

Inside Art 2015 — *Enhanced!*Title

The Selfie: A Window into Identity

Concept/Main Idea of Lesson

In this lesson, students will be introduced to works from the *Enhanced!* art exhibition (i.e., self-portraits or “selfies”) and learn about Erikson’s theory of psycho-social development, specifically identity versus role diffusion, and Marcia’s identity status. Students will reflect on their own identity development and create a self-portrait or “selfie” that depicts his/her identity and written reflection that describes in what ways the photograph reflects his/her identity based on theories learned in this lesson.

Intended Grade Levels

Grades 9-12

Suggested Duration

1-2 days

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards*Next Generation Sunshine State Standards***Visual Arts:**

VA.912.C.12: Use critical thinking skills for various contexts to develop, refine, and reflect on an artistic theme

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Social Studies:

SS.912.P.10.3: Discuss the relationship between culture and conceptions of self and identity.

SS.912.P.6.20: Describe identity formation in adolescence.

National Standards for Arts Education

Standard 1: Understanding and applying media, techniques, and processes.

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Standard 6: Making connections between visual arts and other disciplines.

National Council for the Social Studies

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity.

Common Core

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-LITERACY.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Instructional Objectives

The student will:

- describe key works from the *Enhanced!* art exhibition;
- explain the central tenets of identity development;
- apply aspects of each identity development theory to his/her own identity;
- reflect on his/her own identity development and create a self-portrait or “selfie” that depicts this reflection;
- reflect on his/her own photograph and in written format articulate in what ways the photograph represent his/her identity based on the theories learned.

Learning Activities Sequence

Attention-Getter: Show the digital print by Jerome Favre of *The Hong Kong Skyline with Selfie* (slide 2 of the PowerPoint presentation [PPT] accompanying this lesson plan). Facilitate student discussion by asking:

- Describe what is happening in the image?
- What do you see that makes you say that?
- What is the man doing?
- Why is he standing in front of the backdrop of the city?
- What city do you think this is?
- What can you garner about this man based on the photograph?
- What do you think the man’s “selfie” will look like?
- Do you think the man knows he is being photographed?
- In what ways are “selfies” accurate/inaccurate representations of ones identity?

Tell students that the photographer is Jerome Favre (French, b. 1971) and he took this photograph of the Hong King waterfront skyline in 2013. The air pollution index reached such a high level that the government issued a health warning.

The man taking a self-portrait or “selfie” stood in front of the backdrop rather than the actual skyline. Inform students that today they will study selfie images as they learn about theories of identity development.

Graphic Organizer: Access the graphic organizer template, make one

photocopy per student, and distribute to the class. Explain to students that during the presentation they are to take notes using the graphic organizer provided.

Guided Presentation: Continue through the PPT guided lecture on “selfies” and the theories of identity development, including Erikson's Psychosocial Development and Marcia's Identity Statuses. Consult the notes section of each – slide for additional content-specific information and directions. Two videos [Video on Identify vs Identity Diffusion/Role Confusion (free 5-day membership) <http://education-portal.com/academy/lesson/eriksons-identity-vs-role-confusion-in-adolescent-development.html#transcript> and a video on Marcia's identity status (free 5-day membership) <http://education-portal.com/academy/lesson/james-marcias-identity-theory-understanding-adolescents-search-for-identity.html#lesson>] along with the following two activities are embedded in the lesson:

Student-Centered Activity: Think-Pair-Share: With a shoulder buddy, have students discuss their responses to the question, “What does the word, ‘identity’ mean to you”?

Student-Centered Activity: Think-Pair-Share: With a shoulder buddy, have students discuss their responses to the question, “Have you ever taken a ‘selfie’”?

- If “yes,” reflect on your most recent “selfie” experience:
 - Where were you?
 - To whom did you send the image?
 - In what ways did the “selfie” reflect who you are as an individual?
- If “no,” assume that you will be taking a selfie in the near future:
 - Where would you take it?
 - To whom would you send the image?
 - In what ways may the “selfie” reflect who you are as an individual?

Independent Reading and Identity Status Quiz: Have students independently read the article, “Are You Having an Identity Crisis?: 4 Key Ways to Identify your Identity” (found at: <http://www.psychologytoday.com/blog/fulfillment-any-age/201203/are-you-having-identity-crisis>) and take the identity status quiz. Have students share their quiz results with their shoulder buddy.

Closure: Using the graphic organizer (third column), have students apply what they learned about identity development (Erikson's psycho-social development and Marcia's identity status) to their own lives. Ask students to reflect on these theories and how each has enhanced their understanding of self (e.g., I now understand that exploration and experimentation is a natural part of adolescence and developing a sense of identity).

Homework Assignment: “Selfie” with Written Reflection:

Using a camera, have each student take a self-portrait or “selfie” that depicts his/her identity. Have each student write one paragraph that describes in what ways the photograph reflects his/her identity based on the theories learned in this lesson. Tell students that they can use the information garnered from the

reading and quiz along with the PPT, graphic organizer, and videos to complete this assignment.

Evaluation

- Completion of the graphic organizer
- Participation (lecture, student-centered activity, reading, identity status quiz, shoulder buddy conversation)
- “Selfie” assignment (photograph and written reflection)

Optional Extension Activities

- Have students consider how the formal, distinctive qualities of selfies are different from other forms of self-portraiture. Elements that students may identify include: having a camera serve as a mirror; seeing the photographer’s arm or hand in the image; and the lighting and angle. See the article, “Art at Arm’s Length: A History of the Selfie” for an extended discussion of this medium.
- Have students consider the ramifications of picture texting selfies and/or posting selfies on social media sites such as facebook, twitter, snapchat, instagram, etc. See, for example,
 - o <http://www.tampabay.com/news/humaninterest/sexting-related-bullying-cited-in-hillsborough-teens-suicide/1054895>
 - o <http://tbo.com/news/south-shore/2009/dec/03/ruskin-teens-suicide-following-topless-photo-draws-ar-69392/>
- Have students consider the role of ethnic identity in developing an overall sense of personal identity (Sample question: How strong is your sense of ethnic or cultural identity?)
- Have students consider the role of gender in developing an overall sense of personal identity (Sample question: What gender role stereotypes have you personally experienced? How did such stereotypes influence the way you viewed yourself?)

Materials and Resources

Computer and Projector

PowerPoint Presentation: *Enhanced! (Day 5)*

Copies of the Graphic Organizer Template (one per student)

Copies of the article, “Are You Having an Identity Crisis? 4 key ways to Identify your Identity” (one per student)

Writing Utensil

Camera (student will need outside of class)

Internet Links

- Video: 1964 interview with Erik Erikson where he discusses Identity vs. Role Confusion: <https://www.youtube.com/watch?v=qmOaruloBUc>
- Video: Erik Erikson’s Stages of Psychosocial Development: https://www.youtube.com/watch?v=577GqQDMX08&list=PLPLtb_P7F5IUziiiGEnXPt6KQjtqVrF
- Video on Identify vs Identify Diffusion/Role Confusion (free 5-day

- membership):
- <http://education-portal.com/academy/lesson/eriksons-identity-vs-role-confusion-in-adolescent-development.html#transcript>
 - Video on Marcia's identity status (free 5-day membership):
 - <http://education-portal.com/academy/lesson/james-marcias-identity-theory-understanding-adolescents-search-for-identity.html#lesson>
 - Article: Erik Erikson's Stages of Psychosocial Development:
<http://psychology.about.com/od/psychosocialtheories/a/psychosocial.htm>
 - Article: HCPS sexting suicide:
<http://www.tampabay.com/news/humaninterest/sexting-related-bullying-cited-in-hillsborough-teens-suicide/1054895>
 - Article: HCPS sexting suicide:
<http://tbo.com/news/south-shore/2009/dec/03/ruskin-teens-suicide-following-topless-photo-draws-ar-69392/>

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