



Defining a Community through Art

Rationale: Most children have some experience with being a part of a community as a result of their connections with their family, school, and neighborhood. Before they can consider community leadership roles, they must first consider what community means to them. Talking about activism, activists, and leaders helps children understand how a community can change. This lesson will provide students with the opportunity to consider the meaning of these concepts as well as the relationship between community activism and the visual arts.

Standards:

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Objectives:

Students will be able to write words that are associated with the terms community, activism, and activist.

Students will be able to understand why activism and change are important to communities.

Analyze the importance that art can play in activism.

Vocabulary Words:

Activism- is action to make a change, or stop a change, in society.

Activist- An activist is someone who is unwilling to ignore an issue. It is a person who is so passionate about a subject that they cannot stop themselves from doing something to learn more, to raise awareness among others, and to effect change.

Community-a group of people living in the same place or having a particular characteristic in common.

Hook: What are some words you notice are the same in each picture? What do you think these pictures have in common?

I do- The teacher will use a picture as a model to describe community art activism and how art can be utilized to better a community, as well as how community activists collaborate to address an issue in their community.

Gallery Walk:

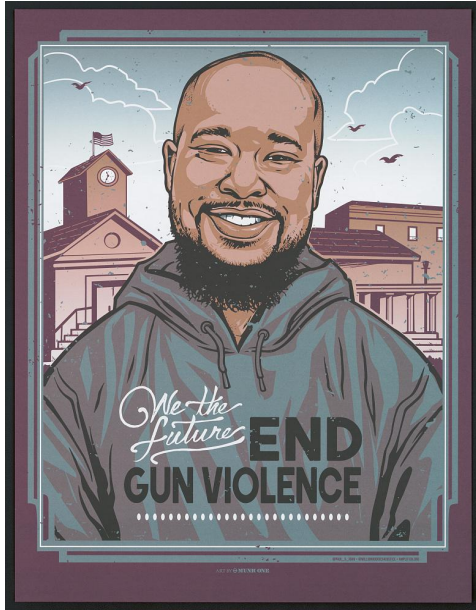
Students will go to the assigned picture and view the image silently. Students will write down on a sticky note what they think is happening in the picture and then post it on the assigned picture. Teachers will call on students to share their thoughts.

Group Activity:

Assign students to four small groups to work in. Give each group an assigned picture with a single word inscribed in the middle: community, activism, or art. Instruct students to collaborate and create as many words as they can that relate to, define, or challenge the word on their chart.

Group Art Activity:

Students will act as community activists and draw a picture on how they would improve their community. Students will have to include the three vocabulary words, community, activism, and art to explain their picture.



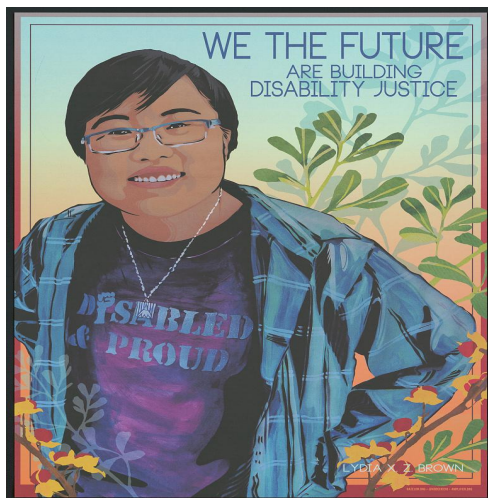
PICTURE 1

Title We the Future - End Gun Violence
 Other Title
 We the Future - "Paul S. John"
 Mayoral Outreach at Mayors Against Illegal Guns manager Paul S. John



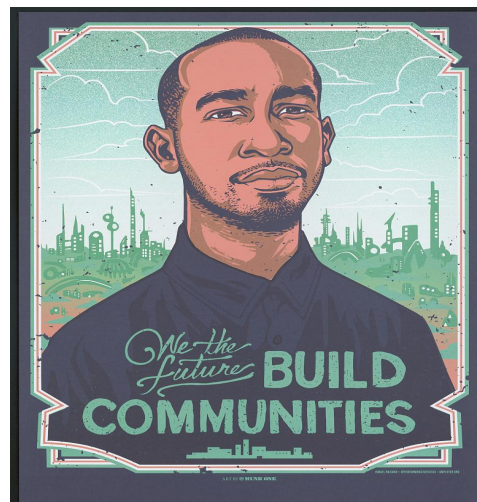
PICTURE 2

Title We the Future - Write Our Own Liberation
 Other Title
 We the Future - "Amanda Gorman"
 National Youth Poet Laureate Amanda Gorman



PICTURE 3

Title We the Future - Are Building Disability Justice
 Other Title
 We the Future - "Lydia X. Z. Brown" Autistic disability rights activist Lydia X. Z. Brow

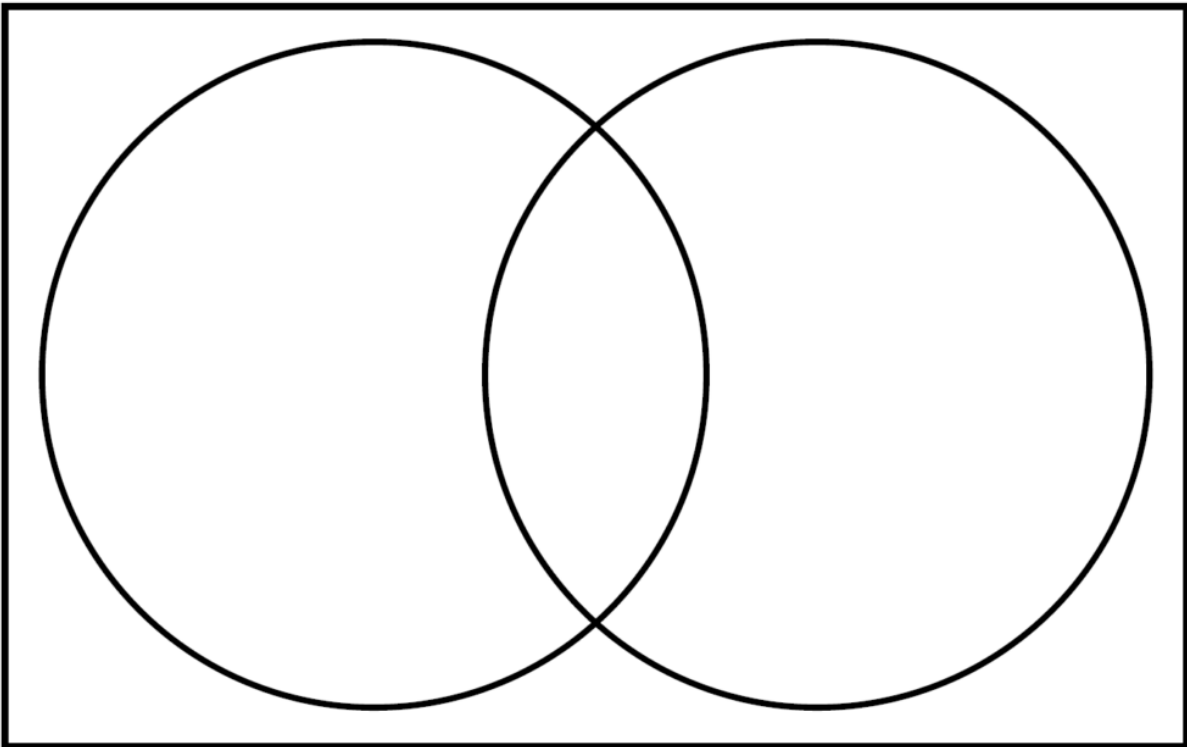


PICTURE 4

Title We the Future - Build Communities
 Other Title
 We the Future - "Ismael Nazario"
 Prison reform advocate Ismael Nazario

Venn Diagram

1. Write what you learned or noticed that were the same and different between your picture and another group's picture.



Arts Aligned Project: Drawing the Future

Students will create their own community art in groups of 3 and include any of the vocabulary to describe their artwork. It must include, "we the future." what will your message be to the community. They can draw, paint, use crayons, or markers.

