

## Objectives:

I can identify what makes me significant in the world.  
I can acknowledge what stereotypes or road blocks in my life change my feeling of significance and am able to exam that idea.

## Vocabulary:

- Significance: a quality of being important.
- Juxtaposition: an instance of placing two or more things or images side by side often to compare or contrast or to create an interesting effect.
- Composite: Made up of several parts or elements.

## Teacher Prep:

If you would like watch the Ted Talks and read articles for personal preparation of the lesson. Dependent on age group, you may want to show some of them to your students. Think about what outcome is best for your students needs. I will lay out two different approaches to this lesson. Please adjust to your needs.

List of Ideas to aid the discussion

- What does it mean to have opposites?
- Ideas of hate? Ideas of love?
- Stereotypes
- Different perspectives
- Intolerance and prejudice
- Joking vs Bulling
- “When am I only?” Andrew Sayer
- Mural respect
- Meaningful differences
- Appreciate cultural values and differences
- Refrain from judging
- “Live our own lives and find meaning and truth our own way” David Gray
- “Richly pruritic” David Gray

## Activity:

### Step 1:

- Place your students in collaborative teams. Write the word juxtaposing on the white board with no explanation, then show the art pieces listed in the materials section and give them this prompt “What does the group think the word Juxtaposing has to do with the artwork show? What do you think the artwork is about? What is important or significant about the artwork?” The group can write it on the piece of paper or verbally



## MATERIALS:

Worksheet with questions (attached)  
White paper  
Pencils  
Collage option:  
Glue  
Magazines (mix of different magazines)  
White drawing paper for the collage base

## Images from Speaking Volumes | Transforming Hate exhibition:

*The Cooling Table* by Miguel Guillen  
*Strange Fruit* by Jack Daws  
*Cut with the Kitchen Knife* by Hannah Hock

## STATE CORE AND COMMON CORE OBJECTIVES:

Standard 7-8. V.CR.1:

Apply methods to overcome creative blocks.

Standard 7-8. V.CR.6:

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art making or designing.

Standard 7-8. V.P.4:

Express meaning through the presentation of artistic work by comparing and contrasting, viewing, and experiencing collections and exhibitions in different venues, actual and virtual; and by analyzing why and how an exhibition or collection may influence ideas, beliefs, and experiences.

Standard 7-8. V.R.2:

Explain how a person’s aesthetic choices are influenced by culture and environment.

respond in a class discussion.

- Still in their groups, talk about what makes people important or significant in the world. Have them create a list of ideas on one half of the paper. Then they are to talk about the opposite, What or who can take away a person's significance or importance?
- Talk to your students about what makes them important or what important things they would like to do now and in the future. Importance does not need to be global, or earth shattering. Being significant is a way of viewing what you do. Just being kind to another person in need makes you important to that individual.
- Have them reevaluate their responses and have them reflect by themselves in a journal or paper their interpretation of the discussion or have them illustrate in their own way what was said. Then have derived the important aspects of their own significance and what or how can hold them back from being that individual.

### Step 2 (For traditional classroom):

- By gather images, have the students construct a collage using the subject matter of one half of their face left side. The constructions of the face but have them include what makes them significant. Then on an other piece of paper, same size; construct the other half using the juxtaposition of these ideas. I always remind the students of the negative space being used well and the corners. Plus how color can help the view see the emotion in the concept or idea of the collage.
- You can display the two halves together from the same student or it is interesting when different students combine to see the conversation between different halves.
- Student directed classroom:
- After showing different collage artists and how they have figured out to communicate an idea, Hannah Hock is good to show, provide the collage materials for the students to express their personal significance and create what they see as their roadblocks. Have them in their collaborative teams figure out how to display their imagery to an outside audience.

### Step 3: End Activity

- Have the students complete the evaluation questions. Then they can share ways they can add in others feeling significant and not be roadblocks. Plus they can share the interesting juxtapositions of imagery.

### ASSESSMENT:

Have the students evaluate their own work by answering the following:

- How am I significant or important?
- How did I represent that significance in my work?
- How did I represent the blocks or stereotypes or people that might stop me in my quest for personal significance?
- How can I make others feel significant?
- How can I not be the block or create stereotypes for other people?
- Looking at the other art pieces in relationship to the work you created, where they're any surprises or interesting combinations?
- What is that called?

### VARIATIONS:

Photography: create a composite image through Photoshop or photographic editing program, instead of collage. Selfie would be interesting to manipulate.

Video: If you want to create video work, the Utah Film Center has great workshops for teachers and information on their website. Students could make PSA about to different ideas of self. Or do a split screen video with two perspectives can be made with iMovie to make a composite video.

<https://www.utahfilmcenter.org/education/>

### SOURCES:

<http://www.speakingvolumes.net>

<https://en.oxforddictionaries.com/definition>

Good article about the show that the students might want to read: [https://www.heraldextra.com/entertainment/arts-and-theater/visual/speaking-volumes-exhibit-at-springville-museum-of-art-turns-hateful/article\\_38366e0f-3efe-5572-b3ba-99afd101b228.html](https://www.heraldextra.com/entertainment/arts-and-theater/visual/speaking-volumes-exhibit-at-springville-museum-of-art-turns-hateful/article_38366e0f-3efe-5572-b3ba-99afd101b228.html)

Teacher videos you may find interesting:

<https://www.youtube.com/watch?v=UyQIKwSPZGM>

Tolerance is a dirty word- Andrew Sayer

<https://www.youtube.com/watch?v=zfmPINUeA0Q>

Tolerance: what is the point? Prof. David Gray

<https://www.youtube.com/watch?v=NEgoEgonx3U>

Questions Every Teenager Needs to be Asked- Laurence Lewars

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

What does the group think the word Juxtaposing has to do with the artwork show?

What do you think the artwork is about?

What is significant or interesting about the work?