

Verizon Innovative Learning Lab Program

Digital Product Innovations

Lesson Facilitator Guide



Unit 1: Chapter 3—Projects 1A, 1B, & 1C

Lesson 1: Project Overview

General Information

Overview

This lesson should take 1 class period, or about 50 minutes to complete. The entire project should 5-7 periods.

This is an applied project where students can showcase their knowledge from Chapters 1 and 2! For the Unit 1 Project, your students will choose from three different project options, then use design thinking and graphic design to create a compelling visual for a real user in the 1960s!

In Lesson 1, **each student will read all three project overviews**. Then, they'll choose the project they want to work on for the remaining lessons in this chapter.

Project Choices

There are three different Unit 1 projects students can choose from. Each project has a different sustainability theme, but the process and product for each choice is very similar. Here are the three different project choices:

Unit 1 Project A: Societal Sustainability:

In this project, students will create a series of three album covers for Civil Rights musician Odetta Holmes, advocating for equal rights and the end of segregation.

Unit 1 Project B: Economic Sustainability:

In this project, students will create a series of protest posters for the Labor Movement advocating for equal pay and work opportunity for women in the 1960s.

Unit 1 Project C: Environmental Sustainability:

In this project, students will create a series of Pop-Art book covers promoting important environmental acts of the 1960s: clean air, clean water, and conservation.

Lesson Objectives

SWBAT:

- Define the "who, what, and how" of all three Sustainability Project Choices:
 - A: Societal Sustainability—Album Covers for Equality.
 - B: Economic Sustainability— Protest Posters for Equal Pay
 - C: Environmental Sustainability—Book Covers for Conservation
 - Decide if they want to work on Project 1A, Project 1B or Project 1C.
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Materials

To complete this lesson, students will need:

- A laptop/tablet
 - Access to all three project overviews (either through the Powerpoint slides or SCORM files)
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Standards

- ISTE Standards: ISTE.6
 - NCEE Standards: NCEE.1
 - NGSS Standards: NGSS.SEP.1
 - CC Standards: CCSS.ELA.R.9, CCSS.MATH.MP1
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Key Vocabulary

- **Album Cover:** a picture, drawing, or graphic used to represent a collection of music.
 - **Protest Poster:** a picture, drawing, or graphic used to raise awareness about a cause or issue.
 - **Book Cover:** a picture, drawing, or graphic used to catch a reader's attention and hint at the subject of a book.
 - **Sustainability:** meeting our own needs without compromising the ability of future generations to meet their own needs. There are three "pillars" of sustainability: Societal, Economic, and Environmental.
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Before you Begin

- Review the "Lesson 1: Project Overview" presentations, rubric, and/or lesson modules. Note that there are **three** different presentations for this lesson, as there are three different project choices.
 - Consider if you want to assign students to a specific project, allow students time to read all three project presentations and make a choice, or work on a single project as a class!
 - **Facilitation Suggestion:** *Encourage students complete Lesson 1 individually and choose which Sustainability Project they like, then the teacher can place students in groups according to preferred Project (A, B or C). Then, students can work in teams of 2-3 to complete the remaining lessons of the project.*
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Lesson Procedure

Welcome and Introductions (2 minutes)

Welcome students to class. Use the included presentations, or direct students to the self-guided SCORM module if you chose to post it on your Learning Management System. Explain to students that they will be exploring three different project options today. By the end of class, students will choose which project (1A, 1B, or 1C) they would like to work on.

You may choose to have students review each project overview individually, then make a decision. Alternatively, you may review each project overview as an entire class, then have students make their choices at the end!

Warm-up, Projects A, B, and C (2 minutes each)

Each project overview begins with a simple warm-up question. Here are the warm-ups for each project overview.

Project A

Warm-up: Are you interested in music, album art, and the Civil Rights Movement of the 1960s? Do you want to create a series of album covers to encourage the end of racial segregation?



Project B

Warm-up: Are you interested in women's rights, protest marches, and equality? Do you want to create a series of protest posters to encourage equal pay and opportunity for women?



Project C

Warm-up: Are you interested in nature, clean air and water, and books? Do you want to create a series of book covers to encourage others to protect our earth and environment?



Answer: Answers vary depending on which project a student is most interest in.

Who, What and How for Projects A, B, and C (5 minutes each)

After students complete the warm-up, they will learn about the who, what and how for each project. You can find a quick summary of each project below!

Project A: Societal Sustainability. Protest Posters for Civil Rights: Who, What, and How?

Who: Odetta Holmes, a blues musician from the 1960s who wrote and sang music about treating everyone equally, regardless of their skin color, an influential figure in the **Civil Rights Movement**.

What: An Album Cover—a picture, drawing, or graphic used to represent a collection of music.

How:

- Learn about your user's **wants and needs**
- Research **Odetta Holmes**, the **Civil Rights Movement**, and **album art** to sketch some ideas for your own album cover designs.
- Use **Gravit** to create three **prototypes** (rough draft/model) of book covers with: text, gradients, images, effects, and compound shapes.
- **Present** your project to other students.
- Submit your project's **PNG images** with completed **reflection questions**.

Project B: Economic Sustainability. Protest Posters for Fair Pay: Who, What, and How?

Who: Addie Wyatt, women's rights activist who advocated for the **Equal Pay Act of 1963** which requires equal pay for work by women and men.

What: Protest Poster— A picture, drawing, or graphic used to raise awareness about a cause or issue.

How:

- Learn about your user's **wants and needs**
- Research **Addie Wyatt**, the **Women's Labor Movement**, and **protest posters** to sketch some ideas for your own protest poster designs.
- Use **Gravit** to create three **prototypes** (rough draft/model) of book covers with: text, gradients, images, effects, and compound shapes.
- **Present** your project to other students.
- Submit your project's **PNG images** with completed **reflection questions**.

Project C: Environmental Sustainability. Book Covers for Conservation: Who, What, and How?

Who: **Rachel Carson**, author of *Silent Spring*, writing about Clean Air, Clean Water, and Conservation.

What: **A Book Cover**—a picture, drawing or graphic used to catch the reader's attention and hint at the subject of a book.

How:

- Learn about your user's **wants and needs**
 - Research **Rachel Carson**, **environmentalism**, and **book covers** to sketch some ideas for your own book cover designs.
 - Use **Gravit** to create three **prototypes** (rough draft/model) of book covers with: text, gradients, images, effects, and compound shapes.
 - **Present** your project to other students.
 - Submit your project's **PNG images** with completed **reflection questions**.
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Project Examples (3 minutes each)

Students will review examples of album covers, protest posters, and book covers from the 1960s. This will give them a tangible idea of the types of deliverables they will be creating.

Discussion Opportunity: If time permits, encourage students to discuss their favorite album covers, posters, and book covers. Why do they like these designs? What elements could they incorporate into their own designs?

Wrap Up, Deliverable, and Assessment (5 Minutes)

Wrap up: If time permits, discuss the three project choices. Have students raise their hand or move to certain corners of the room based on project preference.

Deliverable: Students complete “Student Checkpoint: Project 1 Overview” to make note of their project decision.

Assessment: There is no assessment for this lesson. The goal is for students to choose one of the project options.

Differentiation

- Additional Support #1: For ease of facilitation, you may choose to have all students work on the same project choice. For instance, perhaps each student will work with a partner on project 1A.
 - Additional Support #2: You may choose to present and describe each project choice to the entire class, rather than have them independently read the overviews. Alternatively, you could “jig saw” the project overviews and have a group of students summarize a specific project choice to the entire class.
 - Extension: Make this a cross curricular project with the students’ other teachers! The following projects pair well with these subjects:
 - Project 1A (Odetta Holmes): History, Music
 - Project 1B (Addie Wyatt): History, ELA
 - Project 1C (Rachel Carson): History, Science, ELA
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Additional Resources
