

POWER ENCOUNTER inspired by the artist Linda Stein and her artworks.

PURPOSE

Given that images transmit a range of social and cultural values that privilege and exclude others, this encounter (lesson) aims to create the capacity for imagining and envisioning new narratives and new realities that challenge dominant narratives. Given culture is dynamic, this encounter (lesson) aims to develop personal strategies for understanding the diversities, ambiguities and complexities of power and identity construction that can be applied to communicating and teaching students about the such topics in a developmentally appropriate and culturally sensitive manner.

Artist Linda Stein creates tapestries and sculptures that incorporate superheroes and fantasy icons that are juxtaposed with real-life female heroes. In her series called Holocaust Heroes, Stein's intent is to exemplify the women's heroic acts of rescue and protection during the time of the Holocaust. In her series entitled "Fluidity of Gender", creates wearable androgynous sculptures that enable viewers to try on new personas or avatars. Stein's contemporaries, Chitra Ganesh, Ivan Velez Junior, and William Scott also use comics in their artwork. These artists will also be introduced and discussed.

LEARNING GOALS

- Through observation and discussion, students identify, analyze, investigate, and reflect upon issues related to power and heroism in the context of everyday experience.
- Drawing upon everyday experience, students create, tell, or reveal personal narratives that tell a story of heroism.
- Through engagement with artist who use comic imagery, students envision their empowered self as an upstander on an everyday basis, in this particular case by finishing the statements: "I am an Upstander for _____." Or "I am an Upstander when _____."

Lesson Flow Day 1 (10:25-11:05)

- 1) Introduction (review confidentiality code: no sharing of personal information outside room, review that contemporary art provokes many feelings to arise that might be uncomfortable, if at any point you feel uncomfortable, you may leave but please make sure to speak with Ms. Connolly about it, be open to differences in opinions that if you agree, affirm each other and if you disagree be clear about why and state your point of view, you may change your opinion at any time) 10:25-10:35 (5-8 mins)
- 2) ACTIVITY: POWER TAPESTRY (Part I): 10:35-10:45 (10 mins)
 - A. Using markers, on the large sheet of chart paper, sketch out words, images, sounds, poses/postures or phrases that are associated with disenfranchisement with markers. (May includes worries of fear about the election)
 - i. Write or draw next to, on top of, or nearby the each other.
 - ii. Highlight by underlining, circling, or symbolically marking ideas that you agree with or want to affirm.
 - iii. Link ideas with circles and lines that you think are connected.
 - iv. Respond to others by expanding on their ideas or asking questions.

- B. When group is finished, a reflection discussion will begin, making sure to emphasize in the discussion.
 - i. What types of visual images or symbols are associated with the representation disenfranchisement?
 - ii. What types of poses and postures are associated with disenfranchisement?
 - iii. Visually speaking, what ways are relationships shown to express disenfranchisement (i.e. When something is larger or bigger, above/below)?
 - iv. What kinds of sounds: language, tone, musical arrangements are associated with disenfranchisement.

3) Introduce the idea that artist use comics in their artwork. For example: Stein juxtaposes superhero with everyday women to show their strength, grit and resilience of individuals who strove to keep themselves and other alive during the Holocaust. Provide visual examples of Stein's work, Chitra Ganesh, Ivan Velez, Jr.) 10:45-10:50 (5 mins)

4) ACTIVITY: DIAGRAM A (SUPER)HERO 10:50-11:00 (10-15 mins)

- a. Looking more closely at the super heroes (list here) in this work, diagram (circling and drawing arrows) what colors, symbols, facial expresses, poses or other images you see that express power.
 - b. Present diagrams and discuss.
- 5) "How might an every hero look different from a superhero?" Or, "How can an everyday hero be visually represented as a superhero?" 11:00-11:05 (5 mins)
- a. What do they do/How do they act? How might they present themselves?
 - b. What do they say?
 - c. What do they wear?
- 6) Wrap-up/Homework: Teenagers AS SUPERHERO: What do we do as students/family members everyday that could be considered heroic? Consider this for next week and we will discuss.

Lesson Flow Day 2 (10:25-11:05)

- 1) Welcome 10:25-10:30
- 2) Recap: Teenagers AS SUPERHERO: What do we do as students/family members everyday that could be considered heroic? (10:30-10:35)
- 3) VIDEOS AND DISCUSSION: Imagine narratives/ re-writing/re-imagining stories. I will select one or two of the list below (10:45-10:50)
 - a. Stein's 10 Heroes tapestry
 - b. Imagine video from the anti-defamation League
 - c. <http://www.adl.org/imagine/?referrer=https://www.google.com/#.V2lQheYrJ2Y>
 - d. William Scott [<http://creativegrowth.org/artists/william-scott/>]
 - e. Ivan Velez, Jr. Video [<https://vimeo.com/139484221>]
 - f. Chita Ganesh [<https://www.youtube.com/watch?v=n-FPXMk8fh8>]
- 4) ACTIVITY: POWER TAPESTRY (Part II): (10:50-11:05)
 - A. Considering what we discussed about disenfranchisement and what we discussed with about words, images, sounds, poses/postures or phrases that are associated and that express disenfranchisement, what would you add, change, or take away from what we have already created to express the opposite, which is power or empowerment? Continue to include words, images, sounds, poses/postures or phrases but use labels, post-it notes and markers to make modifications or transformations of what

exists. When group is finished, a reflection discussion will begin, making sure to emphasize in the discussion.

- i. What was changed/modified?
- ii. What is different/similar?
- iii. What types of visual images or symbols are associated with the representation power?
- iv. What types of poses and postures are associated with power?
- v. Visually speaking, what ways are relationships shown to express power (i.e. When something is larger or bigger, above/below)?
- vi. What kinds of sounds: language, tone, musical arrangements are associated with power?

5) Closing and Reflection (Time permitting): I am an Upstander for _____
or I am an Upstander when _____

RESOURCES

1. 1.Toku, M. (2001) What is manga? The influence of pop culture in adolescent art? *Art Education*, 54, 11-17.
2. http://www.csuchico.edu/~mtoku/vc/Articles/toku/Toku_what%20is%20manga_.html
3. McCloud, S. (1994). *Understanding comics [the invisible art]*. New York : Harper Perennial
[http://www.jessethompsonart.com/artpage/Pre_C_drawing_Video_files/Understanding%20Comics%20\(The%20Invisible%20Art\)%20By%20Scott%20McCloud.pdf](http://www.jessethompsonart.com/artpage/Pre_C_drawing_Video_files/Understanding%20Comics%20(The%20Invisible%20Art)%20By%20Scott%20McCloud.pdf)
4. Prakash, U (2014). Voyages and narratives: Chitra Ganesh. *Asian Art News*, 24(1), 48-51. http://www.chitraganesh.com/images/press/press_and_reviews/asian-art-news-jan-2014.pdf
5. And See: Chitra Ganesh [<https://www.youtube.com/watch?v=n-FPXMk8fh8>]
6. Berkowitz, J., & Packer, T. (2001). Heroes in the classroom: Comic books in art education. *Art Education*, 54(6), 12-18.
https://www.jstor.org/stable/3193910?seq=1#page_scan_tab_contents
7. Imagine Video, anti-defamation league: <http://www.adl.org/imagine/?referer=https://www.google.com/#.V2lQheYrJ2Y>
8. Ivan Velez: <https://vimeo.com/139484221>
9. William Scott: <http://creativegrowth.org/artists/william-scott/>