

FACILITATOR GUIDE: *Waste Land*-Art & Transformation

GRADE: 9th – 12th

CONCEPTS & SKILLS:

Social Studies

- Understand the concept of stratification.
- Understand gender, age, health, and socioeconomic status affect social inequality.
- Additional national standards are listed in the lesson plan.

English Language Arts

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Additional national standards are listed in the lesson plan.

MATERIALS & RESOURCES:

- Film Modules: *Waste Land: Pictures of Garbage* (3:47), *Waste Land: Human Dignity* Film Module (9:27), *Waste Land: Art and Transformation* Film Module (8:02) (optional)
- LCD projector or DVD player
- Teacher Handouts: *Waste Land: The Film in Context*
- Student Handouts: Student Handout A.v1: Film Module Worksheet, Student Handout A.v2: Film Module Worksheet, Student Handout B: Post-screening Activity Worksheet
- Kraft paper
- Pens and writing paper
- Whiteboard/blackboard and markers/ chalk
- Computers with internet access
- Educator Guide included below or it can be downloaded from this address: http://cdn.itvs.org/waste_land_educator_guide.pdf
- Full length film- <http://www.itvs.org/educators>

PRESENTATION:

This guide is created by using a lesson plan from the Independent Television Service (ITVS) The facilitator and/or group will decide how much and which parts of the lesson plan are useful, depending at what stage the group is with their service learning project (See IPARDC model in the strategy). The following paragraph is from the lesson plan.

“In this lesson, students will develop a working definition for the term "art" and discuss how objects, sounds, movements, and ideas are transformed into works of art. They will consider the impact of the *Pictures of Garbage* project on the lives of the women from the Jardim Gramacho landfill and the benefits and consequences of implementing art intervention projects. Finally, they will discuss how art projects can be used to effectively address social justice issues and develop their own art-based campaign to raise awareness about or improve an issue in their school or community.”

DIRECTIONS:

1. Decide which activities the group will complete.
2. Follow directions in *Lesson Plan for Educators*.

TIME:

Depends on activity chosen

PROCESSING THROUGH THE SIX PILLARS:**What?**

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So What?

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Now What?

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