

Using Words and Phrases to Clarify a Claim

Grade Level: 6-8

Grade 6: Recognize the roles, function, and purpose of artists, works of art, and visual arts careers in cultures, times, and places. 6-a, 6-b, 6-c

Grade 7: Recognize similarities in subject matter, symbols, and forms in works of art and design across cultures, times, and places. 7-b, 7-c

Common Core:

ELA-Literacy.WHST.6-8.1.c Use words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence.

Artist Spotlight: Wayne White

Wayne White (born Chattanooga, Tennessee, USA, 1957) is an American artist, art director, puppeteer, set designer, animator, cartoonist and illustrator.

PBS Video Clip of artist <http://www.pbs.org/independentlens/beauty-is-embarrassing/>

Art Gallery: Wayne White's Work



**note* before displaying Wayne White's art, make sure all selected pieces are appropriate. Some of his work will not be appropriate for school age children.*

Social Reform Art:

A **reform movement** is a kind of social movement that aims to make gradual change, or change in certain aspects of society.

Different Reform Movements from History:

- Women's Right to Vote
- Child Labor Laws
- Prohibition

Art is used as a key component in Social Reform Campaigns.

Dangerous Driving Statistics

Did you know that 80 percent¹ of automobile crashes are tied to distraction? And distraction means more than texting or using a cell phone while driving. Think of a visual distraction as doing something with your eyes

closed. You would not make a turn or change lanes with your eyes closed. Yet, distracted drivers are, in effect, doing just that.

Imagine driving the length of a football field at 55 mph with your eyes closed. That is the equivalent of texting while driving. Because texting takes our attention away for an average of 4.6 seconds², we are **23** times more likely to be involved in a crash.

Consider that distracted drivers also are:

- Nine times more likely to have a crash if reaching for a dropped water bottle or other item while driving.
- Four times more likely to be in a crash if reading while driving.
- Three times more likely to have a crash if performing personal grooming while driving.
- Almost twice as likely to have a crash if eating while driving.³

Distracted driving statistics like these should alert all drivers to stay focused, with eyes and attention where they should be – on the road. Find more information at distraction.gov on what is distracting your driving.

Text and Drive Campaign Art

1. Pick the vehicle you would like to design.
2. Draw an outline sketch of the vehicle with limited details.
3. Each part of the car you will fill with words. Use words that are used in everyday text conversations (EX: lol, wyd, ttyl)
4. Fill up the entire car with words using a fine point sharpie or pen.
5. After all words are written, erase your lines of the car.
6. Outline the car with a sharpie.
7. Underneath the car, come up with a slogan that is Anti-Texting and Driving.

Rubric for Grading Campaign Art

Pts.	Creativity/ Originality (x 8 pts.)	Effort Perseverance (x 7 pts.)	Craftsmanship/ Skill (x 5 pts.)	Cooperation/ Attitude (x 5 pts.)
4	The student explored several choices before selecting one, generated many ideas, tried unusual combinations or changes, used problem-solving skills.	The project was continued until it was as complete as the student could make it; gave it effort far beyond that required.	The artwork was beautiful and patiently done; it was as good as hard work could make it.	The student willingly participated in necessary preparation or work for classroom, was sensitive to the feelings and knowledge of others, exhibited a positive attitude toward assignment.
3	The student tried a few ideas before selecting one or based his/her work on someone else's idea, made decision after referring to one source.	The student worked hard and completed the project, but with a bit more effort it might have been outstanding.	With a little more effort, the work could have been outstanding; lacks the finishing touches.	The student participated enthusiastically, performed more than adequately, assisted in preparation and cleanup.
2	The student tried an idea but it lacked originality, might have copied work, substituted "symbols" for personal expression.	The student finished the project, but it could have been improved with more effort, chose an easy project and did it indifferently.	The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.	The student was apathetic toward the assignment, complained, assisted in preparation and cleanup when asked.
1	The student fulfilled the requirements of the assignment, but gave no evidence of trying anything unusual	The project was completed with minimum effort	The student showed average craftsmanship, lack of pride in finished work	The student allowed others to do most of his/her work, participated minimally, exhibited no interest in the project
0	The student showed no evidence of original thought	The student did not finish the work adequately	The student showed poor craftsmanship; evidence of laziness or lack of understanding	The student did almost nothing toward completing the assignment, did minimum or no amount of preparation or cleanup, distracted others.

