

Curriculum Project Overview: Exploring, Allocating, Creating, Sharing, & Discussing Voice by Jennifer Mazziotta-Walters © 2013

In the fall of 2012, the eighth grade class of Harmony Township School took part in The Dinner Party Project. This was a two-month long interdisciplinary project between the art, technology, and language arts department that related to the big idea of extending voice through art. The twenty-nine students, along with nine teachers, investigated women's history, feminism, culture, and art using *The Dinner Party* as inspiration.

In the first lesson titled *Exploring Voice*, students were introduced to Judy Chicago's installation piece, *The Dinner Party*, through a variety of encounters in art class starting with a writing response to the questions: are men and women treated equally and are there differences between the genders? Students shared their answers and then watched the Misrepresentation trailer which led to several heated discussions and another written response. Then, students began to look at images of *The Dinner Party*, both as a whole and as individual place settings, to discuss how the artist brings back voice to the women through her work. Students examined the criteria in which the women were "brought" to the table and used it to research and invite another important woman to the table whom is not already part of it.

In the second lesson, *Allocating Voice*, students presented their *Dinner Party* nominations to a small group of their peers. Within their groups, students discussed which of the two or three nominees should be "invited" to *The Dinner Party* table based on the criteria used by Judy Chicago and her team. Students then shared their invitee with the rest of the class and explained why they were nominated. In language arts class, students began to work in their small groups to write a short play about the selected woman, and the struggles that she had to overcome to have her voice heard.

In the third lesson, *Creating Voice*, students discussed their previous knowledge of puppets. They talked about the different types of puppets and looked at images of them. They discussed the purpose of puppets versus live actors. Then, students watched two YouTube videos and learned how to make both sock and felt puppets. Students chose which type they wanted to make as a small group and decided who will be making which puppet. Each student was responsible for creating one puppet from their play, making sure their puppets were dressed appropriately for their time period. When the puppets were complete, students created a backdrop or prop for their play.

In the fourth lesson, *Sharing Voice*, students filmed their puppet show using video cameras during art class. In technology class, they worked in their groups and learned how to edit their videos on iMovie. After the videos were completed, students received an invitation to attend the movie premiere.

In the final lesson, *Discussing Voice*, students took a trip to the Brooklyn Museum to see *The Dinner Party*. After that, they made a slideshow of the trip and attended their movie premiere with their families, staff, and the principal. They walked down the red carpet, took part in a question/answer session in which the viewers asked them questions about the project, and had an

after party celebration. To complete the project, they were asked to write two paragraphs on how *The Dinner Party* and this unit have changed the way that they think about voice and gender.

Dinner Party Project Description

I was filled with nervous excitement about starting the DPCP with my eighth graders this past fall. Shortly after taking the graduate class this summer, I e-mailed the technology, language arts, and social studies teachers to see if they had any interest in partnering with me and the eighth grade class on an interdisciplinary project that involved all of their areas and focused on the importance of women in history. I explained that I took a feminist art graduate class that changed the way that I thought, and that I needed to share it with my students. I received two resounding “yes’s” within a day and a week later, the language arts and computer teacher each had a copy of my curriculum to look over. The DPCP would begin in art class with an introduction to gender and an overview of *The Dinner Party*. Students would nominate an important woman in history to be part of *The Dinner Party* and research her. They would write a script about the struggles that she had to overcome and would create puppets to retell her story. Then, students would film their puppet shows and edit them using iMovie to be shown during a movie premiere.

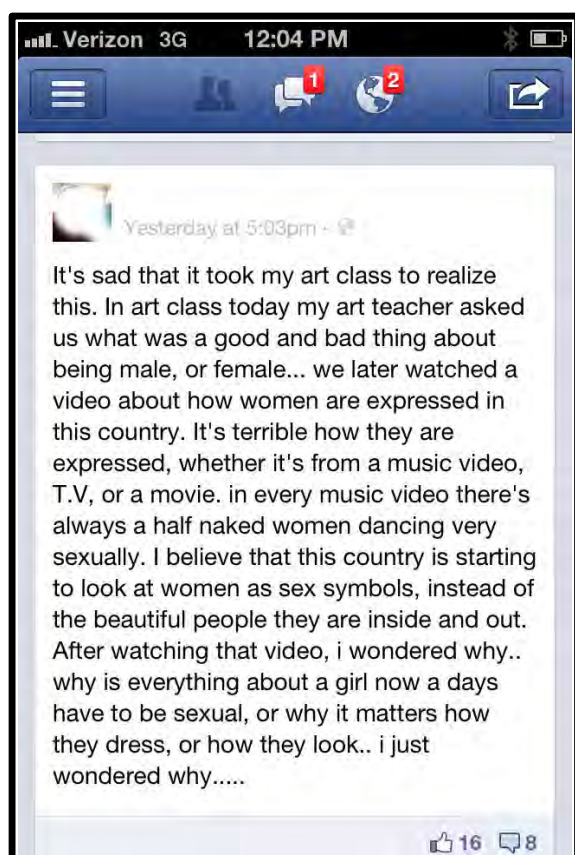
The research would happen in computer class and the script writing would occur during language arts. They would create the puppets and film the plays in art and edit the movies in computer class. Even though I was capable of teaching most of the curriculum myself, I felt that the students would get more out of it if other teachers were incorporating parts of it in their classes. This way, each teacher could act as a specialist in their content area and bring their own expertise to the project.

The three of us met after school in early September to discuss how we would proceed. The others were armed with calendars and copies of my curriculum so that we could plan on a start date for the art classes and create a timeline that would cover a two month span that would end in mid-December. This is when I realized that I forgot to include the special education teacher who has three eighth grade students who are in the resource room for language arts. This was also the day that the language arts teacher told me that she was given permission by our principal to take the eighth grade on a trip to the theater but she thought that it was more important that we take them to Brooklyn instead. This was something that I had never fathomed; actually taking the students to see *The Dinner Party* in person. Before our meeting session was over, our calendars were marked with dates that each of us would begin implementing our part of the curriculum, and we were ready to go as soon as I spoke to the special education teacher. The two teachers had asked me to speak with our principal to approve everything before we started, and she approved the project and trip immediately.

It was a Thursday in September when I introduced the project to the students. I introduced them to the class that I took over the summer and an overview of *The Dinner Party*. We had a class discussion where we discussed the difference between gender and sex so that the students were able to work towards the correct definition of gender. Then, they watched the YouTube video of Riley

on Marketing and they thought that she was spoon-fed the information, but that it was true. Some students shared their own experiences of shopping and being annoyed with color marketing. Then, the students compiled a list on the board of the pros and cons of their gender. I was hoping for this to start a conversation on gender stereotypes between the guys and girls, and they definitely met my expectations. This led perfectly into introducing the Misrepresentation trailer via YouTube. Afterwards, the students wrote a brief response and some volunteered to share their responses with the class. I closed the first class with story time. I checked out the children's book, *The Paper Bag Princess*, from our library, and one of the eighth graders read the story to her peers. They laughed as the traditional gender roles were reversed, and I thought it was a lighter way to end the class.

The next day, the language arts teacher asked her students to journal about what happened during art class and let me read what they wrote. I was also surprised that one of the boys posted about my class the night before on Facebook and asked to share what he posted in class which I have attached. I was happy to see that each student was touched by the class that we had the day before and it was still fresh in their brains.



The following Tuesday, I asked the students to further explore *The Dinner Party*. I had color copied about ten plates and the background information from Judy Chicago's book *The Dinner Party: From Creation to Preservation* and asked the students to get into pairs. Each pair received information about a different plate. I asked them to read the information as a pair, to create a picture or symbols that represented the woman's story, and to be prepared to present what they learned to the class. I thought that this was a great way to begin to investigate such a large body of work. This also served as my catalyst to the project. I gave them the homework assignment to be one of Chicago's researchers and to nominate one more woman to the table. In a week, they should have the information to

share with the class during art. They were to follow the three rules that Judy's team used before they chose a woman to nominate. Here, I worked with a large body of our teachers. I sent a form out to the middle school and specials teachers to name three or four women from their field that fit the same criteria. This list was given to the special education teacher and the Language Arts teacher to aid students who were not the best researchers. The students did their research in language arts and technology class and filled out a worksheet that I made for them to list the most important aspects of the woman in question. The librarian was a huge help and pulled books from the library to aid our students. Meanwhile, in art class, we watched the movie, *The Making of the Dinner Party*, and I sat

diligently by the volume button to mute any questionable words or comments while the students feasted on popcorn and juice.

A week later, all students were ready to present their women. What they did not know was that the language arts teacher and the special education teacher had made a master list of the students and their research. The three of us, as well as the technology teacher, met after school and created groups of three for the students to work in for the rest of the project in all three classes. We took into consideration that each group needed a student who was a good writer, as well as a student that excelled at art. We also tried to make sure that the students that had bigger mouths and poorer choices of nominees were placed into groups with someone who would challenge them. When the students arrived in art, they were placed in their groups, began sharing their woman's story, and debated to achieve the best candidate within their group. Groups who had difficulty in deciding were given a worksheet to help find the winner through a point system. After each group decided on a woman, students learned that they would be creating puppets and scripts based on her story, and that they would be filming a short movie about the woman's life. The scripts would be written in language arts and the puppets would be made and filmed in art. Meanwhile, the technology teacher began teaching the students how to use iMovie.

The next time the students had art class, they were surprised to learn that they were going to learn how to sew. My mother, a substitute teacher, and several parents spent the day teaching all the eighth graders how to sew using a sewing machine.



The students created a basic stencil for the hands and body/head of the puppet, and cut them out of felt. Then, they partnered with an adult to sew the components of their puppet. Each student

needed to have one puppet to use in their play. By the end of class, each student had a sewn body along with two arms. The next class, students used batting to stuff the arms and body and learned how to create a movable mouth. Once their puppet could move and talk, they were all on board

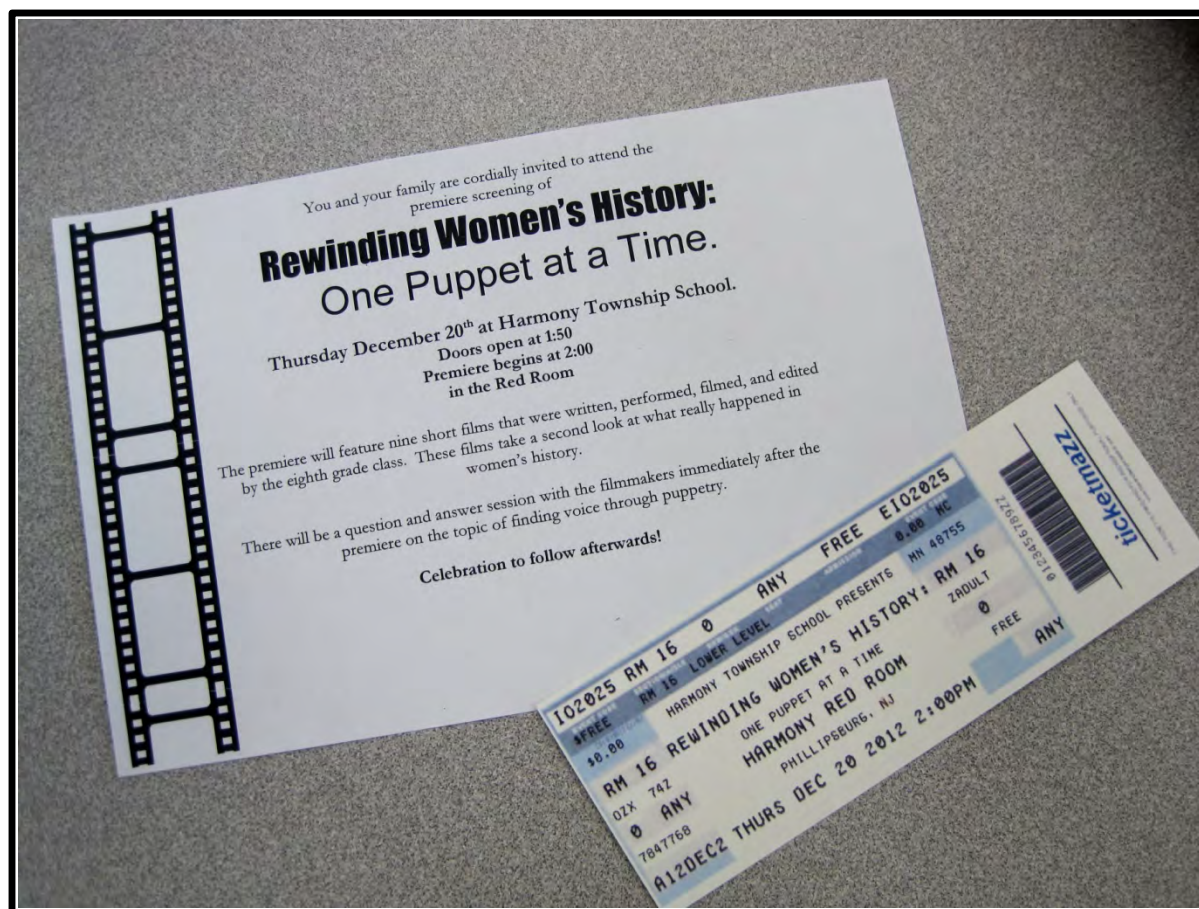


with the project. At this point, I brought out all of the fun things that they could add to embellish and personalize their puppet. As they created facial features, clothing, and hair, each puppet began to take on its own persona. When the puppets were finished, each group was responsible for creating and painting a backdrop for at least one of the scenes from the script. This was when I learned that they had only spent one day beginning the scripts and that they had stopped a week ago. I questioned the language arts teacher, and she said that she was worried about the NJACT's (standardized tests) and that she needed to spend time on those instead. Confused, I researched how to write a script and made a worksheet for the students to fill out so that they had the necessary components. We spent two art classes writing and typing our scripts when we should have been filming. Luckily, the students tried their best, and I helped as much as I could, and we began filming the following week. We had three video cameras and five groups in each of the two classes. Students that were not part of the group took turns recording the movie while the other groups performed. Most groups finished filming their scenes within two days, and we used a total of five days to film.



The technology teacher was ready for us. By the time we finished filming the scenes, our students had learned how to use iMovie and began to edit their own movies within the program. Some had to re-record some footage which they did during art class and some added more to their script because their movies did not fit the two to five minute requirement.

At the same time, I had begun to create hype for the end of the project. The students were already excited to see *The Dinner Party* at the Brooklyn Museum in just a week, and the premiere was scheduled for the following Thursday. I created a movie premiere invitation along with faux tickets to the premiere that were sent to the families of the eighth graders, the entire staff, and the administration.



My eighth graders in my Teen Arts program (art club for students whom are gifted in art) created a movie poster for the premiere. Unbeknownst to me, another eighth grader created a trailer for the entire movie. The technology teacher mentioned how funny it would be to have an audience of puppets during the movie premiere and my father helped by building a three-tiered puppet stand for all twenty-nine puppets. The audience of puppets sat in my room for two weeks before the premiere and received a lot of hype from both Harmony's student body and staff. All students wanted to know why there were tons of puppets in my room and when they could make them.

museum because Harmony is a very conservative community. We reflected on the questions and points made about nudes that were in the Teen Guide and also looked at the poster by the Guerrilla Girls that asks “Do women have to be naked to get into the Met. Museum?” The eighth grade was shocked by the statistics on the poster but contributed to an intelligent discussion on why there are so many artworks containing images of females in the nude. Some of the other teachers were worried about having a parent call in because their child saw a nude painting, and I wanted to make sure that the students understood the meaning behind the work. After the end of class, I felt like we were all in a good place for our trip.

The next day, it was time to board the bus to New York City. The five teachers were just as excited as the students. We arrived, took some group pictures in front of the museum, and headed immediately to see Judy Chicago’s *Dinner Party*. The students were silent as we walked into the exhibit. They all circled around the work once and then I began to hear them speak. Some students were searching for the place settings that they had researched in pairs back in October. Others were commenting on the Virginia Woolf plate and asking if it was the same one that accidentally broke in the movie *The Making of the Dinner Party*. One eighth grade boy was photographing every plate while his friend was retelling the story of Hypatia to his special education teacher. Another group of girls had found “their lady” on the heritage floor and discovered that it was near a similar woman on the table who was also part of their puppet show. All over the room, students were making connections with what they learned in class over the last two months. I am not sure that I would have known to what extent they had been listening if we had not made the trip to Brooklyn. It was at that moment that I knew that the last two months were worth it and I was so proud of my students.

Fortunately, the project was not over yet. The following week was the movie premiere. The invitations had gone home and the math teacher was lending us his room for the premiere. In computer class, the students had compiled their photographs from New York into a slide show which was loaded onto a movable Smart Board. An hour before the premiere, this was placed outside of the “theater” next to the student-created movie poster. A red carpet was placed in the hallway leading guests and movie-makers to the premiere. The event was catered by the eighth grade students who had filled a table with snacks and drinks for everyone. When I stepped into our mock theater to introduce the film, I was astonished with the amount of parents and staff in attendance along with the three-tiers of puppets. There were more adults than eighth graders! The film was forty-five minutes long from the trailer to the credits. The audience was attentive and laughed at the right parts. At the end, the students received a round of applause from the audience and began their “question and answer session with the filmmakers”. Fortunately for eighth grade, they only had to answer a few questions from the art teacher whom I replaced upon her retirement. Their focus was now on the table of refreshments in the back of the room, but that was not important to me nor was the fact that they had included too many bloopers at the end of their individual films. They were celebrating the completion of all of their hard work. What was important that I did not foresee was the cooperation of our community throughout the DPCP. It was apparent in all of the signed release forms from the parents to use the work of their children to show others, the help and co-teaching with other staff members, the administration’s approval to go

to New York, the film made by our students, and finally, the attendance of the movie premiere. The DPCP ended, just one day before winter break. (It will have a second screening in May at Harmony's Art/Tech Show) I don't think that I could have managed such a large project by myself, and I was so thankful for everyone who took part in the DPCP. My biggest asset was my mentor, Donna Sbriscia, the technology teacher. The movie premiere wouldn't have happened without her as my co-pilot through this interdisciplinary curriculum project.

Now that the project has ended for the year, I can finally look back and reflect on the whole project. The greatest challenge that I faced was the ever-present deadline that we had planned for the movie premiere. I felt like I was rushing the students to ensure that they had enough time in computer class to edit their iMovies. I underestimated the time that we needed to film the plays as we could only tape two or three of them at a time, as well as the number of "takes" the students would need to film each scene correctly. Time was a major factor for me and it did not help that the language arts teacher pulled out of the project the week that we had planned for them to research the women and write the scripts in her class. This was difficult for the students and also me because my script-writing experience was not as great as hers. Thankfully, there was a lot of information on the internet on how to write scripts. This unexpected event resulted in the students finishing their research and writing their scripts in art class which unfortunately cut into their filming time. Fortunately, I am now more knowledgeable on script writing and have made some great worksheets to guide the students.

I was very fortunate to have a very mature eighth grade class to work with this year. They were very receptive to learning about and exploring feminist art and ideals. I did not want to introduce the project as feminist at first because I was afraid that the students and their families would not welcome it. Instead, I began with discussing the difference between one's sex and one's gender using many of the strategies and Encounters from the DPCP. We had a few moments that became heated as the students discussed gender stereotypes, but otherwise, everything went much smoother than I had expected. I was really surprised to hear that the students were discussing my introduction to feminism after school on Facebook, and that one of the boys had posted such a beautiful and touching response to my lesson which I have attached.

I would like to teach The Dinner Party Curriculum next year, but I would definitely change a few things. If we made puppets again, I would throw out the sock puppet idea since everyone wanted to make the felt puppets instead. Also, the students made it very clear that if I taught this curriculum again, the groups should not be picked for them. The language arts teacher and I had chosen the groups so that the better nominations of women would have a chance to rise to the top instead of a poorer choice from a louder mouth. Then, we tried to equalize each group with a good writer and a student who excelled at art to achieve the best end product. The majority of eighth grade were unhappy with whom they were placed with, and in hindsight, I probably would not want to spend two months on a project with people that in which I could not work well. Still, I'm not sure that it's fair to have the students choose their own groups with the groups not being heterogeneous in nature.

As I reflect on the process now, it seemed so immense and scary at the beginning, but the two months seemed to be over before I knew it. There were two significant parts that really stood out to me. The first significant part was my eighth grade's response. They were on board from the first feminist discussion. They were not sure at first about the sewing and the puppets, but once they got their hand inside their own puppet and moved the mouths, they were hooked. They took part in such intelligent discussions and were so excited for the trip. At the museum, I saw several students trying to seek out specific plates that we had discussed in class. One girl grabbed my arm and exclaimed "I found my woman (Elizabeth Cady Stanton) on the floor and she's by Susan B. Anthony and the other women who were fighting for the right to vote." I got a little teared-up when I overheard one of my boys was telling his special education teacher the story behind the Hypatia place setting. I didn't realize how beneficial the trip to the museum would be both to all of us. That was the point that I realized that not only had they had been listening to me the whole time and that understood the importance of *The Dinner Party*.

The second and most surprising part was how easy it was to get the principal, co-workers, and other adults on board. The technology teacher and the eighth grade language arts teacher were so vital through the planning stages. They came armed with calendars, ideas, and rubrics to make my ideas a reality. The technology teacher devoted two full months of her curriculum to teaching iMovie and helping the students create their films. The language arts teacher basically gave away her theater field trip to me so that we could take the students to Brooklyn instead. Our principal could not have been more excited for me, a second year teacher, to introduce feminism and told me how important this curriculum would be for our students. Several teachers were inspired to speak with the eighth grade about important women within their disciplines in their own classes. A substitute teacher, several parents, and my mother took a day without pay to come in to the art room and teach the eighth grade how to sew using their sewing machines. I was so fortunate to have so much support from the Harmony staff and community.

Creating Pathways with *The Dinner Party*



Curriculum Plan: Finding Voice through Art

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Part I: Unit Overview

Unit Title: Finding Voice Through Art

Enduring Idea: Art provides a dialogue about important people, places and events.

Key Concepts: Voice can be provided through art. Voice has been deliberately silenced throughout history for specific people. Voice is power.

Essential Questions: How do artists demonstrate voice in their work? Why are some voices heard more than others? How can voice be powerful?

Rationale: Artists make artwork as a means to communicate with others. Artists such as Judy Chicago have created works of art that return voice to important people, places, and events from the past. Her work, *The Dinner Party* represents a sampling of women who have been under or misrepresented in the past. Judy uses *The Dinner Party* to explore the voice of gender inequality in women and has created a visual experience to share with viewers of the piece.

Art is another avenue for students to explore and think about the world around them, both past and present. By observing and discussing work made by other artists, they can understand how artists use their work to create a dialogue with the viewer. Students can then create their own art, which will allow them to voice their own ideas in a fresh and novel way.

Unit Objectives: Students will understand why voice is needed in society. Students will understand why artists demonstrate voice in their work. Students will understand why some voices are heard more than others. Students will understand how voice is powerful. Students will understand how to make their voice heard.

NJ Standards: Visual and Performing Arts Standards Learning Progression

- a. 1.2 History of the Arts and Culture
 - i. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
 - ii. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
- b. 1.3 Performance
 - i. 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
 - ii. 1.3.8.D.2 Apply various [art media](#), [art mediums](#), technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
- c. 1.4 Aesthetic Responses and Critique Methodologies

- i. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- ii. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- iii. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- iv. 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

Interdisciplinary Standards:

NJ English Language Arts Standards Grade 8

- a. Speaking and Listening
 - i. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 - ii. SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
 - iii. SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- b. Writing
 - i. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - ii. W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - iii. W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Technology

- a. 8.1 Educational Technology
 - i. 8.1.8.B.1 Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.
- b. 8.2 Technology Education, Engineering, and Design
 - i. 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
 - ii. 8.2.8.B.1 Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.

Social Studies

- a. 6.1 U.S. History: America in the World
 - i. 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
 - ii. 6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and

political opportunities during Colonial times.

iii. 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

iv. 6.1.8.D.4.b Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

v. 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.

b. World History/Global Studies

i. 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

End of Unit Assessment: At the end of the lesson, students will attend a “screening” of the film. They will be part of a question and answer session, and answer questions from the viewers (students, parents, staff, and administration) that have watched the film. Students will compile a list of questions that they would ask other eighth grade students who have studied *The Dinner Party* and use Skype to discuss their questions/experiences with eighth graders from D.H.H. Lengel Middle School. Finally, students will write a one page response in which they discuss how their work relates to *The Dinner Party* and how their views on voice and gender have changed because of it.

Rubrics/Levels and Criteria: Each lesson contains a rubric or worksheet of some sort, which was designed for the students to complete the task successfully and to the level of achievement that is expected of them. In the first lesson, they are given a worksheet to aid their research. It lists the requirements in selecting an important woman in history, the list of thirty-nine women that they cannot use, and the questions that they need to answer for the next lesson.

In lesson two, the students are given a worksheet that will help them to rank the women that were nominated in their group as well as their achievements. It is based upon the requirements from the worksheet in lesson one, so students should already have exceptional candidates if they followed the directions on the first worksheet that they were given. The second worksheet shows them how to numerically arrive at a final woman to “invite” to the table. Lesson two also contains a rubric that will be given to the group so they can assess their written script and what they will be graded upon. It shows what they need to do as a collective to achieve the levels of excellent, fair, or poor. When they have completed their script, they will assess themselves as a group using the rubric, and write down how they think they did in each category.

In lesson three, students will receive an individual grade sheet which will assess their knowledge of the lesson as well as how well they did on making their puppet and background/prop. The grade sheet will contain several questions about puppetry in general, as well as the process that they used. Lastly, they will assess their artwork using the rubric and will assign themselves a number relating to excellent, fair, or poor based on the qualifications that fit each requirement.

In lesson four, students will receive a rubric from their computer teacher in advance that illustrates the requirement to achieve excellent, fair, or poor. Students will work in the same groups to perform the required technology components of the lesson, and therefore, be graded as a group. On the back of the rubric, students will list the names of the group members and each member's contribution to the group, in order to show that each member is doing their fair share of work.

In lesson five, there will be no rubric. Students will answer questions about their work

during the filmmaker's question and answer session. Students will compile a list of ten questions that they want to ask other eighth graders who have also learned about *The Dinner Party*. They will document the responses to the questions during the Skype interview and turn that in for credit. This part is less about grading since most of the students' tasks have already been assessed at this point. This assessment is more about what they are going to take from this unit. Students will be asked to write a two paragraph essay at the end of the lesson that asks how their views of gender and voice have changed after their experiences with *The Dinner Party*. It will have them critically think about how voice and gender applies to their world as well as how artists use their work to provide a dialogue. This assessment will let the educator know what should be changed or kept the same when this unit is taught next year.

Part II: Overview of Lessons

Lesson 1: Exploring Voice

What will students do?

In this lesson, students will be introduced to artist Judy Chicago and her collaborative artwork, *The Dinner Party*. They will look deeper into the plates, table runners, and floor and discuss how the artist brings voice back to the one thousand and thirty-eight women named within the installation. Students will discuss gender and how it affects their lives. Students will look at her criteria in which women were "brought" to the table and use that criterion to research and invite an important woman that is not part of the table.

What will students learn from this?

Students will learn about artist, Judy Chicago as well as *The Dinner Party* and how it gave voice to one thousand and thirty-eight women in history. Students will learn more about an important woman from history. Students will learn why they have not heard about many important women in history. Students will learn how gender affects people differently.

Lesson 2: Allocating Voice

What will students do?

Students will present their *Dinner Party* nomination to their peers at their table. Students will discuss which of the three or four nominees will be "invited" to *The Dinner Party* table. Students will share their invitee with the rest of the class and explain why they were nominated. Students will work in their small groups to write a short script/play about that woman and the struggles that she had to overcome to have her voice heard.

What will students learn from this?

Students will learn about the process and criterion that *The Dinner Party* panel used to select its women. Students will learn about additional important women in history whose voices were also muted or forgotten. Students will learn how to work collaboratively and write a short script/play.

Lesson 3: Creating Voice

What will students do?

Students will work in small groups to create puppets that represent the women whom were “invited” to the dinner party in the previous lesson as well as the people who tried to muffle their voice. Students will design a background/prop in which their play will take place or will relate to the play.

What will students learn from this?

Students will learn about the different types of puppets that exist. Students will learn how to create puppets as well as some basic sewing techniques. Students will learn that theater is another avenue of art in which they can express their voice as well as the voice of others.

Lesson 4: Sharing Voice**What will students do?**

Students will practice and record their plays with a video camera. Students will use their voice to express the voice of others. Students will work in the Mac lab and edit their videos using iMovie. Students will receive an invitation to the “screening” of their play and will be asked to invite their parents.

What will students learn from this?

Students will learn that plays are a collaborative process. Students will learn that theater is a form of art in which voice can be expressed. Students will learn how to edit videos using iMovie.

Lesson 5: Discussing Voice**What will students do?**

Students will watch a premier of their film in class. Students will answer questions from family members and staff/administration about their work. Students will write a one page response based on how their work relates to *The Dinner Party* and how their views of gender and voice have changed or not.

What will students learn from this?

Students will learn that they can use art to share their voice as well as the voice of others. Students will learn that sharing voice creates a dialogue and can promote change.

Art Making:**Art Making Problem Conceptual Strategy**

The students will each design a card that is representative and symbolic of the woman that they are nominating to *The Dinner Party* table. The students will explore puppet-making and theater to delve into how art provides a dialogue for important people, places, and events. Students will work in groups to take part in performing art and create puppets, backdrops, and dialog in which they will give voice to women who were not able to have the voice that they deserved.

Personal Connections

The card will be a visual aid to be used in their argument and voice on why their nominated woman

should be represented at *The Dinner Party* table. The hand-made puppet will serve as a vehicle which will express the student's voice though the voice of another person.

Art Making Boundaries

Each student will be limited to making one puppet which will include the selected women or a specific person that restricted the voice of those women. Students can use materials from the classroom or that were brought in from home. The puppets' should have some semblance of a person and the clothing should mildly look like it came from the time of the women represented.

Technical Knowledge

Students will have a demonstration on how to make a puppet and learn some basic sewing skills like how to attach a button. They will have to find images of the women represented as well as the clothing of the time, and use those images as inspiration for their puppets.

Part III: Artworks, Artists, Artifacts

Key Artwork, Artist, Artifact: *The Dinner Party* by Judy Chicago

Reason for Including: This unit is based on finding voice through art, and Judy Chicago uncovers the voice of one thousand and thirty-eight important women through *The Dinner Party*.

Key Artwork, Artist, Artifact: *Academicians of the Royal Academy* by Johann Zoffany

Reason for Including: This painting is a prime example of art excluding voices while "voicing" gender issues of the time. In this painting, all of the male founders of the Royal Academy are painted in the presence of a nude male. The female founders are pictured as paintings or "objects" on the wall.

Key Artwork, Artist, Artifact: *Self-Portrait* and *Hubert Robert* by Elizabeth-Louise Vigée-Lebrun

Reason for Including: The artist paints two portraits of an artist; one male and one female. They are dressed and posed very differently because of their gender. These two paintings would serve as great compare and contrast discussion to begin a class.

Significant Facts about Artworks, Artists, and Artifacts: The significant facts in *The Dinner Party* are too many to list. What is significant in all of the artwork that is listed, is that it all applies to gender and how the artists use their work to begin a dialogue for the viewers to continue.

Interdisciplinary Connections: This lesson is largely based in History, Language Arts, and Technology as well as Art. Students will be using all of these areas as they explore, allocate, create, share and discuss voice and how to find it through art. Students will be speaking and listening as they move through the unit, working in both large and small groups. They will be looking for an important woman in history. They will be conducting research on the Internet, writing a script in small groups, and recording their play with a video camera. After that, they will be editing their work on iMovie, uploading it to YouTube, discussing their work with other students on Skype.

Lastly, students will write a short essay on how the unit has affect the way they think about gender and voice.

Materials and Resources:

Art classroom supplies: Smart Board, 2.5” x 3.5” pieces of cardstock, pencils, erasers, scissors, glue sticks, rubber cement, newspapers, magazines, construction paper, markers, colored pencils, lined paper, felt, sketchbook, pen/pencil, hot glue gun, hot glue, scissors, needle, thread, cardboard, cotton batting, googily eyes, yarn, pipe cleaners, wire, fabric, pom poms, glitter, sequins, needles, thread, buttons, paint brush, tempera paint, water dishes, puppets, backdrops, props, video cameras, tripods, spare batteries, DVD, snacks, red carpet, iMacs

Computer Lab Supplies: iMacs, Smart Board, iMovie, camera card, DVDs

Resources:

Babb, Jim. “How to Make a Sock Puppet” Demonstration. 18 April 2011. [YouTube](#). 21 July 2012.

Chicago, Judy. *The Dinner Party From Creation To Preservation*. New York: Merrell Publishers Limited, 2007. Print.

Louis, Paul. “Creating Puppets With a Puppeteer: How to Make a Girl Puppet” Demonstration. 27 March 2010. [YouTube](#). 21 July 2012.

Rosenberg, Martin. *Gender Matters in Art Education*. Worcester: Davis Publications, Inc., 2007. Print.

Part IV: Planning Individual Lessons Within the Unit

Unit Title: Finding Voice Through Art

Enduring Idea: Art provides a dialogue about important people, places and events.

Lesson #1

Lesson Title: Exploring Voice

Grade: 8th

Time Allotment: 2, 84-minutes classes

Overview:

1. Lesson Summary:

In this lesson, students will look at differences in gender and how it has and currently affects the way people are treated and why they act the way they do. Students will then discuss gender and how it affects their lives. Then, students will be introduced to artworks that reinforce some of those points. After that, they will learn about the artist Judy Chicago and her collaborative artwork, *The Dinner Party*. They will look deeper into the plates, table runners, and floor and discuss how the artist brings voice back to the women through her work. Students will look at the criteria in which women were “brought” to the table and use it to research and invite an important woman to the table whom is not already part of the table.

2. Artworks, artists, and/or Artifacts:

- a. *The Dinner Party* by Judy Chicago

- b. *Academicians of the Royal Academy* by Johann Zoffany
- c. *Self-Portrait* by Elizabeth-Louise Vigee-Lebrun
- d. *Hubert Robert* by Elizabeth-Louise Vigee-Lebrun

3. Key Concepts:

- a. Voice can be provided through art.
- b. Voice has been deliberately silenced throughout history for specific people.
- c. Voice is power.

4. Essential Questions:

- a. How do artists demonstrate voice in their work?
- b. Why are some voices heard more than others?
- c. How can voice be powerful?

5. NJ Core Curriculum Standards: Visual and Performing Arts Standards Learning Progression

- a. 1.2 History of the Arts and Culture
 - i. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
 - 1. Students will look at artwork from different times in history and discuss the visible gender issues.
 - ii. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
 - 1. Students will analyze how artists use art to create a dialogue.
- b. 1.4 Aesthetic Responses and Critique Methodologies
 - i. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
 - 1. Students will discuss the meanings behind the four artworks that they will be shown and begin a unit based on them.

6. Interdisciplinary Standards:

Technology

- a. 8.2 Technology Education, Engineering, and Design
 - i. 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
 - 1. Students will begin researching an important woman in history.

NJ English Language Arts Standards Grade 8

- a. Speaking and Listening
 - i. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 1. Students will discuss gender and voice within large and small groups.

Social Studies

- a. 6.1 U.S. History: America in the World

- i. 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- ii. 6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
- iii. 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- iv. 6.1.8.D.4.b Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- v. 6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.
- b. World History/Global Studies
 - i. 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
 - 1. Any of these standards may be relative to a woman that one of the students is researching.

7. Interdisciplinary Connections: Students will discuss issues of gender and voice in class both in large and small groups. They will use a computer to research an important woman in history and look through history until they find one that fits the required criteria.

Objectives:

1. Knowledge:

- ☐ Students will define the word “gender” and discuss how it applies to them.

2. Skills:

- ☐ Students will research an important woman in history.
- ☐ Students will analyze the criteria used by *The Dinner Party* team and mimic their process to select an important woman in history.

3. Dispositions:

- ☐ Students will assess how artists use their artwork to bestow voice.

Assessment:

Assessment for Objective #1: Students will define the word “gender” in a group discussion and list how it applies to them by making a list on the white board.

Assessment for Objective #2: Students will fill out a worksheet based on their research about the important woman in history. *See attached worksheet.

Assessment for Objective #3: Students will utilize the criteria on their worksheet to choose an important woman in history that reaches *The Dinner Party* table standards.

Assessment for Objective #4: Students will look at and discuss artworks in which the artist is giving voice to others.

Sequence of Action:

Day 1:

Motivation: When students walk in, they will see “what do you know about gender?” written on the whiteboard.

Development: Students will begin a class discussion in which they define the word “gender” and how it is different from “sex”. Then, students will compile a list of things that they like best about their gender on the whiteboard. After discussing that, students will write a list of things that they like least about their gender on the whiteboard and talk about the list. Students will then begin a discussion on the different roles of each gender in history and their jobs. Then, they will be asked to look at the work of Elizabeth-Louise Vigee-Lebrun and to compare and contrast the two portraits of artists. They will be asked to draw a conclusion why she painted each portrait the way she did. Then, they will look at Johann Zoffany’s painting of the Royal Academy. They will be told that there were two female founders and asked to find them. Then, there will be a discussion on why the woman appeared as items instead of people. Next, students will be introduced to *The Dinner Party* by Judy Chicago. They will view an image of it and get an overview of the piece. They will look at parts of the installation close-up. They will look at a plate and a table runner for Caroline Herschel and learn about her story. If there is time, they will look at several more place settings for the women and listen to some of their stories.

Closure: At the end of class, let the students know that next class, they will be working in the computer lab, but meeting in the art room first.

Day 2:

Motivation: When the students enter the room, they will receive a handout.

Development: The handout will list the assignment as well as the names of the thirty-nine women that have place settings at the table. The students will be asked to choose one important woman in history who is not already at the table and to share her story. She must pass the criteria used by Judy Chicago’s team (it is listed on the worksheet). At this point, they will go to the computer lab and begin their research. Let them know that whatever they do not complete today will be homework as it will be due the beginning of next class. Remind them to stay off of sites like Wikipedia when looking for information and to use good sources.

Closure: When there are five minutes left, let the student know the time, and remind them that anything unfinished on the worksheet will be homework that will be due next class. They may be dismissed when the bell rings.

Preparation:

1. Teacher Research and Preparation:

- a. research *The Dinner Party*
- b. find images of artwork
- c. make gender worksheet

2. Instructional Resources:

Chicago, Judy. *The Dinner Party From Creation To Preservation*. New York: Merrell Publishers Limited, 2007. Print.

Rosenberg, Martin. *Gender Matters in Art Education*. Worcester: Davis Publications, Inc., 2007. Print.

3. Student Supplies:

classroom supplies: Smart Board

Name: _____

Section#: _____

Exploring Voice

Please choose an important woman in history and learn more about her. She must fit the criterion used by Judy Chicago's team, which are... **Did the woman make a worthwhile contribution to society? Had the woman attempted to improve conditions for other women? Did the woman or her life's work show an important aspect of women's history or provide a role model for a more equal future?**

You may not use the following women that are already included on *The Dinner Party* table: Primordial Goddess, Fertile Goddess, Ishtar, Kali, Snake Goddess, Sophia, Amazon, Hatshepsut, Judith, Sappho, Aspasia, Boadicea, Hypatia, Marcella, St. Bridget, Theodora, Hrosvitha, Trotula, Eleanor of Aquitaine, Hildegard of Bingen, Petronilla de Meath, Christine de Pisan, Isabella d'Este, Elizabeth R, Artemisia Gentileschi, Anna van Schurman, Anne Hutchinson, Sacajawea, Caroline Herschel, Mary Wollstonecroft, Sojourner Truth, Susan B. Anthony, Elizabeth Blackwell, Emily Dickenson, Ethyl Smyth, Margaret Sanger, Natalie Barney, Virginia Woolf, Georgia O'Keeffe

1. Name of the important woman: _____

2. Does she fit all three criteria decided upon by *The Dinner Party* team? Circle one: Yes/No

3. When did she live? _____

4. How did she contribute to society? _____

5. How did she try to improve conditions for women? _____

6. What was important about her relating to women's history or how was she a role model for a more gender-equal future? _____

7. Something else noteworthy about her is that: _____

8. A symbol that could resemble her might look like: _____

9. Additional information that might be important: _____

Unit Title: Finding Voice Through Art

Enduring Idea: Art provides a dialogue about important people, places and events.

Lesson #2

Lesson Title: Allocating Voice

Grade: 8th

Time Allotment: 4, 84-minutes classes

Overview:

1. Lesson Summary:

In this lesson, students will create a small card that represents the woman that they have nominated to *The Dinner Party*. Then, they will present their *Dinner Party* nomination to their peers at their table. Students will discuss within their groups which of the three or four nominees will be “invited” to *The Dinner Party* table based on the criteria used by Judy Chicago and her team. Students will share their invitee with the rest of the class and explain why they were nominated. Students will work in their small groups to write a short play about that woman and the struggles that she had to overcome to have her voice heard.

2. Artworks, artists, and/or Artifacts:

- a. worksheet based on Judy Chicago’s criteria
- b. nominated women cards made by the students

3. Key Concepts:

- a. Voice can be provided through art.
- b. Voice has been deliberately silenced throughout history for specific people.
- c. Voice is power.

4. Essential Questions:

- a. How do artists demonstrate voice in their work?
- b. Why are some voices heard more than others?
- c. How can voice be powerful?

5. NJ Core Curriculum Standards: Visual and Performing Arts Standards Learning Progression

a. 1.3 Performance

- i. 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions,

and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.

1. Students will create a script based on the “invited” woman and her struggles.
- ii. 1.3.8.D.2 Apply various [art media](#), [art mediums](#), technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
 1. Students will create a small card with symbols that are representative of the woman that they have chosen.

b. 1.4 Aesthetic Responses and Critique Methodologies

- i. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
 1. Students will explain the visual choices and images that they made on their cards.

6. Interdisciplinary Standards:

Technology

- a. 8.2 Technology Education, Engineering, and Design
 - i. 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
 1. Students will research an important woman in history using the internet and good sources.

NJ English Language Arts Standards Grade 8

a. Writing

- i. W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 1. Students will write a short play in their groups to present the struggles and the importance of the “invited” woman.
- ii. W 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 1. Students will research important women and select one to further investigate.

b. Speaking and Listening

- i. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 1. Students will discuss gender and voice within large and small groups.
- ii. SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
 1. Students will present their research to the group as well as the rest of the class in a clear, coherent, and appropriate manner.
- iii. SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

1. Students will utilize their cards as a visual part of their presentation/argument that aids their voice.

7. Interdisciplinary Connections: Students will research an important woman in history and record information about her. Students will discuss their “nominated” woman in small groups using their card as a visual and then present the group “invited” candidate to the rest of the class. Students will write a play about the group-nominated woman.

Objectives:

1. Knowledge:

- ☐ Students will identify their chosen woman and recall important information about her to their groups.

2. Skills:

- ☐ Students will select an important woman and create a visual card based on her.
- ☐ Students will compose a play in their small groups that explains the importance and struggles of the chosen woman.

3. Dispositions:

- ☐ Students will evaluate their nominations and choose the best candidate based on Judy Chicago’s criteria.
-

Assessment:

Assessment for Objective #1: Students will explain the reason that they chose that particular woman from history during a group discussion with their peers.

Assessment for Objective #2: Students will use their card to aid in their argument for their important woman in history.

Assessment for Objective #3: Students will turn in a completed rubric and a typed copy of their script at the end of the lesson. *see attached rubric

Assessment for Objective #4: Students will use a worksheet (based on Judy Chicago’s criteria) to rate the nominees. They will tally the final ratings to see which woman received the best score.
*see attached worksheet

Sequence of Action:

Day 1:

Motivation: When students walk in, they will see all types of art materials and supplies on the empty table.

Development: When students are seated, they will be asked to create a small card to visually represent their chosen woman. They can use any of the supplies on the table to aid in the creation, but only have today to work on their card. Instead of words, they should use images and symbolism on their cards. There are no other restrictions. If they do not have any questions, they can begin.

Closure: When there are five minutes left, ask the students to help clean up and to hand in their cards. Let them know that they will be presenting their nominated women next class.

Day 2:

Motivation: When the students enter the room, the whiteboard will read, “Please take out any materials that you will need to discuss the woman that you are presenting.”

Development: At this point, the cards from last class will be passed out. The students will be told that they have no more than ten minutes for all of their group members to present their women to their small groups. When they are done, they should look up, so the whole class can begin the next step together.

After ten minutes have passed, each student will be handed a worksheet that will help them to assess their nominees. It will contain the criteria used by Judy Chicago’s team. The students will have another ten minutes to discuss the nominated woman and to argue for which one (of the three or four at their table) is the best candidate for *The Dinner Party* table. At this point, they can begin their discussion. Give them a warning when there are two minutes left for their discussion. After the discussion is over, they should fill out their papers, and do the math to see which woman has the most points.

At this point, each group will present the woman that they would like to “invite” to *The Dinner Party* table to the rest of the class. They will explain why she is their top pick, and the names of her competition as well as their accomplishments. When all of the groups are finished, they will be presented with the next part of the lesson. Each group will be asked to create a script for a short play that discusses the importance of the woman, her accomplishments, and how her voice was silenced or muted. Each person is required to have an equal speaking part. They should be creative, but try to maintain a serious approach to the overall story. They could include the woman and other people of her time as characters or they may use a different creative approach of their choice. They should also stay true to her story while keeping the script to three to five minutes. They may begin today and will have a class and a half to write it. They will have access to the computers in the room if they need them for additional research.

Closure: When there are five minutes left, let the student know the time, and remind them that they will have all of tomorrow to complete the majority of their script. They may be dismissed when the bell rings.

Day 3:

Motivation: When students walk into the room, the whiteboard will say, “Please begin working on your scripts immediately.”

Development: The students will continue working on their scripts. If they finish early, they can use the computers in the room to begin typing the final script.

Closure: When there is five minutes left in class, students will get a time check and be told that tomorrow, they will finish their scripts, type them, and then assess themselves using a rubric.

Day 4:

Motivation: When students walk into the room, the whiteboard will say, “Please begin working on your scripts immediately. You will have thirty minutes to complete writing your script.”

Development: The students will continue working on their scripts. When half the class is over, they will be told to finish writing their scripts and to begin typing a completed script. Once that is done, students will be asked to fill out a rubric; one for each group member. When it is completed as a group, they will turn it in with a copy of their typed script. Any time that is left will be used to practice speaking their parts of the play as a group.

Closure: When there is three minutes left in class, students will be asked to bring their scripts to the next class.

Preparation:

1. Teacher Research and Preparation:

- a. gather art materials for cards
- b. cut cardstock
- c. make assessment sheet for *The Dinner Table* nominees
- d. make rubric to assess the scripts

2. Instructional Resources:

Chicago, Judy. *The Dinner Party From Creation To Preservation*. New York: Merrell Publishers Limited, 2007. Print.

3. Student Supplies:

classroom supplies: 2.5" x 3.5" pieces of cardstock, pencils, erasers, scissors, glue sticks, rubber cement, newspapers, magazines, construction paper, markers, colored pencils, lined paper

Name: _____

Section #: _____

THE DINNER TABLE NOMINATIONS

1. Nominee: _____

2. Did the woman make a worthwhile contribution to society? Circle the best answer.

- 1 no contribution 2 unimportant contribution 3 acceptable contribution
4 above average contribution 5 extremely important contribution

3. Had the woman attempted to improve conditions for other women? Circle the best answer.

- 1 no improvement 2 below average improvement 3 average improvement
4 above average improvement 5 important improvement

4. Did the woman or her life's work show an important aspect of women's history or provide a role model for a more equal future? Circle the best answer.

- 1 no 2 below average 3 average 4 above average 5 extremely important

1. Nominee: _____

2. Did the woman make a worthwhile contribution to society? Circle the best answer.

- 1 no contribution 2 unimportant contribution 3 acceptable contribution
4 above average contribution 5 extremely important contribution

3. Had the woman attempted to improve conditions for other women? Circle the best answer.

- 1 no improvement 2 below average improvement 3 average improvement
4 above average improvement 5 important improvement

4. Did the woman or her life's work show an important aspect of women's history or provide a role model for a more equal future? Circle the best answer.

- 1 no 2 below average 3 average 4 above average 5 extremely important

1. Nominee: _____

2. Did the woman make a worthwhile contribution to society? Circle the best answer.

- 1 no contribution 2 unimportant contribution 3 acceptable contribution
4 above average contribution 5 extremely important contribution

3. Had the woman attempted to improve conditions for other women? Circle the best answer.

- 1 no improvement 2 below average improvement 3 average improvement
4 above average improvement 5 important improvement

4. Did the woman or her life's work show an important aspect of women's history or provide a role model for a more equal future? Circle the best answer.

1 no 2 below average 3 average 4 above average 5 extremely important

1. Nominee: _____

2. Did the woman make a worthwhile contribution to society? Circle the best answer.

1 no contribution 2 unimportant contribution 3 acceptable contribution
4 above average contribution 5 extremely important contribution

3. Had the woman attempted to improve conditions for other women? Circle the best answer.

1 no improvement 2 below average improvement 3 average improvement
4 above average improvement 5 important improvement

4. Did the woman or her life's work show an important aspect of women's history or provide a role model for a more equal future? Circle the best answer.

1 no 2 below average 3 average 4 above average 5 extremely important

Count the points that you gave each nominee and list them below: If there are only three group members, there will only be three nominees.

Nominee #1: _____/15

Nominee #2: _____/15

Nominee #3: _____/15

Nominee #4: _____/15

Now tally the total points each nominee received from each person in your group to find the winner:

If there are only three group members, it will be out of 45 points. If there are four group members, it will be out of 60 points.

Nominee #1: _____/45 or 60

Nominee #2: _____/45 or 60

Nominee #3: _____/45 or 60

Nominee #4: _____/45 or 60

The woman that we are inviting to *The Dinner Party* table is: _____

Group Members: _____

Allocating Voice through Script

1. The name of the woman that we are inviting to *The Dinner Party* is: _____

2. She was chosen because of her important accomplishments which are: _____

	5 Points Excellent	3 Points Fair	1 Point Poor	Group Grade	Teacher Grade
Importance/ Accomplishments	The importance of the woman and her accomplishments are included.	The importance of the woman and her accomplishments are somewhat included.	The importance of the woman and her accomplishments are not included.		
Speaking Parts	Each group member has almost equal speaking parts.	Each group member has speaking parts, but the parts are not equal in size.	Some group members are missing speaking parts.		
Length	Effort was put into the script and it appears that it could last 3-5 minutes.	Some effort was put into the script, but it appears to be between 2-3 minutes.	Little effort was put into the script and it appears to be under two minutes in length.		
Seriousness	The group was able to maintain a seriousness to honor the woman.	The group somewhat maintained a serious manner to honor the woman.	The group lacked the serious respect that was asked to honor the woman.		
Creativity	The group chose a creative way to present the story of the woman.	The group was somewhat creative in presenting the story of the woman.	The group lacked creativity in presenting the story of the woman.		

Unit Title: Finding Voice Through Art

Enduring Idea: Art provides a dialogue about important people, places and events.

Lesson #3

Lesson Title: Creating Voice

Grade: 8th

Time Allotment: 5, 84-minutes classes

Overview:

1. Lesson Summary:

In this lesson, students will discuss what they already know about puppets. They will talk about the different types of puppets that exist and look at images of them. They will discuss the purpose of puppets versus live actors. Then, students will watch two YouTube videos, and learn how to make both sock and felt puppets. Students will choose which type they want to make as a small group, and decide who will be making which puppet. Each student will be responsible for creating one puppet from their play, making sure their puppets are dressed appropriately for their time period. When the puppets are complete, students will create a backdrop or prop for their play and bring in any additional props that are needed. At the end of the lesson, students will fill out a grade sheet/rubric in which they will assess their work and knowledge of the lesson.

2. Artworks, artists, and/or Artifacts:

- a. images of types puppets on the Smart Board (as students list them)
- b. completed puppets
- c. back drop/props for puppet show

3. Key Concepts:

- a. Voice can be provided through art.
- b. Voice has been deliberately silenced throughout history for specific people.
- c. Voice is power.

4. Essential Questions:

- a. How do artists demonstrate voice in their work?
- b. Why are some voices heard more than others?
- c. How can voice be powerful?

5. NJ Core Curriculum Standards: Visual and Performing Arts Standards Learning Progression

- a. 1.3 Performance
 - i. 1.3.8.D.2 Apply various [art media](#), [art mediums](#), technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
 1. Students will use assorted materials to create a puppet for their play as well as a backdrop or prop.
- b. 1.4 Aesthetic Responses and Critique Methodologies
 - i. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
 1. Students will discuss the purpose of puppetry and why they are using puppets to create voice.

ii. 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

1. Students will fill out a grade sheet/rubric to assess their work and knowledge of the lesson.

6. Interdisciplinary Standards:

NJ English Language Arts Standards

a. Speaking and Listening: Grade 8

i. SL.8.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1. Students will take part in both class and small group discussions.

7. Interdisciplinary Connections: Students will be speaking and listening in both large and small group discussions. Students will be expected to contribute to discussions of puppetry, issues of voice, the construction of their puppets, and the backdrop or prop.

Objectives:

1. Knowledge:

- ☐ Students will identify the different types of puppets during a group discussion.

2. Skills:

- ☐ Students will choose a specific type of puppet to construct within their groups.
- ☐ Students will create their own puppet that visually relates to the other puppets in their group, contains basic body parts to look human-like, is wearing period appropriate clothing, and looks neat and complete.
- ☐ Students will design at least one relevant, well-crafted prop or backdrop as a group to be used for their play.

3. Dispositions:

- ☐ Students will determine that puppetry is a form of art in which artists can demonstrate voice in their work.

Assessment:

Assessment for Objective #1: This will be assessed during the beginning of the lesson when students are asked to discuss both in their groups and as a class. It will also show up on their grade sheet.

Assessment for Objective #2: Students will choose as a group to make felt or sock puppets. It will also be addressed on their grade sheet at the end of the lesson.

Assessment for Objective #3: The requirements for the puppet will be discussed twice in class on two different days. Assessment could occur as students work on their puppets in groups but will also be evident on the rubric of their grade sheet.

Assessment for Objective #4: The backdrop/prop will be assessed on the rubric on their final grade sheet.

Assessment for Objective #5: The idea of puppetry as a form of art that demonstrates voice will be discussed during the first class of this lesson during the group discussion. While students are building their puppets, they will be playing with them and making them talk, with the knowledge that they will be using the puppets as a vehicle to voice their script. Students should make this connection as the lesson continues, but they will answer a question about in on their final grade sheet. * See attached assessment sheets/rubrics

Sequence of Action:

Day 1:

Motivation: After the students are seated, they see will that there is a question on the board that asks, “What does a puppet look like?” Students will be asked to discuss this question for no more than three minutes in their small groups.

Development: Then, they will present their responses to the rest of the class, creating a list of types of puppets on the board. The SmartBoard will be on, and images of the puppet types will be brought up as the students list them. After they discuss the types of puppets, students will be asked to discuss the purpose of puppets in general and why they are used. At this point, students will be told that they will be presenting their play with puppets, and that each person will be creating their own puppet to be part of their group’s play. Two short YouTube movies will be shown at this time that teach two different methods of simple puppet making; sock puppets and felt puppets. After the students watch the movie, they will discuss within their small groups which type they will collectively make. Students will be told that each puppet will need to be wearing clothing that comes as close as possible to the period clothing of their “nominated” woman. Each puppet will require some hand stitching, obvious body parts (to look human), and needs to help tell the story of their woman. Most materials will be supplied, but they will need to provide socks, and any other material that they want to bring from home.

At this point, students will break back into their groups to discuss what type of puppets they will be making and whom is making which puppet from the story. They will begin sketching their idea in their sketchbook listing the materials that they will need.

Closure: At the end of class, let them know that they will have only three classes to create their puppets. All materials will need to be brought in for next class, and they will begin creating their puppet that will be based off of the sketch in their sketch book.

Day 2:

Motivation: When the students enter the room, there will be a table covered with puppet-making materials.

Development: When students are seated, gather them for a brief five to ten minute sewing lesson. They will be shown a running stitch, overcast stitch, and how to attach a button. Before they return to their seats, they will be reminded about the criterion on which their puppet will be graded and that they have only three days to complete their puppets. Then they will return to their seats to begin creating their sock or felt puppets with their groups. Once the body is made, the students will have access to the materials to “accessorize” their puppets. While they are working, walk around the room to make sure that everyone is on track and has what they need.

Closure: When there are five minutes left, let them know that they need to begin cleaning up for the day. Remind them that they will have two more days to create their puppets. If there are any additional materials that they need that are not supplied in class, they are more than welcome to bring them from home.

Day 3:

Motivation: When students walk into the room, the front board will say “begin working on your puppet immediately.”

Development: Ask if anyone had any struggles yesterday or figured out anything that worked really well that would help the rest of the class. Then, walk around and make sure that everyone is on track. Remind them that they have today and one more class to work on their puppets.

Closure: When there are five minutes left, let them know that they need to begin cleaning up. Remind them that tomorrow they will finish their puppets and begin their backdrop/props.

Day 4:

Motivation: When the students enter the room, they will look at the board which states, “today we will finish our puppets...please begin immediately.”

Development: Let the students know that they need to finish the details on their puppets today and begin their backdrop/props. If their puppet is not finished by the end of class today, it will affect their grade. If they finish early, they may begin working on the group’s backdrop/prop. The group is required to have at least one hand-made backdrop or prop. Any other needed supplies or props can be brought in from home.

Closure: When there are five minutes left in class, remind the students that they need to begin cleaning up, and that their puppets should be finished. There will no additional class time to work on their puppets. They will have tomorrow to create their backdrop/prop as a group and to fill out an individual grade sheet.

Day 5:

Motivation: When students walk into the classroom, they will see tempera paint and cardboard out on one of the tables. The board will read, “Please begin on your prop/backdrop immediately.”

Development: Once students are working, remind them that they will be using the last ten minutes of class to complete a grade sheet on their own. By the end of class, they should have finished their prop/backdrop as a group, and completed and handed in a grade sheet. If they have any additional time, they should work within their groups to compile a list of additional props that are needed to enhance their play.

Closure: When there are fifteen minutes left in class, remind students that they should begin cleaning up (if they haven’t already) so that they can fill out a grade sheet. Remind them again when there are ten minutes left in class that they should begin their grade sheet at this time. At the end of class, collect all grade sheets and announce that their homework is to bring all additional props as well as the script to their play to the next art class. They will begin practicing their play.

Preparation:**1. Teacher Research and Preparation:**

- a. research how to make puppets
- b. find images of puppets
- c. find YouTube videos on how to make puppets
- d. create handout/rubrics for students
- e. gather materials listed below

2. Instructional Resources:

Babb, Jim. "How to Make a Sock Puppet" Demonstration. 18 April 2011. [YouTube](#). 21 July 2012.

Louis, Paul. "Creating Puppets With a Puppeteer: How to Make a Girl Puppet" Demonstration. 27 March 2010. [YouTube](#). 21 July 2012.

3. Student Supplies:

Classroom supplies: felt, sketchbook, pen/pencil, hot glue gun, hot glue, scissors, needle, thread, cardboard, cotton batting, googly eyes, yarn, pipe cleaners, wire, fabric, pom poms, glitter, sequins, needles, thread, buttons, paint brush, tempera paint, water dishes

Student provided supplies: socks, other assorted items

Name: _____ Section # _____ Total Points: _____/100

Creating Voice through Puppetry

Use the word bank below to match the types of puppets with their images:
marionette, shadow puppet, finger puppet, sock puppet, hand puppet, ventriloquist's dummy



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

7. The names of my group members are: _____

8. **Circle one:** The type of puppet that I created was a _____ sock puppet or _____ hand puppet.

9. My puppet relates to our script because: _____

10. In the space below, use full sentences to explain the purpose of puppets, and how an artist/puppeteer uses puppetry to demonstrate voice. This is worth 20 points! _____

Please do not forget to flip the paper over and complete the rubric on the back.

	Excellent 5 Points	Fair 3 Points	Poor 1 Point	Student Grade	Teacher Grade
Relationship to group	The student used the same type of puppet as the rest of their group and it looks similar in style.	The student used the same type of puppet as the rest of their group, but it does not look similar in style.	The student used a different type of puppet than the rest of the group and it looks very different from the rest.		
Human-like	The puppet contains major facial features and arms.	The puppet is missing one or two facial features or arms.	The puppet is missing three or more facial features or arms.		
Period Costume	The puppet is wearing clothing from the woman's time period.	The puppet is wearing clothing that is somewhat from the woman's time period.	The puppet is not wearing clothing from the woman's time period.		
Craftsmanship	The puppet is finished and is well made.	The puppet is finished and has only minor imperfections.	The puppet was not finished or is full of imperfections.		
Backdrop/Prop	The group made at least one prop or backdrop that relates to the script.	The group made one prop or backdrop that somewhat relates to the script.	The group did not make a prop or backdrop or it does not relate to the script.		
Total Points				/25	/25

Unit Title: Finding Voice Through Art

Enduring Idea: Art provides a dialogue about important people, places and events.

Lesson #4

Lesson Title: Sharing Voice

Grade: 8th

Time Allotment: 2, 84-minutes classes and 3, 42-minute computer classes

Overview:

1. Lesson Summary:

In this lesson, students will practice their puppet show in class until they are ready to film. Students will film their puppet show using a video camera and save the video for their computer class. Then, students will use the Mac lab and learn how to edit their videos on iMovie in their groups. When the videos are edited, they will be burned to a DVD. Students will receive a group grade in computer class for their videography and editing. After the videos are completed, students will receive an invitation to attend the premiere of their movies.

2. Artworks, artists, and/or Artifacts:

- a. completed video on a DVD

3. Key Concepts:

- a. Voice can be provided through art.
- b. Voice has been deliberately silenced throughout history for specific people.
- c. Voice is power.

4. Essential Questions:

- a. How do artists demonstrate voice in their work?
- b. Why are some voices heard more than others?
- c. How can voice be powerful?

5. NJ Core Curriculum Standards: Visual and Performing Arts Standards Learning Progression

- a. 1.1 The Creative Process
 - i. 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
 - 1. Students will discuss how the use of their voice affects the voice of their puppet.
 - ii. 1.1.8.C.4 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
 - 1. Students will discuss the jobs relating to theater and choose their roles within their groups.
- b. 1.3 Performance
 - i. 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, [physical and vocal skills](#), acting techniques, and active listening skills.

1. Students will discuss techniques that will make their puppets more believable.
- ii. 1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple [art media](#) (including digital media), and apply this knowledge to the creation of original artworks.
 1. Students will transform their script into a puppet show and then a movie.
- c. 1.4 Aesthetic Responses and Critique Methodologies
 - i. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
 1. Students will discuss how theater and videography can be considered art.
 - ii. 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
 1. Students will edit their videos using iMovie to achieve a cohesive film.

6. Interdisciplinary Standards:

Technology

- a. 8.2 Technology Education, Engineering, and Design
 - i. 8.2.8.B.1 Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
 1. Students will film their play, and edit their video using iMovie.

NJ English Language Arts Standards

- a. Speaking and Listening
 - i. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
 1. Students will participate in small and large group discussions pertaining to the topic of puppetry.

7. **Interdisciplinary Connections:** Students will discuss how their tone and way of speaking affects the character that they are trying to convey. Students will be using video cameras to record their play. They will be working in the Mac lab to edit their videos on iMovie.

Objectives:

1. Knowledge:

- ☐ Students will identify each group member’s contribution to the editing process.
- ☐ Students will demonstrate their knowledge of iMovie.

2. Skills:

- ☐ Students will practice, perform, and record a puppet show within their small groups.
- ☐ Students will use iMovie with their groups to edit their footage to create a movie that is three to five minutes long.

- ☐ Students will incorporate sound, dialogue, transitions, titles, effects, music, and flow into their movies.

3. Dispositions:

- ☐ Students will determine that film is a method of sharing voice through many people.

Assessment:

Assessment for Objective #1: After the film is uploaded, students list will each group member's contributions to the editing process on the back of the rubric.

Assessment for Objective #2: Students will be taught how to use iMovie and work in groups while they use it. They will be asked if they have problems/questions about the program during the beginning of class on day four and five. Their editing skills will be assessed on the rubric.

Assessment for Objective #3: The practicing, performing, and recording of the puppet show will happen in art class. Students will be told at least twice that the movie needs to be recorded by the end of day two so that it can be editing in their next computer class.

Assessment for Objective #4: This is the class work that the students should be working on during days three through five. It will be monitored while the teacher is walking around the classroom and also on the rubric. If it is not completed, points will be deducted from their grade and they will not be able to watch the premier with the rest of the class.

Assessment for Objective #5: These objectives will be listed on the group rubric that will be handed out on day three, the first day of editing and should be used as a check sheet. The objectives will be assessed by the teacher during the premier.

Assessment for Objective #6: This will be demonstrated through the entire lesson from the initial discussion, practicing, performing, filming, and editing their work.

*See Attached Rubric

Sequence of Action:

Day 1:

Motivation: After the students are seated, they see will that there is a question on the board that asks, "How can your voice affect your puppet's character? Discuss for three minutes in your groups and list your answers on the whiteboard."

Development: After the students have had a few minutes, to discuss the question, begin a large group discussion with the whole class using the points on the whiteboard if the discussion slows down. Make sure that they hit on the points of speed, pitch, and volume and how they affect articulation, meaning, and character. Ask them to keep this in mind as they practice their puppet shows today with their puppets. Before they break into groups, ask them about the different jobs associated with a theater. Have them think beyond the roles of the actors. Who are the important people that you do not see? Which of these roles have they taken on? At this point, they can begin practicing with their groups. Remind them that they will need to utilize their backdrop and props during their practice sessions. When they feel like they are ready, they should let you know, so that

they can begin filming with the video camera. They will have today and tomorrow to practice and film so that they can edit their work in computer class.

Closure: When there are five minutes left, ask them to begin cleaning up. The next class will be their last opportunity to film.

Day 2:

Motivation: When the students enter the room, the whiteboard will read, “get everything ready to begin filming.”

Development: When students are ready, let them know that they will be filming one or two groups at a time. If a group is not performing, they can help with the video cameras, or practice quietly in the hall, but they must be silent in the room. Even though the film is required to be three to five minutes long, it is ok if they go a little longer, because they will cut some of the time out during editing. At this point, one or two groups may begin filming.

Closure: Let students know when there is about ten minutes left in class so that they can finish up. At the end of class, collect the video cameras and tripods. Remind them that they will begin editing their work in computer class this week.

Day 3: (Computer class)

Motivation: When students walk into the room, the lights will be dimmed and iMovie will be up on the Smart Board.

Development: The computer teacher will demonstrate how to do basic editing in iMovie along with how to add music and giving credit to the musician. She will pass out a rubric to each group that shows students the necessary components for their movie as well as how they will be graded. Then, the rubric will be reviewed out loud. At this point, students can get in their small groups and begin working on an iMac. They will have a total of three days to work on this or they will lose points for incomplete work. Remind them to save often.

Closure: When there are five minutes left, let them know that they are almost out of time for the day. Tomorrow they will learn how to add an introduction and credits. When the bell rings, they should save their work again.

Day 4: (Computer class)

Motivation: When students walk into the room, the lights will be dimmed and iMovie will be up on the Smart Board.

Development: The students will be asked if they had any major issues yesterday that they wanted to discuss. If there were none, they will watch a demonstration on how to create an introduction and credits. When the demonstration is completed, students will return to sit with their groups and continue working.

Closure: When there are five minutes left, let them know that they are almost out of time for the day. They will have one more day to work on editing. When the bell rings, they should save their work again.

Day 5:

Motivation: When students walk into the room, the lights will be dimmed the Smart Board will be on.

Development: Students will be asked again if they had any problems with the program the previous day. Questions will be answered and then they will immediately begin working, while being reminded that their editing must be finished and saved on their desktop by the end of class. If it is not completed, points will be deducted from their final grade and they will not be able to attend the movie premier with their peers.

Closure: When there are ten minutes left, students will get a verbal time check. When the bell rings, they will save their work again, and turn in their rubrics that have all of the group members' names on it. The computer teacher will hand each student an invitation (created by the art teacher) for their movie premiere.

Preparation:**1. Teacher Research and Preparation:**

- a. gather video cameras, recharged batteries, and tripods
- b. create movie premiere invitation
- c. make rubric (computer teacher)
- d. load video footage onto student computers
- e. burn DVD from edited videos on students' desktops

2. Student Supplies:

Art classroom supplies: puppets, backdrops, props, video cameras, tripods, spare batteries

Computer Lab Supplies: iMacs, Smart Board, iMovie, camera card, DVD

Names of Group Members:

Total Points: /28

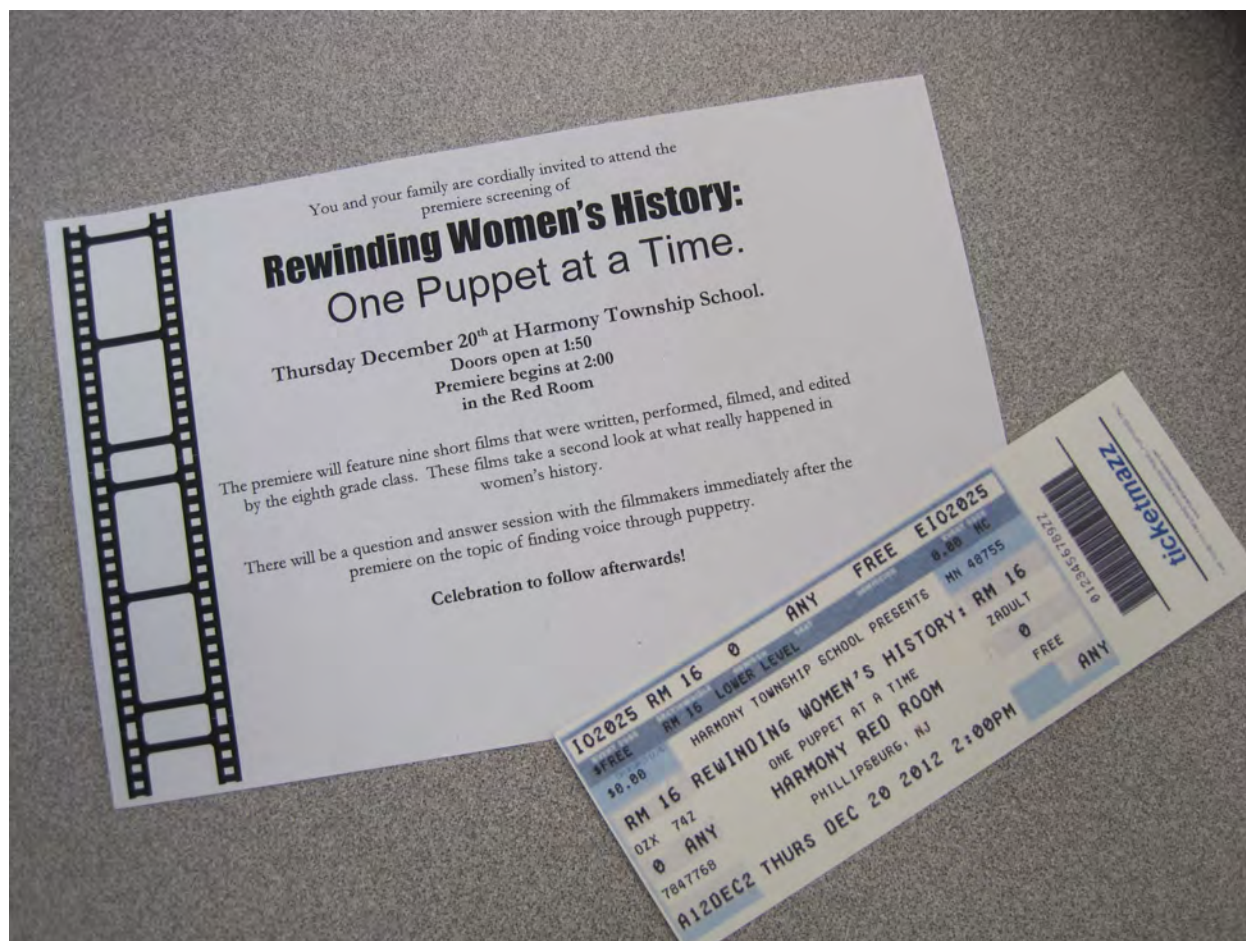
iMovie Group Project

On the back of the paper, list the names of each group member and their part of the editing process.

	Excellent 4 Points	Very Good 3 Points	Fair 2 Points	Poor 1 Point
Time	The film was between three and five minutes long.	The film was just a few seconds above or below the time limit.	The film was no more than thirty seconds above or below the time limit.	The film was under two minutes or over six minutes long.
Sound and Dialogue	Excellent use of dialogue and sound. Editing is crisp. No unnecessary sound or sounds that distract from the purpose of the film.	Most of the sound and dialogue was necessary and effective. The sound and dialogue could be better edited or utilized.	Some additional sound was needed to make the point. The quality and use could be improved. Sound appeared and ended abruptly.	The sound quality was poor, inappropriate, And/or confusing. The movie contains background noise.
Transitions, Titles, and Effects	Many transitions, etc. were used and they worked well and were effective.	Many transitions titles, and effects were used. Most were correct and effective.	Two or three were used or several were present but poorly used.	Not evident or minimal use.
Music	Music was planned that fit the clips and the mood of the clips. Appropriate credit was given.	Music was used, might be a little off but was music that fit the clips. Appropriate credit was given.	Music was used that was inappropriate or did not fit the clips it was used for. No credit was given.	No music was used.
Flow	Movie moves nicely, theme is easily identified, audience displayed appreciation for the production.	With a bit more editing and better clips selection, use of transition, etc. movie would be excellent.	Movie was nothing more than a series of clips joined together. Could have been created by turning camera on and off.	There was no movie.
Movie Quality	Movie was completed. Had all required elements, engaged audience, and was original, creative, and unique. Camera work was excellent.	Movie was completed, and had all required items. Editing was not done as well as it should have been. Idea was not engaging or unique.	Movie had little evidence of a theme, lacked editing, and did not engage the audience. Too much zooming, panning, and shaking.	The movie was not completed.
Group Work	All group members worked together equally on the film. Group exhibited a positive approach, and each member supported what he or she did in writing.	All group members worked together well and work level was fairly equal.	All group members worked together on one or two aspects. One group member dominated the process.	Group did not work together or one person did all of the work. Group was in constant conflict.

Total Points: /28

Comments:



Unit Title: Finding Voice Through Art

Enduring Idea: Art provides a dialogue about important people, places and events.

Lesson #5

Lesson Title: Discussing Voice

Grade: 8th

Time Allotment: 3, 84-minutes classes

Overview:

1. Lesson Summary:

In this lesson, students will attend a field trip to the Brooklyn Museum to see *The Dinner Party* in person. The following class, they will attend their movie premiere with their families, available staff, and administration. They will watch the movies with the viewers and take part in a question/answer session in which the staff, administration, and families ask them questions about the movie/lessons followed by an after party celebration. After the party, they will be asked to write two paragraphs for homework about how *The Dinner Party* and this unit have changed the way that they think about voice and gender. The next class, they will share their answers and experiences.

2. Artworks, artists, and/or Artifacts:

- a. completed video on a DVD and YouTube
- b. *The Dinner Party* by Judy Chicago

3. Key Concepts:

- a. Voice can be provided through art.
- b. Voice has been deliberately silenced throughout history for specific people.
- c. Voice is power.

4. Essential Questions:

- a. How do artists demonstrate voice in their work?
- b. Why are some voices heard more than others?
- c. How can voice be powerful?

5. NJ Core Curriculum Standards: Visual and Performing Arts Standards Learning Progression

- a. 1.2 History of the Arts and Culture
 - i. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
 - 1. Students will discuss their work and how it relates to the work of Judy Chicago during the question and answer session of the movie premiere.
- b. 1.4 Aesthetic Responses and Critique Methodologies
 - i. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
 - 1. Students will answer questions about their films and write about how the unit has changed their views on voice and gender.

6. Interdisciplinary Standards:

Technology

- a. 8.2 Technology Education, Engineering, and Design
 - i. 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
 - 1. Students will reflect on the technical processes that were used to create their iMovies.

NJ English Language Arts Standards Grade 8

- a. Speaking and Listening
 - i. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 1. Students will lead discussions with the viewers at their premiere and within their own class as a closure activity.
 - ii. SL 8.5 SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
 - 1. Students will produce movies to explain in a visual manner why their chosen woman should be "invited" to join the table.
- b. Writing
 - i. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas,

concepts, and information through the selection, organization, and analysis of relevant content.

1. Students will write two paragraphs about how this unit has changed their views of voice, gender, and how art can provide a dialogue to discuss these issues.

7. Interdisciplinary Connections: Students will present their videos to an adult audience and participate in a question and answer session to discuss their findings. Then students will write a short essay about how their ideas of voice and gender have changed because of this unit.

Objectives:

1. Knowledge:

- ☐ Students will describe their creative experience and answer questions generated by their films.

2. Skills:

- ☐ Students will attend their movie premiere and a film makers question and answer session.
- ☐ Students will compose an essay that describes their new view on voice and gender and how they can find voice through art.

3. Dispositions:

- ☐ Students will evaluate their experiences through *The Dinner Party* through a class discussion.

Assessment:

Assessment for Objective #1: After the screening, the students will answer questions generated by the viewers about their films.

Assessment for Objective #2: Attendance will be taken at the screening and a participation grade will be issued for all students.

Assessment for Objective #3: Students will hand in an essay that is at least two paragraphs long. It will describe their view on voice and gender as well as voice through art. It will be graded for credit, but will be used more as a gauge for the teacher to determine the success of the unit.

Assessment for Objective #4: A participation grade will be issued but all students are expected to share something from their paper with the class to see other's epiphanies. Students will also discuss what they would change for next year's class, so they can assess the purpose of the unit.

Sequence of Action:

Day 1:

Motivation: Field trip to the Brooklyn Museum to see *The Dinner Party* in person.

Day 2:

Motivation: Prior to this class, students will be issued an invitation to attend the premiere of their movie. When students arrive outside of the art room, they will see a red carpet on the floor and the bulletin board will be transferred into a movie poster backdrop. The staff and families will be on the other side of the red carpet while the students enter the room.

Development: Students will have several minutes to experience the “red carpet” time before the film is shown. The background behind the project will be shared with the audience and popcorn and drinks will be passed out. At this point, the film (compilation of the students’ videos) will be premiered. After the screening, students will move to one side of the room so that they (the film makers) can take part in the question and answer session on the topic of “Finding Voice Through Art” with the viewers. They will be expected to discuss the purpose of their film, why puppetry was utilized, and how they used voice during this time session. After the questions have been answered, everyone will be invited to the “after party” celebration.

Closure: When there are five minutes left, the students will be asked to help clean up.

Day 3:

Motivation: When students walk into the room, the whiteboard will say, “Please write two paragraphs reflecting on your experiences with *The Dinner Party*.”

Development: The students will be asked to each share something about the unit that they learned, that they enjoyed, or that changed the way they previously thought about voice and gender. After someone has shared, they will be able to comment on or question the speaker’s thoughts, and then the next person will share. (A comment or question to another person will not count as sharing your thoughts, but will be welcomed.)

Closure: After everyone has shared, ask the class what they would do differently to share *The Dinner Party* with next year’s eighth grade. At this point, they can turn in their papers to be collected, and they will be dismissed.

Preparation:

1. Teacher Research and Preparation:

- a. find, purchase, and set up a red carpet outside of the art room
- b. send invitations to administrators and staff that have availability during premiere
- c. get DVD for premiere
- d. get popcorn/beverages for premiere
- e. make movie poster backdrop for the red carpet event
- f. apply with Brooklyn Museum for a field trip
- g. apply with school district for a field trip to NYC
- i. create permission slips/collect money
- j. remind students to bring snacks to share for the “after party” celebration

2. Student Supplies:

classroom supplies: pencil, paper, DVD, Smart Board, snacks, red carpet, iMacs