* **Lesson Title:**  Fair Trade
* **Lesson Idea:** The studentswill participate in a group activity based on the principles that interpreting art is an endeavor that is both individual and communal and that good interpretations invite us to see for ourselves and continue on our own.
* **The Group of Learners:** 23 fifth grade students, heterogeneous group, age range 10-12.
* **The Setting:** Public school - grades K-5 with 675 students, art classroom with a promethium board, non-arts integrated school.
* **What I want the students to learn:**

1. That they can make sense of artworks.
2. That they can make good interpretations.
3. That interpreting with a group is productive and valuable.
4. That interpreting and judging/valuing are interdependent.

* **Estimated time of the lesson:** one 50-minute period.
* **List of the Artworks I will use:**

1. **Winslow Homer** (American/male) *Northeaster* 1895, oil on canvas, 34.5” x 50”
2. **Nancy Graves** (American/female) *Cantileve* 1983, bronze with polychrome patina, 96”x 68”x 54”
3. **Luis Jiménez** (Mexican American/male) *Howl* 1986, fiberglass and acrylic urethane, 8.5” x 10”
4. **Faith Ringgold** (African American/female) *Only the Children* 2000, acrylic on canvas, 79” x 56”
5. **Marc Chagall** (Russian French/male) *Gogol* 1919, watercolor on paper, 15” x 19”
6. **Alexandra Nechita** (Romanian America/female) *Earth is a Planet with One Piece Missing* 1998, lithograph, 20” x 26”

* **The Activity:**

1. The students will view the two-minute power point presentation: *Fair Trade.* The presentation states that they will be buyers and sellers of artworks. Six artworks with statements about each artist complete the presentation.
2. The students will form six groups. Each of the six groups (of up to 4 students) will receive a large reproduction of one of the featured works. Each student will individually write a personal initial interpretation (what they like, what they dislike, what they think it means…) of the artwork on the worksheet called ***Before and After****.* This form will be used again later. Next, each group will be assigned (randomly) role-playing characters. They might be a group of businessmen buying the art for an office or a sibling group buying an anniversary gift for their parents. The students will pretend to be this group and discuss the artwork they have purchased and form a list of complaints and pleasures about the artwork and decide if it is acceptable as is or if the artwork will be returned to allow the artist to make changes. On the worksheet called ***Customer Satisfaction***the group’s designated writer will compose a short letter to the artist stating the wishes of the group. Then the group will pretend to be the artist and discuss the letter and form a list of excuses and refusals (or compliances) to change the artwork and thanks for the satisfactory comments. The group’s designated writer will write a short letter from the artist on the reverse side of the customer letter. The groups will share their letters by reading aloud.
3. Finally, each student will be asked to return to the worksheet ***Before/After***and write a second interpretation of the artwork. Each student will indicate by hand signaling if their *Before/After* interpretations are the same or different.

* **How I will know what the students have learned:**

1. What the students write on the worksheet ***Before/After*** will be an indicator if the students made sense of the artworks and formed first and better interpretations. It will also indicate if the student used interpretation and judging interdependently and benefited from group discussion, especially if the second interpretation is better informed than the first.
2. The oral presentation of the letters from the second worksheet, ***Customer Satisfaction,*** will indicate if their work in a group of interpreters helped them to see more, understand more, and find more meaning in the artwork. My observations during discussion periods will also provide me with assessment material and help me to know what part of the activity needs to be modified or changed.