

### Diversity and Unity

#### Grade Level

7-10

#### Theme

The artist as an individual  
The artist and society  
Art communicates ideas  
Materials and Processes

#### Objectives

Students will gain an awareness of important Oregon artists  
Students will increase their understanding of different artistic processes  
Students will analyze the relationship between an artist, his or her work, and the societies in which they have participated

#### Curriculum Framework Emphasis

The Arts – Create, Present and Perform, Aesthetics and Criticism, Historical and Cultural Perspectives  
Social Sciences – History  
English/Language Arts

#### Overview

Betty LaDuke actively engages in education and travel, and has done so throughout her life. This lesson plan talks about the idea of 'home', with the hope of learning that it may mean something different for each of us. Ideas are explored through the creation of an accordion book. Secondly, this lesson plan explores the idea of communication, specifically the role of West African drumming as compared to the use of the telephone. Education, travel, and communication help us expand our horizons to better understand ideas of diversity and unity.

#### Focus Questions

While watching the documentary about Betty LaDuke, listen for the following information:

1. Keep a list of places Betty mentions that she has traveled to. Note her activities in each location.
2. From the documentary, what can you tell about how Betty approaches diversity? For example, did she seek out diverse experiences in her lifetime? What choices did she make that effected the direction of her life?
3. How do you think Betty views her Home in Oregon? Take notes about what she says about her experiences arriving and living in Oregon.

#### Materials needed for Accordion Books

|  |                                      |
|--|--------------------------------------|
| Heavy paper or cardboard for book covers             | Medium paper for interior of book    |
| Variety of papers, i.e. colors, textures for collage | Scissors                             |
| Glue   | Various art pencils, pastels, paints |
| Internet access                                      | Sketchbooks                          |
| Art pencils  |                                      |

## Activities

### 1. Ideas of Home

*Betty's father was from the Ukraine and her mother from Poland. Betty grew up in the Bronx, New York. Based on the documentary, what might be some words to describe Betty LaDuke's experiences of Home?*

Discuss (15 minutes)

- a. Discuss the idea of 'home'.  
What objects, places, or people, represent the idea of 'home' to you?
- b. Discuss the following questions:
  1. Where are some of the places Betty has traveled, and for what purpose?
  2. Where have you visited where you noticed people doing specific things differently than you do at home? What did you find interesting about those places? Make a list of some things you have noticed.
  3. Contrast how various people might accomplish the same activity in different ways.
  4. Consider that each person has their own idea, or definition, of home. What might some words be that you think most people would include in their definition of 'home'?

Draw (45 minutes, or assignment)

- a. Consider your own environment. Think about specific objects, places, or people, which represent the idea of 'home' to you.
- b. Sketch objects, places, people, or anything else, that signifies 'home' to you.

Write (30 minutes)

Ask students to write a short poem about the images they have created.

- a. Which words best describe, or complement, each image?
- b. Is there any one image that speaks most clearly to your idea of 'home', that is the focus of your poem?

Create an Accordion Book (1½ hour)

Using the materials from the materials list and reference websites in the resources section, each student will build an accordion book combining the sketchbook images and poem they have created.

- a. Think about how you can utilize the two sides of the accordion book to tell a parallel or conflicting story of what home means to you.
- b. What images and materials will you choose that best tell the story?
- c. How will you combine the images and words on the page/s of the accordion book?
- d. Think about how the cover will relate to the rest of the book.

Reflection (15-30 minutes)

Discuss the following questions with the class -

- a. Describe the meaning of 'home' to you?
- b. Talk about the relationship between chosen images and words, and your ideas of 'home'.
- c. Did any of your classmates create an image or write a poem that differed from yours? How did their image or poem make you feel?

### 2. History, Art and Communication

Look and Discuss (45 minutes)

West African drums have historically been used as a method of communication between villages. Compare this to the very different method of communication, the telephone, in Western Civilization.

- a. Look at several drums and several designs of telephones, using resources from the Resource section below or your own search.
  - a. What makes the drum, or the telephone, a unique object? (i.e. local materials, environment, etc)
  - b. How was each object made, who made them and with what materials?
  - c. How does each one work in its environment?
  - d. For how long can each be used?

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Compare (15 minutes)

Compare and contrast the two ways of communicating a message.

- a. How did people know what was being communicated?
- b. Discuss the history, design and development of the drum and the telephone.

Research (1 ½ hour for research and a simple design)

Either online or using the library, students choose an example of an object from an other culture which represents some form of communication (or the ability to communicate) within that culture. (i.e. object communication for deaf-blind, a ritual, interpretation equipment, etc)

- a. Name each object and the culture it is from.
- b. Is there a function other than communication within that culture that the object fulfills?
- c. How is the object traditionally made, or how is it currently made?

Design

Design your own version of the object, including materials used to make it, what it looks like, and exactly what it is used for.

Share

Ask several students to share their object, history, and individual design with the class.

## Vocabulary

**Icon** - An image; a representation.

**Book Arts** - Artists' books are works of art realized in the form of a book. They are usually published in small editions, though sometimes they are one-of-a-kind objects. Artists' books have employed a wide range of forms, including scrolls, fold-outs or loose items contained in a box. Although artists have been active in printing and book production for centuries, the artist's book is primarily a 20th century form. From [http://en.wikipedia.org/wiki/Artists'\\_Books](http://en.wikipedia.org/wiki/Artists'_Books)

## Resources

Accordion fold book, basic how-to

<http://www.sdmart.org/pix/accordionbook.pdf>

<http://www.alternativephotography.com/articles/art028.html>

Book Arts

The Book Arts Web, <http://www.philobiblon.com/links.htm>

The Center for Book Arts, <http://www.centerforbookarts.org/>

Book Arts on the Web, a book arts resource list, <http://www.ala.org/ala/acrl/acrlpubs/crlnews/backissues2004/april04/bookarts.htm>

African Drums

- *Drums: The Heartbeat of Africa*, edited by Esther A. Dagan. Montreal: Galerie Amrad African Art Publications, 1993.

- *Selected Works from the Collections of the National Museum of African Art*. Washington, D.C.: Smithsonian Institution, 1999.

- *Sounding Forms. African Musical Instruments*, edited by Marie-Therese Brincard. New York: American Federation of Arts, 1989.

- *Turn up the Volume: A Celebration of African Music*, edited by Jacqueline C. Djedje. Los Angeles: UCLA Fowler Museum of Cultural History, 1999.

National Museum of African Art, <http://www.nmafa.si.edu/exhibits/ntan.html>

The history of the telephone, <http://inventors.about.com/library/inventors/bltelephone.htm>

Bell's first patent, <http://www.scitechantiques.com/belltelephone/>

Telephone history and design, <http://www.madehow.com/Volume-5/Telephone.html>