

AP[®] 2-D Art and Design

**ARTISTIC INVESTIGATIONS:
HOME AND
DISPLACEMENT**

Student Workbook



 CollegeBoard

AP[®]

AP[®] with WE Service



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Getting to Know the Topic

Home and Displacement: Globally

Both refugees and Internally Displaced People (IDPs) are usually forcibly uprooted from their homes. Refugees are those who have crossed over the border of their state or country, and are protected by the 1951 Convention relating to the Status of Refugees. IDPs flee their homes and communities but remain within the borders of their nation, and may be especially vulnerable as they are not under similar protections.

The reasons for leaving their homes are often the same among refugees and IDPs: war, persecution, government policies, human rights violations, or natural disaster and other changes in the environment, such as drought or deforestation.

Fast facts

- ▶ 70.8 million people around the world have been forced from their homes. 25.9 million of these are refugees.
- ▶ 5% of the world's displaced people are living in developing countries.
- ▶ 37,000 people a day are forced to flee their homes due to conflict and persecution. The top refugee-hosting countries are Germany, Sudan, Uganda, Pakistan, and Turkey.

Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world struggling with displacement. Some ideas include:

- ▶ Volunteer at an organization that works to support refugees and internally displaced people
- ▶ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations
- ▶ Create a campaign writing letters to the United Nations, government bodies, and other leaders to ask for added resources on the issue

Another option is to support and fundraise for the WE Villages program and help provide communities with the resources to become sustainable. Students can support this program by visiting [WE.org/we-schools/program/campaigns](https://www.we.org/we-schools/program/campaigns) to get ideas and resources for taking action.



Every two seconds, one person is forcibly displaced as a result of conflict persecution.

Getting to Know the Topic

Home and Displacement: Locally

Homelessness is defined as a lack of permanent housing accompanied by instability or a non-permanent situation. There are three types of homelessness: chronic, where people are homeless for a long period of time; cyclical, where people move into and out of homelessness several times over a three-year period; and transitional, where people are homeless for a very short period of time. People can find themselves homeless for any number of reasons: they lose their job, their health deteriorates, or they are fleeing domestic violence, to name a few.

There are about 550,000 Americans who are homeless on any given night. Individuals and families in this situation are particularly vulnerable to violence and susceptible to disease. Some states, like Utah, have set an ambitious goal to end chronic homelessness by a model known as “Housing First,” which has reduced chronic homelessness by 91 percent.

Fast facts

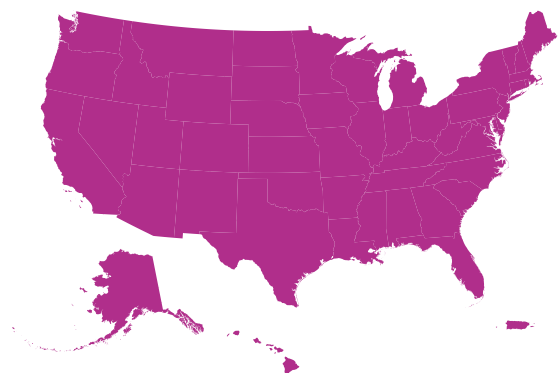
- ▶ 2 million Americans experience homelessness at some point over the course of a year.
- ▶ California is home to 53% of the nation’s homeless population.
- ▶ More than 25% of homeless adults are employed.

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization that serves the homeless
- ▶ Collect clothing, food, or personal care items for local shelters and organizations that support the homeless
- ▶ Create and deliver an educational workshop to raise awareness about the topic and its local impact with a strong call to action that leads to enacting change

With both their global and local actions, encourage students to be creative with the ideas they develop through their action plans.



More than 550,000 people experience homelessness on any given night in the U.S.



NAME: _____

TEAM MEMBERS: _____

Questions to Consider

(1 of 1)

Please respond to the questions below.

1. What is home? That is, how would you define the concept of “home”?

2. What does home mean to you?

3. What spaces or places provide a sense of home? Why?

4. How is this sense of home created?

5. Why is the sense of home different for different people?

6. How is the idea of home represented regionally, locally and globally?

7. Look for how home is constructed and illustrated through a few of your favorite artists and by at least one you are less familiar with. Describe your findings.



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Documenting Research

(1 of 1)

The following questions help you analyze and understand the work of Xu Bing's Phoenix project and how it relates to the concepts of home and displacement.

1. Please write down your initial response to the video.

2. How did viewing this installation affect you and/or change your views on discussing or thinking about home?

3. How do you think this installation affected/changed/made a difference in the lives of the people in the community?

4. What was Xu Bing's inspiration for this installation and why was it important to the intention of the work?

5. Consider creating a piece related to the needs of your own school or community inspired by or in response to your insight gained from watching this video. What are your ideas?



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Problem Organizer

(1 of 1)

In your organizer, start by writing the problem and then look at the causes and effects of an issue. Continue to organize your ideas by adding supporting and root causes.



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Problem Tree

(1 of 1)

In your Problem Tree graphic organizer, start by writing the problem in the trunk of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or “effects of effects,” that can arise when a problem goes unaddressed. Always ask: “Then what happens?”

Ex. Species loss and polluted coastal communities.

Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Ex. Plastic pollution in the world’s oceans.

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself “Why does this problem exist?” Dig deeper to consider the “causes of causes”—the multiple layers of factors that contribute to a problem.

Ex. A lack of sustainable substitutes and inadequate recycling efforts.



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Using Research to Inform Your Art

(1 of 1)

The following questions help you analyze and understand Krzysztof Wodiczko's Homeless Vehicle and how it relates to concepts of home and displacement.

1. Please write down your initial response to the video.

2. How did viewing this installation affect you and/or change your views on discussing or thinking about home?

3. How do you think this installation affected/changed/made a difference in the lives of the people in the community?

4. What was Wodiczko's inspiration for this installation and why was it important to the intention of the work?

5. Consider creating a piece related to the needs of your own school or community inspired by or in response to your insight gained from watching this video. What are your ideas?



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Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

2. What does each organization do well in response to the issue and/or related issues?

3. What could each organization do better in its response?

4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?



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Solution Tree

(1 of 1)

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

Trunk: Problem

Trunk: Goal

Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

Solution Tree Worksheet: Copyright © 2018 WE. All rights reserved.



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Artist Research Rubric

(1 of 1)

Answer the questions below.

Explain the issue that your composition focuses on:

▶ List two specific ways that you have considered/presented/dealt with the issue you are focusing on in your work:

1. _____

2. _____

▶ Using the RUBRIC, evaluate your work for each term listed below as EXCELLENT (E), GOOD (G), or WEAK (W).

▶ Explain why you chose E, G, or W. Explain your assessment of each category and describe, in detail, several approaches that could make your work even more effective within that category.

	E	G	W	EXPLAIN WHY YOU CHOSE E, G, OR W AND DESCRIBE HOW YOU COULD MAKE YOUR WORK EVEN MORE EFFECTIVE
Application of design elements and principles in service of a clear artistic intent				
Original form conveying an investigation of Wodiczsko's work				
Evidence of investigation and discovery				
Demonstration of skill with media and techniques				



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Partner Evaluation

(1 of 1)

EVALUATOR'S NAME: _____

Is the intent of the artist clear in this work? Specifically explain why it is or isn't.

Can you SEE a connection to the artist that was researched? If so, what is the connection?

What are the strongest aspects of the piece? Explain why these aspects are successful and effective.

What is the weakest aspect of the piece? List two specific ways to make the piece stronger.

Using the rubric, score the following concepts.

SCORE (EXCELLENT, GOOD, WEAK)	SPECIFICALLY EXPLAIN/JUSTIFY WHY YOU GAVE THAT SCORE
Application of design elements and principles in service of a clear artistic intent	
Original form conveying an investigation of Wodiczsko's work	
Evidence of investigation and discovery	
Demonstration of skill with media and techniques	



Approaches to Taking Action Information Sheet

(1 of 1)

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).	
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.	
ACTIONS	<ul style="list-style-type: none"> Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours) 	<ul style="list-style-type: none"> Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.	
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.	
ACTIONS	<ul style="list-style-type: none"> Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) Reach out to local businesses to try to get a storage space donated Connect with school social workers/administration to gain their support Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate 	<ul style="list-style-type: none"> Develop an online database for tracking donations and pick-ups, and maintaining inventory Share pick-up information with local shelters, churches, community centers, etc. Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.	
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.	
ACTIONS	<ul style="list-style-type: none"> Research the impact of single-use plastic water bottles around the school and in the local community Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics Seek permission from school administration to display the piece in a common area of the school 	<ul style="list-style-type: none"> Design and order water bottles to sell at school Research and select an international organization that focuses on clean water projects Organize a selling schedule for the water bottles, donate profits



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Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your road map for your service project!

TEAM GOAL:

MEASURES OF SUCCESS:

Required Network and Resources

In order to complete this goal, our team will need to develop the following network and access the following resources:

NETWORK:

RESOURCES:

ROLES AND RESPONSIBILITIES

Each team member will take on the following roles and associated responsibilities:

TIMELINE

Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):



NAME: _____

TEAM MEMBERS: _____

Five Action Planning Pitfalls Tip Sheet

(1 of 1)

Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans—individually first, then together as a team. After the review, rework your action plans, if necessary.

1. Setting an unclear goal

The first and most important part of any action plan is defining the goal, or what you want to achieve. It should be clear and easy to understand, for example, “We want to collect 500 cans of food,” or “We want 200 people to learn about WE Villages.” If the goal is not clearly defined, proper planning will be difficult if not impossible. As a best practice, have a peer from another team review your goal to ensure it is as clear as you hope.

2. Planning unrealistic actions

After the goal is set, begin planning the actions necessary to achieve it. It is important that the steps make sense and are achievable. Do not plan unrealistic actions, such as working at times that will interfere with schoolwork, overestimating how many people can help out, or planning to go to places that would be difficult for you to reach. Consider each team member’s school and community schedule, such as work and extracurricular activities. Before planning an action, ask yourself, “Is this action realistic?”

3. Rushing the process

Do not be too hasty in planning actions. While you may be excited to start, proper planning takes time. The better the planning and organization, the more

success you will achieve. Even if it means slowing down to figure out details, do not rush and leave out important steps.

4. Not asking for help

Do not be afraid to ask for help. When a network is created, bigger goals can be achieved faster. Reach out to friends, parents, and mentors. People generally enjoy helping, especially if it is for a worthy cause.

5. Not learning from mistakes and giving up too quickly

We all make mistakes—it is normal and healthy. Mistakes allow us the opportunity to learn and grow. So, learn from the mistakes. Ask, “Why did this happen?” and “How can I avoid this problem next time?” Actively think about the mistakes and how it will be better the second time around. If something does not go as planned, do not stop!

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