

InsideArt, Fall 2015 — *A Family Affair*

Title

Exploring Identity through the work of Kalup Linzy

Estimated Time for Completion of Lesson

1-2 class periods

Concept/Main Idea of Lesson

In this lesson, students will become familiar with the work of Kalup Linzy, learn about James Marcia's view of identity crisis, and reflect on their own identity development.

Intended Grade Levels

Grades 9-12

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

- Social Studies:

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

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

SS.912.P.6.21: Describe the role of family and peers in adolescent development.

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.

National Council for the Social Studies

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

Common Core

CCSS.ELA-Literacy.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Instructional Objective

The student will:

- describe some of the works created by artist Kalup Linzy in class discussion;
- apply James Marcia's four stages of identity crisis to examples in popular culture and in the creation of character videos;
- create a short video or a skit depicting identity development.

Learning Activities Sequence

Attention-Getter: (Slide 2) Think-Pair-Share: Imagine that your life has been chosen as the subject of an upcoming television show:

- Describe your character as your ideal self.
- Who are the other main characters? What role do they play?

Learning Activities:

Mini-Lecture on Identity Development:

(Slides 3, 4, and 5) Introduce James Marcia's view of identity crisis, specifically "identity moratorium." [Note: consider defining the word "moratorium": a temporary prohibition of an activity. Optional: Why do you think Marcia called this stage an identity moratorium?] Ask students: In what ways have your main characters (friends and family) support your own exploration of identity?

(Slides 6-12) Briefly explain the difference between each of Marcia's four stages of identity development, giving examples of each by having students view well-known characters experiencing each stage of identity crisis as described by James Marcia. After each slide, check for understanding by asking students to provide additional unique examples of adolescents going through each of the four stages of identity crisis from novels, television, or movies.

Visual Analysis: (Slides 13-15) Tell students they will now view still images from a video, (*Introducing Kaye*) *Romantic Loner* (2013), created by Kalup Linzy. In the film, Linzy plays Kaye who is developing his identity as an artist.

For each image, have students view and ask them to describe the photograph using the Visual Thinking Strategies (VTS) approach:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can we find?
- How might James Marcia describe the subject's stage of identity development?

Kalup Linzy Background: (Slide 15)

Artist, Kalup Linzy, was raised in Stuckey, Florida, in a close-knit rural community by his late grandmother Georgianna Linzy, who was a seamstress, and was also deaf, and also by his aunt Diane McMullen, who was an evangelist and domestic worker and his uncle, Isaiah McMullen, who was a minister, and is retired from the railroad.

Ask students: (students may need some assistance depending on television viewing habits)

- What is a soap opera?
- Have you (or someone in your family) ever watched a soap opera? If so, which one?
- How are soap operas different than other television shows?

Explain: In soap operas, families and friends are often tangled in complex webs of relationships. Kalup Linzy has developed several different soap opera themed videos, and much like the soap

operas on television, many characters appear in multiple shows. Most of the characters and voices are played by Linzy himself.

Video Analysis:

(Slide 16) Tell students that they will be watching a short video clip. While they are watching, students should pay special attention to themes of identity development. Have students view the clip from *Conversations with de Churen X* (2013) (2:59).

<http://www.tubechop.com/watch/6377559>

After viewing, ask students:

- What is going on in the clip?
- In what way does the artist address identity development?

(Slide 17) Introduce the clip: In the following scene from *As Da Art World Might Turn*, Katonya is working on a piece of art for an exhibition at an art gallery. She receives musical encouragement from Kaye. Have students view the clip from “As Da Art World Might Turn” (1:20).

<http://www.tubechop.com/watch/6377573>

After viewing, ask students:

- What is going on in the clip?
- In what way does the artist address identity development?

(Slide 18) In the previous video clip, the character Katonya is working on the *Queen Rose Family Tree* (2014-2015). This project is a photo collage on paper featuring the characters that have appeared in Linzy’s video and performance work. Like characters on traditional soap operas, Linzy’s characters share a genealogy.

Closure: Think-Write-Pair-Share: (Slide 19)

Consider the television show of your life discussed at the beginning of the lesson:

- After viewing the ways in which Kalup Linzy has expressed various identities, would you express the identity of yourself and your main characters in the same way?
- Kalup Linzy expresses the identity development of his characters in soap opera-inspired performance pieces. What genre of television show would best fit with the identities of yourself and your main characters? (e.g. soap opera, sitcom, prime-time drama, comedy, etc.)

Have students think about their response (1 minute), write (2 minutes), and pair with a partner to share their written responses (2 minutes).

Evaluation

Exit Ticket: How do the characters (important persons in your life) influence your personal identity development? Your response should include at least one of James Marcia’s stages of identity crisis.

Activity: In groups of 3-4, students will create a short (2-3 minute) skit or video (see “online resources for video techniques”) depicting a character going through one or more of Marcia’s four stages of identity crisis. Skits or videos should include at least 2 supporting characters. In addition to the video, students will submit a character web (see Appendix A) illustrating the relationship between characters and a brief description of each of the main character’s stage of identity development in the performance (approximately 1 paragraph).

Optional Extension Activities

Option 1: Students will create their own version of the *Queen Rose Family Tree* by creating a photo collage of at least 4 characters (real or fictional) that have influenced their identity development. Each photo should include a backstory detailing how this individual has supported their identity development.

Option 2: Have students view other works on paper by Kalup Linzy at <http://www.kaluplinzystudio.com/worksoncanvaspaper.htm> .

Materials and Resources

Paper and Pencil

Computer and projector

Internet Connection

Screen

Audio speakers

Powerpoint Presentation: *A Family Affair (Day2.Exploring Identity with Kalup Linzy)*

Internet Links

Kalup Linzy (2013). <http://www.kaluplinzystudio.com>

The New York Times (2011). *The Art of Being a Character*.
http://www.nytimes.com/2011/08/04/fashion/performance-artist-kalup-linzy-and-the-art-of-being-a-character.html?_r=0

Sang Bleu (2014). *Exclusive interview with art star Kalup Linzy*.
<http://sangbleu.com/2014/09/18/sang-bleu-exclusive-interview-with-art-star-kalup-linzy/>

Online Resources on Video Techniques

<https://www.youtube.com/watch?v=d1japlhKU9I>

<https://vimeo.com/videoschool/lesson/167/easy-vimeo-projects>

<https://vimeo.com/videoschool/lesson/24/video-101-shooting-basics>

<https://vimeo.com/videoschool/lesson/32/video-101-editing-basics>

<https://vimeo.com/videoschool/lesson/6/glossary-of-common-video-terms>

<https://quizlet.com/6196699/basic-video-terminology-flash-cards/>

https://www.youtube.com/watch?v=t1myw_0W5E8

<https://www.youtube.com/user/filmriot>

<https://www.youtube.com/user/filmriot/about>

References

Kasschau, R. (2003). *Understanding Psychology*. Columbus, OH: Glencoe/McGraw-Hill.

Linzy, K (2013). <http://www.kaluplinzystudio.com>