

UNIT OVERVIEW

Unit Title	Unmasking the story: Masquerades as Social Lessons
Unit Length	Three Weeks (50-minute periods, 5 x per week)
Grade Level(s)/Subject(s)	10th-12th Advanced Ceramics and Sculpture Class
Unit Overview	<p><i>How do Pulitzer journalists Elevate voices that have been historically marginalized? How do Pulitzer Center stories make complex issues relevant and inspire action?</i></p> <p>Students will examine Pulitzer Center articles relating to social activism and change in communities as well as the elements of masquerades (performance, social lessons, communal involvement, ancestral veneration, vehicles of transformation). Students will then create a mask responding to either a social issue they discovered by reading news stories from the Pulitzer Center website or their own culture/community. Along with the masks, students will craft artist statements describing how the masks should be used at a masquerade event (i.e. what kind of music will be playing, what community involvement/interaction, what setting is the masquerade performed, what is the costume design).</p>
Objectives & Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>● Examine articles from the Pulitzer database and use them as inspiration for their own social justice masquerade</li> <li>● Create a three-dimensional mask utilizing various art design principles</li> <li>● Accompany their artwork with an artist statement explaining their mask, how it is used contextually (performance and communal elements), and what social justice lesson it is teaching a community</li> <li>● Understand how art and journalism can be used as forms of activism to uplift marginalized communities</li> </ul>
Standards	<a href="#">Michigan Visual Arts Standards</a>

	<p>ART.VA.III.1.1 Explore and discuss reasons behind personal artwork.</p> <p>ART.VA.III.1.2 Identify the purpose of community art.</p> <p>ART.VA.V.1.3 Identify similarities between the visual arts and other arts disciplines.</p> <p>ART.VA.IV.2.2 Discuss the subject matter of artwork from particular cultures at specific times.</p>
<p>Unit Resources</p>	<p><a href="#">What are Underreported Stories?</a> from <i>the Pulitzer Center</i> (3:26)</p> <p><a href="#">"What are Under-Reported Stories?"</a> a lesson plan from the Pulitzer Center</p> <p><a href="#">"The 'Spider-Man' of Sudan."</a> by Phil Cox and Rafa Renas for <i>The Guardian</i></p> <p><a href="#">Nick Cave's Soundsuits</a> from <i>PBS NewsHour</i> (0:53)</p> <p><a href="#">Meet The Artist: Nick Cave on "Soundsuit"</a> from <i>Smithsonian American Art Museum</i> (4:53)</p> <p><a href="#">Yoruba Egungun Masquerades in Motion</a> from <a href="#">Raclin Murphy Museum of Art</a> (1:22)</p> <p><a href="#">A History Of The African Dance That Went Viral</a> from <i>HomeTeam History</i> (7:13)</p> <p><a href="#">Eye Dancing and India's Ancient Art of Kathakali</a> from <i>Great Big Story</i> (2:42)</p> <p><a href="#">The Carnival Of Venice - Italy Attractions</a> from <i>Travel &amp; Discover</i> (5:23)</p> <p><a href="#">Mexico's 600-Year-Old Dance of the Flying Men</a> from <i>Great Big Story</i> (2:35)</p> <p><a href="#">How To Jingle Dress/Side Step For Kids</a> from <i>CBC Kids</i> (2:21)</p> <p><a href="#">The Secret of the African Zangbeto Revealed: Inside the Empty Dancing Structure</a> from <i>Kwehu Media</i> (3:49)</p> <p><a href="#">Shipibo-Konibo: An Indigenous Community Resists With Medicinal Plants Against the COVID-19 Virus</a> by Florence Goupil and Teo Belten for <i>El Pais</i> and <i>Publica</i></p> <p>Teacher-created resources linked throughout the unit.</p>

	<p><i>**Many of these resources were created on <a href="https://www.canva.com">Canva.com</a>. The public link to these resources is available throughout the unit as well as alternative document formats (ie. docx, pdf, or jpg)</i></p>
Performance Task(s)	<p>Students create three-dimensional mixed media masks that visually respond to a marginalized community. Students will create these masks with performance/masquerade in mind.</p>
Assessment/Evaluation	<p>Students use brainstorming packets with mind maps. The following rubric and template will be used to evaluate student work.</p> <p>Masquerade Grading Rubric [<a href="#">.docx</a>][<a href="#">.pdf</a>] Artist Statement Template [<a href="#">canva</a>][.jpg][.pdf]</p>

## UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<i>Week 1</i>				
Day 1	<p><a href="#">What are Underreported Stories?</a> from the Pulitzer Center (3:26)</p> <p><a href="#">"What are Under-Reported Stories?"</a> a lesson plan from the Pulitzer Center</p>	<p>Presentation Day 1: Unmasking A Community  <a href="#">[canva]</a><a href="#">[.pptx]</a><a href="#">[.pdf]</a>  <i>**note: videos may not play on pdf or pptx. Use the canva link or upload the videos independently.</i></p> <p>Community Brainstorm Sheet  <a href="#">[canva]</a><a href="#">[.jpg]</a><a href="#">[.pdf]</a></p>	<p><u>Essential Questions</u>                      What is underreported news?                       How are marginalized communities further marginalized when their stories are not being elevated?                       What is a community?                       What communities do you belong to?</p>	<p><b>Pulitzer Center 101</b></p> <p><u>Lesson Steps:</u>  <i>**Use the Presentation Day One Slides to lead instructions</i></p> <ol style="list-style-type: none"> <li>1. Screen the Pulitzer video about underreported news (slide 3).                             <ol style="list-style-type: none"> <li>a. Have students discuss the following questions in small groups:                                     <ul style="list-style-type: none"> <li>● What is underreported news?</li> <li>● How are marginalized communities further marginalized when their stories are not being elevated?</li> </ul> </li> </ol> </li> <li>2. Using the slide deck, lead a discussion about <i>community</i>.</li> <li>3. Students create a community mind map (See Lesson Materials Attachment)</li> </ol>
Day 2	<p><a href="#">Nick Cave's Soundsuits</a> from PBS NewsHour (0:53)</p> <p><a href="#">Meet The Artist: Nick Cave on "Soundsuit"</a> from Smithsonian</p>	<p>Presentation Day 2: Social Activism  <a href="#">[canva]</a><a href="#">[.pptx]</a><a href="#">[.pdf]</a>  <i>**note: videos may</i></p>	<p><u>Essential Questions:</u>                      How can you make a difference in your community?                       How does the Spiderman of</p>	<p><b>Activism Elevating Marginalized Communities</b></p> <p><u>Lesson Steps:</u></p>

	<p>American Art Museum (4:53)  <a href="#">"The 'Spider-Man' of Sudan,"</a>                  by Phil Cox and Rafa Renas                  for <i>The Guardian</i></p>	<p><i>not play on pdf or pptx. Use the canva link or upload the videos independently.</i></p>	<p>Sudan elevate the social issues of his community?</p> <p>Why would he wear a Spiderman mask?</p> <p>What <i>social lessons</i> do Nick Cave's Soundsuits tell?</p> <p>Why did Nick Cave Start creating sound suits?</p> <p>To which community does Nick Cave belong?</p>	<p><b>**Use the Presentation Day Two Slides to lead instructions</b></p> <ol style="list-style-type: none"> <li>1. Screen <a href="#">Nick Cave's Soundsuits</a> as students walk in (on slide 1).</li> <li>2. Screen the <a href="#">"The 'Spider-Man' of Sudan,"</a> documentary (slide 3)  <b>**Trigger warning: due to the graphic nature of the topic, the documentary from the slides was edited by Miss Miller for her students.</b></li> <li>3. Encourage students to have a turn and talk discussion on the objective questions:                         <ol style="list-style-type: none"> <li>a. How does the Spider-Man of Sudan elevate the social issues of his community?</li> <li>b. Why would he wear a Spider-Man mask?</li> </ol> </li> <li>4. Screen <a href="#">Meet The Artist: Nick Cave on "Soundsuit"</a> (slide 7).</li> <li>5. Lead a class discussion focused on the following questions:                         <ul style="list-style-type: none"> <li>● What <i>social lessons</i> do Nick Cave's Soundsuits tell?</li> <li>● Why did Nick Cave Start creating sound suits?</li> <li>● To which community does Nick Cave belong?</li> </ul> </li> </ol>
<p>Day 3</p>	<p><a href="#">Shipibo-Konibo: An Indigenous Community Resists With Medicinal Plants Against the COVID-19 Virus</a> by Florence</p>		<p><b>Objectives:</b>                  Students will discover information about presenter Florence Goupil</p> <p><b>Essential Questions:</b></p>	<p><b>Pre-Interview Research</b></p>

	<p>Goupil and Teo Belten for <i>El Pais</i> and <i>Publica</i></p> <p><a href="#">Peru's Isolated Tribes Under Pressure</a> by Glòria Pallarès and Florence Goupil for <i>El Pais</i> and <i>Mongabay</i></p> <p><a href="#">Florence Goupil Website</a></p>		<p>What type of photojournalism does Florence do?</p> <p>What communities does she elevate?</p> <p>How are these communities marginalized?</p>	<p>***Educator note: I used the <a href="#">Pulitzer Center's virtual visit program</a> to schedule a virtual visit with journalist <a href="#">Florence Goupil</a>.</p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Introduce guest speaker Florence Goupil to students by previewing the linked articles and Goupil's website.</li> <li>2. Hold time for students to read through the articles and website. Students should be able to answer the following questions after their research:                     <ul style="list-style-type: none"> <li>• What type of photojournalism does Florence do?</li> <li>• What communities does she elevate?</li> <li>• How are these communities marginalized?</li> </ul> </li> <li>3. As a class, formulate questions in preparation for Goupil's visit. Create a shared digital or physical space to capture these questions.</li> </ol>
<p>Day 4</p>	<p><a href="#">Shipibo-Konibo: An Indigenous Community Resists With Medicinal Plants Against the COVID-19 Virus</a> by Florence Goupil and Teo Belten for <i>El Pais</i> and <i>Publica</i></p> <p><a href="#">Peru's Isolated Tribes Under Pressure</a> by Glòria Pallarès and Florence Goupil for <i>El Pais</i> and <i>Mongabay</i></p>	<p>Student-generated questions from the previous lesson</p>	<p><u>Lesson Objectives:</u>                  Students will...</p> <ul style="list-style-type: none"> <li>• Engage with a guest journalist</li> <li>• Demonstrate preparation by referencing Pulitzer Center articles when asking the journalist questions</li> </ul>	<p><b>Pulitzer Journalist Guest Speaker, Florence Goupil</b></p> <p><u>Lesson Steps:</u>                  Hold class time for students to engage with the guest speaker journalist.</p> <ol style="list-style-type: none"> <li>1. Introduce the essential questions to frame the conversation with the journalist.</li> <li>2. Set norms for the engagement</li> </ol>

	<a href="#">Florence Goupil Website</a>		<p><u>Essential Questions:</u>                  How does Florence use art and storytelling to elevate her community?                   How does she share her community's story in a culturally sensitive way?                   Why are these stories important?</p>	<p>3. Encourage students to ask prepared or new questions.</p>
Day 5	<p><a href="#">Yoruba Egungun Masquerades in Motion</a> from <a href="#">Raclin Murphy Museum of Art</a> (1:22)</p> <p><a href="#">A History Of The African Dance That Went Viral</a> from <a href="#">HomeTeam History</a> (7:13)</p> <p><a href="#">Eye Dancing and India's Ancient Art of Kathakali</a> from <a href="#">Great Big Story</a> (2:42)</p>	<p>Presentation Day 5-7: Masquerades <a href="#">[canva]</a><a href="#">[.pptx]</a><a href="#">[.pdf]</a>  <i>**note: videos may not play on pdf or pptx. Use the canva link or upload the videos independently.</i></p> <p>Masquerade Presentation Guide by Olivia Miller <a href="#">[.docx]</a><a href="#">[.pdf]</a></p>	<p><u>Essential Questions:</u>                  What is a masquerade?                   What is a mask? How is it used in a masquerade                   What criteria does a performance piece need to be considered a masquerade?</p>	<p><b>What is a Masquerade?</b></p> <p><u>Lesson Steps:</u>  <i>**Educator notes:</i></p> <ul style="list-style-type: none"> <li>● <i>Preview the Masquerade Presentation Guide before leading this lesson.</i></li> <li>● <i>Use the Presentation Day Five Slides to lead instruction.</i></li> </ul> <p>1. Use slides 1 - 12 of the presentation to teach students the basics of masquerades.</p> <ol style="list-style-type: none"> <li>Various masquerades will be shown as examples of masquerade criteria</li> <li>Masquerade criteria covered include Ancestral Veneration, secrecy and storytelling.</li> <li>Students should take notes while learning.</li> </ol>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<b>Week 2</b>				
Day 6	<p><a href="#">The Carnival Of Venice - Italy Attractions</a> from <i>Travel &amp; Discover</i> (5:23)</p> <p><a href="#">Mexico's 600-Year-Old Dance of the Flying Men</a> from <i>Great Big Story</i> (2:35)</p> <p><a href="#">How To Jingle Dress/Side Step For Kids</a> from <i>CBC Kids</i> (2:21)</p> <p><a href="#">The Secret of the African Zangbeto Revealed: Inside the Empty Dancing Structure</a> from <i>Kwehu Media</i> (3:49)</p>	<p>Presentation Day 5-7: Masquerades <a href="#">[canva]</a><a href="#">[.pptx]</a><a href="#">[.pdf]</a></p> <p><i>**note: videos may not play on pdf or pptx. Use the canva link or upload the videos independently.</i></p>	<p><b>Objectives:</b>                      Students will describe the social lesson mask project and masquerade event</p>	<p><b>What is a Masquerade? (Continued)</b></p> <p><u>Lesson Steps:</u>                      *Use the Presentation Day Five Slides to lead instruction.</p> <ol style="list-style-type: none"> <li>1. Continue using the slide deck to share more global examples of masquerade criteria.</li> <li>2. Review vehicle of transformation, concealment, community involvement, props/wardrobe</li> <li>3. Introduce the performance task and criteria: the social lesson mask project and the masquerade event.</li> </ol>
Day 7		<p>Presentation Day 5-7: Masquerades <a href="#">[canva]</a><a href="#">[.pptx]</a><a href="#">[.pdf]</a></p> <p>Masquerade Mind Map handout <a href="#">[canva]</a><a href="#">[.pdf]</a></p>	<p><b>Objective:</b>                      Students will mind-map and sketch plans for their mask and masquerade</p>	<p><b>Brainstorming My Masquerade</b></p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Introduce and share the mind map, the sketch handout, and the artist statement template.</li> <li>2. Review a teacher example of a completed</li> </ol>



		<p>Masquerade Sketch handout <a href="#">[canva]</a><a href="#">[.pdf]</a></p> <p>Artist Statement Template <a href="#">[canva]</a><a href="#">[.pdf]</a></p>		<p>mind map, sketch, and artist statement template that highlights a community that [you] identify with and an issue that affects this community.</p> <p>3. Hold work time for students.</p>
Day 8			<p><u>Essential Questions:</u>                  How do we evolve our ideas through critique?                  Why is critique and feedback important?                  How can I strengthen my idea?</p>	<p><b>Critique and Feedback</b></p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Have students engage in one-on-one partner critique of their sketches and brainstorming sheets to answer the following questions:                         <ol style="list-style-type: none"> <li>a. What audience is this masquerade for? What social lessons do you want to teach?</li> <li>b. What is the strongest aspect of your partner’s sketch? Why?</li> <li>c. What part of your partner’s sketch needs the most improvement? Why?</li> <li>d. What are 1-3 suggestions you have to make your partner’s project more dynamic or interesting?</li> </ol> </li> <li>2. Students switch partners for each critique question</li> </ol>

				3. Lead a class discussion about the critique experience as a whole using guided questions.
Days 9 - 19		Mask Structures Paper Towel Elmer's Glue/Water-Paper Mache mix Paint Cardboard Tape 3-D Modeling Foam Miscellaneous thrifted materials (ex: lace, beads, buttons, fabric) Hot glue gun		<p><b>Project Work Days</b></p> <p><u>Lesson Steps:</u>                      Hold as much time as students need (approximately 10 days) to develop their masks. Students should...</p> <ol style="list-style-type: none"> <li>1. Construct using the mask base</li> <li>2. Add paper towel/foam/cardboard to create shapes.</li> <li>3. Paper mache the base (front and back).</li> <li>4. Paint the mask</li> <li>5. Add other details/adornment.</li> </ol>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
<i>Week 3</i>				
Day 9 - 19				<b>Project Work Days</b>
Day 20		Completed student masks and artist statements  Masquerade Questions -Reflection Form <a href="#">[canva]</a> <a href="#">[.pdf]</a>  Masquerade Grading Rubric <a href="#">[.docx]</a> <a href="#">[.pdf]</a>	<u>Essential Questions</u> How does critique help elevate an artist's work?  Why is it important to reflect on your creative process?	<b>Final Critique</b>  <u>Lesson Steps</u> <ol style="list-style-type: none"> <li>1. Have students engage in a final critique by answering the essential questions.</li> <li>2. Encourage students to complete the reflection form/grading sheet.</li> <li>3. Close by sharing any norms and procedures for the masquerade event.                             <ol style="list-style-type: none"> <li>a. Students will connect by asking questions about each other's masks:                                     <ul style="list-style-type: none"> <li>● What community are you representing?</li> <li>● What does your masquerade mask teach? What issue are you highlighting?</li> <li>● What audience is the masquerade for?</li> <li>● Why is the masquerade important?</li> </ul> </li> </ol> </li> </ol>

<p>Day 21</p>	<p><a href="#"><u>BRENÉ BROWN - THIS IS WHAT TRUE BELONGING MEANS!</u></a> from <i>Wealth4Well</i> (0:37)</p>	<p>Completed student masks</p>	<p><u>Essential Questions:</u>                  What are the elements of a masquerade?                   How does your masquerade honor and teach others about your community?                   Why is belonging in communities so important?</p>	<p><b>Masquerade Event</b></p> <p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Review the norms and procedures for the masquerade event.</li> <li>2. Screen the Brené Brown video.</li> <li>3. Hold the event</li> </ol>
---------------	---------------------------------------------------------------------------------------------------------------	--------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------