



SHIFT



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High Tech High Media Arts

For this project students made several topographical maps. The first iterations were of fictional locations where they imagined the changes that may occur over ten thousand years. Their next maps were of real locations that the students found interesting for one reason or another. They made two maps: one depicting the current appearance of their location and one after ten thousand years of changes. They studied the geological processes of changing the land via erosion, human impact, and other forces to model gradual change in area and make their projected changes as accurate as possible. As a finale, everyone made a map of a location that their family would recognize to be assembled live at exhibition and given as a gift.

Teacher Reflection

This was a project which required detailed work from every student which we achieved through weekly critique sessions and frequent documentation in digital portfolios. A highlight for me was watching my role as facilitator in critique sessions diminish. By the end of the semester students would own their critique sessions and run them independently. I loved listening to them justify the degree to which their maps had changed because this represented a shift for my own practice; student critiquing their content knowledge instead of the artistic merit of their work. At exhibition, every student had saved the last 5% of their project to complete live and in front of their families. Students planned out what tools and safety equipment was required and purpose built tables for the event (which fit in the school vans). I felt incredibly proud to watch parents gather around their student oohing and aahing at their ability with the tools. Due to enthusiasm from students and the wonderful work of my incredible partner teacher this project exceeded my expectations.

—Philip Estrada

Student Reflection

The part of my project that represents my greatest success was the outcome of my family map. There were many layers and more difficult cuts. I have come out of this class more confident about using bigger tools and drills. A couple of weeks ago a teacher asked me if I can help her use the drill, in the beginning of the semester I was terrified to use anything and there I was helping people use the tools to this day. My experience at the exhibition was great, it was exciting being off school campus to have our exhibition. The best part of my night was seeing my mother's reaction when I told her the place of my map, it made her face light up. I learned that I have to ask questions and not just keep myself wondering if I'm not sure about something.

—Clarissa B

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