

**Lesson Plan :** [TITLE HERE]

**Subject :** Arts

**Teacher :** [TEACHER'S FULL NAME HERE]

**Level :** [LEVEL HERE]

**Estimated Teaching Time Frame:** [N] [days/weeks]

1. **Overview**

This lesson will allow the students to examine more closely the implications of today's Internet discourse where a plethora of humorous and often seemingly meaningless images and texts that are exchanged among a wide range of people across boundaries. These images and texts called "memes" are being debated in the artistic society today, on whether memes should be considered art or not. The lessons will be divided into [N] sessions, covering theoretical teacher-student classroom discussions, group work, and a classroom debate during the final session. The lessons will enable the students to compare and contrast past artwork that shares essential characteristics with the Internet memes and allow them to formulate comprehensive arguments and opinions on the aforementioned "memes are art" debate.

1. **Learning Objectives**
   1. The students will be introduced to the history of Internet memes and its current impact on online discourse and Internet culture as a whole. The students will know what the essential characteristics of an Internet meme are.
   2. The students will be given a refresher on past lessons tackling postmodernist art forms such as Dadaism and surrealism. The students will be encouraged to make comparisons between the Internet memes and postmodern art.
   3. The students will be able to formulate their own opinions on whether the Internet memes may qualify as art, with their arguments based on information and expert opinions gathered through thorough research throughout the lesson time frame. The students must be able to properly defend their arguments by providing sufficient valid resources and foundations for their stand on the given issue.

1. **Important Concepts/Keywords**

Internet memes, Dadaism, postmodernism, art history, art comparison, opinion on art, and art appreciation.

1. **Core Student Skills Addressed:**

Art appreciation, critical thinking, opinion formulation, basic debate skills, [ADD SKILLS ADDRESSED]

1. **Materials And Resources:**

Smart presentation, images of current Internet memes, reading material on postmodernism, Dadaism, and surrealism lessons, pen, paper, and computers with Internet access.

1. **Learning Activities**
   1. **Motivation:** The use of the Internet memes in daily online discourse is a common behavior among college students nowadays. Discussing the "freshest" memes will inspire humorous classroom interaction as the teacher expects that most students are already updated with the memes currently being used widely on the Internet.
   2. **Procedure**
      1. **1st Session - Introduction:**
2. General introduction
3. PowerPoint presentation with slides showing memes
4. Ask the students how they use these memes in daily online discourse and if they make references to these memes in real-world conversations.
5. Present the main question of the lesson: "Are memes art?" Leave as a cliffhanger.
6. Explain what will happen in the next [N] sessions covering this lesson.
   * 1. **2nd Session - Theoretical Discussion:**
7. Refresh on memes
8. Recall lessons on postmodernism, Dadaism, and surrealism.
9. Ask the students whether they see similar characteristics between memes and artwork made from the three art movements.
10. Assign the students to group together and conduct research on memes as an art form; instruct them to find viable bases and foundations for examining memes through art appreciation.
11. The output of the group research should be at least [N] resources collected by each student group.
12. Explain to the students that their findings will be useful in the sessions to come as there will be a debate about the topic.
    * 1. **3rd Session - Group Work and Brainstorming**
13. The teacher will give the students the whole time allotment for research and brainstorming on the topic given.
    * 1. **4th Session - Classroom Debate and Final Output**
14. The class will be divided into 2 groups with [N] members each. Each group will have 3 speakers to present their stand during the debate.
15. The teacher will be the arbitrator in the informal classroom debate regarding the given topic.
16. The debate may not exceed one full hour and must only cover the essentials.
17. After the debate, lesson refreshers will be given by the teacher.
18. Final output for the lesson will be a group paper regarding the student's takeaways on the lesson. The teacher will provide the criteria for the group paper.
19. **Assessment**
    1. **Classroom Debate -** The teacher will have a scoring system based on 1) The formulation of the main argument; 2) The facts presented, and; 3) The general conduct during the actual debate. The total score is 30. The group with the higher score is the winner. Each member of each group will have their respective group score recorded on the grade sheet for the lesson. The score for this activity will account for 50% of the total grade for the student in this lesson.
    2. **Final Written Output.** The teacher will score each group paper based on 1) significance of students' acquired appreciation of memes as an art; 2) formulation of opinion based on valid online and literary resources, and; 3) technical composition of the reaction paper. The total score for the paper is 100. Each member will receive a score corresponding to the score received by their respective group. The score for this activity will account for 50% of the total grade for the student in this lesson.



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