

InsideART

Title Casa Wabi: Engaging and Helping Communities through Art

Estimated Time for Completion of Lesson

4 days (2 days for the lesson & 2 days for the community project)

Concept/Main Idea of Lesson

Students will learn about Oaxaca, Mexico and its people along with the concepts of cultural diffusion, how collective behaviors (working in groups) can influence and change society, and how Casa Wabi's community projects can help address social problems at the local level.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

- Visual Arts:

VA.912.H.1.10: Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.

- Social Studies:

Grades 6-8

SS.6.G.1 (geography): Understand how to use maps and other geographic representations, tools and technology to report information.

SS.6.G.2.6 (geography): Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

Grades 9-12

SS.912.G.1.2 (Geography): Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.S.8.2 (Sociology): Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.

SS.912.S.7.1 (Sociology): Identify characteristics of a “social” problem, as opposed to an “individual” problem.

SS.912.S.7.6 (Sociology): Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

SS.912.S.7.8 (Sociology): Design and carry out school- and community-based projects to address a local aspect of a social problem.

SS.912.S.5.7: Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.

SS.912.S.5.9: Conduct research and analysis on an issue associated with social structure or social institutions.

National Standards for Arts Education

Visual Arts

Creating

Performing, Presenting, Producing

Connecting

National Council for the Social Studies

Culture

People, Places, & Environments

Instructional Objective

The student will:

- Explain the geographic location of Oaxaca, Mexico using a map
- Investigate Oaxaca’s history, people, and economic factors that impact the people of Oaxaca.
- Explain how the collective behavior of those participating in Casa Wabi is influencing the lives of people in Oaxaca.
- Articulate examples of cultural diffusion that are part of everyday life.
- Create a community-engaged project that encourages interaction, exchange, and dialogue to solve a social problem or an issue of local importance.
- Create an artwork that expresses learned understanding of Oaxaca and its people.

Learning Activities Sequence

1. Prior to class, activate the PowerPoint and display slide 1.

Attention-Getter:

2. State that today we will explore ways to help address social problems at the local level, such as Casa Wabi’s community projects.

3. Advance to slide 2. Ask students: “Where do you think the state of Oaxaca, Mexico is located?” Use appropriate geographic terminology to report information on Oaxaca’s location (e.g., cardinal and intermediate directions, identify major bodies of

water, boundaries and characteristics of the area, estimate latitude and longitude).

Learning Activity 1: Introduction to Oaxaca, Mexico

4. Advance to slide 3. Introduce students to Oaxaca, Mexico. Discuss location, history, and people. Resources to use include:
 - a. Oaxaca handout
 - b. <https://datamexico.org/en/profile/geo/oaxaca-oa>
5. Pass out the handout “Oaxaca” and have each student independently read about Oaxaca’s history, Oaxaca today, facts and figures, fun facts, and landmarks.

Learning Activity 2: The People & Economy of Oaxaca Cooperative Learning Jigsaw

6. Organize students into base groups of three students each.
7. Have each person in the base group select a topic to investigate in more detail:
 - a. Oaxaca’s economy, public spending, effects of COVID-19, Credits, employment, and complexity
 - b. Oaxaca’s population, equity, infonavit, and quality of life
 - c. Oaxaca’s education, health, public securities, and industries
8. Organize students into expert groups by topic.
9. Instruct each expert group to explore the following website and take notes based on the information provided: <https://datamexico.org/en/profile/geo/oaxaca-oa>
10. Return to base groups and have each member share with the group what they learned from their research.
11. Engage the class in a whole class discussion on Oaxaca, Mexico based on the information gathered from this jigsaw activity.

Learning Activity 3: Casa Wabi Whole-Class Conversation

12. Advance to slide 4. Explain that Casa Wabi is an art-based initiative in Oaxaca, Mexico. The foundation “seeks to foster a communitarian spirit among the artists in residence and nearby communities. Our programs are designed to encourage interaction, exchange, and dialogue.”
13. Advance to slide 5. Explain the origin of Casa Wabi in Oaxaca, Mexico. Have a student read about Casa Wabi listed on the screen. Then, engage the class in a conversation about Casa Wabi and how the collective behavior of those participating in this organization is influencing the lives of those in Oaxaca.
14. Use the following resources to aid this conversation:
 - a. <https://www.gessato.com/casa-wabi-on-the-oaxaca-coast-in-mexico/>
 - b. Click on the image to go to a 20 slide virtual tour of Casa Wabi (virtual tour link: <https://www.gessato.com/casa-wabi-on-the-oaxaca-coast-in-mexico/casa-wabi-on-the-oaxaca-coast-in-mexico-gessato-3/>)

Closure:

15. Advance to slide 6. In groups of two, have students explore the various community projects involving children at Casa Wabi. The website is hyperlinked in the PowerPoint presentation on slide 7 (website: <https://casawabi.org/programas-comunitarioscommunity-programs>)
16. Have the class engage in a “stand and share” activity in response to the following prompt: In what ways does Casa Wabi respond to the needs of the community in Oaxaca, Mexico?

Evaluation/Assessment

17. Your Community Project (Slides 8-9). Ask students to consider the ways youth in their local community can encourage interaction, exchange, and dialogue where a social problem or an issue of local importance can be discussed and addressed.
Ask:
 - a. What are the issues of local importance?
 - b. What social problem is needing to be solved?

Ask students to create a proposal that they would hypothetically pitch to a local community foundation interested in funding community projects. Include the following their written proposal:

- Idea
- Purpose
- Rationale
- Detailed process
- Resources needed
- Outcomes
- Timeline

The proposal can be created and presented to the class in any format (written format with oral presentation, PowerPoint format with oral presentation, video recording with written report, other).

Optional Extension Activities

Have students take what they learned about Oaxaca and its people and express their understanding using any medium of choice (written expression, performance art, visual art, etc.). Examples include a dance, a collage, a poem, a song, a painting, or sculpture.

Materials and Resources

- Power point presentation
- Computers for student use
- Internet
- Computer, LCD projector, and screen
- Oaxaca handout

Special Learner Accommodations

- Translation dictionaries for ELLs
- Visually-rich PPT
- Small group discussions/Cooperative learning
- Alternative assessment

Internet Links

<https://datamexico.org/en/profile/geo/oaxaca-oa>

<https://www.gessato.com/casa-wabi-on-the-oaxaca-coast-in-mexico/>

<https://www.gessato.com/casa-wabi-on-the-oaxaca-coast-in-mexico/casa-wabi-on-the-oaxaca-coast-in-mexico-gessato-3/>

<https://casawabi.org/programas-comunitarioscommunity-programs>

References

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Architectural Digest. <https://www.architecturaldigest.com/story/tour-this-artists-mesmerizing-oaxacan-escape>.

History. (2018, Aug. 21). *Oaxaca*. <https://www.history.com/topics/mexico/oaxaca>.

Sodi, B. (2019). *Casi Wabi*. Rizzoli Electa.