

Full Experience Narrative (both in the classroom and at the museum):

In the *Isolation and Community English Language Field Trip Experience* students will critically consider questions like, “What defines a community?” and “Who decides who belongs and who doesn’t?” along with developing solutions to minimize isolation. Prior to the field trip, during their pre-visit activity students will watch clips from the movie, “Mean Girls,” and brainstorm on what makes and thwarts the formation of community. On their museum tour, objects in the collection will help them reflect on their own identities and communities. Inspired by the work of Alex Katz, during the studio workshop students will create their own portrait weathervanes which they can choose to display solo or in groups. When they return to school, they will have the option to create either a digital story or a service learning project with the goal of increasing access to community and decreasing isolation. Don’t miss the opportunity to break down barriers and build bridges in your classroom!

Descriptions of Tour and Studio at the Museum:

Artworks on the Guided Tour may include:

Title	Artist
Old Man Playing Solitaire	Duane Hanson
Palindrome #1	Glenn Ligon
Columbus Circle at Night	Richard Estes
Sideshow	Samuel Rosenberg
High-Jack-Game	Thomas Le Clear
The Wounded Scout	John Rogers

Studio Workshop (optional):

“Ada Vane” Workshop- Inspired by Alex Katz’ Ada (wind vane) recently installed in front of the Colby Museum, students will use mirrors, pencils, and paper, to draw life-sized self-portraits of the front and back of their heads. They will cut and paste them onto cardboard, add a skewer and create a weathervane which they can use to create various outdoor compositions depicting feelings of isolation and community.

Description of Before and After Visit Lesson:

Before the visit, during their pre-visit activity students will watch clips from the movie, “Mean Girls,” and brainstorm on what makes and thwarts the formation of community. After the visit, they will have the option to create either a digital story or a service learning project with the goal of increasing access to community and decreasing isolation.

Maine State Learning Results:

Students make use of digital media in presentation to enhance understanding of findings, reasoning, and evidence. (CCSS ELA Speaking and Listening, 6-12)

Students will study images and draw conclusions to create a narrative. (CCSS ELA Writing 3, 6-12) (A1c.)

Students select, plan, and implement a civic action or service learning project based on a community, school, State, national, or international asset or need, and evaluate the project’s effectiveness and civic contribution. (CCSS Social Studies, A3)

Students write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. (CCSS ELA Writing 3, 6-12)

9-12 VISUAL AND PERFORMING ARTS

B1 Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works.

BEFORE THE VISIT

Lesson Title: On Wednesdays, We Wear Pink

Objectives:

1. Student will be able to explain the factors that support and hinder access to healthy communities.
2. Students will be able to plan and implement a service learning project.
3. Students will be able to use digital media to create and share a narrative regarding identity and community.

Materials:

Movie "Mean Girls"

Internet access or copies of *On Wednesdays, we wear pink: Fans celebrate Mean Girls in style*
<http://www.theguardian.com/film/2014/apr/30/mean-girls-wednesdays-we-wear-pink>

Butcher paper

Markers

Duration: 1 hour

Procedures:

1. Students do "gallery walk" where they are required to answer the four questions listed below.
 - a. The first paper says, "What is a community?"
 - b. The second, "Why do communities exist?"
 - c. Third, "Are communities exclusive?"
 - d. Fourth, "Is isolation a choice?"
2. After students have silently walked and answered, teacher will introduce "Mean Girls." Students will watch several clips which represent, humorously, a clique of mean girls, who are very intentional about creating an exclusive culture and community.
3. As a class, students will read the article *On Wednesdays we wear pink*, published 10 years after the release of the movie. Students will consider how community building can be intention and positive.
4. On their own papers, students will answer: Which communities do you belong to, and how do you know you are welcome into these social and physical spaces?
5. Students will walk back around the "gallery walk" and modify their original responses or respond to each other with post-it notes.

Assessment: Student participation and individual writing in response to #4.

Differentiation:

Provide students with sentence frames for gallery walk.
Have students read article in buddies.

Extensions:

Add an Art Project...

Look Inside

Procedure:

1. Think about what are the spaces that you belong to? Which communities are you in dialogue with? Which communities are you isolated from?
2. Students will list as many of their “communities” as they can (loner, athlete, White, Latina, Black, wealthy, poor, girl, boyfriend, adopted, daughter, goth, preppy, scholar, student, friend, ect.).
3. Students will then narrow what they’ve chosen to 5 identities.
4. Students will trace their body. Student should be thoughtful about the position of their body as it relates to their identity. They will place their 5 communities within their outline. Students should distinguish between *natural/assigned* and *chosen* identities through the placement of these identities within the outline. For example: race or gender can be externalized and internalized. If identities *intersect* (interact) within the individual, this should be made visible.
5. Communities that student feel excluded from should be written or represented outside of the individual.
6. Students will consider what allows entry, and what keeps separation.

Resources:

Movie: “Mean Girls”

Huffpost: Intersectionality Articles

<http://www.huffingtonpost.com/news/intersectionality/>

The Other - Freud

AFTER THE VISIT

Lesson Title: Building Community- Service Learning Project or Digital Story

Objective:

1. Student will be able to explain factors that support and hinder access to healthy communities.
2. Students will be able to plan and implement a service learning project.
3. Students will be able to use digital media to create and share a narrative regarding identity and community.

Materials: For Option 2: computer, access to powerpoint or Google Slide

Duration of Activity: 1 - 5 class periods

Procedures:

Option 1:

1. Create a service learning project to decrease isolation and increase community within your school.
2. Brainstorm issues either how to make one of your communities more supportive or more accessible. Come up with an action plan. Implement it.

Option 2:

1. Create a digital story in the style of StoryCorp speaking of a moment when you experienced the tension between isolation and community.
2. Brainstorm on a moment when you experienced a tension between isolation and community. Consider this in regards to one of your identities. Who had the power to decide where you stood on the spectrum of acceptance? What did you gain? What did you lose?
3. Storyboard your story
4. Write out your script
5. Create a powerpoint/Google Slide with a maximum of 20 slides (images)
6. Present your script as you move through your slides.

Assessment: Teacher can make a rubric based on objectives, Maine Learning Results, and specific criteria for Project or Digital Story

Differentiation: Digital story script sentence frames. Make a comic book instead of a digital story. Creating a service learning project with a peer.

Resources: [Storycorp](https://storycorps.org/) for samples of Digital Stories. <https://storycorps.org/>