1. Setting Goals & Expectations

Conceptual Structure - Pre-exhibition visit plan

Students will be exploring the idea of interwoven communities as they interact with baskets that communicate community within the exhibition. Prior to visiting the exhibition students will brainstorm words to create a word wall of themes, ideas, and thoughts that represent community. As students are sharing ideas about community, they will explore the identity of a community and all that is involved within their association. Students will also engage in playing and experimenting with various materials that they will later see in person at the basket exhibition. Each student will have the opportunity to work with wire to shape into forms and portraits to later be investigated for the class’s collaboration basket.

Investigative questions to be asked include the following: What does a community hold? How can we visually represent a community? What is the identity of a community?

2. Responding & Connecting

Instructional strategies

The students will know various artists who are in the basketry community. Upon experiencing the exhibition, the class will focus on five artists including Stephanie Gorin, Nathalie Miebach, Amanda Salm, Jane Sauer, and Shon Goshorn. As the students experience these artist’s baskets in the exhibition, they will begin making connections and brainstorming the relationships between the various artists. Students should connect the artwork to the metaphor of community.

- Small group activity: Groups of students are to take pictures of the baskets within the show, and come up with a common theme or relationship between the group of baskets they chose. The groups will take these photos back to school where they will later present and talk to the class about their findings. Each group should explore different baskets, materials, families, and relationships.
- Whole group activity: As a class, students should discuss each of the 5 artists work in detail. The class will engage in an art criticism discussion and make a connection between all 5 baskets. The group will discuss how these ideas relate back to the idea of interwoven communities and represent the words they previously shared prior to visiting the exhibition, as well as the overall essential questions.
- Individual activity: Each student may write and collect their thoughts of how the 5 key artists work relate to the words they contributed to the word wall, and answer the following essential questions again after
experiencing the baskets. What does a community hold? How can we visually represent a community? What is the identity of a community?

<table>
<thead>
<tr>
<th>Stephanie Gorin</th>
<th>Bring Back Our Girls</th>
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</thead>
<tbody>
<tr>
<td>Nathalie Miebach</td>
<td>Halloween Grace</td>
</tr>
<tr>
<td>Amanda Salm</td>
<td>Showered with Laughter</td>
</tr>
</tbody>
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3. Creating
Art Making Activities
Students will create a basket to represent themselves within their community similar to Stephanie Gorin’s, *Bring Back Our Girls* (see above).

PART I: Students will use wire to create a self-portrait or someone in their community. This will form the center section of their basket.

*The teacher will start off discussion with the students about individual characteristics they can include in their portraits, ask exploratory questions of how individuals in the community are connected. What connects everyone? How are we connected? Why is this important?*

- All portraits will be woven together to form the center of the basket. *The teacher will emphasize how everyone is connected and what those connections are. Students can think about different ways to demonstrate those connections when assembling the center section.*
Part II: Students will take 5 or more images from around their community that demonstrate meaningful connections to what community means to them.

- These will be printed on regular sized printer paper and then laminated.
- Images will then be cut into strips of equal width.

*When looking for images to photograph the teacher will encourage the students to make meaningful connections of what makes them feel like they are part of their community. They will encourage the student to explore these ideas in a traditional or nontraditional manner. They can provide personal examples.*

Part III: Students will create a base for their basket out of wire (this wire will be a heavier gauge than the center portion of the basket to provide support). *Teacher can adapt this portion of the lesson to other materials on hand, example: wood.*

*The teacher will brainstorm with students what the bottom support of their basket should look like. They can provide sketches and take a group vote. The teacher can lead investigative questions of what the foundation of their community might be.*

Part IV: Students will create the lower and upper structure of the basket and attach it to the center portion (portraits). Think about what form your basket will take on, how will that communicate information about your community?

*This should be vertical rows of wire that the laminated strips can be woven through. Consider how close together they need to be in order to get the appropriate weave you are wanting. The lower portion will need to connect to the base and the center portion (wire portraits). There may need to be a few support runners going through the portraits attaching to the upper portion of the basket. The teacher can lead investigative questions of what kind of community supports they can have.*

Part V: Students will weave the laminated strips through the bottom and top portions of the basket.
Strips will need to be glued together and woven through. The teacher can lead investigative questions on what the glue is within their community.

Here is an example of how you might approach the basket with your class:

Evidence of Learning

- By weaving their self-portraits together, the students will identify what creates a community and how all members are connected.
- Students will demonstrate metaphorical thinking by the objects they choose to photograph that defines what community means to them personally and how it makes them feel (welcome, accepted, known, safe, etc.).
- Students will demonstrate the metaphorical connections between the basket and their ideas of what community means to them collectively through weaving images and wire portraits together.
- Students will demonstrate understanding of teamwork and community by working together to make this a unified, cohesive piece.
- Students will identify what makes up a community, allows them to feel connected to their community, what supports a community and how all of this can be seen through the idea of a woven basket as a community.
4. **Assessment**  
Evidence of performance

Students are pre-assessed as they begin brainstorming words for the community word wall. As the students become familiar with baskets they are able to make connections of thinking about a social community when they look at a basket. Groups may need scaffolding to help students understand this abstract idea.

Understandings can be displayed with individual student responses and group work posted on a website forum. Google Classroom is also available for students to reply to questions through a survey, and to hold photos and ideas about communities through baskets. This survey can also allow students to self-reflect and assess themselves from their contribution and ideas towards the group basket. Formative and summative assessment will also occur as students use reflective writing within journals to document their process of their contributions to the collaborative piece.

5. **Presenting**  
Presentation of student work and curation

- Students will write a final thought on their project and fold it into an origami animal of their choice. They will put this inside the vessel to be exhibited publicly. Members of the community will be invited to write a thought, wish, or words of encouragement for their community to place inside the vessel too.
- Student work will be listed on the website as part of the exhibition and curation. There will be a statement on the website and an option to provide feedback to the class from the public and other classes doing the same lesson across the country.
- Students will choose a location to publicly exhibit their basket piece in their town. This would be a great opportunity to have an art show discussing the importance of building community in your town.