

## Hexagon Project Timeline

*This project is the integration of Art and Global Perspectives classes for eighth grade students. It is the collaborative work of both teachers working to create and implement the unit. Our district's philosophy or "WIRED", World Focus, Integrated Learning, Reflection, Engagement and Discovery are embodied in this critical thinking, learning experience.*

*The goals of the lesson are to engage students in cognitive thinking, personal reflection, and artistic expression concerning the topic of Interdependence and Civic Responsibility and to prompt them to consider their contribution to a more civil and peaceful world.*

*The lesson was implemented during a two to three week period meeting everyday for forty-five minutes. The teachers taught together during two class periods to facilitate the viewing of video clips, conducting discussions and allowing students to work collaboratively to develop content knowledge regarding Interdependence and the artistic process. The classes then worked in their own classrooms to complete the research, art making and blog posts. However students were permitted to access either teacher for assistance when necessary.*

### **Materials needed for parts one and two:**

**Note cards, access to Internet and video projection, laptops, printers, poster or illustration board, printed templates for hexagons, various art materials to complete hexagons, (part two only) white tag board, mat board, decorative papers, glue, ribbon.**

### **Introduction to Interdependence Hexagon Project (2 days)**

#### **Day 1**

Create 4-6 member student groups.

Give students a 4x6" note card. Have them divide it into two columns: pop culture and world issues.

Ask them to watch the student created video for examples that would be classified in each category.

Show YouTube "**We Didn't Start the Fire**" student created version

<http://www.youtube.com/watch?v=Yvx8JAABzN8&feature=related>

Option 2: <http://www.youtube.com/watch?v=tLXx1bQEUek&feature=related>

Discuss in table groups what they saw in the video from each category and add to their lists if necessary.

Look at the two lists and see if one is longer than the other.

Show of hands to take a poll about which column was longer.

What were some of the pop culture images?

What were some of the world issue images?

Discussion on whether or not we are more concerned and aware of pop culture or world issues.

Ask to explain why they feel they are more interested in pop culture or world issues.

Ask students to write a definition of Interdependence on their note cards

Watch Interdependence video listening for the topics that make us interdependent.

### **Interdependence**

<http://www.youtube.com/watch?v=fzZ1G15UfE0>

Discuss in table groups what they heard as topics of our Interdependence

Get student responses for the topics heard.

*All are created equal, life, liberty, happiness, food, water, shelter, safety, education, justice, hope for a better future, collective knowledge, technology, economy, environment.*

*We are propelled forward by: curiosity, forgiveness, appreciation, courage, desire to connect*

*We should take our problems seriously, never take ourselves seriously, laugh, learn from our past and mistakes, understand our place in the world and declare our interdependence not our independence and do something.*

**Show the slide of a definition of Interdependence: slide one of Hexagon Presentation**

Ask:

"Why is it important for us to consider the topic of Interdependence?"

