population and much of the Latino population has been displaced from the center city in the last decade. (<a href="#">Source Link</a>)</li> <li>In the 1960s, urban renewal wiped out much of Hayti and Durham’s black business community. (<a href="#">Source Link</a>)</li> </ul> <p>Education Access</p> <ul style="list-style-type: none"> <li>Schools serving a predominant minority population are performing lower (graded lower) than schools serving higher white populations. (<a href="#">Source Link</a>)</li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to create generalizations and predictions based on knowledge.</li> <li>Students will be able to use research skills to gain knowledge and put forth awareness on a social issue.</li> <li>Students will collaborate with others to plan a project/solution to address a particular problem.</li> </ul>
GUIDING QUESTIONS		
<p><i>What questions will be asked to support instruction?</i></p> <p><i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i></p>		

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>• Who is being affected?</li> <li>• Who are these news for?</li> <li>• How are the people in the news clip being portrayed?</li> <li>• How does this portrayal affect relationships in our community?</li> <li>• How “familiar” are these scenes in Durham?</li> <li>• Where are these scenes familiar?</li> <li>• Who are these scenes familiar to?</li> <li>• What solutions are these to these problems?</li> </ul>	<ul style="list-style-type: none"> <li>• How are your social issue issues interconnected?</li> <li>• Who is speaking out about these issues?</li> <li>• Whom these issues are affecting?</li> <li>• How might someone not directed affected by this issue respond/act?</li> <li>• Why is systematic oppression still occurring?</li> <li>• Why has Durham not made national news?</li> <li>• How are they connected to the problem?</li> <li>• How are they affected or impacted by the problem?</li> <li>• Are the stakeholders aware of the problem? If so, what are their points of view about the problem?</li> <li>• How is the problem impacting the stakeholders now and how it will impact them in the future?</li> <li>• How can the stakeholder(s) impact the problem now and in the future?</li> <li>• What organizations in NC are stakeholders, what is their role, and what are they doing to address the problem?</li> <li>• What legislation (laws) is in place about the problem?</li> </ul>	<ul style="list-style-type: none"> <li>• What impact on the Durham community and the population will the solution bring?</li> <li>• What potential negative consequences (if any) could the solution bring?</li> <li>• How do you predict diverse audience members will take the solution? Give details.</li> <li>• What could make the solution difficult?</li> <li>• What kind of setbacks could be found while implementing the solution?</li> <li>• What makes this solution reasonable or feasible?</li> </ul>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
<p>The readings used in the lesson are sophisticated and use advanced vocabulary.</p>	<p>Students engage in in-depth critical thinking as they must analyze systematic oppression/inequality as well as come up with a plan for social action.</p>		<p>Student-focused. Teacher acts as facilitator by asking questions.</p>



## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Post/or create slideshow with images from news clips. While students view the images, ask:

- Who is being affected?
- Who are these news for?
- How are the people in the news clip being portrayed?
- How does this portrayal affect relationships in our community?
- How "familiar" are these scenes in Durham?
- Where are these scenes familiar?
- Who are these scenes familiar to?
- What solutions are these to these problems?

Teacher reviews the Performance Task (from previous lesson) with the students.

### **The Problem**

**Performance Task:** You are a social activist fighting for a current social justice issue. Because of the current national focus on social justice, the mayor of Durham has promised to address one social justice issue with this year's upcoming budget. He understands that social issues affect people from the same community differently for a number of factors. He wants to get an authentic Durham native perspective on a local. His first action step is to fund a mural/art project for the artist showcasing a street art piece addressing a local issue. The art piece must also present a solution. In addition to your street art, write a proposal or narrative speaking about your experience dealing with this social justice issue and how Durham, as a community, can target such issue.

**Goal:** Your task is to create a mural, wheat paste poster, sticker, etc.

**Role:** Social activist

**Audience:** Political Leader

**Situation:** Presenting a problem and solution.

**Product:** You will create a mural in order to bring forth social awareness.

**Standard:** Infer meaning from art, apply creative and critical thinking skills to artistic expression, understand the global, historical, societal, and cultural contexts of the visual arts.

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

### **Step 1: Describe/Research the Situation in Durham**

Divide students into 4 equal groups. Each group will be assigned on social problem in Durham. Each group will read about, watch about, and conduct further research on Homicide, Unemployment, Education Access, and Gentrification.

- Conduct further research about the problem and the concepts related to it, from different online or written sources (newspapers, magazines, etc.).
- Write a statement (on your digital or paper journal) that describes the problem, its importance and implications. Determine what you know, what you need to know, and where you could find additional information to help you get a more in-depth understanding of the problem.
- Keep notes of your findings and annotated bibliographies (information compilation sources) on your journal.

Resources for each group:

1. Homicide
  - a. <http://www.wral.com/shootings-lead-to-soaring-durham-violent-crime-rate/13987510/>
  - b. *Welcome to Durham* (documentary)
  - c. Struggle and Hope in Durham, NC ([Article Link](#))
2. Unemployment
  - a. Unemployment graphs comparing US, Raleigh, and Durham ([Source Link](#)).
  - b. Lessons of Hayti (Video) <http://www.alvapictures.com/Lessons-Of-Hayti.shtml>
  - c. Struggle and Hope in Durham, NC ([Article Link](#))
3. Education Access
  - a. NC School Report Cards (<http://www.wral.com/nc-report-card-results-by-school/14425865/?appSession=251510815001497>)
  - b. Struggle and Hope in Durham, NC ([Article Link](#))
4. Gentrification
  - a. Lessons of Hayti (Video) <http://www.alvapictures.com/Lessons-Of-Hayti.shtml>
  - b. [Gentrification Rocks North Carolina's Historic Black Community: Old Hayti & Black Wall Street](#) (Hyperlinked)
  - c. Building Bull City ([Article Link](#))

- d. Gentrification, Development and Old North Durham Park ([Article Link](#))
- e. Gentrification Rocks NC Working Class ([Article Link](#))
- f. Struggle and Hope in Durham, NC ([Article Link](#))

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

**Step 2: Understand the Stakeholders / Audience**

After 20 minutes, students will create jigsaw groups (1 person from each of the groups) to discuss with other the knowledge they have acquired. While students are in their jigsaw groups, provide them with the following questions to guide their conversation.

- How are your social issue issues interconnected?
- Who is speaking out about these issues?
- Whom these issues are affecting?
- How might someone not directly affected by this issue respond/act?
- Why is systematic oppression still occurring?
- Why has Durham not made national news?

**Write a description and/or create graphic organizers that include all stakeholders/audience.** (Ex: White community members, Black community, Latino/a community, children, teachers, police officers, judges, policy makers, etc).

- How are they connected to the problem?
- How are they affected or impacted by the problem?
- Are the stakeholders aware of the problem? If so, what are their points of view about the problem?
- How is the problem impacting the stakeholders now and how it will impact them in the future?
- How can the stakeholder(s) impact the problem now and in the future?
- What organizations in NC are stakeholders, what is their role, and what are they doing to address the problem?
- What legislation (laws) is in place about the problem?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Students begin to discuss, plan, and carry out their Performance Task project. Independently, they work on answering/following the steps to develop a plan.

**Step 3: Determine Possible Solutions**

- Create a possible solutions list.
- Choose the best solution to the problem and present it to the teacher, with all the support information to back up its reasonableness.
- Write a summary of possible solutions, in terms of who, what, how, when, and where.
- What impact on the Durham community and the population will the solution bring?
- What potential negative consequences (if any) could the solution bring?
- How do you predict diverse audience members will take the solution? Give details.
- What could make the solution difficult?
- What kind of setbacks could be found while implementing the solution?
- What makes this solution reasonable or feasible?

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

**Step 4: Develop a Project**

- The purpose (description of the problem).
- Location. Be as specific as possible. Add maps to illustrate.
- Summary of the project. In a few sentences, describe the solution to the problem.
- Connections: Describe how your project will impact the neighborhood cities (human population). Mention both positive and negative implications.
- Action Plan: Create a timeline that includes the steps or actions necessary to complete your project.
- Describe any limitations or challenges that your project might face during its implementation. If possible, mention how you will face them.

**Performance Task:** You are a social activist fighting for a current social justice issue. Because of the current national focus on social justice, the mayor of Durham has promised to address one social justice issue with this year's upcoming budget. He understands that social issues affect people from the same community differently for a number of factors. He wants to get an authentic Durham native perspective on a local. His first action step is to fund a mural/art project for the artist showcasing a street art piece addressing a local issue. The art piece must also present a solution. In addition to your street art, write a proposal or narrative speaking about your experience dealing with this social justice issue and how Durham, as a community, can target such issue.

## STREET ART 101: HOW TO MAKE A WHEAT PASTE POSTER

<h3 style="text-align: center;">MAKING THE WHEAT PASTE</h3> <p><b>YOU WILL NEED:</b> WHEAT FLOUR, WATER, A POT FOR BOILING WATER, 2 CONTAINERS</p> <ol style="list-style-type: none"> <li>① MEASURE OUT A 1:4 RATIO OF WHEAT FLOUR/WATER AND PLACE THEM IN SEPARATE CONTAINERS.</li> <li>② ADD WATER TO POT AND BOIL.</li> <li>③ ONCE THE WATER REACHES BOILING, POUR WHEAT FLOUR INTO POT AND STIR THOROUGHLY. MAKE SURE YOU DON'T HAVE ANY FLOUR BALLS OR CLUMPS IN THE MIXTURE.</li> <li>④ ONCE THE WHEAT PASTE REACHES A SMOOTH AND GLUE-LIKE CONSISTENCY, TURN OFF HEAT AND POUR THE PASTE INTO A SEPARATE CONTAINER.</li> </ol> <p><small>* ADD A LITTLE SUGAR FOR EXTRA STICKINESS * USE THE WHEAT PASTE AS SOON AS POSSIBLE. IF YOU PLAY ON WAITING A DAY OR TWO, STORE IN REFRIGERATOR.</small></p>	<h3 style="text-align: center;">MAKING A POSTER</h3> <p><b>YOU WILL NEED:</b> PAPER, OIL-BASED INK MARKERS, MASKING TAPE, SCISSOR/X-ACTO KNIFE</p> <ol style="list-style-type: none"> <li>① MAKING A BIG DRAWING? IF YOU DON'T HAVE A LARGE SHEET OF PAPER, YOU CAN TAPE COMPUTER PAPER TOGETHER INTO A GRID TO FORM ONE LARGE PIECE OF PAPER. DON'T OVERLAP THE EDGES.</li> <li>② ON THE OTHER SIDE, DRAW YOUR DESIGN. DON'T MAKE THE BORDERS OF YOUR ARTWORK TOO INTRICATE BECAUSE YOU ARE GOING TO BE CUTTING IT OUT.</li> <li>③ USING A SCISSOR, X-ACTO KNIFE OR RAZOR, CUT OUT THE DESIGN.</li> </ol> <p><small>NOT GOOD AT DRAWING? YOU CAN PRINT OUT IMAGES FROM A COMPUTER AND DESIGN SOMETHING USING A PHOTO-EDITING PROGRAM. OR YOU CAN JUST PRINT OUT TEXT.</small></p>
<h3 style="text-align: center;">PASTING THE POSTER</h3> <p><b>YOU WILL NEED:</b> A BUCKET OR CONTAINER HOLDING YOUR WHEAT PASTE, PAINT BRUSH OR PAINT ROLLER</p> <ol style="list-style-type: none"> <li>① FIND A SMOOTH OR SEMI-SMOOTH WALL SURFACE THAT IS BIG ENOUGH FOR YOUR ARTWORK. CONCRETE SURFACES WORK BEST.</li> <li>② PREP THE SURFACE BY APPLYING A LAYER OF WHEAT PASTE.</li> <li>③ PLACE YOUR ARTWORK ON TOP OF THE WET SURFACE.</li> <li>④ APPLY A LAYER OF WHEAT PASTE ON TOP OF THE ARTWORK UNTIL IT IS SOAKED.</li> </ol> <p><small>LET IT DRY FOR A FEW HOURS</small></p> <p><b>WARNING!</b> BE AWARE OF THE LEGAL RISK OF PLACING STREET ART ON PUBLIC/PRIVATE PROPERTY. YOU CAN GET FINED OR MORE IF YOU GET CATCHED. AND WHEAT PASTE IS HARD TO REMOVE.</p>	<h3 style="text-align: center;">TAKE PRIDE IN YOUR STREET ART (BEFORE SOMEONE TAKES IT DOWN)</h3>

BY YUMI SAKUGAWA 2012

Step 1: Describe/Research the Situation in Durham (with small groups)

- Each group will read about, watch about, and conduct further research on Homicide, Unemployment, Education Access, and Gentrification.
- Conduct further research about the problem and the concepts related to it, from different online or written sources (newspapers, magazines, etc.).
- Write a statement (in journal) that describes the problem, its importance and implications. Determine what you know, what you need to know, and where you could find additional information to help you get a more in-depth understanding of the problem.

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Step 2: Understand the Stakeholders / Audience (in jigsaw groups)

- How are your social issue issues interconnected?
- Who is speaking out about these issues?
- Whom these issues are affecting?
- How might someone not directly affected by this issue respond/act?
- Why is this issue still happening?

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**Write a description and/or create graphic organizers that include all stakeholders/audience.**

(Ex: White community members, Black community, Latino/a community, children, teachers, police officers, judges, policy makers, etc).

- How are they connected to the problem?
- How are they affected or impacted by the problem?
- Are the stakeholders aware of the problem? If so, what are their points of view about the problem?
- How is the problem impacting the stakeholders now and how it will impact them in the future?
- How can the stakeholder(s) impact the problem now and in the future?
- What organizations in NC are stakeholders, what is their role, and what are they doing to address the problem?
- What legislation (laws) is in place about the problem?

### Step 3: Determine Possible Solutions (Independent/Pairs)

- Create a possible solutions list.
  - Choose the best solution to the problem and present it to the teacher, with all the support information to back up its reasonableness.
  - Write a summary of possible solutions, in terms of who, what, how, when, and where.
  - What impact on the Durham community and the population will the solution bring?
  - What potential negative consequences (if any) could the solution bring?
  - How do you predict diverse audience members will take the solution? Give details.
  - What could make the solution difficult?
  - What kind of setbacks could be found while implementing the solution?
  - What makes this solution reasonable or feasible?
- 

### Step 4: Develop a Project (Independent/Pairs)

- The purpose (description of the problem).
- Location. Be as specific as possible. Add maps to illustrate.
- Summary of the project. In a few sentences, describe the solution to the problem.
- Connections: Describe how your project will impact the neighborhood cities (human population). Mention both positive and negative implications.
- Action Plan: Create a timeline that includes the steps or actions necessary to complete your project.
- Describe any limitations or challenges that your project might face during its implementation. If possible, mention how you will face them.

## ***Unit Resources***

### Books

*Art in the streets* (2011). In organized by Jeffrey Deitch, with Roger Gastman and Aaron Rose., Brooklyn Museum., Deitch J., Gastman R., Museum of Contemporary Art (Los Angeles, Calif.) and Rose A. (Eds.), . New York, NY; Los Angeles, CA: Skira Rizzoli; MOCA.

Lewisohn, C. (2008). *Street art : The graffiti revolution*. New York, NY: Abrams.

McDonald, F. (2013). *The popular history of graffiti : From the ancient world to the present*. New York: Skyhorse Publishing.

Schacter, R. (2013). In Fekner J., (Eds.), *The world atlas of street art and graffiti*. London; New Haven, CT: Quintessence; Published in association with Yale University Press.

Schacter, R. (2013). In Fekner J., (Eds.), *The world atlas of street art and graffiti*. London; New Haven, CT: Quintessence; Published in association with Yale University Press.

### Articles

Akbar, A., & Vallely, P. (2008). Graffiti: Street art or crime? Retrieved from <http://www.independent.co.uk/arts-entertainment/art/features/graffiti-street-art-ndash-or-crime-868736.html>

### Videos

'The History of American Graffiti': From Subway to Gallery - <https://youtu.be/GEbYFrWUgTQ>



# Pay Cuts, End Of Tenure Put North Carolina Teachers On Edge

FEBRUARY 11, 2014 4:00 PM ET

from **WUNC 91.5**

DAVE DEWITT

Listen to the Story

All Things Considered

4:01

Embed

Transcript

Teacher salaries are losing ground fast in North Carolina.

Jennifer Spivey has been a teacher for three years at South Columbus High School, on the north side of the border between the Carolinas. She's been recognized as an outstanding teacher; she has a master's degree, and last summer she won a prestigious Kenan fellowship to improve education. But she still lives in her parents' basement.

"Can't afford to move out," Spivey says. "I'm glad my momma cooks dinner every night, 'cause [I] wouldn't be able to afford to live if I didn't."

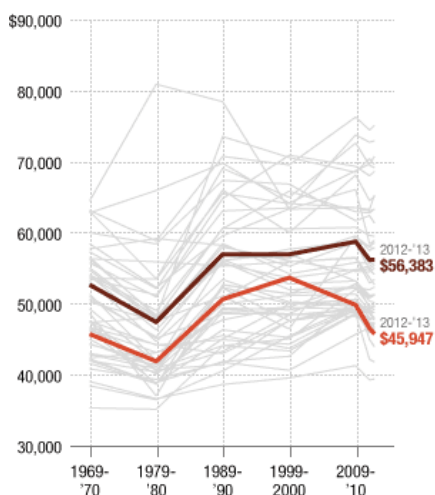
Spivey has never had a raise, and as bad as that sounds, the news for teachers in North Carolina got worse over the past year.

## 'They Did It All At Once'

In an effort to give more control to local school districts, the state Legislature passed sweeping

Estimated average annual salary of teachers in public elementary and secondary schools

— U.S. average — North Carolina — Other states



*Source: National Center for Education Statistics; National Education Association, Estimates of School Statistics, 1969-'70 through 2012-'13*

*Credit: Alyson Hurt/NPR*

changes to public education, many of which affected teachers directly. The Republican-controlled General Assembly ended teacher tenure, halted a salary bump for earning a master's degree, and eliminated a cap on class size.

No state has seen a more dramatic decrease in teacher salary rankings in the past 10 years, and some of the other changes in public education are unprecedented. The state is being watched closely by education policymakers across the country, and teachers are suing the state.

Terry Stoops directs education studies at the conservative John Locke Foundation, a Raleigh, N.C.-based think tank.

"They did it all at once," Stoops says. "They don't get style points for it, but the number of reforms that were passed received some awe from some of my colleagues in other states that said 'I can't believe that North Carolina was able to do all that in one year.' And in particular, the elimination of the master's degree supplement."

That's a standard salary increase for teachers across the country who earn an advanced degree. Last year, North Carolina became the first state ever to eliminate it.





Elementary school students in North Carolina stand outside their school in November, during an event organized by teachers to protest changes in public education.

*Dave DeWitt/WUNC*

Teacher tenure has been replaced by a merit-based system that rewards long-term contracts to the top 25 percent of teachers, and shorter contracts to everyone else.

That's not good, says Rodney Ellis, president of the North Carolina Association of Educators, the state's largest teacher advocacy group.

"Morale is at the bottom of the barrel right now throughout this state," he says.

"Teachers are really questioning why they want to teach, why they want to teach here in North Carolina. They have to take care of their own families, and it's difficult to do that when our salaries are as low as they are. We've got educators who right now qualify for government assistance."

Because North Carolina is a right-to-work state, teachers are prohibited from collective bargaining or going on strike. But they have fought back — marching on the state Capitol and staging a walk-in before the school day. They have also put pressure on Republican Gov. Pat McCrory.

## A Small Raise On The Way?

McCrory first defended the budget cuts and changes, but has since sounded more conciliatory.



### EDUCATION

Kids Pay The Price In Fight Over Fixing Philadelphia Schools



### AROUND THE NATION

School District Says No To Teacher Bonus Grant

### Education Cuts Squeeze N.C. Teachers

That may not be enough. Spivey, the science teacher, would only have to drive a few miles down the road to be in South Carolina. And she's figured out, with her qualifications and experience, what her salary would be if she taught there.

"\$17,000 more," she says. "For my levels of experience and then my master pay, it would be \$17,000. And then a coaching supplement on top of that 'cause I coach

"One feedback that I get from teachers is, 'Will you respect us? Will you show us some respect?'" says McCrory. "They just feel like they're walked over. And no one likes to work for a company where they're just taken for granted — and a lot of teachers feel like they are taken for granted at this point in time."

McCrory and the Republican leadership in the state's General Assembly are now talking about ways to give teachers a small raise next year.

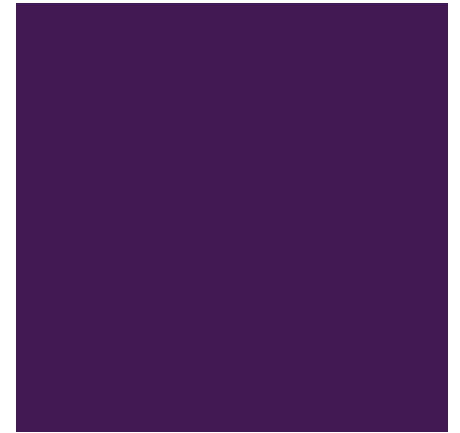
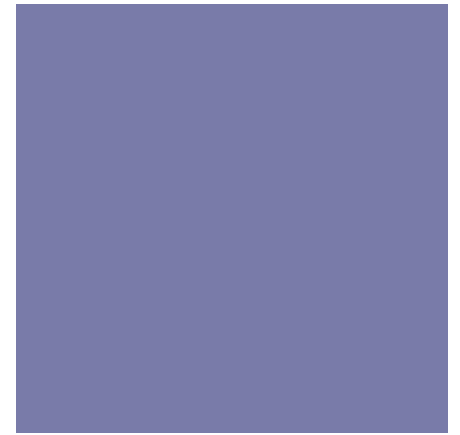
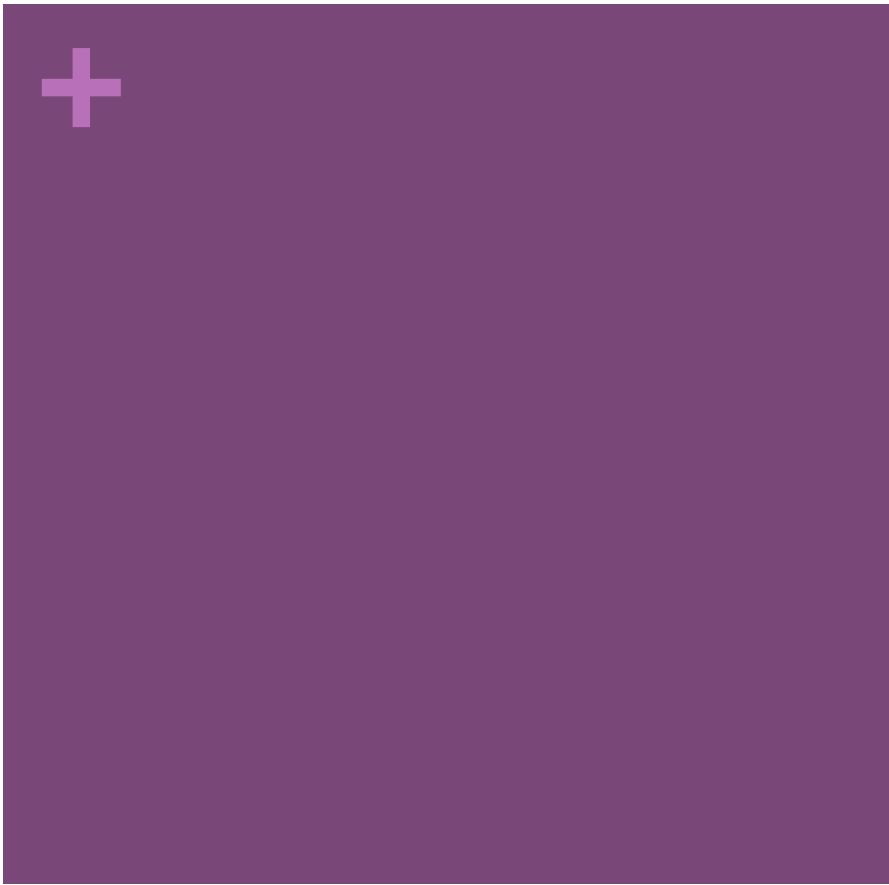
cheerleading. I mean, that's 55 percent of my salary now."

It's unlikely there will be a mass exodus of public-school teachers from North Carolina next year. But bigger problems loom for the future: Freshman enrollment in the state universities' education schools is down between 20 and 40 percent.

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SHARE

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# Graffiti or Art

Miss Rodriguez

# + Welcome!



- Create a tent name tag.

Using the white sheet of paper on your desk, fold it in order to make a tent. (See example on my desk)

- On one side, **draw** representations of yourself.
- On the other side, **write your name** as creatively as you can (bubble letters, cursive, block letters, etc).



# Museum Walk Expectations



Today you are going to play the role of a museum curator. You are opening a gallery and have to choose from these art pieces to display in your art gallery. You will judge each piece based on your own understanding of value and what is “good art.” Because you are opening your own gallery, this is an independent activity. Avoid being influenced by others’ critiques about an art piece.

*Answer these questions about each art piece:*

- Why would you choose this image to exhibit in a museum?
- What is the value of this piece?
- How would you describe the aesthetics of this piece?

# + The Wrinkles of the City – Michael (Downtown Los Angeles, CA, 2012)



+ The Wrinkles of the City – West Coast  
(Downtown Los Angeles, CA, 2011)





+ The Wrinkles of the City – MOCA  
(Downtown Los Angeles, CA, 2011)



+ Aida, Kurt Wenner  
(Columbus, Ohio, 2007)



# + Banksy

I must not copy what I see on the Simpsons  
I must not copy what I see on the Simpsons  
I must not copy what I see on the Simpsons  
I must not copy what I see on the Simpsons  
I must not copy what I see on the Simpsons  
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+ Eduardo Kobra  
(New York City, NY, 2012)





# Portrait of Freedom, Icy and Sot (Berlin, Germany, 2015)

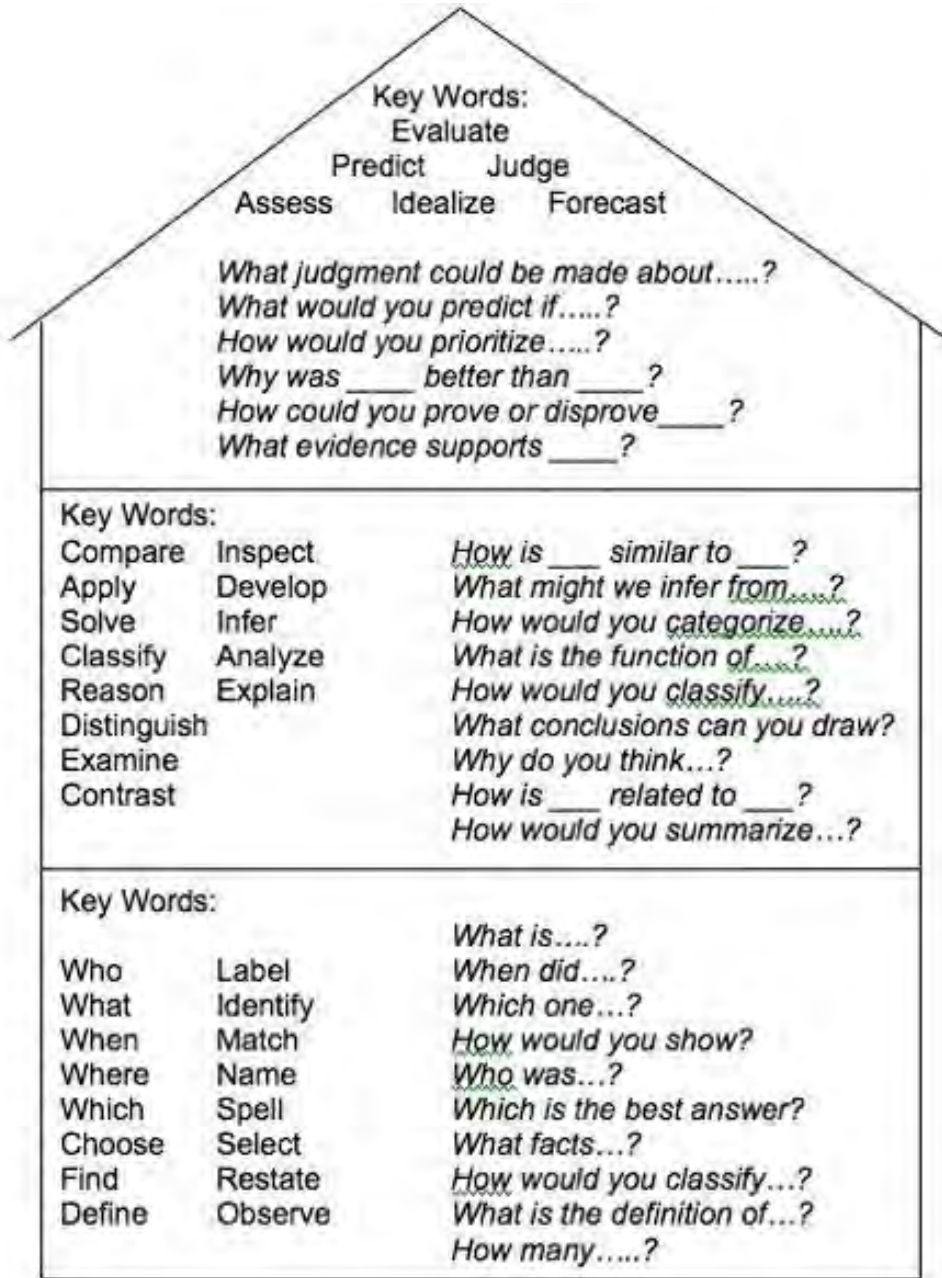


# + Static Medium, Tristan Eaton



# + Revolt, Tristan Eaton





## Questions that prompt richer discussions

- Questions that can be answered by referencing the text.
- Questions that can be answered by personal experience.
- Questions to clarify meaning.
- Questions about what's coming next.
- Questions about unfamiliar words or phrases.
- Questions about author's purpose or style or format.
- Questions that can't be answered.



# + Discussion Questions

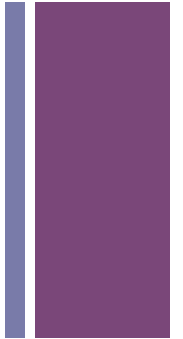
- Who makes decisions about art?
- How are these decisions made?
- What are the traditional values of art?
- How is art represented in different cultures?
- Why is art represented differently among cultures?
- Who controls what we see (on TV, in movies, in textbooks, etc)?
- How is vandalism defined? Who makes these decisions?
- What should be the sentence (punishment) for vandalism? Who decides sentencing?
- What would make graffiti/street art acceptable?
- Why should graffiti/street art be protected under “freedom of speech/expression”?
- What type of art is found in museums?
- Who decided the *value* of art?

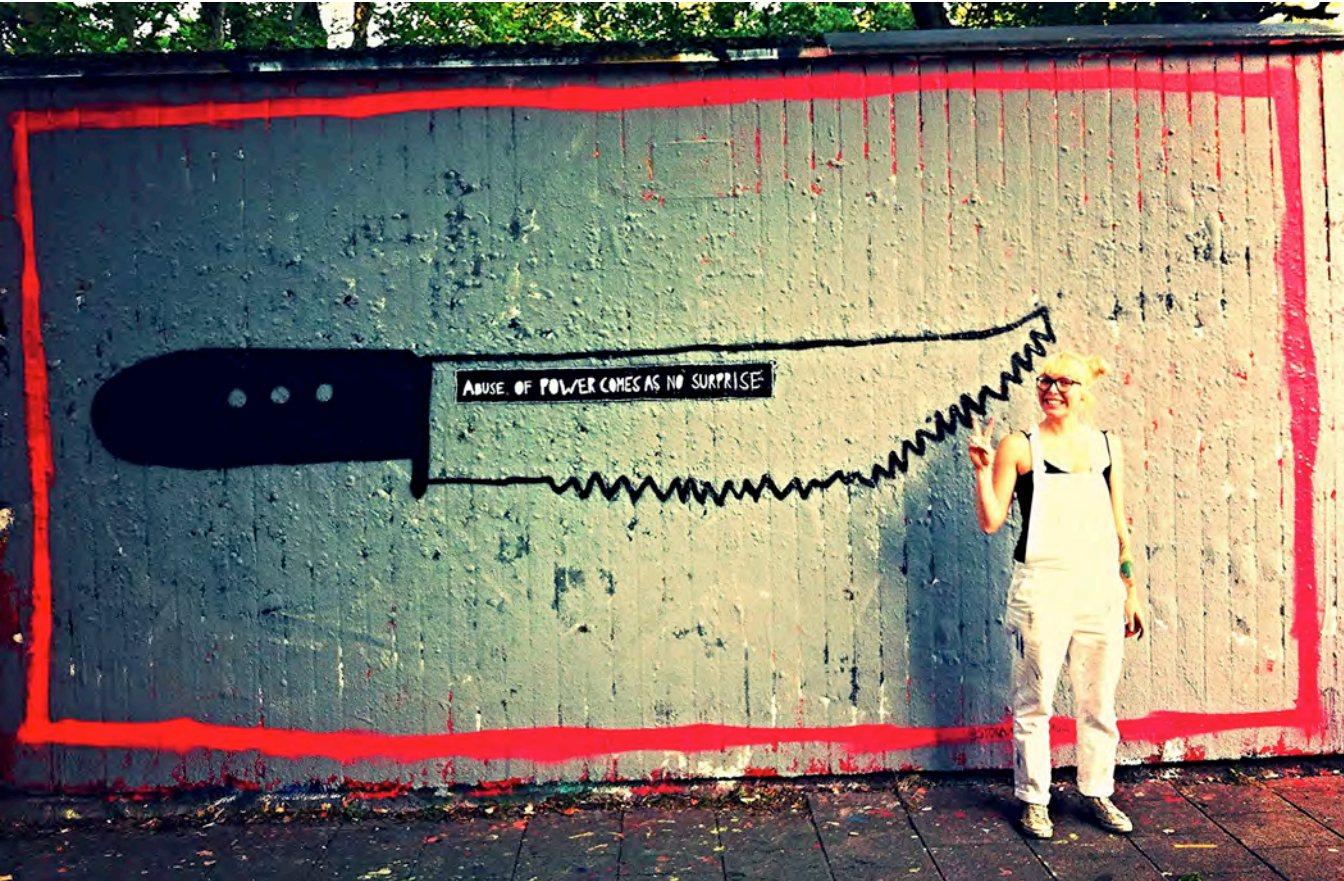
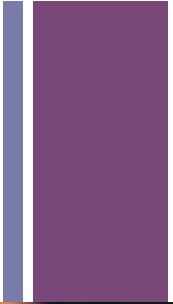




# “Anti-Modernism” Questions

- The article states, “The city walls stand for ownership and authority.” Who owns city walls? Who is in charge of the walls?
- If certain people have control over city walls, how does that affect how we see our city?
- If graffiti is the voice of the unelected, “who are those people that are unelected?”
- If the “unelected” were in complete power of our walls, how would our city’s image change?
- What are some “social justice” that provoke graffiti artist?
- How do those in power address social justice issues?
- How are social justice issues addressed by the unelected?
- Why does the perspective of social issues change based on its audience?
- How else do people respond/protest social systems?





# + Workshop

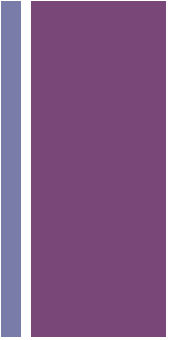


- Choose a current social justice issue. What is the best way to raise awareness on this issue? Consider the perspective of your audience.

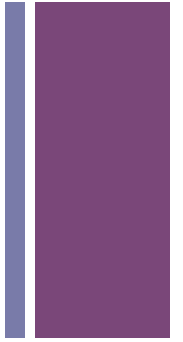
# + Journal Entry

How does culture influence your perspective?

(How do your surroundings influence how you see the world?)



+ Tuesday



Make your own graffiti.



# Graffiti Facts

- The etymological origins of the word “graffito” refer to something being scratched onto a surface.
- Graffiti is understood to have started with the hip hop movement in New York during the 1970s.
- Graffiti is mostly recognized as tagging, but since the early 21<sup>st</sup> century is understood as a serious art form.
- Graffiti is seen as an art form, as a type of vandalism, as well as a means of documenting historical evidence.



# + Durham Street Art



- Duke University East Campus Bridge
- <http://durhamstreetart.tumblr.com/>



# + Listing

- Random
  - Zany / crazy
  - Unique
  - Murder
  - Sad
  - Bloody
  - Creative
  - Cartoon
  - Expression
  - Silly
  - Different cultures
  - Negativity
- Caveman signs
- Handprints
- Story telling
- Teaching a lesson
- Symbolic
- Loneliness
- Hopelessness
- Chaos
- Happy
- Vandalism
- Words
- circus animals
- Disturbing
- Chalk
- Shapes
- Poverty
- Politics
- Armies/war
- Graffiti
- Crisis
- Gloomy
- Sending a message



# + Grouping and Labeling



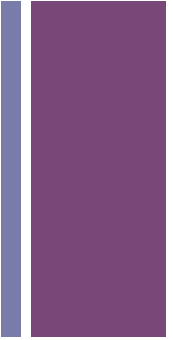
- Create smaller word lists based on similarities (at least three different groups, at least three items in each group, cannot use any item twice).
- Label each group.

# + Regrouping & Renaming



- Regroup items. The new groups must be new categories. Rules for regrouping include: all items can be used again, categories must be new, and each category needs at least four items.
- The teacher will remind students that categories must be based on some aspect of perspective.

# + Journal Entry.



- Explain how the perspective of one graffiti/street art piece (from yesterday) could change through the various listings.

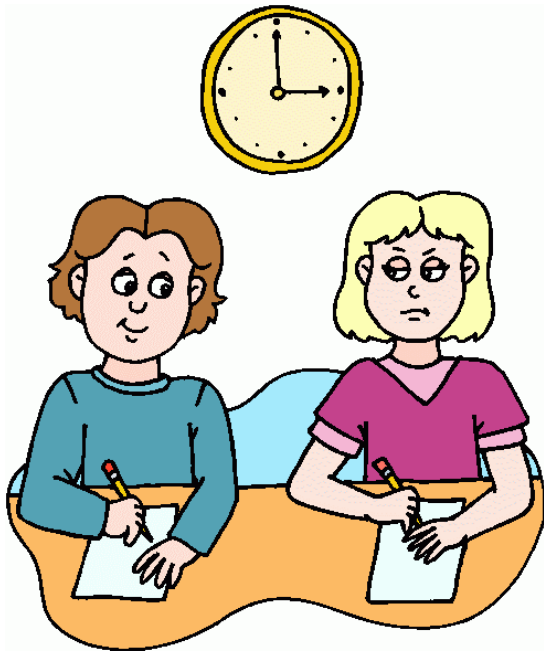
Random	Crazy	Unique	Story telling
Disturbing		Teaching a lesson	Sad Symbolic
Loneliness	Poverty	Negativity	Creative
Hopelessness	Politics	Cartoon	Chaos
War	Expression	Happiness	Confusion
Crisis	Different cultures	Words	Gloomy
	Sending a message		

- Explain how a piece of art could be perceived differently based on time it's viewed, where it's viewed, and by whom it's viewed.

# + Wednesday

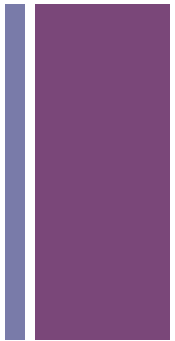


Think about a time when you had to make a decision about doing the right thing. What did you choose to do? Do you think you made a good decision? Why or why not?





# Kohlberg's Moral Development Stages

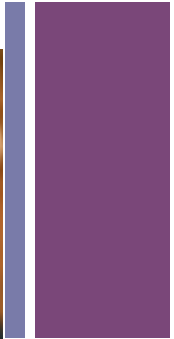


Moral Development:	Where are	you?
 I have a personal code of behavior and I follow it.	"I do the right thing because I believe it to be the right thing to do."	Working toward this level is a lifelong goal. Successful people keep trying for this.
 I am considerate of others.	"I genuinely want to help." Consideration for others, random acts of kindness.	Also a good place to be, but real maturity, real adult behavior requires more.
 I follow the rules	"I know the rules, and I follow them." ...because, I don't want to get in trouble.	It's not enough to blindly follow the rules. The rules are not always clear.
 I want to please somebody	"Is this good?" I do good things for your approval.	Good behavior needs to come from within.
 I want a reward	"What do I get if I do it?" Competition, comparing yourself to others.	Learning is limited to what gets the prize. You can do better!
 I don't want to get in trouble	"...the teacher's is coming" I do my homework to stay out of trouble.	Based on fear of consequences. Impossible to achieve true success only motivation is to avoid trouble

# + Heinz's Dilemma



- <https://youtu.be/5czp9S4u26M>

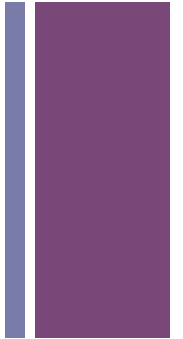






# “Graffiti: Street art – or crime?”

- Does the popularity of an artist affect whether graffiti is perceived as street art or vandalism? (Ex. Banksy vs. the high schooler in Officer Smith’s Dilemma)
- Does the message of the graffiti affect whether it is perceived as street art or vandalism?
- Does the location of the graffiti affect its recognition as art or crime?
- How can the arresting officer’s religion background affect how he may approach the situation?
- How can the arresting officer’s gender affect how he/she may approach the situation?
- How can the arresting officer’s cultural background affect how he may approach the situation?
- How can the arresting officer’s political stance affect how he may approach the situation?
- Are there any other factors that can affect how we perceive graffiti?



# + Journal Entry



- When is graffiti art? When is graffiti vandalism? Justify your answers using Kohlberg's Moral Development Stages.

NEWS

# RALEIGH MAN DROWNS NEAR CHARLOTTE



NEW AT SIX  
BODY OF MISSING KAYAKER FOUND IN CATAWBA RIVER; VICTIM IDENTIFIED

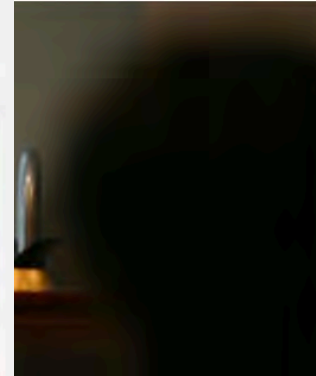
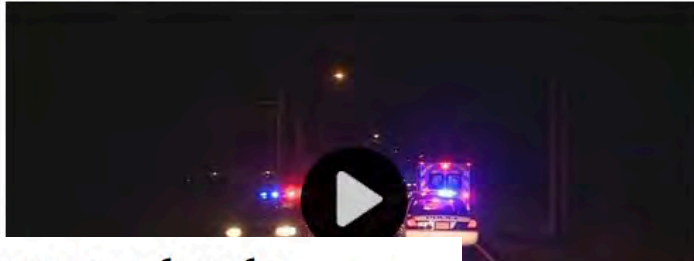
The body of a missing kayaker from Raleigh was found in the Catawba River on Saturday.

# Judge reverses 2nd firing over inmate dehydration death

Posted 4:07 p.m. Friday

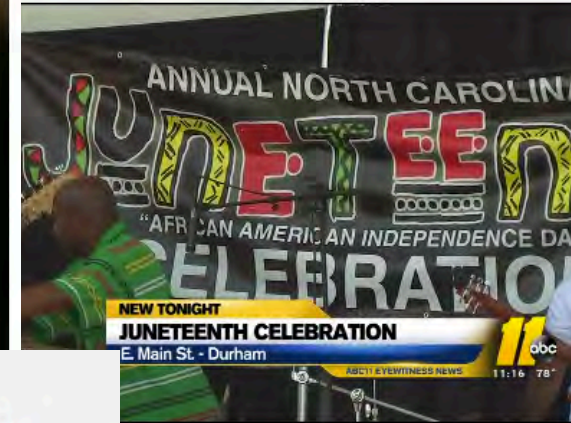
NEWS

# MAN SHOT IN DURHAM OVERNIGHT



ACTIVITY

# DURHAM HOLDS JUNETEENTH CELEBRATION



NEW TONIGHT  
JUNETEENTH CELEBRATION  
E. Main St. - Durham  
abc 11  
11:16 78°

The 150th anniversary of Juneteenth was held in Durham.

# NC's unemployment rate climbs for 3rd straight month

Posted 10:21 a.m. Friday

Unemployment Friday  
Share 0



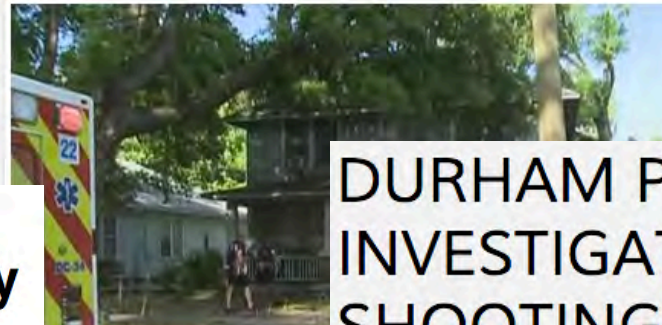
# No charges filed in death of teen in Durham police custody

Posted January 14, 2014

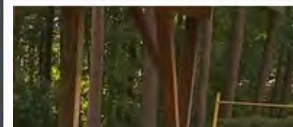
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# POLICE: DRIVE-BY SHOOTING KILLS MAN ON PORCH



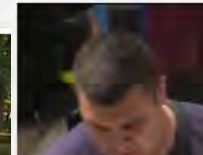
LED IN SHOOTING



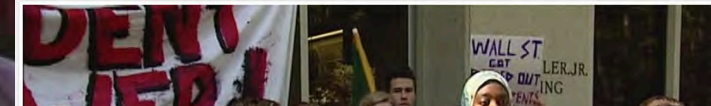
EDUCATION

# NORTH CAROLINA EDUCATION OFFICIALS RELEASE GRADES FOR ALL PUBLIC SCHOOLS

# DURHAM POLICE INVESTIGATE THIRD SHOOTING IN THREE DAYS



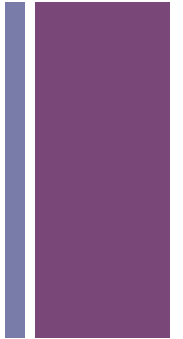
# NORTH CAROLINA COLLEGE STUDENTS PROTEST RISING EDUCATION COSTS





# The Problem

**Performance Task:** *You are a social activist fighting for a current social justice issue. Because of the current national focus on social justice, the mayor of Durham has promised to address one social justice issue with this year's upcoming budget. He understands that social issues affect people from the same community differently for a number of factors. He wants to get an authentic Durham native perspective on a local. His first action step is to fund a mural/art project for the artist showcasing a street art piece addressing a local issue. The art piece must also present a solution. In addition to your street art, write a proposal or narrative speaking about your experience dealing with this social justice issue and how Durham, as a community, can target such issue.*





# Step 1: Describe/Research the Situation in Durham



- Each group will read about, watch about, and conduct further research on Homicide, Unemployment, Education Access, and Gentrification.
- Conduct further research about the problem and the concepts related to it, from different online or written sources (newspapers, magazines, etc.).
- Write a statement (in journal) that describes the problem, its importance and implications. Determine what you know, what you need to know, and where you could find additional information to help you get a more in-depth understanding of the problem.
- Keep notes of your findings and annotated bibliographies (information compilation sources) on your journal.



## **Step 2: Understand the Stakeholders / Audience**

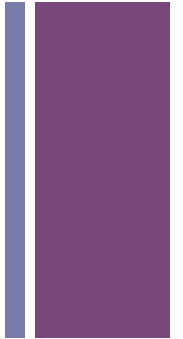


- How are your social issues interconnected?
- Who is speaking out about these issues?
- Who are these issues are affecting?
- How might someone not directed affected by this issue respond/act?
- Why are these issues still happening?



**Write a description and/or create graphic organizers that include all stakeholders/audience.** (Ex: White community members, Black community, Latino/a community, children, teachers, police officers, judges, policy makers, etc).

- How are they connected to the problem?
- How are they affected or impacted by the problem?
- Are the stakeholders aware of the problem? If so, what are their points of view about the problem?
- How is the problem impacting the stakeholders now and how it will impact them in the future?
- How can the stakeholder(s) impact the problem now and in the future?
- What organizations in NC are stakeholders, what is their role, and what are they doing to address the problem?
- What legislation (laws) is in place about the problem?





# Step 3: Determine Possible Solutions



- Create a possible solutions list.
- Choose the best solution to the problem and present it to the teacher, with all the support information to back up its reasonableness.
- Write a summary of possible solutions, in terms of who, what, how, when, and where.
- What impact on the Durham community and the population will the solution bring?
- What potential negative consequences (if any) could the solution bring?
- How do you predict diverse audience members will take the solution? Give details.
- What could make the solution difficult?
- What kind of setbacks could be found while implementing the solution?
- What makes this solution reasonable or feasible?





# Step 4: Develop a Project (Journal Entry)



- The purpose (description of the social justice issue/problem your street art is about).
- Summary of the project. In a few sentences, describe the solution to the problem.
- Connections: Describe how your project will impact the neighborhood cities (human population). Mention both positive and negative implications.

Weather

32 NC counties are under alert, including Cumberland, Johnston, Wayne, Harnett, and Nash counties. [Details](#)



## BUSINESS

# NC's unemployment rate climbs for 3rd straight month

Posted June 19

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**RALEIGH, N.C.** — More people were listed as unemployed in North Carolina in May, contributing to a rise in the state's unemployment rate, according to data released Friday by the North Carolina Department of Commerce.

More than 12,600 new people were listed as unemployed during the month, pushing the state's unemployment rate up to 5.7 percent. The state rate has ticked up steadily since dropping to as low as 5.3 percent in January and February.

The national unemployment rate was 5.5 percent in May.

The state's labor force – the number of people employed plus those actively looking for work – increased by 29,396 in May, to 4,770,856, likely contributing to the increase in the state's unemployment rate.

Nonfarm employers added a total of 10,400 jobs during the month, with professional and business services, education and health services and construction seeing large gains. The trade, transportation and utilities sectors saw losses.

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## CREDITS

### Web Editor

Derek Medlin

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## LOCAL NEWS

# Durham taking aim at gun crimes

Posted January 13, 2012

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**DURHAM, N.C.** — People who commit crimes with firearms in Durham will face swifter justice than in the past, city officials said Friday in announcing a crackdown on gun-related offenses.

"If you're caught illegally (with) a gun in Durham, you're going to be scrutinized intensely, and it's not going to be business as usual," Mayor Bill Bell said. "Likewise, for those who commit crimes with illegal guns or legal firearms, we're going to seek the highest penalties."

Violent crime in Durham increased by 3 percent in 2011, Bell said, prompting him to put together a group of community leaders, including city and county officials, law enforcement authorities, prosecutors and judges, to devise strategies to combat gun violence.

Three people have already been killed in Durham since Jan. 1.

"This is a very disturbing trend that we, as a community, should not and cannot accept," he said of the growing violence in Durham. "There are too many people in whose hands firearms are being misused to the detriment of our community."

The first initiative the group rolled out calls for imposing higher bonds on people charged with crimes involving guns, including first-time offenders, and increased coordination between the Durham Police Department, Durham County Sheriff's Office and the Durham County District Attorney's Office to ensure such crimes are handled quickly and efficiently.

Officials also plan to lobby state lawmakers for stiffer penalties for people convicted of gun-related offenses, Bell said.

Chief District Judge Marcia Morey has already assigned a magistrate to the police department on weekdays to speed up the issuance of warrants.

"We're going to continue to see about ensuring that an individual who's arrested, especially for a violent crime, doesn't spend that night at home and that the victims don't see them back on the block," Police Chief Jose Lopez said.



Gun crimes target of Durham initiatives

Morey said Durham County magistrates will continue to follow general guidelines for setting bonds but will take the effort to halt gun crimes to heart.

"I think the mayor's message is clear," Morey said. "He's not instructing the courts what to do. We will do what we do by the laws and guidelines, but we're all paying attention to it."

Bell said police and community groups are going to start targeting high-crime areas like northeast central Durham and east Durham. He said he doesn't want to brand them as unsafe neighborhoods but said statistics show that they need more attention from police.

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## CREDITS

<b>Reporter</b>	Stacy Davis
<b>Photographer</b>	Keith Baker
<b>Web Editor</b>	Matthew Burns

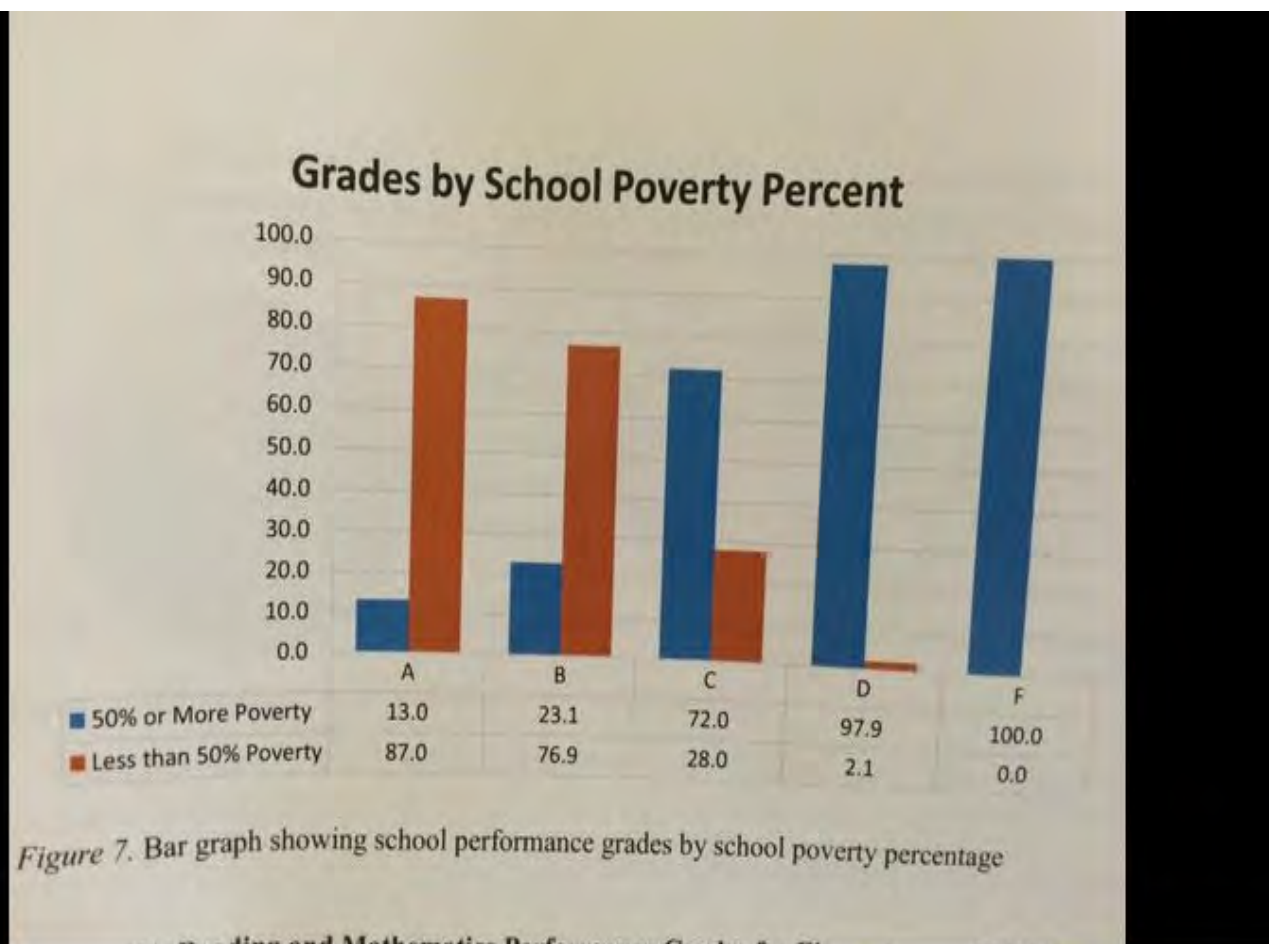
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- The Progressive Pulse - <http://pulse.ncpolicywatch.org> -

# High poverty schools receive vast majority of state's D and F grades

Posted By *Lindsay Wagner* On February 5, 2015 @ 2:30 pm In News | [Comments Disabled](#)

Of the nearly 30 percent of North Carolina's schools receiving letter grades of D or F from the state, almost all of them are designated as high poverty schools with at least 50 percent of their students receiving free or reduced lunch.



**Lindsay Wagner** @LindsayWagnerNC · 1h

Clear correlation between D and F schools and concentrations of poverty in those schools #ncpol #nced.

6 2

[1]

“The only thing these grades tell us is where our poor children go to school and where our rich children go to school,” said Lynn Shoemaker, a 23 year veteran public school teacher

representing the advocacy group Public Schools First NC at a press conference held by Senate Democrats.

The North Carolina General Assembly joined more than a dozen other states in adopting A-F school letter grades — a system of accountability that former governor of Florida Jeb Bush conceived more than 15 years ago. Eighty percent of North Carolina's school grades reflect student achievement on standardized tests on one given day, and 20 percent reflect students' progress on those tests over time.

Proponents of the grading system say it provides the public with a better understanding of how well schools are educating students. But critics say the measure is too simple—it fails to sufficiently account for the academic growth that good schools help students achieve and does not take into consideration the challenges that schools serving a high number of poor students face.

"Is this data for shaming purposes?" said Rep. Tricia Cotham (D-Mecklenberg) in an interview with N.C. Policy Watch.

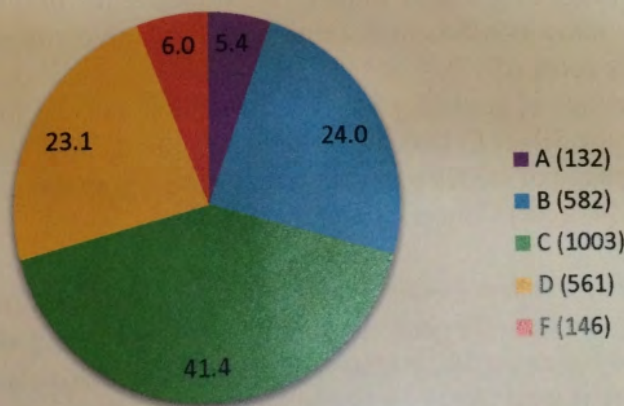
Rep. Cotham, who has worked at a low-wealth school, said it's very damaging to receive yet another strike that these letter grades bring when low-wealth schools already battle against so many obstacles.

Here's the breakdown of how all public schools were graded for the 2013-14 school year:

Table 1. *Performance Grade by School (Public Schools and Public Charter Schools)\**

Overall Grade	Number of Schools	Percent of Schools
A	132	5.4
B	582	24.0
C	1,003	41.4
D	561	23.1
F	146	6.0
Total	2,424	

\*Due to rounding, the percent of schools may not total 100%.



[2]

North Carolina schools chief Dr. June Atkinson told reporters that the grades should represent only a starting point for evaluating the quality of schools, and that parents should dig deeper, looking at academic growth and how their individual children are performing.

Reflecting on the achievement gap that the A-F letter grades portray, Senate democrats said the root of the problem is with the fact that the General Assembly has steadily decreased its investment in public education for the neediest districts over a number of years.

"I think we all recognize that there are schools in this state that are not performing effectively," said Sen. Floyd McKissick (D-Durham). "What [the grades] demand us to do as a legislature is to create...special funding that can be targeted specifically for these schools that are deeply troubled, many of which are dealing with low-wealth populations...and incentivize strong teachers to go in there and work in those schools," said Sen. McKissick.

Rep. Cotham wondered if GOP lawmakers would take a different approach, using the grades as a justification to increase funding for school vouchers that students could use at private schools.

North Carolina Association of Educators executive director Mark Jewell worried that no one will want to send their students to an F school. "It's a scarlet letter not telling a complete picture,"



Jewell said, adding that the grades did highlight something that everyone already knew: poverty matters.

Some local school districts signed resolutions urging the General Assembly to delay the A-F grading model until a better formula can be put in place to grade schools' performance.

Responding to a chorus calling for a school grading formula that gave greater attention to a school's track record over time, Senator Josh Stein (D-Wake) filed a bill on Wednesday that would change the A-F school grading formula from 80% performance/20% growth to 40% performance/60% growth.

On his Facebook page, Stein called the current grading system broken and that it will serve to weaken North Carolina's public schools.

"Under current law, a school can dramatically improve student learning, even imparting two grades worth of knowledge in a single year. But if the students started the year three years behind, the law considers that school a failure because the students didn't test at grade level," Stein said.

"That's ridiculous. We should praise a school that is able to move students forward, especially those who start out behind grade level," Stein said.

Visit <http://www.ncpublicschools.org/src> <sup>[3]</sup> to check your school's grade as well as other performance indicators for the 2013-14 school year.

Possibly related posts:

[Senators vote to keep current grading scale for schools; no action yet on how grades are calculated](#) <sup>[4]</sup>

[Virginia Governor signs into law repeal of A-F school grades](#) <sup>[5]</sup>

[A-F school grades are coming](#) <sup>[6]</sup>

[Reaction to A-F school grades: "you're just grading poverty."](#) <sup>[7]</sup>

[Improving the formula behind A-F school grades: not gonna happen?](#) <sup>[8]</sup>

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URL to article: <http://pulse.ncpolicywatch.org/2015/02/05/high-poverty-schools-receive-vast-majority-of-states-d-and-f-grades/>

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[1] Image: <http://pulse.ncpolicywatch.org/wp->

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[2] Image: [http://pulse.ncpolicywatch.org/wp-](http://pulse.ncpolicywatch.org/wp-content/uploads/2015/02/IMG_2799.jpg)

**content/uploads/2015/02/IMG\_2799.jpg**

[3] <http://www.ncpublicschools.org/src>: <http://www.ncpublicschools.org/src/>

[4] Senators vote to keep current grading scale for schools; no action yet on how grades are calculated : <http://pulse.ncpolicywatch.org/2015/05/07/senators-vote-to-keep-current-grading-scale-for-schools-no-action-yet-on-how-grades-are-calculated/>

[5] Virginia Governor signs into law repeal of A-F school grades :

<http://pulse.ncpolicywatch.org/2015/03/23/virginia-governor-signs-into-law-repeal-of-a-f-school-grades/>

[6] A-F school grades are coming : <http://pulse.ncpolicywatch.org/2015/01/30/a-f-school-grades-are-coming/>

[7] Reaction to A-F school grades: "you're just grading poverty." :

<http://pulse.ncpolicywatch.org/2015/02/06/reaction-to-a-f-school-grades-youre-just-grading-poverty/>

[8] Improving the formula behind A-F school grades: not gonna happen? :

<http://pulse.ncpolicywatch.org/2015/04/14/improving-the-formula-behind-a-f-school-grades-not-gonna-happen/>

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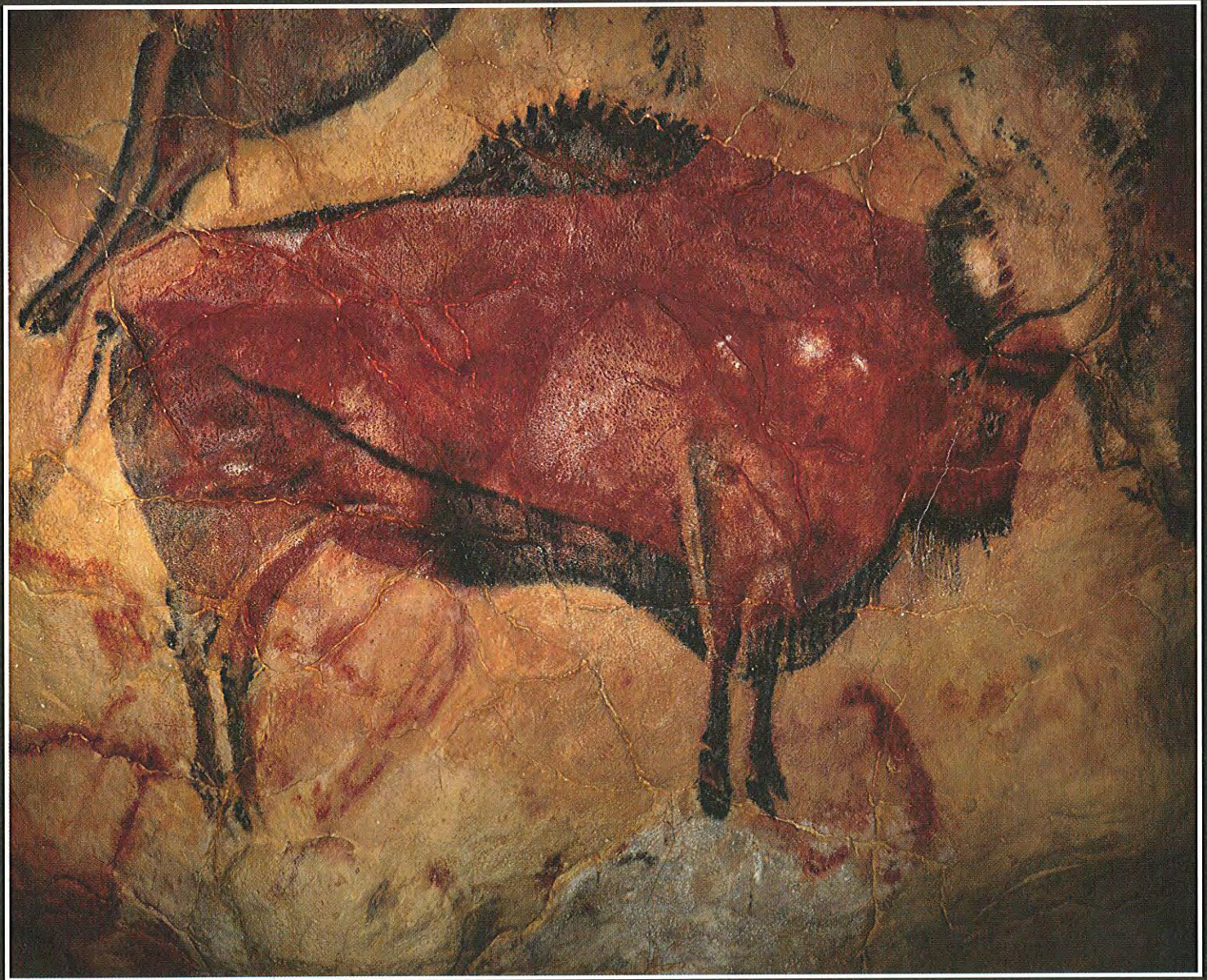








Photo courtesy of Sophie Masson. »



≈ This is one of the most famous images from prehistory—a magnificent red bison from the Cave of Altamira in Spain.



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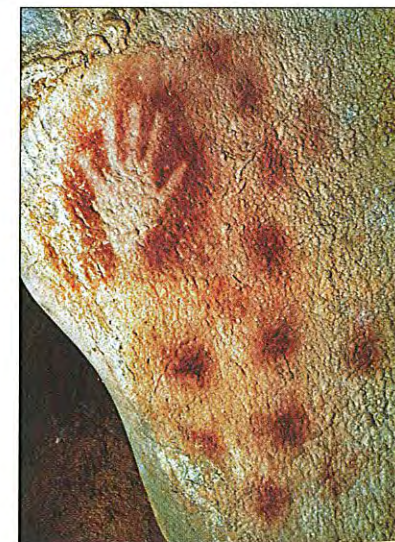
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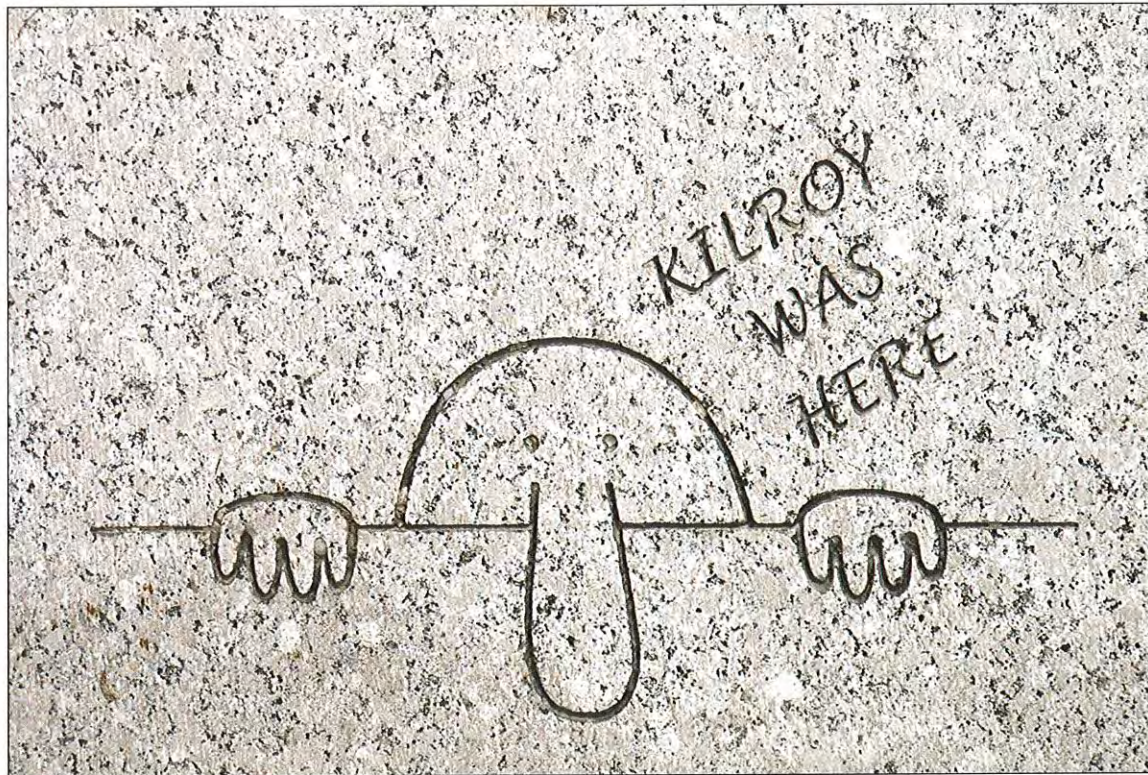
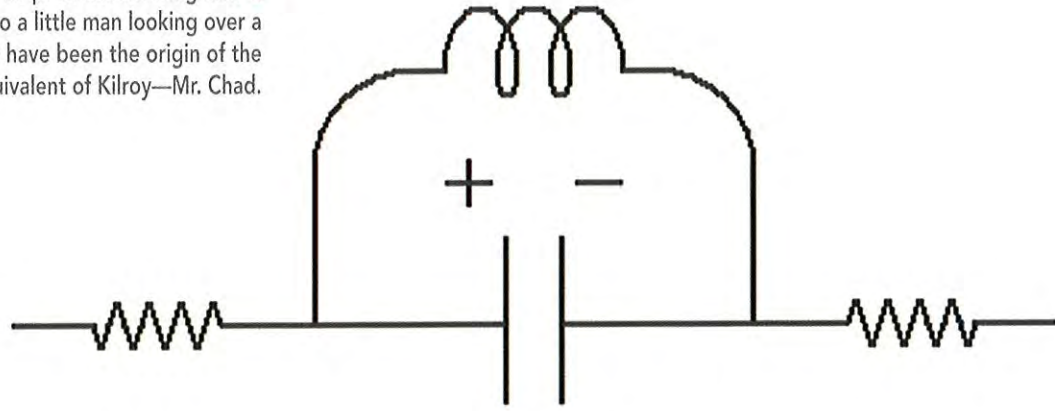
established itself inside after the installation of a new air conditioning system in 2001. While this infestation was treated efficiently with quicklime, a subsequent fungus appeared and spread rapidly in 2007 and 2008, leading the cave to be completely closed to all but one person a week who enters to monitor the problem. The fungus has not been entirely eradicated and some attempts at removing it have left dark stains on the walls. This situation has led to detailed discussions about the the delicate nature of caves and ancient art and who may enter them and for how long.

A close-up of a hand stencil and sprayed » spots at Pech Merle, France. These caves are one of the few archeological cave sites still open to the public.



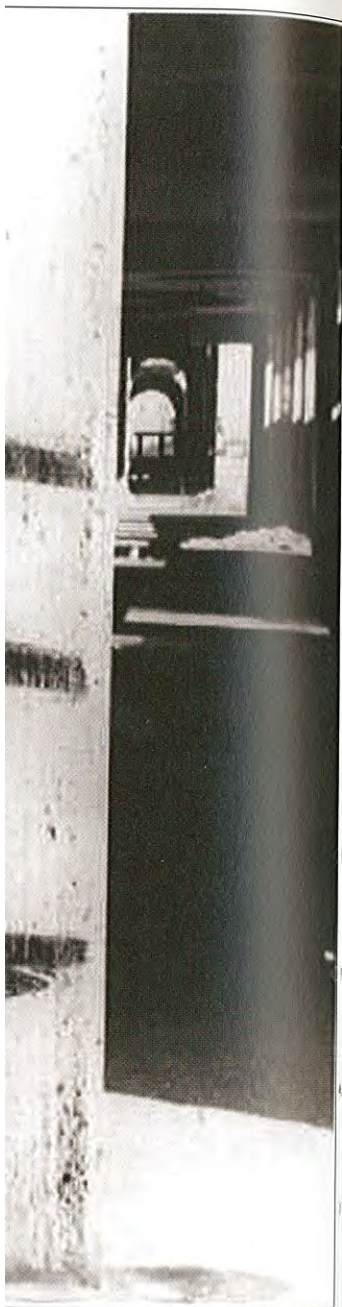
THE POPULAR HISTORY OF GRAFFITI

A diagram of a bpf circuit showing how » similar it is to a little man looking over a fence. This may have been the origin of the English equivalent of Kilroy—Mr. Chad.



« Kilroy was here. This version was carved into the Washington World War II Monument as a memorial to the little character who took on the world in the face of war.

Photo courtesy of Luis Rubio, Alexandria, Virginia, United States.



The Swastika is still used »  
as a political symbol and  
represents Fascist  
organizations. The message  
is clear in this small piece of  
graffiti where a protestor  
throws it into the trashcan.



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≈ An example of the type of graffiti most people are familiar with nowadays. This piece was actually commissioned for an underground car park in an attempt to help prevent unsolicited graffiti.

Photo courtesy of Homer Alvarez.



» Tags are signatures used by graffiti artists to mark territory or to let other graffiti artists know that they have been and tagged there. Competitions are often carried out between individuals and groups of graffiti artists to see who can tag the most in a given area.



The narrow palings of picket fence provide challenge to tag with an aerosol can.

Photo courtesy of Homer Alvarez.

≈ Graffiti was once considered sacred among graffitiists and it was considered an insult to graffiti over someone else's work, although a major work could be placed over a minor one and tags were the lowest form of graffiti. In this instance, though, tags have been scrawled over major works, which is breaking the code of respect among graffitiists and is called "dissing" (as in disrespect). Perhaps the taggers felt the painting didn't constitute real graffiti because it had been authorized.

Photo courtesy of Homer Alvarez.



» Even the great and respected Nemo of Paris has his whimsical pieces destroyed by tags that have been sprayed over with no regard to the piece underneath.

*Photo courtesy of Sophie Masson.*



yard to the piece



More tags that have been painted over major graffiti works. The murals in the underground garage were commissioned and may have attracted an element of disapproval from purist graffiti artists, but the works here were not authorized; instead, they make an interesting and pleasant atmosphere for the commuters who use the pedestrian tunnel where they were first made. Photos courtesy of Homer Alvarez.



my bones but words

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57. He is one of the  
portrait taken from a



Photo courtesy of Sophie Masson.

Photo courtesy of Sophie Masson.



## NEMO

Nemo takes his name from a children's book character from the early twentieth century. When Nemo's son started school, the artist stenciled the route from home to school with the character of Little Nemo by Winsor McCay so that his son would feel more comfortable about walking there and back on his own.



In the early days, Nemo used the little boy from a comic strip as the main character for his quirky narrative pictures, but as the artist's own little boy grew up, Nemo took on another protagonist—the man in the black rain coat. The figure is never sinister because he is always presented as a humorous fellow, often surrounded by whimsical animals, balloons, and flying boats.

*Photos courtesy of Sophie Masson.*







Photos on pages 168 and 169 courtesy of Sophie Masson.

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Making drawings on the sidewalk in chalk  
has become a popular pastime and festivals  
have sprung up in which professionals and  
amateurs draw side by side.

*Photo courtesy of Steven Depolo.*

society. In the 1890s, it was documented  
that approximately five hundred street artists  
were working full time as screevers.

Sidewalk art is still popular today. It does  
not elicit the negative response that regular  
graffiti does because it is seen to have more  
artistic merit (very rarely is it abstract or  
crude) and it is temporary, easily washed  
away by the rain or a street cleaner. Festivals  
have sprung up all over the world for chalk  
sidewalk artists to show their talent.

While the tradition remains of painting  
copies of famous works, a new type of super  
slick and clever drawing is emerging. Artists  
prepare their work in the studio using digital  
software to help them work out a perspective  
that will make the viewer think they are  
seeing something three dimensional on the  
sidewalk. The effect can be brilliantly start-  
ling—a great crevasse will appear in the  
middle of a street with cars falling into it or  
the uncovered tomb of an army of terracotta  
warriors that turn out to be LEGO men.  
This kind of work is called 3-D pavement  
art, one-point perspective (because you have  
to stand in one point of the street for the  
perspective to work), or anamorphic art.



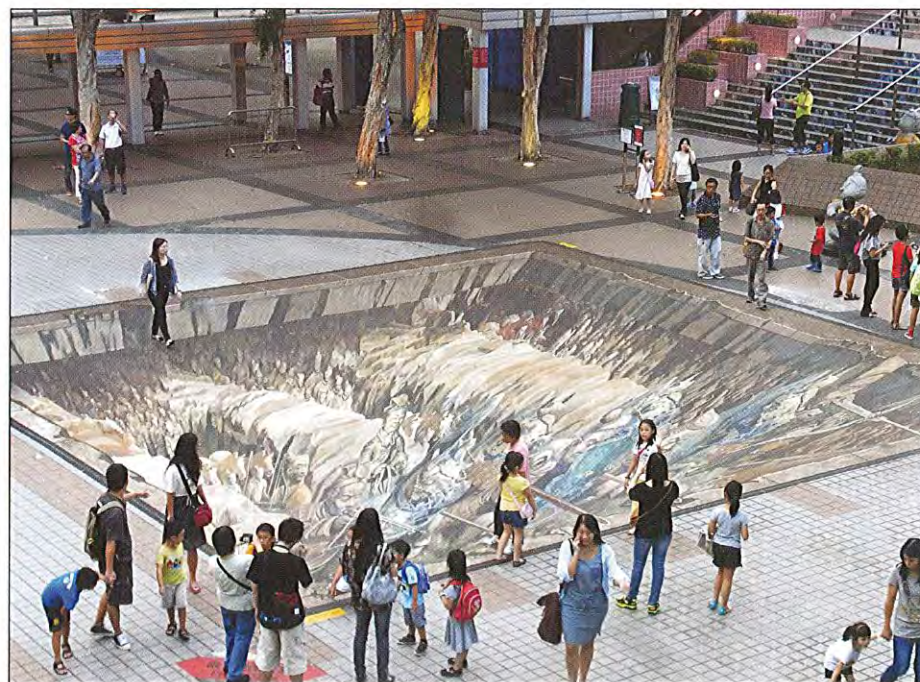
»  
A copy of a Renoir dancer poises gracefully and stares up at the passerby.

## Kurt Wenner

Kurt Wenner, like Stum, has had rigorous art training. After graduating from the Rhode Island School of Design and the Art Center College of Design, he worked as a scientific illustrator for NASA, visualizing the concepts and projects NASA was contemplating undertaking. However, in 1982, Wenner quit his job and went to Italy to study art in the form of the old masters. Within nine years, he had built a reputation as a fine artist in Italy and was commissioned to paint a special work to celebrate the visit of Pope John Paul II when he visited Mantua.

After that, Wenner turned his hand to making 3-D works on pavement. Wenner started the first street art festival in the United States in Santa Barbara; it was the first of many he initiated in America. Added to this, Wenner spent

» Wenner is responsible for the growth in popularity of the illusory 3-D sidewalk art. These large pieces are often done not on the sidewalk, but instead on the road, and are designed so that from one viewpoint the piece looks as though it is rising up from the depths of the world. Cliffs and waterfalls are common subjects because they offer the viewer the thrill of seeing a gaping hole beneath their feet.



Leonardo da Vinci's  
at Temple Univer-

computer generated  
educational institu-

artist at work.  
courtesy of Olivia Weinstein.



dges on cave walls  
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styles and cultures



Photo courtesy of Sophie Masson.

WE ALL

BLEED

THE SAME  
COLOUR



BLANK WALLS  
ARE CRIMINAL



NO FUTURE





GRAFFITI IS A CRIME



IF YOU  
WANT TO  
ACHIEVE  
GREATNESS  
STOP  
ASKING  
FOR  
PERMISSION

**IF YOU REPEAT A  
LIE OFTEN ENOUGH,  
IT BECOMES ~~TRUTH~~**

**POLITICS**



**MOSBY**

CRISIS..what else?



Beets.gr