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**2014-2015**

# ideas with **IMPACT**



## **idea packet**

**Read, Reuse, Recycle:  
Motivating Students  
to Read One Brush  
at a Time**





Read, Reuse, Recycle  
**Anais Young**

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youngart@dadeschools.net  
<http://www.insertcreativity.com>

**Miami Central Senior High**  
1781 Northwest 95th Street  
Miami, FL 33147  
(305) 696-4161  
School Mail Code: 7251

*For information concerning IMPACT II opportunities including Adapter and Disseminator grants, please contact:*

**The Education Fund**  
305-558-4544, Ext. 113  
e-mail: [IMPACT@educationfund.org](mailto:IMPACT@educationfund.org)  
web site: [www.educationfund.org](http://www.educationfund.org)



# Table of Contents



<b>Goals and Objectives</b>	Page 2
<b>Standards</b>	Page 3
<b>Course Overview</b>	Page 6
<b>Sample Timeline</b>	Page 8
<b>Step by Step Guide</b>	Page 9
<b>Recommended Materials</b>	Page 17
<b>Resource List</b>	Page 19
<b>Students at Work</b>	Page 23



# Goals & Objectives

One day I asked my 9-12 grade students "What was the last good book you read?" and I was shocked when most replied, "I haven't read a book in years." These youngsters do not understand the ability of literature to take them to places unseen, places that they would never dream of . . . and that is the purpose of our project: "Read, Reuse, and Recycle"; an innovative project which strives to teach students that Reading can be Fun, while everyday trash can be turned into re-usable beauty, and recycled into creative and expressive artwork.

## Goals

One of the main goals of this project is to teach students that art is something that can be interpreted in many different ways. With "Read, Reuse, and Recycle" our students will be inspired to read a book of their choice from our school library, and for students with disabilities I incorporated a tablet for reading. After they have read the book, they will use recycled materials to create a 3D Diorama representing the climax of their book. With this project I hope to motivate my students to read literature outside of their comfort zone to expose them to classics and popular modern books that they might have never read. I want my students to be able to proudly go out into their community, clean up their homes and communal areas, and share their newfound love of literature, books, and art.

## Standards

### **Arts: Visual Art**

#### Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques. (VA.912.S.3)

1. Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks. (VA.912.S.3.1)
2. Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship. (VA.912.S.3.2)
3. Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process. (VA.912.S.3.3)
4. Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art. (VA.912.S.3.4)
5. Create multiple works that demonstrate thorough exploration of subject matter and themes. (VA.912.S.3.5)
6. Develop works with prominent personal vision revealed through mastery of art tasks and tools. (VA.912.S.3.6)
7. Use and maintain tools and equipment to facilitate the creative process. (VA.912.S.3.7)
8. Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory. (VA.912.S.3.8)
9. Manipulate and embellish malleable or rigid materials to construct representational or abstract forms. (VA.912.S.3.9)
10. Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models. (VA.912.S.3.10)
11. Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination. (VA.912.S.3.11)

12. Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media. (VA.912.S.3.12)
13. Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications. (VA.912.S.3.13)

## Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity. (VA.912.O.2)

1. Construct new meaning through shared language, ideation, expressive content, and unity in the creative process. (VA.912.O.2.1)
2. Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives. (VA.912.O.2.2)
3. Investigate an idea in a coherent and focused manner to provide context in the visual arts. (VA.912.O.2.3)
4. Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition. (VA.912.O.2.4)

## Big Idea: CRITICAL THINKING AND REFLECTION

Enduring Understanding 2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. (VA.912.C.2)

1. Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective. (VA.912.C.2.1)
2. Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress. (VA.912.C.2.2)
3. Process and apply constructive criticism as formative assessment for continued growth in art-making skills. (VA.912.C.2.3)
4. Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials. (VA.912.C.2.4)
5. Develop and use criteria to select works for a portfolio and defend one's artistic

choices with a written, oral, and/or recorded analysis. (VA.912.C.2.5)

6. Investigate the process of developing a coherent, focused concept in a body of work comprised of multiple artworks. (VA.912.C.2.6)

7. Assess the challenges and outcomes associated with the media used in a variety of one's own works. (VA.912.C.2.7)

8. Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities. (VA.912.C.2.8)

\* Depending on how this project is adapted it can qualify under many different objectives. Stated above are the most commonly used objectives for this project for Visual Arts High School Grades 9-12 student range.



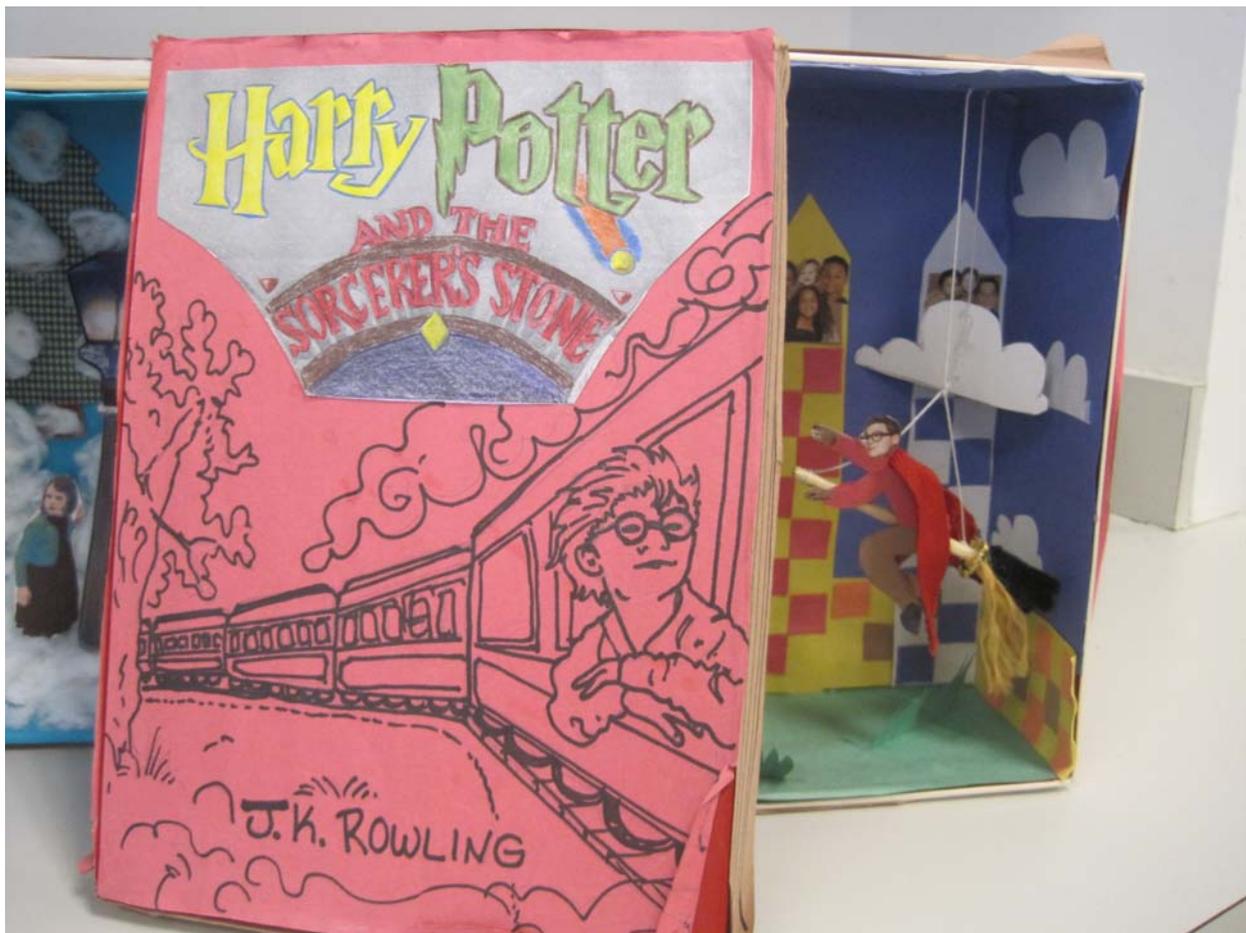
# Course Overview



Students will have an opportunity to go to our school library to choose a classic literature or modern popular book of their choice to read. I allowed the students to choose books from the classic era of literature all the way to new and upcoming fan favorites. In my classes I teach an abundance of students with learning disabilities. By incorporating a Samsung Galaxy Note 10.1 Tablet into this project I reached all the students by using upcoming technologies to make their reading experiences easier and rewarding. Using Google Play, I purchased books for students who have disabilities. The students who have vision problems can increase the size of the text and the brightness of the screen to allow them to see better. The students also used Google's Text to Speech to have the books read out loud to help them understand difficult vocabulary. For students learning the English Language, I taught them to use the ability to translate their books using the available applications on the tablets. Through Google Play Books I purchased classic literature that my students have never been exposed to in the hopes to motivate them to become lifelong readers and to build a love of literature. Once the students have read their chosen book, they will go into their community and pick up any litter and materials they can find to recycle into their project.

Using a shoe box as a starting point, the students made a faux book on the outside of the box which included their own version of the cover and a statement convincing others to read this particular book. On the inside of their shoe box, students created their 3D Diorama of the climax of the book using the recycled materials they

had collected. Using glue, they put together all the recycled materials they had found to create the three dimensional landscape. Using tempera paint, brushes, and cups, the students painted the inside and outside of their project to add details from their chosen book. After putting their project together they presented their project to their peers in the hopes to entice them to read the book that they chose.



# Sample Timeline



**March 3 & 4:** Have a classroom discussion about classic literature and have the students choose the books they are interested in. Visit the school library and have students checkout their book to read.

**March 3-14:** Encourage the students to read at home and in 30 minute sessions in class. Students will collect litter from their neighborhood and bring it to class.

**March 18 - 20:** Students will sketch and plan their 3D Diorama by identifying the scene they will be creating within their box.

**March 19 & 20:** Students will bring in their shoe boxes.

**March 31 – April 11:** Students will work on turning the outside of their box into their chosen book.

**April 14-25:** Students will work on the inside of the box to turn it into a 3D Diorama of the climax of the story.

**April 28-30:** Present their completed project to their peers.

# Step by Step Guide

## Read, Reuse, Recycle

### Lesson Part 1: Discuss, Read, & Design

#### Subjects Grades 9-12

Arts: Visual Arts

#### Brief Description of Lesson

Students will explain and discuss how literature is viewed by themselves, their peers, and their community. Students will discuss what books they have read and plan to read in hopes to entice others to read more.

Students will work together to determine the impact that garbage and anti-recycling habits have had in their community and their own lives. Students will discuss what they can do to improve their lives and the lives of their community by increasing the recycling habits of those around them.

Students will choose a book to base their project on (one that they have read previously or are currently reading). Students will then sketch the main climax of their chosen book.

Students will go out into their community and find recyclable materials that they can use for their project. Students will collect, wash, and place the materials to dry inside the classroom.

#### Objectives

- Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

- Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
- Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
- Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
- Investigate an idea in a coherent and focused manner to provide context in the visual arts.
- Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
- Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
- Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
- Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- Examine artistic response to social issues and new ideas in various cultures.
- Analyze how current events are explained by artistic and cultural trends of the past.

## **Materials**

Newsprint Sketch Paper

Drawing Pencils

Erasers

Straight Edges

Rulers

Camera Technology (Tablet, iPhone, iPods, Digital Camera, etc)

Chosen Literature

Recycled Materials Gathered

## Procedure

1. Start a discussion by asking students what their definition of Literature is. Try and guide the discussion by addressing key topics such as:

What is Classical Literature?

What is Modern Literature?

Can you name some books that you feel can be considered Classical Literature?

Can you name some Modern Literature?

2. Encourage the students to have a discussion of different books or classical literature they have read. Have the students write on a large poster board titles of all the different books the class had read. Post the list up for all the class to see and ask which ones have been read the most.

3. For Home Learning, have students choose a book that they have read or are currently reading. Have them write a paragraph summary of their chosen book.

4. Have a discussion of Anti-Recycling Habits. Have the students talk about their own homes and neighborhoods. Discuss what ways the students can change to promote recycling in their neighborhoods.

5. For Home Learning, have the students go out into their neighborhood and find recyclable materials that they can use for their project. Give the students a base number of recyclable materials that the students need to bring, but encourage them to bring more.

6. Explain to the students that, using a shoe box as a starting point, the students will make a faux book on the outside of the box which includes their own version of the cover and a statement convincing others to read this particular book. On the inside of their shoe box, students will create their 3D Diorama of the climax of the book using the recycled materials they have collected.

## Assessment:

- Students will demonstrate an understanding of the materials and media they are given.
- Students will sketch out a design of the climax of their book.
- Students will write a paragraph summary of their chosen book.
- Students will be assessed on the amount of recycled material they have brought in. Assign a set number of items to be the base minimum but encourage them to bring in as many as they can.



## **Lesson Part 2: Construction and Criticism**

### **Subjects Grades 9-12**

Arts: Visual Arts

#### **Brief Description of Lesson**

After the students have finished gathering their materials and reading their chosen books, students will sketch out and plan their 3D Faux Book Diorama of their book.

Students will then begin building their 3D Faux Book Diorama. Encourage students to experiment with different media than what they are used to: Crayons, Chalk, Color Pencil, Paint, etc. Encourage the students to use as much recyclable material as they can.

Finally, students will present their 3D Faux Book Diorama to the class during a critique / art show. If possible, invite school administrators and community leaders to listen to the presentations to have students show their new found knowledge of "Reading, Reusing, & Recycling"

#### **Objectives**

- Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
- Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
- Create multiple works that demonstrate thorough exploration of subject matter and themes.
- Develop works with prominent personal vision revealed through mastery of art tasks and tools.
- Use and maintain tools and equipment to facilitate the creative process.
- Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.

- Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
- Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.
- Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
- Assess the challenges and outcomes associated with the media used in a variety of one's own works.
- Examine artistic response to social issues and new ideas in various cultures.

## **Materials**

Recycled Materials (Cardboard, Boxes, Aluminum Cans, String, etc)

Shoebox

Glue (Hot Glue, Tacky Glue, Super Glue)

Plaster (can work as an adhesive)

Scissors

Box cutters

Painting tools (Paint Brushes, Cups, Rags, Palettes)

Acrylic / Tempera Paint

Chalk

Pastels

Color Pencils

Drawing Pencils

Erasers

Straight Edges

Rulers

Literature Resources

Camera Technology (Tablet, iPhone, iPods, Digital Camera, etc)

## Procedure

1. Home Learning: Have the students bring in any recycled materials they can think of to use to build 3D Faux Book Diorama. Encourage them to think outside the box:

Cardboard Boxes,  
Scrap metal/wood  
Aluminum cans  
Plastic containers  
etc.

2. Students will construct their 3D Faux Book Diorama using the recycled materials they have gathered from home. Their boxes must meet a minimum height requirement of twelve inches. I also ask for donations from the local post office or UPS store for additional cardboard boxes.

3. Explain to the students that the outside of their shoebox must look like a book. The sides should look like book pages; the back should have a summary of their book; and the front should have a cover design.

4. Explain to the students that the inside of their shoebox must look like the climax of their story (or a VERY important part of the story).

5. Home Learning: As students are working on their 3D Faux Book Diorama, ask them to write an essay on how they can improve recycling in their community by create other different types of art projects. Ask them to think about different ways they can use the recyclable materials to repurpose them.

6. Have the students present their 3D Faux Book Diorama to the class during a critique or art show. If possible, invite school administrators and community leaders to listen to the presentations to have students show their new found knowledge of "Reading, Reusing, and Recycling".

7. Hand out Design Rubric.(See Rubric in References). Students will use the design rubric in small groups; discussing and "grading" each other's artwork.

**8.** Hand out Critique Rubric. Have the students use the critique rubric (refer to references) to assist them in critiquing and judging their fellow student's artworks. Have students complete a critique rubric for each other member in the class.

**Assessment:**

- Students will demonstrate an understanding of the materials and media they are given.
- Students will create a 3D Faux Book Diorama using the materials they have gathered.
- Students will adhere to the size requirements of their three dimensional model.
- Students will be assessed on the completion of the outside of their 3D Faux Book Diorama making sure to properly represent the cover, spine, and back of the book.
- Students will be assessed on the completion of the inside of their 3D Faux Book Diorama making sure to properly represent the climax of the story of a very important part.
- Students will present their completed 3D Faux Book Diorama to the class during a critique.
- Students will complete a critique rubric for each other presenting group in the class.
- Students will complete the design rubric for themselves and for at least 2 other students.

# Recommended Materials



## **Drawing and Sketching Materials**

I allow my students to use newsprint with drawing pencils to sketch out their concepts in the classroom. They were also allowed to use their sketchbooks to plan and design their project.

## **Recycled Boxes / Cardboard of all Shapes and Sizes**

For this project I asked the students to collect as much recycled materials as possible. I had the students bring in recycled cardboard boxes and left over garbage that could be used to create the 3D Faux Book Diorama. If the students did not have boxes, I received some as donations from the local post office. This reinforces the idea of conservation and reusable materials which is something students tend to lack.

## **Electronic Literature: Tablets, Cellphones, iPads, etc.**

Students had to bring in their own mobile devices to use, but I also brought my own tablet and iPhone for those students who did not have access to the technology so they could get a grasp on its importance and how it can be used to be able to read with. I especially encouraged this with my students that had issues with reading or disabilities.

## Building Materials

To construct the 3D Faux Book Diorama, we used glue, tape, scissors, and miscellaneous found objects. Some students felt it was easier to approach the building construction using strips of plaster. Other students preferred using hot glue guns. I provided the basic supplies and recommended each student to think outside the box.

## Painting Application Materials

To paint the 3D Faux Book Diorama, the students used tempera and acrylic paint along with small, medium, and large brushes. I recommend students experiment with additional media when available, such as chalk, charcoal, crayons, tissue paper, etc.



# Resource List



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## Internet Websites

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Classic Reader – Free Online Library of Classical Literature

<http://www.classicreader.com/>

Project Gutenberg – Free Ebooks

<http://www.gutenberg.org/>

Google Play Store

<https://play.google.com/store?hl=en>

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## Sample Material Costs

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All Materials are quoted through Sax Arts Supplies, <https://store.schoolspecialty.com>

School Smart Tempera Paint – Quarts Set of 12

Quantity: 5

\$44.99 per set

Total: \$224.95

Liquitex Basics Brushes – Assorted sizes - Pack of 96

Quantity: 2

\$120.99 per pack

Total: \$241.98

Childcraft No-Spill Paint Cups -3 ¾ inch Set of 10

Quantity: 5

\$6.19 per set

Total: \$30.95

School Smart Non-Toxic Washable School Glue Case of 48

Quantity: 2

\$25.49 per case

Total: \$50.98

School Smart White Glue – 1 Gallon

Quantity: 2

\$15.29 per gallon

Total: \$30.58

Total: \$579.44

Note: May of these items can be replaced or modified. Quantities can also be changed depending on the number of students you are completing this project with.

## Design Rubric

Student's name \_\_\_\_\_ Critiquing \_\_\_\_\_

Category	4	3	2	1	Score Received
<b>Design &amp; Composition</b>	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	
<b>Color Choices</b>	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.	
<b>Media Skills</b>	Application of media (paint, charcoal, crayon, etc) is preplanned and done in a logical, sequential manner.	Media is applied in a careful, logical manner. Colors remain sharp and texture is evident.	Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident.	Student needs to work on controlling media and preplanning application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident throughout the work.	

<p><b>Use of Materials</b></p>	<p>Student typically keeps painting materials and area clean and protected without reminders. The student shows great respect for the materials and his fellow students.</p>	<p>Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student shows respect for materials and fellow students.</p>	<p>Student adequately cleans and takes care of materials if reminded. Occasional spills and messy work area may be seen. Shows some respect for materials and fellow students.</p>	<p>Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Shows little respect for materials or fellow students.</p>	
<p><b>Time &amp; Effort</b></p>	<p>Class time was used wisely. Much time and effort went into the planning and design of the design. It is clear the student worked at home as well as at school.</p>	<p>Class time was used wisely. Student could have put in more time and effort at home.</p>	<p>Class time was not always used wisely, but student did do some additional work at home.</p>	<p>Class time was not used wisely and the student put in no additional effort.</p>	
<p><b>Creativity</b></p>	<p>Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.</p>	<p>Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.</p>	<p>Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.</p>	<p>Student has not made much attempt to meet the requirements of the assignment.</p>	

## Critique Rubric

Student's name \_\_\_\_\_ Critiquing \_\_\_\_\_

Category	4	3	2	1	Score Received
<b>Description</b>	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.	
<b>Analysis</b>	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has trouble picking out the dominant elements.	
<b>Interpretation</b>	Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.	
<b>Evaluation</b>	Uses multiple criteria to judge the artwork, such as composition, creativity, design, communication of ideas.	Uses 1-2 criteria to judge the artwork.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Evaluates work as good or bad based on personal taste.	

# Students at Work



# Adapter Application

Application Space Provided





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- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by June 15th.

## APPLICATION DEADLINE:

### December 10, 2014

Apply online at [www.educationfund.org](http://www.educationfund.org)

**For more information, contact:**

Edwina Lau, Program Director

305.558.4544, ext. 113

[elau@educationfund.org](mailto:elau@educationfund.org)

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