# **I. Lesson Number, Grade Levels, Title, and Duration:**

Lesson #1, Grade Level: 8th grade, Lesson Title: “HTM(L)” Duration: 45 minutes

**II. Lesson Rationale:**

Through this lesson, students will accomplish basic HTML coding using Twine to create an interactive document, and visual representation of concept in an artwork. By looking at the instruction twine example, and artists such as Richard Renaldi and Cassie Ryalls, students will be able to visualize how different artists have attempted to explore twines and the concept of relationships. Students will learn what a human terrain map is as a visual representation of relationship connections, why certain relationships are essential, and how they are essential. The making of the human terrain map creates a concrete visualization of the concept of the students' various relationships. To make this map, the students must consider to whom they are connected to, how they are connected to those people, as well as why and how those relationships affect their lives. Making the map will also create a visualization of networking between people, the interconnectivity of a community and the interdependence people have on one another.

# **III. Key Concepts:**

(A variety of) Relationships are essential (for survival)

**IV. Essential Question:**

What relationships are essential (and how?)?

**V. Lesson Objectives:**

**The student will be able to…**recognize what relationships are essential.

**The student will be able to…** explain why relationships are essential.

**VI. Specific Art Content:**

Twine, connections, drawing, symbolism, line w/ connections, emphasis

**VII. Resources & Materials** **for Teacher:**

Yarn activity example

Yarn

Computer

<http://twinery.org/>

Demonstration/PowerPoint on Twine

Twine tutorial videos(playlist):

<https://www.youtube.com/watch?v=1jukyU4EK2M&list=PLFgjYYTq6xyjBtXJTvEaBTVUWxirY6q24>

Richard Renaldi photographs - <https://www.youtube.com/watch?v=SELDTUaHRxQ>

Cassie Ryalls <http://www.dailyartmuse.com/2010/04/27/cassie-ryalls-tackles-human-relationships/>

**VIII. Resources & Materials for Students:**

Paper

Pencil

Photographs/Artifacts

Research

<http://twinery.org/>

Computer Lab

**IX. Instruction and Its Sequencing:**

Day 1:

1. **Introduction/Motivation:**
   * **Hook Activity(10 minutes)-** “Yarn Connect” - Activity at the beginning of class where the students stand up by their desk and have to pass/toss around a ball of yarn while answering specific question(s) about relationships/connections they have in their life. The student answers the question(s) and if someone else in the class “connects” or has something in common with that student’s answer, then they say “connect” and the student with the yarn passes/tosses it to that student while also leaving a trail of yarn between them. You cannot repeat a relationship/connection that another student has already said. This makes it more difficult the more people down the line and therefore causes the students to really think about the different relationships/connections they have in life.
   * **Introduction:**
     + Introduce Twine project/powerpoint - What is a Twine?

* Introduce Photographer Richard Renaldi - <https://www.youtube.com/watch?v=SELDTUaHRxQ>
  + - Introduce Relationship aspect - *What relationships are essential?*

1. **Guided Practice**

* Have brief class discussion on What relationships are essential and why?
  + Discuss video of Richard Renaldi and how it relates to the essential question
  + Begin brainstorming up to 20 (max) different connections students have
* Students will be given an example/demonstration of drawing an HTM and will begin work on drawing their own maps including their family and friends. The drawn maps are to be drafts/sketches for the interactive map made in Twine. Think of images of people/artifacts the student would like to bring next class to include in their twines.
* Reflective Questions: *What kinds of relationships are essential?* Why are they essential? Are some more important than others? Why?

**3. Independent Practice**

* **Homework:**
  + Students will go home and finish their physical drawing of their brainstorm. The brainstorm should look like an interconnected web that shows relationships with others. The maximum amount of people a student can include in their map is 20. Students should also bring some images of the people/artifacts(images of) they would like to use in their twine.
    - If students do not have images of family/friends, they can use images of artifacts associated with that person. If they want to, students can use a mix of both.

1. **Closure**

* Recap of the day.
* Talk about assignments due the next class (Make sure that they know that the interconnected web is due the following session.)
* Talk about what we’re going to do the next class (Students will get their rough drafts checked, then start working in Twine)
* At the end of the period begin classroom cleanup.

1. **Formative Evaluation**

* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.

1. **Classroom Management Procedures**

* Do room-walks, check in with class as a whole periodically, individual meetings, problem and solution sharing
* At the end of the period (last 7 minutes) begin classroom cleanup.

Day 2:

1. **Introduction/Motivation:**

**Hook Activity(5minutes)**- Show students an example of a Twine created by the teacher as an assignment example

* + **Introduction:** 
    - Guided question recap of prior class (Ask students questions on what we did the previous session)
    - Checking rough sketch maps
    - Students who did not finish Rough Sketch need to finish them and get them approved
    - Students should have the basics of their twine in brainstorm form showing relationships with others completed and ready to show teacher?

1. **Guided Practice**

* Show students an example of a Twine.
* Show students how to embed photos and how to link posts. (For reminder, there are a playlist of tutorials that they can look at on their own.)
* Provide instructional sheet on coding necessary for project
* Mid-class check-in
* Reflective Questions: *What kinds of relationships are essential?* Why are they essential? Are some more important than others? Why?

**3. Independent Practice**

* Twine tutorial videos(playlist):

<https://www.youtube.com/watch?v=1jukyU4EK2M&list=PLFgjYYTq6xyjBtXJTvEaBTVUWxirY6q24>

* **Homework:**
  + Students can choose to work on their information and gathering of photos for their Twine at home to make it easier to finish the project in class in the next session. It is not mandatory but it is **highly recommended!**
    - If students do not have images of family/friends, they can use images of artifacts associated with that person. If they want to, students can use a mix of both.

1. **Closure**

* Recap of the day.
* Talk about assignments due the next class
* Talk about what we’re going to do the next class so that they are aware of how the last day will go. (Working on/finishing up Twines)

1. **Formative Evaluation**

* Mid-class check-in of how students are progressing in their twines & troubleshooting.
* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.

1. **Classroom Management Procedures**

* Do room-walks, check in with class as a whole periodically, individual meetings, problem and solution sharing
* At the end of the period (last 7 minutes) begin classroom cleanup.

Day 3:

1. **Introduction/Motivation:**

**Hook Activity** **(5 minutes)-** Introduce Artist Cassie Ryalls - <http://www.dailyartmuse.com/2010/04/27/cassie-ryalls-tackles-human-relationships/>

* **Introduction:**
  + - Guided question recap of prior class (Ask students questions on what we did the previous session)
    - Work day. Students will focus on creating their Twine maps.

1. **Guided Practice**

* Help any students with outstanding problems
* Reflective Questions: *What kinds of relationships are essential?* Why are they essential? Are some more important than others? Why?

**3. Independent Practice**

* Student will work on their Twines independently. Students can look at the tutorial playlists as well as the code reference sheet. If they have a problem, they can raise their hand.

1. **Closure**

* Recap of the day.
* Talk about what we’re going to do the next class day - work day, finalizing twines and informal critique
* At the end of the period begin classroom cleanup.

1. **Formative Evaluation**

* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.

1. **Classroom Management Procedures**

* Do room-walks and check in with class as a whole periodically.
* At the end of the period (last 7 minutes) begin classroom cleanup.

Day 4:

1. **Introduction/Motivation:**

**Hook Activity** **(5 minutes)-** Have students share discoveries they have made in constructing their maps, working in twine, etc.

* **Introduction:**
  + - Guided question recap of prior class (Ask students questions on what we did the previous session)
    - Short discussion about how to give constructive criticism in a critique

1. **Guided Practice**

* Help any students with outstanding problems
* Reflective Questions: *What kinds of relationships are essential?* Why are they essential? Are some more important than others? Why?

**3. Independent Practice**

* Student will complete work on their Twines independently. Students can look at the tutorial playlists as well as the code reference sheet. If they have a problem, they can raise their hand.

1. **Closure**

* Recap of the day.
* Small informal critique at end of class.
* At the end of the period begin classroom cleanup.

1. **Formative Evaluation**

* Art Walks, Problem/solution sharing, independent meetings with students
* Independent meetings during or outside of class to identify the student's problem areas, and focus instruction in those areas to ensure the student's understanding of the material and/or assignment.
* Small informal critique

1. **Classroom Management Procedures**

* Do room-walks and check in with class as a whole periodically.
* At the end of the period (last 7 minutes) begin classroom cleanup.

**X. Summative Assessment and Evaluation:**

Rubric for HTM Project

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Unsatisfactory | Satisfactory | Exemplary | Points |
| Participation | No participation in discussions and critique  0-3 | Moderate participation in discussions and critique  4-6 | Actively participates in discussions and critique  7-10 | /10 |
| Rough Draft Sketch | Assignment not completed and/or lacks in recognizing of Essential Question in the sketch (The biographical information and relationship connection is not present but there is a collection of names in a web)  0-8 | Is partially complete and/or demonstrates a moderate level of recognizing of Essential Question in sketch (The biographical information is not present but there is a collection of names in a web and relationship connection)  9-16 | Completed (biographic information concerning name, relationship to the maker and relations to others in the map is present for all relations) and demonstrates recognizing the essential question at an excellent level?  17-25 | /25 |
| Technology | Lacks proficiency with Twine (pictures do not display correctly & only text is present)  0-10 | Demonstrates moderate proficiency with Twine (Pictures are present with text, but not sized consistently, or not resized to fit the page at all)  11-20 | Demonstrates high proficiency with Twine (Shows experimentation with the background of their twine, pictures are present and sized to the page, & different colors in text links are introduced)  21-30 | /30 |
| Final Twine Project | Is not completed (pictures do not display correctly & only text is present)  , and/or does not address the Essential Question  0-11 | Partially complete (Pictures are present with text, but not sized consistently, or not resized to fit the page at all)  and/or demonstrates a moderate to low expression of the Essential Question  12-23 | Completed (Shows experimentation with the background of their twine, pictures are present and sized to the page, & different colors in text links are introduced) and demonstrates a high level of interpretation of the Essential Question  24-35 | /35 |
| Total |  |  |  | /100 |

\*Photos, information about the relationships, who the person is, twine is connected and flows correctly

**XI. Interdisciplinary Connections:**

* Anthropology/Social Sciences - The Human Terrain Map has been used by our government for national defense purposes, but the most popular and common use in the 21st century are social networks such as Facebook.
* Computer Science - The Twine activity is related to Computer Science because the use of HTML coding.

# **XII. References & Resources:**

List all references used to develop this lesson.

<http://bahaiblog.net/site/2015/03/3-great-activities-can-junior-youth/> -yarn & people image (weebly)

<http://static.squarespace.com/static/51b1e191e4b03362c85d6d98/51b3d4c5e4b03d349b79471b/51b3d4c7e4b03d349b794788/1278585504000/tribal-concept-map.png?format=original>

(weebly)

<http://twinery.org/> - access point for Twine

<https://www.youtube.com/watch?v=1jukyU4EK2M&list=PLFgjYYTq6xyjBtXJTvEaBTVUWxirY6q24> - Twine tutorial (playlist)

<https://www.youtube.com/watch?v=SELDTUaHRxQ> - Richard Renaldi - Photographer

<http://www.dailyartmuse.com/2010/04/27/cassie-ryalls-tackles-human-relationships/> - Cassie Ryalls

**XIII. Art TEKS**

-8.2.A

-8.2.B

-8.3.B

-8.4.A

-8.4.B

**XIV. National Art Standards**

-VA:Cr1.1.8a

-VA:Cr2.3.8a

-VA:Re.7.2.8a

-VA:Re8.1.8a