

Lesson #1
The Art of Social Change

Learning Targets:	
<p>Understandings/Prior Knowledge: What is Social Change and how it is has been important in history.</p>	<p>Essential Question(s): How can art create social change?</p>

Key Understanding	Standards Addressed:
	<p>D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p>
	HA Connection:
	<p>Strengthened Sense of Aloha (Communicate effectively to diverse audiences) Strengthened Sense of Hawai'i (Compare and contrast different points of view, cultures and their contributions.)</p>

Product	RUBRIC:		
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	Well Below 1	Approaches 2	Meets 3
	No clear structure	Organization is lacking,	Organized and focused response
no evidence is included	Some evidence is included. Evidence is weakly integrated.	Evidence from the article in thoughtfully integrated into the response.	

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Lesson Flow	Mins	Procedure:
	5	<p>Share the following essential question with the class.</p> <p>How can art create social change?</p> <p>Inform students that today, they will writing a short explanatory essay (3-4 paragraphs). Their response should integrate both articles and ultimately explain the importance of art in changing society and cultures.</p>
	25	<p>Provide both articles to students.</p> <p>Direct students to read both articles paying close attention to possible evidence to support their ideas.</p> <p>If time permits have students share their responses with the class.</p> <p>Closing: Ask students the following question.</p> <p>How has completing the Mele Mural process created social change in their school? Has it also changed the community?</p> <p>Have students share responses with the class.</p>

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Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	<p>The Teacher can circulate around the room during individual work time and check in with students.</p> <p>During student share out the teacher can call on students and clear up any misconceptions</p>



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