

## **Charlotte's Mobility and Mobiles**

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### **Introduction**

#### Personal

This is my migratory story. I was born and raised in the Cleveland, Ohio area. For those who are familiar with Cleveland, I was born in Willoughby, Ohio and then moved to Eastlake, Ohio when I was young. Those are both suburbs on Cleveland's east side. Then my family took the big step and moved to Lakewood, Ohio, a suburb that borders Cleveland to the west. Again, for those Clevelanders out there, they know this is not an everyday occurrence for families to move from the Eastside to the Westside or visa versa. I lived in Lakewood until my third year in college at Cleveland State University when I moved downtown within walking distance to school. This was where I where I obtained my B.A. in Art and my K-12 teaching license in art from Cleveland State. I then lived in the artsy Tremont area of Cleveland until I migrated south down I-77 to Charlotte, North Carolina. This is where I currently reside.

While in Cleveland, I received a long term substitute art position teaching fifth and sixth grade art for a half year. This allowed me to get my feet wet in the pool of teaching and I consider this my first real teaching job. With teaching jobs being hard to find in Cleveland, I applied for positions to teach art in both Charlotte and Las Vegas, Nevada. I was really surprised to find out that I was offered jobs in both cities in the same week! Both jobs offered excitement, but I chose Charlotte, even though I had never even been there. I had family on North Carolina's Outer Banks, family back in Ohio and a girlfriend (who is now my wife) in Michigan. While offering plenty of adventure, Las Vegas was just too far away for me to relocate. When I moved to Charlotte I worked at Garinger High School for three years. I worked with all grade levels (9-12) while teaching Art I, Art II and Crafts I. After my third year of teaching there, I was displaced and the Charlotte-Mecklenburg School district placed me at a different school. Garinger High School was being reformed into five separate, smaller independently run schools. I was one of about 80 staff members that were displaced that year. I then was assigned to Lansdowne Elementary School where I am now working on my sixth year there.

#### My School District

I work for the Charlotte-Mecklenburg School District. It is located in the city of Charlotte, NC and surrounding towns that make up Mecklenburg County. The district's numbers for the 2012-2013 school year show that CMS contains 159 schools, which

operate under an annual 1.3 billion dollar budget. CMS employees total 18,143 with 9,221 of them being full time teachers. 141,171 students are enrolled in CMS. The 2011-2012 school year data indicates that CMS is a very diverse district, with 168 countries represented among the student body and 165 different native languages spoken. The student ethno-racial distribution is broken down as follows: 42% African-American, 32.5% White, 17.5% Hispanic, 5% Asian and 3% American Indian/multiracial.<sup>1</sup>

## My School

I am an art teacher at Lansdowne Elementary International Baccalaureate World School. It is a K-5 school that is located in suburban south-east Charlotte. The 2011-2012 NC School Report Cards show our population, at that time, having 615 students. This is less than the district's average size of 708 students, but more than the state's average of 499 students with similar grade ranges. We are a School of Distinction, with Expected Growth, meaning that at 80-90% of students are at grade level. There are 43 classroom teachers of which 96% are fully licensed. The remaining 4% are entering teaching through lateral entry. 97% of the classes are taught by highly qualified teachers. 40% of the teachers have advanced degrees and eight are Nationally Board certified. There is a good mix of teachers concerning their years of experience with 24% of teachers who have been teaching for 0-3 years and 41% who have been teaching for 4-10 years, which is where I fall. 35% have been teaching for 10+ years.<sup>2</sup> 225 students are eligible for free lunch and 32 are eligible for lunch at a reduced price.<sup>3</sup> Lansdowne utilizes two trailers, one of which is where I teach art. I teach every student at Lansdowne Elementary School.

## Rationale

I decided to create this unit on Immigration for several reasons. One reason is that I wanted to know more about who lived in Charlotte and who was moving here from elsewhere. I was curious about what kinds of people Charlotte consists of and why has it grown so much and so quickly over such a short period of time. My second reason was a wish to learn about immigration. I wanted to learn more about the different types of migration to the city as well as all the terms that are associated with the process (immigration) and the people (immigrants). My third reason was to gain knowledge of the art of mobiles.

## Who is Charlotte?

Spending my first 30 years of life in Cleveland, OH, I was never really familiar with Charlotte. I had been to Charlotte only once, before I decided to relocate here. I was flying to a destination that was somewhere else, and my time in Charlotte was limited to a couple of hours in the boundaries of Charlotte Douglas Airport. I switched planes and moved on. So I never really even saw the city, I had no opinion about it, and at that time

I certainly was not entertaining any thoughts about moving here. It was only a few years later though that I made the move down to Charlotte. After I arrived, I was amazed by the number of people I encountered that lived in Charlotte, but who weren't actually from Charlotte. Without knowing anyone in Charlotte, I found myself at the local sports bar watching football and interacting with others on various weekend days. I met people from all over the country including the East Coast, the West Coast, other southern cities and states, and the Midwest.

It wasn't until I was coaching the girls' soccer team at Garinger High School in the spring of 2005 that I became aware of the global presence that was in Charlotte. The team consisted of students from Mexico, Central America, South America, Africa, Europe, Asia and even a couple from the United States. I had gone half of the school year without really noticing the global presence that was inside the school. It was a busy time. I was trying to tread water in my first high school teaching job, I missed my family and friends. I was thinking about and planning trips back to Cleveland. My oversight could have been any and all of those things. It also could be the fact that some of these students spent their time going unnoticed. Now they may have gone unnoticed deliberately or by accident. It wasn't until I was coaching the girls' soccer team that I started to notice how many students were from other countries. I remember the night that I and the other coach went to one of the girl's graduation party. It was at a Mexican restaurant that was open just for her party. We were immersed in the Mexican culture: the food, drinks, music, language, dancing and customs. It was definitely a different experience for me. I felt privileged to be there. As I am participating in this seminar on immigration, I feel that I could have talked to and learned more from not only my soccer team, but also from the many other students whom I have taught. I would have liked to have found more out about their cultures as well as the stories behind their immigrant journeys. I am interested in knowing more about who has helped this city to grow, not only in population, but in culture as well. By immigrating into this county and settling in Charlotte, NC, my immigrant students and their families have contributed to this growth.

What is immigration?

What is an immigrant? What is an emigrant? What is a migrant? These are just a few of the terms that I would like to understand more clearly. Why do people move somewhere? What do they take with them? Why do they leave where they had lived behind? While learning why people immigrate to the United States from different countries, I learned about push and pull factors. Push factors are circumstances that may force people to leave where they are, or push them away. Pull factors are what draws one, hence pulling them towards a new and different place. I realize that many of the reasons that pushed immigrants away from their native countries and pulled them to the United States to settle are some of the same reasons that explain my migration from Cleveland to Charlotte. I have moved to better myself, to find work, to be closer to my family. When it's all broken down, my stories may not have been as amazing as some,

but why I left the place where I was born and raised, and why I moved to another destination, are similar to the stories of those who have moved to Charlotte from other countries.

What is mobile art?

While thinking of how I was going to convey the meaning of “Who is Charlotte” and “What is an immigrant” I needed a media or art process for the children to create. After all, I am an art teacher. I settled on the art of mobiles. Mobiles are not totally foreign to me. In fact, I have previously taught a mobile project before with this same grade level. It was on the topic of lifecycles, i.e. the changing or evolution of an animal throughout different stages, like a frog or a butterfly. This project was also reinforcing the students’ learning of an I.B. unit that they were studying in their classrooms. When I taught this unit however, I feel I didn’t research enough about mobiles and therefore I did not teach the students about the history of mobiles. At the time I was content that I had helped the students create the mobiles. Now I want to gain more knowledge about the background and history of mobiles including different artists and styles and educate the children on the history as well.

### **Content Objectives**

The overarching art and educational goals are to have students gain an understanding of what immigration is, while learning about mobile sculpture and culminating with the creation their own mobile showing some background knowledge of the largest immigrant cultures that have been moving into the Charlotte area. The three reasons for creating this unit (listed above in the Rationale) also parallel the unit’s objectives. Goal one: To teach the students about who lives in modern day Charlotte, NC. Goal two: To help foster the students understanding of immigration. Goal three: To educate the students about mobiles as an art form. Goal four: Create a mobile based on Charlotte’s recent immigration.

#### **Goal One**

Charlotte is the largest city in the state of North Carolina which is located in the Southeast section of the United States. Charlotte is located in Mecklenburg County. It has quickly moved up the numbers in the country’s most populated cities. According to the 2010 U.S. census, Charlotte ranked 17<sup>th</sup> in populated cities in the US.<sup>4</sup> Charlotte has been steadily growing in population since 1980. The 1980 census ranked Charlotte the 47<sup>th</sup> most populated city in the US<sup>5</sup> and listed 315,473 people lived in Charlotte with 404,270 living in the county.<sup>6</sup> In 1990 Charlotte’s population increased to 35<sup>th</sup> on the list<sup>7</sup> with 395,934 with the county passing a half of a million people with 511,433.<sup>8</sup> The 2000 numbers show Charlotte continued climb to 26<sup>th</sup> in the nation<sup>9</sup> up to 540,828 and the county of Mecklenburg at 695,454.<sup>10</sup> The last US Census (2010) lists Charlotte’s

population at 731,424 and Mecklenburg's at 919,628.<sup>11</sup> The estimate shows that the current year's population of 2012 for Charlotte is up to 772,627 and Mecklenburg County's is nearing one million at 966,160.<sup>12</sup>

Not only is Charlotte growing with people moving in from other cities and states, but with people moving here from other countries as well. The U.S. Census Bureau's American Fact Finder (B05006) states that an estimated 103,196 people who were born in another country lived in Charlotte at some point within the years of 2006-2010. The top ten origin countries for immigrants living in the city of Charlotte during that time are as follows:

1. Mexico (24,815)
2. India (9,173)
3. El Salvador (6,561)
4. Honduras (5,857)
5. Vietnam (5,475)
6. Ecuador (2,617)
7. Columbia (2,588)
8. China, excluding Hong Kong and Taiwan (2,825)
9. Korea (2,070)
10. Canada (1,820)<sup>13</sup>

I will highlight four of these countries for my students to learn about: Mexico, India, Vietnam and Canada. These countries are both significant in numbers as well as being spread out geographically. While these four countries may be from only two continents, they are culturally distinct which will help students understand the extent of diversity among the immigrant population in the city.

## Goal Two

The terms immigrate, immigrant, emigrant and migrate are four terms that I want to introduce to my students. Immigrate is defined by *Webster's II New College Dictionary* as "To enter and settle in a country or region that is not native."<sup>14</sup> Immigrant is defined as "A person who leaves one country or area to settle elsewhere."<sup>15</sup> Emigrate is defined as "To leave one country or area and settle in another."<sup>16</sup> Finally migrate is defined as "To move from one country or area and settle in another."<sup>17</sup> I would like to teach them the differences between these words. I want the students to realize that most of them are migrants and have moved at some point in their lives. This may be a move across the city or state or into a new country. After we establish that it is common for people to move, we will discuss why people move. We will learn about push and pull factors. These are the factors that help determine why people move and where they move to. The push factor is the cause or causes of why someone moves. A lack of jobs, school, family, poor climate and immediate or potential danger to oneself or family are some factors that push people to move elsewhere. The pull factor is the cause that helps bring someone to

a certain location. Job availability, schooling, closeness to family, better climate or weather and safety are some of the reasons that pull someone to a certain area to live.

### Goal Three

Mobile art is a type of kinetic art. Kinetic art is defined in *Artforms* as “art that incorporates actual movement as part of the design”.<sup>18</sup> Cleaver adds to this by writing that kinetic sculpture “utilizes air currents or motors to bring actual movement into the composition”.<sup>19</sup> Mobiles take advantage of the principle of equilibrium. Mobiles are popular in the nursery as they often hang down over a baby’s crib, giving him enjoyment as he watches the shapes and colors move.

Alexander Calder “is acknowledged internationally as the most important pioneer in kinetic sculpture” writes Cleaver.<sup>20</sup> Furthermore, Calder is widely credited as the inventor of the mobile as *The Art Book* states “Calder was the inventor of the mobile, and made his first one in 1932”.<sup>21</sup> Alexander Calder was born in 1898 in Lawton Pennsylvania into a family of artists as his father, Alexander Stirling was a sculptor and his mother, Nanette was a painter. His family moved around when he was young, as his father received public commissions from around the country. Even though they moved around, young Alexander from the age of eight had always had a workshop to create his art. “For Christmas in 1909, Calder presented his parents with two of his first sculptures, a tiny dog and duck cut from a brass sheet and bent into formation. The duck is kinetic—it rocks back and forth when tapped. Even at age eleven, his facility in handling materials was apparent.”<sup>22</sup>

He earned an Engineering degree from Stevens Institute of Technology in New Jersey. Soon after graduating, he would attend the Arts Students League in New York City and would then move to Paris in 1925. In the summer of 1926 Calder devoted himself to a project entitled *Cirque Calder*. It was a miniature circus that contained “characters and animals made out of wire, scraps of cloth, wood, cork, labels, bits of scrap metal and pieces of rubber. Calder transported his little theater of the world in suitcases and performed it for his friends. He set up his tent and arranged the performers- the man on stilts, the horsewoman on her mount, the lion, the dog, the seals-while his friend Isamu Noguchi turned the crank of a phonograph.”<sup>23</sup> It was in Paris where he was introduced to Piet Mondrian and was influenced by his abstract art work. He then he “developed his famous mobiles-delicately balanced constellations of metal discs on wires that move in the breeze or at a touch”.<sup>24</sup>

Calder would marry Louisa James in January 1931. They moved back to the United States in 1933 where they purchased a farmhouse in Roxbury, Connecticut. It was at this farmhouse where Calder completed his first mobile *Calderberry Bush*. Calder and Louisa had two daughters, Sandra in 1935 and Mary in 1939. Calder later spent most of his later years building large scale commissioned works. Alexander Calder died from a

heart attack in 1976 and the age of 78. While Calder is most recognized for his work with mobiles, he created many other works of art, including drawings, paintings, stage sets, tapestries and jewelry. Indeed, Calder also created still sculptures which Jean Arp, to emphasize their contrast with Calder's mobiles, baptized "stables."<sup>25</sup>

#### Goal Four

The students will create their own mobile based on the ever changing city of Charlotte. This will be the culminating project as we discover our home city and explore who lives here, learn about immigration and create the associated art form of mobiles. Here the students create the mobile with using various media. A center disc will illustrate the city of Charlotte. The four other discs will illustrate to some degree the four countries mentioned above: Mexico, India, Vietnam, and Canada.

#### **Teaching Strategies**

To be sure I am reaching out to all different learning types and creating a memorable experience for the students, I will use several different teaching strategies. Some of these strategies will be repeated, some will be used concurrently with another.

##### Storytelling

I would like to read some age appropriate short books to the students at different points of the unit. I have several books about an immigrant's journey to the United States and some that tell the story of an immigrant's life in the United States that would be geared towards second grade. Unfortunately I have not found any children's books on Alexander Calder.

##### Lecture

Lecture will come throughout the unit. It is one of the key ways that I will deliver the information which I want my students to learn. Lecturing will come primarily in lessons one and two.

##### Nonverbal Experience

This will definitely include a PowerPoint of artwork, focusing on mobiles by Alexander Calder. I would also like to find some music from the different countries that we will be studying. I feel that it will help enhance the mood of learning as we create art about those countries. I'm not quite sure right now, but if it's affordable and attainable, food from the artists' countries might enter into the art room.

##### Computer Technology

I am planning to incorporate the use of computers into this unit. I have three computers in my room that the students could definitely use to gather information on the countries. I would like to divide the students into groups of four and utilize the computer lab which

is not that easy. I can have the four groups' research one of these areas (Canada, India, Mexico and Vietnam) that will be randomly assigned.

#### Homework

The students will complete a worksheet on themselves and their family's history/ancestry. They will need their parents or guardians to help them complete the worksheet. They should return it at the following art class.

#### Presentation

Students will present their information from their homework to the class. From there we can use a map and pinpoint the students', parents' and grandparents' birthplaces to show where their families are from. We can also chart the numbers of ethnicities to see the range of diversity in the class's population.

#### Demonstration

I will be demonstrating the techniques and processes for each stage of the project that will culminate with their completed mobile. This generally will happen at the beginning of each class period as I introduce each component of the process.

#### Independent Work

The students will have some of the class time that will be reserved for independent work. Earlier in the unit, the students will be creating the discs for each country. They will later be working on putting their mobiles together. I will be circulating around the room to help students and answer their questions.

#### Reflection

They will "reflect" on the project and the rest of the unit. There will be several questions for them to answer on both immigration and the art of mobiles. They will also have to describe their artwork.

### **Classroom Activities**

This unit will be taught to my second grade students. I currently have six different classes of second graders. Each class is 45 minutes long and I see them once a week. I anticipate this unit to last eight class periods. In actuality it could last between seven and nine classes. There are many factors that determine the length of a project starting with how long that a class is actually in my class each week. Factors such as punctuality of the class, behavior, interruptions and clean up always impact the class. My best approximation is that the unit will last 8-9 weeks, which is really the longest I want any project to last in elementary school.

Lesson One: What is immigration? Who is Charlotte? (Days one and two)

I will begin the unit with reading half of the book *I Hate English!* by Ellen Levine. This is a fictitious story of Mei Mei, an immigrant from Hong Kong who, along with her family, immigrated to New York's Chinatown. Mei Mei has her struggles as she is in a place where everything she sees and hears is in English. She can speak English, but she doesn't want to. She can understand when English is spoken, but becomes scared and worried when she discovers a word that she does not know in Chinese. A teacher later helps her realize that she can hold onto to her own culture and speak Chinese as well as communicate in English.<sup>26</sup> After reading the book I will ask the students what they think this book is about. What is the meaning behind this book? I will ask them what they think the subject or theme for their next project will be about. Next I will introduce immigration. I will ask the students how they define immigration. I will give them the definition of the word immigrate. I will also explain immigrant, emigrate and migrate. I will try to break it down fairly easily for them to understand the differences.

I will then steer the focus to immigration in the city where we reside-Charlotte. I will share the results of my research with them. I will tell them that our city has grown from 315,473(in 1980) to 395,934(in 1990) to 540,828(in 2000) and 731,424(in 2010) according to the United States Census. I will explain to them that the US Census occurs every ten years and the results give us data like this so we know how many people are living in an area. I will round the numbers to the nearest 50,000<sup>th</sup> and write these numbers on the board: 300,000(1980) / 400,000(1990) / 550,000(2000) / 750,000(2010). I will show the class a large graph with the horizontal line (X-axis) containing years and the vertical line (Y-axis) containing population. I will have drawn the decades listed above on the X-axis and the population listed from zero to one million in intervals of 50,000. I will ask the students to come up and show where each bar (year) would stop at (population). If correct they can color it in. To ensure that every student is incorporated into this learning process, graphs could be distributed to each student (with the Y-axis and X-axis already completed) and each student could fill in the bar graphs individually. If time constraints were not an issue, I would probably opt for this option.

After the bar graph is completed, I will ask the students why they thought the population of Charlotte had grown so much during the past thirty years. We will discuss that migration is the main factor in Charlotte's growth. This includes both people who were migrating from different states and cities and those who emigrating from different countries. Before having the students leave the art room, I would distribute a handout to the students with questions about their background. They would need to complete this at home preferably with the help of their parents and bring it back next art class. The handout would include the following questions:

- In what city and country where you born?
- If you were not born in Charlotte, when did you move to Charlotte?
- What country are your parents from?
- What country are your grandparents from?

- Does your family have any special celebrations and traditions that are part of your heritage?
- Does your family speak any other language(s) besides English? If so, what language?

If time permits, I will conclude day one with reading the second half of *I Hate English!* If not I will open the next class with the book's conclusion. I will call the students by table groups (I have eight tables with 2-4 students at each table) to come to the front of the room with their homework and read their answers. I will then place a push pin on the student's place of birth (city, state and/or country) on the world map and/or the United States Map. We can then track the classes' ethnic distribution this way. If a student forgets her homework at home, we can add it to the map(s) when she brings it the next time.

This will segue into a short discussion on who is immigrating into Charlotte. I will read to the students data that I found in the US Census detailing the amount of Foreign-born population estimates in the City of Charlotte between the years of 2006-2010. I will explain that during these five years, it was estimated that 103,196 immigrants came to Charlotte. The statistics do not necessarily mean that they all stayed here the whole time, but at least for some part during those five years they lived in Charlotte. As previously listed under Goal One, the top ten immigrant populations starting with the largest are Mexico, India, El Salvador, Honduras, Vietnam, Ecuador, Columbia, China (excluding Hong Kong-where Mei Mei lived and Taiwan), Korea and Canada.<sup>27</sup> As I read these countries to them, I will point them out on the large world map. We then can look at our class to see if any students are from any of Charlotte's top ten. Next we will brain storm about Charlotte. I will ask the students to tell me what they think symbolizes Charlotte? We will come up with icons, symbols or pictures of things that represents Charlotte. I will form a list on the board. If they are struggling I could give the students suggestions like "Queen City" or "NASCAR". Hopefully we can generate a few ideas from these clues. I will make copies of this list so that I can distribute them to each table when we begin our Charlotte piece of the mobile.

#### Lesson Two: What is a Mobile? Who is Alexander Calder? (Day three)

I will ask the students some questions about mobiles without saying the word mobiles. I will prompt them with questions such as: "Have you ever seen something that hangs from a baby's crib?", "Do you know what it is called?" and "What does it look like?" I will then ask more follow up questions such as: "What is the object that hangs outside and makes noise when the wind blows?" and "Who can describe it to the class?" These objects are both mobiles. Even though they serve different specific purposes, they are both made to entertain; they are art. I will give the kid-friendly definition of the art term mobile. Scholastic Children's Dictionary defines mobile as "A sculpture made of several items balance at different heights and hanging from a central wire or thread".<sup>28</sup> I will tell

them that mobiles are kinetic art. They have movement. The definition of kinetic from the Scholastic Children's Dictionary is "To do with movement, or caused by movement"<sup>29</sup> So mobiles on a baby's crib and wind chimes are both kinetic and they are both mobiles. I will also talk about mobiles are the ideal art form to represent migration because that process too is all about movement – the movement of people across the city, county and world to settle in Charlotte.

I will follow my introduction of mobiles, with an introduction to the most famous mobile artist, Alexander Calder. I will explain to the students that Alexander Calder was a famous American artist who himself migrated around the world. He was born in 1898 in Lawton, Pennsylvania (near Philadelphia) and moved around the country as a child. He had lived in Arizona (before it was a state!) They then moved to Los Angeles, Croton-on-Hudson (about an hour train ride from New York City), San Francisco, CA, Berkley, CA and then back to the east coast to New York City and would go to school at Stevens Institute of Technology in New Jersey. In 1926 he moved across the Atlantic Ocean to Paris, France. He would travel back and forth from New York to France. In 1933, he bought a house in Roxbury, CT. Linking Calder's migration to our theme of immigration I will show the students where the cities, states and countries in which he lived are located.

I will then show the students visuals of Alexander Calder's artwork through the use of digital images in a PowerPoint that will be projected onto a screen. I will show a range of the media of his work from different stages in his career. The majority of the images will be of his mobiles. I will ask the students to give thoughts and opinions of his art at different points throughout my presentation. I will explain to the students that we will be making mobiles and the subject will be Charlotte and its resident immigrants.

I will gather the class around me as I give a demonstration for the first part of the project. Here I will show them what the template will look like for each of the disks. The Charlotte disks will be the biggest at six inches. Students will get 2 construction paper circles (red and blue). These are two of the three colors in the United States flag. I will show them a completed example of this step. On one circle they will creatively write Charlotte on it. If they would like to add designs to help fill up the composition on it they will be encouraged to do so. I will caution them to draw lightly with pencil first, in case they made a mistake they will be able to erase it. I will also add that the word "Charlotte" should be large and legible and if they are going to add designs to make sure they can still clearly read "Charlotte". On the other disk they will choose a symbol, picture or icon to draw that they feel represents Charlotte. I will show them a list of the ideas that they came up with previously. I will also point out the composition of my work. Composition is "The bringing together of parts or elements to form a whole; the structure, organization, or total form of a work of art".<sup>30</sup> They should be aware that all of the lines, shapes, colors and the rest of their elements of art they use are to be presented neatly. I

have both an Elements of Art poster and a Principles of Art poster that I will refer to here. I will want to finish this demonstration by the end of class.

Lesson Three: Tell me about Mexico, India, Vietnam, Canada (day four)

Today the students will research the four countries (Canada, India, Mexico and Vietnam) to find out some basic information that they will use to illustrate on the discs for their mobiles. The students will be split up into four groups and each group will be assigned a country. The tables in the art room are arranged in four clusters of two tables each so it will be easy to divide them up. There is a computer lab at my school but it is usually difficult to obtain access. If we are able to use it, I will have the students all research at one time. Since that will probably not be the case, I currently have three computers in my art room that we will use. I will have one group at a time do their research while the other students work on their Charlotte discs. To save time I will have the website [www.ducksters.com/geography](http://www.ducksters.com/geography) already up on the computer. This is a site that I discovered that contains a good amount of information that the students can find for their research. I also discovered that there are not too many websites available that are 1) has the four countries they are researching, 2) has information that they would be able to illustrate and 3) are age appropriate. This particular website fits the criteria. They will be given a handout with the following topics to be answered:

- colors of the flag
- national symbol
- major industry (list two or three)
- major exports (list two or three)
- agricultural products (list two or three)

I choose these items as there are a wide variety of items and they would be good to illustrate. Students will have to work quickly, since I have to divide the time on the computer up by four in order to have them all get their research done in one day. This leaves each group with 10 minutes each on the computer. This should be enough time, as the website is easy to navigate with all the information on one page. I will also be there to start each group off to help them locate their country to get started. After I get those students started, I will distribute the blue and red construction paper discs so the other students can get started on their projects. I will distribute a handout that gives a list of symbols, icons and pictures that they had previously created. I will again remind them to draw lightly with pencil and not to crowd their designs around their title "Charlotte". I will tell them to draw large. On the second six inch disc, they may draw more than one image if they would like to do so. When they are done drawing it in pencil, they will color it in using colored pencil and/or crayons to add their color. I will let them know that the red and blue colors were chosen for their Charlotte discs due to them being two of the three colors of the United States. I will encourage students to use a good amount of white when coloring to complete the three colors of the United States flag.

Before the class is over, I will collect the research handouts and check to see if the information found is correct and if the selections made to be illustrated will or won't be too difficult. I will type them up to distribute to the students for the next class. I will add a couple of items such as an image of the flag and perhaps symbols of some of the selections for industry and/or exports.

#### Lesson Four: Illustrating the Immigrant Discs (days five, six and seven)

I will begin lesson four by reading the first half of the book *Leaving Vietnam: The True Story of Tuan Ngo, a Boat Boy*. This is a true story of a young boy and his father who, along with others, escaped Vietnam and the Viet Cong in hopes of immigrating to the United States to make money that will be sent to family back in Vietnam. It tells of the difficulty of escaping the Viet Cong, their encounter with pirates when out on the sea, the series of refugee camps and seeing the people there who are dying of malaria. It also illustrates the excitement of when Tuan and his father are told they are finally able to go to the United States.<sup>31</sup>

After the reading, I will gather the students around a table while I explain what we will be working on our four countries discs over the next few classes. I will show them the handouts that I will have put together based on the research of the groups. I will explain that they will each make four 4" discs with each one representing a different country that has seen people immigrate to Charlotte: Canada, India, Mexico and Vietnam. They will receive eight 4" construction paper discs, enough to make the front and back side of the four different discs. I will show the students where to look on the handouts to find the country's colors. I will explain to the students that two of the countries, Canada (red and white) and Vietnam (red and yellow) have only two colors in their flag. So they choose one of each color to make their disc. Each of the four discs will have a different color on each side. The flags of India (green, orange and white) and Mexico (green, white and red) contain three colors within them. Here I will tell the students to choose two different colors of construction paper that are contained in each of the country's flags. I will then show them an example of how I introduced the third color into the disc by using that specific color when I colored in the country's name on one disc. I will tell them that you should try to incorporate that color on the other disc if they can.

The guidelines for the students' work are similar to how they completed their Charlotte discs in lesson 2. On one disc they will write the country's name large and legible. If they would like to draw any designs to enhance their work they are allowed to do that. I will remind them that the designs should not take away from the country's name. This should be able to be read easily. The other country's disc should contain images or symbols of items that are found in the class's research. These include the county's national symbol, major industry, major exports and/or agricultural products. I will indicate to the class that they can draw one or more of these images. If they only draw one image, it should be large and should take up the majority of the disc's space. I will

remind them that if they are creating a disc that represents a country with more than two colors in its flag, they should try to use that third color when coloring. Before I have the students return to their seats I will ask them to draw their words, designs and images in pencil, then color. They may use crayons, construction paper crayons and colored pencils when coloring. Also when drawing in pencil, draw lightly as it is easy to erase when making a mistake. The students will return to their seats and I will distribute the materials. The students will start with any of the four countries they choose. I will inform them that they have three classes, including today, to complete the discs. I will circulate around to monitor the student's progress.

The students will continue working on their discs for the following two days. Throughout the lesson, I will remind them to look at the composition of their work to see if it's too crowded or if there is too much space. I will also encourage them to color their main items (the words and pictures/symbols) dark. This can be done by putting more pressure on the crayon or colored pencil. They also should be filling all the space in while coloring. When the students finish both discs for each country I will have them glue them onto the front and back of the cardboard discs. They will be set aside on the drying rack to fully dry. I will read the second half of the book *Leaving Vietnam: The True Story of Tuan Ngo, a Boat Boy* in the beginning of the following class. I will read one more book titled *The Color of Home*, during day seven, or on the last day of lesson four: illustrating the immigrant discs. This story is about an immigrant from Somalia named Hassan. He misses his homeland and only knows a few words of English. One day the class paints and he paints about his life back in Somalia. He tells a translator who came to his school about his uncle getting shot and that they had to leave Somalia immediately. His teacher is sad and has him paint another picture. He paints his house in Somalia with bright colors and this time doesn't paint any bullets or people. It ends with his family hanging it up at their home which brightens the place up, along with him noticing the brightly colored items that his mother had made around the house.<sup>32</sup>

#### Lesson Five: Assembly and Reflection (day eight and nine)

The last lesson in the unit is their time to assemble their project and reflect. I will give a demonstration of how to assemble their mobiles. First I will show the students how to cut the yarn. I will take the black yarn and bend it around a ruler the long way and cut it with scissors. It will be approximately 24" long. I tell them that they will repeat this five more times so that they will have a total of six pieces of yarn. I chose the color black for the yarn because it is neutral and none of the other countries contain black in their flags. They will get a wooden rod to tie the yarn around. It can really be any stick or rod as long as it is sturdy enough. I tried it with wooden skewers that can be bought at a grocery store and cut the sharp ends off. I will demonstrate how to tie the yarn onto the stick. Even though I told them to cut off about 24" of yarn, they really won't need all that. It is always to have a little extra than not enough in the end. I will show them how to run the string through the punched hole and make a knot to secure it. I will show them how long

their string should be when tied. Anywhere around 10-14 inches would be good, but I will tell them not to make it too short. I will hole punch their cardboard discs because this is rather difficult to hole punch the thicker cardboard. I will tell them that they will repeat this procedure three more times. I will then distribute the materials and let them work independently. I know my assistance will be greatly needed as I plan on rotating around the room at this time.

Once the first person completes the two rods I will stop the class to show them how to connect the two. I plan on connecting everyone's for them when they need this step done, but I feel that it's important to show them how I did it first. When this step is done, the rods will be perpendicular to each other and look like a plus sign. I will have left about 6" left for them to tie their slightly larger Charlotte disc that will hang down in the middle, shorter than the four other countries. I will tell them that this is to illustrate how people have emigrated from different parts of the world to come to Charlotte and that is why it is in the center. I will tell them that when they have all five discs hanging, I will make a loop from which they can hang it. This will require another piece of yarn, about 36" and some tape. I will put some tape around the end of one side of the string. This will allow me to slide the yarn under the other tight yarn that is holding the other two rods together. The taped end will have the same effect as the plastic coating at the end of a shoelace.

When the students finish assembling their mobiles, they will reflect on their artwork. They will each complete a reflection questionnaire. The following questions will be represented:

- What is the difference between emigrate and immigrate?
- If you are an immigrant how did you feel when you found out that you were going to live in a new country? *or* If you are not an immigrant how would you feel if you found out that you were going to live in a new country?
- What is a mobile?
- Explain what your mobile show the viewers.
- What do you like about your mobile?
- Is there anything that you would change about your mobile?
- How did you like this project?

## **Vocabulary**

- census
- elements of art
- emigrate
- export
- immigrate
- immigration
- kinetic art

- migrate
- migration
- mobile
- refugee

### **Materials Needed**

- books:
- cardboard circles (4" diameter – 4 per student)
- cardboard circles (6" diameter – 1 per student)
- colored pencils
- construction paper (various colors)
- crayons/ construction paper crayons
- glue
- graph paper for Charlotte population growth bar graph (poster size)
- handouts (homework questions, symbols for Charlotte, research questions)
- hole punch
- maps (United States and World)
- pencils
- posters (Elements of Art and Principles of Art)
- push pins
- wooden rods
- yarn

### **Annotated Bibliography (Teacher Resources)**

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

[www.ncschoolreportcard.org/src/servlet/srcICreatePDF?pSchCode=438&pLEACode=600&pYear](http://www.ncschoolreportcard.org/src/servlet/srcICreatePDF?pSchCode=438&pLEACode=600&pYear) (accessed November 22, 2012).

Lansdowne Elementary's "NC School Report Card" which includes various information of the school. Information on the following topics is included: Student Performance, Size, Access to Technology, School Performance and Quality Teachers and compares it to both the rest of the district and the state.

U.S. Census Bureau. "American FactFinder - Results." American FactFinder.

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_B05006&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_B05006&prodType=table) (accessed November 11, 2012).

This is a five year estimate of foreign born population in Charlotte from 2006-2010.

Bourdon, David. *Calder: Mobilist, Ringmaster, Innovator*. New York: Macmillan, 1980.

This is a very good biography of Alexander Calder. It contains many photographs

of his artwork in black and white.

Butler, Adam, Claire Van Cleave, and Susan Stirling. *The Art Book*. London: Phaidon, 1994.

It is an easy to use book which contains one work of art by 500 artists. The image contained is Calder's Lobster Trap and Fish Tail.

"CALDER FOUNDATION | HOME." CALDER FOUNDATION | HOME.

<http://www.calder.org> (accessed November 22, 2012).

This site is a great source to learn about Alexander Calder, his work and the Calder Foundation.

United States Census Bureau. "Cities with 100,000 or More Population in 2000." Census Bureau Homepage. [www.census.gov/statab/ccdb/cit1020r.txt](http://www.census.gov/statab/ccdb/cit1020r.txt) (accessed November 7, 2012).

It is a table of the population of the 100 largest urban places in 2000.

Cleaver, Dale G. *Art; An Introduction*. 4th ed. New York: Harcourt Brace Jovanovich, 1985.

An older text, but it is definitely for someone who would be studying art in college.

Charlotte-Mecklenburg Schools. "Fast Facts." <http://www.cms.k12.nc.us>.

<http://www.cms.k12.nc.us/mediaroom/aboutus/pages/fastfacts.aspx> (accessed November 22, 2012).

This is Charlotte-Mecklenburg Schools system's website.

Hoffman, Mary. *The Color of Home*. New York: Phyllis Fogelman Books, 2002.

A good children's book that tells the story of a boy who has immigrated to the United States from Somalia with his family. He misses his home in Somalia, but the paintings he creates in class tell his story and this helps him adjust to his new life.

Kilborne, Sarah. *Leaving Vietnam: The True Story of Tuan, Ngo, a Boat Boy*. New York: Aladdin Paperbacks, 1999.

It tells the story of a boy and his father's escape from Vietnam in search of the United States. It portrays the difficulty they face along the way at sea and in the refugee camps and their excitement when they finally get to the United States.

Lemaire, Gerard-Georges, and Sophie Hawkes. *Calder*. New York: Cameo/Abrams, 1998.

Good short biography on Calder. Good timeline. Great pictures.

Levine, Ellen. *I hate English!*. New York: Scholastic Inc., 1989.

A children's book that portrays the story of a girl who immigrates to New York from Hong Kong. She struggles with adapting to the culture of speaking, reading and writing in English. She later learns to adapt by using both English and Chinese.

Macy, Sue . *Scholastic Children's Dictionary*. Updated ed. New York: Scholastic Reference, 2007.

This is a good children's dictionary with a large list of definitions.

Charlotte Chamber of Commerce. "Population Estimates: 1980-2012." Charlotte Chamber Economic Development Research and Information. [charlottechamber.com/clientuploads/Economic\\_pdfs/PopulationEstimates.pdf](http://charlottechamber.com/clientuploads/Economic_pdfs/PopulationEstimates.pdf) (accessed November 7, 2012).

This website contains the population estimates from 1980-2012 for Charlotte, Mecklenburg, Charlotte-Gastonia-Concord MSA and the Metro Region.

Preble, Duane, and Sarah Preble. *Artforms: An Introduction to the Visual Arts*. 5th ed. New York: HarperCollins Publishers, 1994.

This is a good text for someone studying art in college.

National Center for Education Statistics. "Search for Public Schools - School Detail for Lansdowne Elementary." National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education.

[http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=lansdowne+elementary&State=37&DistrictID=3702970&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=370297001234](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=lansdowne+elementary&State=37&DistrictID=3702970&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=370297001234) (accessed November 13, 2012).

The site gives a few statistics and details about Lansdowne Elementary or any other school you would like to look up. One of the things found on the website is the hard to find numbers on free and reduced price lunch eligible students.

Severynse, Marion. *Webster's II new college dictionary*. [Rev. and updated]. ed. Boston: Houghton Mifflin, 1999.

It is a good standard dictionary.

United States Census Bureau. "Table 21. Population of the 100 Largest Urban Places: 1980." Census Bureau Homepage.

[www.census.gov/population/www/documentation/twps0027/tab21.txt](http://www.census.gov/population/www/documentation/twps0027/tab21.txt) (accessed November 7, 2012).

It is a table of the population of the 100 largest urban places in 1980.

United States Census Bureau. "Table 22. Population of the 100 Largest Urban Places: 1990." Census Bureau Homepage.  
[www.census.gov/population/www/documentation/twps0027/tab22.txt](http://www.census.gov/population/www/documentation/twps0027/tab22.txt) (accessed November 7, 2012).  
It is a table of the population of the 100 largest urban places in 1990.

United States Census Bureau. "Top 20 Cities." Census Bureau Homepage.  
<http://www.census.gov/dataviz/visualizations/007/> (accessed November 7, 2012).  
It contains a visualization of the top 20 cities with highest ranking population from 1790 to 2010.

*Chicago formatting by BibMe.org.*

## **Student Resources**

"CALDER FOUNDATION | HOME." CALDER FOUNDATION | HOME.  
<http://www.calder.org> (accessed November 22, 2012).  
This site is a great source to learn about Alexander Calder, his work and the Calder Foundation.

Hoffman, Mary. *The Color of Home*. New York: Phyllis Fogelman Books, 2002.  
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Levine, Ellen. *I hate English!*. New York: Scholastic Inc., 1989.  
A children's book that portrays the story of a girl who immigrates to New York from Hong Kong. She struggles with adapting to the culture of speaking, reading and writing in English. She later learns to adapt by using both English and Chinese.

Macy, Sue . *Scholastic Children's Dictionary*. Updated ed. New York: Scholastic Reference, 2007.  
This is a good children's dictionary with a large list of definitions.

## **Appendix- Implementing District Standards**

North Carolina Essential Standards for Visual Arts:

Visual Literacy

- 2.V.1 – Use the language of Visual arts to communicate effectively.
  - 2.V.1.1 -Use appropriate art vocabulary when discussing media, processes or images in art.
  - 2.V.1.2 –Create original art that expresses ideas about people, neighborhoods, or communities.
- 2.V.3 – Create art using a variety of tools, media and processes, safely and appropriately.
  - 2.V.3.3 Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, and ceramics to create art.

Contextual Relevancy

- 2.CX.1 – Understand the global, historical, societal and cultural contexts of the visual arts.
  - 2.CX.1.1 –Exemplify visual arts representing the heritage, customs an traditions of various cultures.

Critical Response

- 2.CR.1 Use critical analysis to generate responses to a variety of prompts.
  - 2.CR.1.2 Evaluate personal work, while in progress and at completion.

Common Core Standards for Mathematics:

- 2.MD.10 – Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.

Common Core Standards for Reading and Listening:

- 2.RL.3 – Describe how characters in a story respond to major events and challenges.

Common Core Standards for Speaking and Listening:

- 2.SL.1 – Recount or describe key ideas or details form a text read aloud or information presented orally or through other media.

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<sup>1</sup> “Fast Facts”, Charlotte-Mecklenburg Schools, accessed November 22, 2012.  
<http://www.cms.k12.nc.us/mediaroom/aboutus/pages/fastfacts.aspx>.

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- <sup>2</sup> "2011-2012 Lansdowne Elementary", Public Schools of North Carolina, accessed November 22, 2012. <http://www.ncschoolreportcard.org/src/servlet/srcICreatePDF?pSchCode=438&pLEACode=600&pYear>
- <sup>3</sup> "Search for Public Schools - School Detail for Lansdowne Elementary", National Center for Education Statistics, accessed November 13, 2012. <http://nces.ed.gov/ccd/districtsearch/>
- <sup>4</sup> "Top 20 Cities", United States Census Bureau, accessed November 7, 2012. <http://www.census.gov/dataviz/visualizations/007/>
- <sup>5</sup> "Table 21. Population of the 100 Largest Urban Places: 1980", United States Census Bureau, accessed November 7, 2012. <http://www.census.gov/population/www/documentation/twps0027/tab21.txt>
- <sup>6</sup> [http://charlottechamber.com/clientuploads/Economic\\_pdfs/populationEstimates.pdf](http://charlottechamber.com/clientuploads/Economic_pdfs/populationEstimates.pdf)
- <sup>7</sup> "Table 22. Population of the 100 Largest Urban Places: 1990", United States Census Bureau, accessed November 7, 2012. <http://www.census.gov/population/www/documentation/twps0027/tab22.txt>
- <sup>8</sup> "Population Estimates: 1980-2012", Charlotte Chamber of Commerce, accessed November 7, 2012. [http://charlottechamber.com/clientuploads/Economic\\_pdfs/populationEstimates.pdf](http://charlottechamber.com/clientuploads/Economic_pdfs/populationEstimates.pdf)
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- <sup>13</sup> "American FactFinder - Results", U.S. Census Bureau American Fact Finder (B05006), accessed November 11, 2012. [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_B05006&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_B05006&prodType=table)
- <sup>14</sup> Severynse, Marion, *Webster's II New College Dictionary*. (Boston: Houghton Mifflin Company, 1999) 553.
- <sup>15</sup> Severynse, Marion, *Webster's II New College Dictionary*. (Boston: Houghton Mifflin Company, 1999) 553.
- <sup>16</sup> Severynse, Marion, *Webster's II New College Dictionary*. (Boston: Houghton Mifflin Company, 1999) 368.
- <sup>17</sup> Severynse, Marion, *Webster's II New College Dictionary*. (Boston: Houghton Mifflin Company, 1999) 694.
- <sup>18</sup> Preble, Duane and Sarah, *Artforms: An Introduction to the Visual Arts. Fifth Ed.* (New York: HarperCollins College Publishers, 1993), 507.
- <sup>19</sup> Cleaver, Dale G., *Art An Introduction. Fourth Edition*. (New York: Harcourt Brace Jovanovich, Publishers, 1985) 41.
- <sup>20</sup> Cleaver, Dale G., *Art An Introduction. Fourth Edition*. (New York: Harcourt Brace Jovanovich, Publishers, 1985) 390.
- <sup>21</sup> Butler, Adam, Claire Van Cleave and Susan Stirling, *The Art Book*. (London: Phaidon, 1994)
- <sup>22</sup> Calder Foundation, 1987. "Biography". Accessed November 21, 2012. <http://www.calder.org/life/biography>. 1
- <sup>23</sup> Lemaire, Gérard-Georges, and Sophie Hawkes. *Calder*. (New York: Cameo/Abrams, 1998) 4-5.
- <sup>24</sup> Preble, Duane and Sarah, *Artforms: An Introduction to the Visual Arts. Fifth Ed.* (New York: HarperCollins College Publishers, 1993), 210
- <sup>25</sup> Lemaire, Gérard-Georges, and Sophie Hawkes. *Calder*. (New York: Cameo/Abrams, 1998) 30.
- <sup>26</sup> Levine, Ellen, *I hate English!* (New York: Scholastic Inc., 1989) 77.
- <sup>27</sup> "American FactFinder - Results", U.S. Census Bureau American Fact Finder (B05006), accessed November 11, 2012.

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<sup>28</sup> Macy, Sue, editor in chief, *Scholastic Children's Dictionary*. Updated Ed. (New York: Scholastic Reference, 2007) 331.

<sup>29</sup> Macy, Sue, editor in chief, *Scholastic Children's Dictionary*. Updated Ed. (New York: Scholastic Reference, 2007) 289.

<sup>30</sup> Preble, Duane and Sarah, *Artforms: An Introduction to the Visual Arts. Fifth Ed.* (New York: HarperCollins College Publishers, 1993), 505

<sup>31</sup> Kilborne, Sarah, *Leaving Vietnam: The True Story of Tuan, Ngo, a Boat Boy*. (New York: Aladdin Paperbacks, 1999)

<sup>32</sup> Hoffman, Mary, *The Color of Home*, (New York: Phyllis Fogelman Books, 2002)