



## Title: Make Art Not War

**Rationale:** Artists from the past contributed to and shaped historical moments of transition. Protest is what makes artists who they are and makes them want to act. However, the ability to spread art to the general public, to people or groups who might not know about the larger protest or show support for protest movements, even if they don't like it, makes it possible for the public.

**Standards:** CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**3R4:** Determine the meaning of words, phrases, figurative language, and academic and content-specific words.

**4SL5:** Include digital media and/or visual displays in presentations to emphasize central ideas or themes.

**5SL2:** Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).

Students will do a gallery walk through each art piece and analyze how art is used through protesting.

Students will examine how artists from various cultures have used their work to combat racial prejudices.

Students will examine the various messages that a mural might convey.

**Overview:** While most students are familiar with at least a few portrait photographs or paintings of people, they may have missed an opportunity to consider how a portrait depicts a person. Indeed, portraitists make numerous choices in the course of their job. These choices include the artists' perceptions of the subject and how they wish the subject to be seen by others. It is crucial for young children to develop a critical eye when viewing portraits, just as they do in other areas. This lesson, in particular, encourages learners to consider what a portrait might reveal about racism and ethnic stereotypes, as well as how portraitists may promote or combat prejudices via their work.



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Vocabulary Words:

Portrait-a painting, drawing, photograph, or engraving of a person,

Portraitists- is an artist who creates portraits.

stereotype-the way that people think about a certain person or thing in general, but in an oversimplified way.

Racial stereotype- is a racial stereotype based on a person's race.

Protesting-the expression of disapproval of or objection to something.

Mural- large painting on a wall or ceiling

Directions: Throughout the lesson, the students will fill out the KWL Chart

Hook: What is a Mural? (Turn and Talk & Share)

I Do/We Do- Teacher Models

- Teacher will model and give an example using a mural. "What can a mural tell us about a person or a group of people?"

Student explains:

- "What can a mural tell us about a person or a group of people?" (Go deeper than physical appearance).
- When you look at your family pictures does it just show what they look like or does it show more about the person?

Group Discussion:

- Students will discuss how they think murals can support or challenge racial stereotypes.

You Do-

Independent:

**High tech option:** Use the [jamboard](#) created to allow students to collaboratively annotate and discuss the sources using a graphic organizer.

- Students will do a gallery walk through each art piece and analyze how art is used through protesting using their observation sheet.
- Students will examine how artists from various cultures have used their work to combat racial prejudices.
- Students will examine the various messages that a mural might convey.

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Portrait 1

**Title**

Black Panther mural dating from 1996, side wall of Rick's Barbershop, 3406 Jefferson Blvd., Los Angeles, 2011

**Contributor Names**

Vergara, Camilo J., photographer



Portrait 2

**Title**

Alliance Judy Burton Technology Academy, 101 St. at Olive St., Los Angeles, 2015

**Contributor Names**

Vergara, Camilo J., photographer

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Portrait 3

### Title

Save the people, Sav-Mor Liquors, 1333 Peralta St., Oakland, 2019

### Contributor Names

Vergara, Camilo J., photographer



Portrait 4

### Title

Protest fascist Chilean junta

### Contributor Names

Romero, Rachael, 1953-, designer  
Wilfred Owen Brigade.



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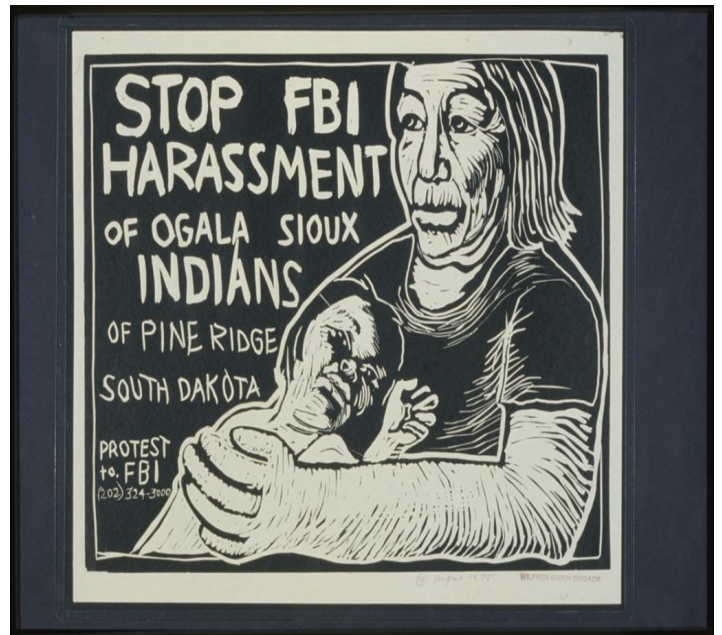
Portrait 5

**Title**

After Emory Douglas, detail of mural, E. 122th St. at 3rd Ave., Harlem, 2018

**Contributor Names**

Vergara, Camilo J., photographer



Portrait 6

**Title**

Stop FBI harassment of Ogala [sic] Sioux Indians of Pine Ridge, South Dakota, protest to FBI, (202) 324-3000

**Summary**

Oglala Sioux Indian holding child.

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Portrait 7

**Title**

Black Lives Matter, Centre St. by Worth St.,  
Manhattan

**Contributor Names**

Vergara, Camilo J., photographer



Portrait 8

**Title**

Defend human rights in Chile

**Contributor Names**

Romero, Rachael, 1953-, designer  
Wilfred Owen Brigade.



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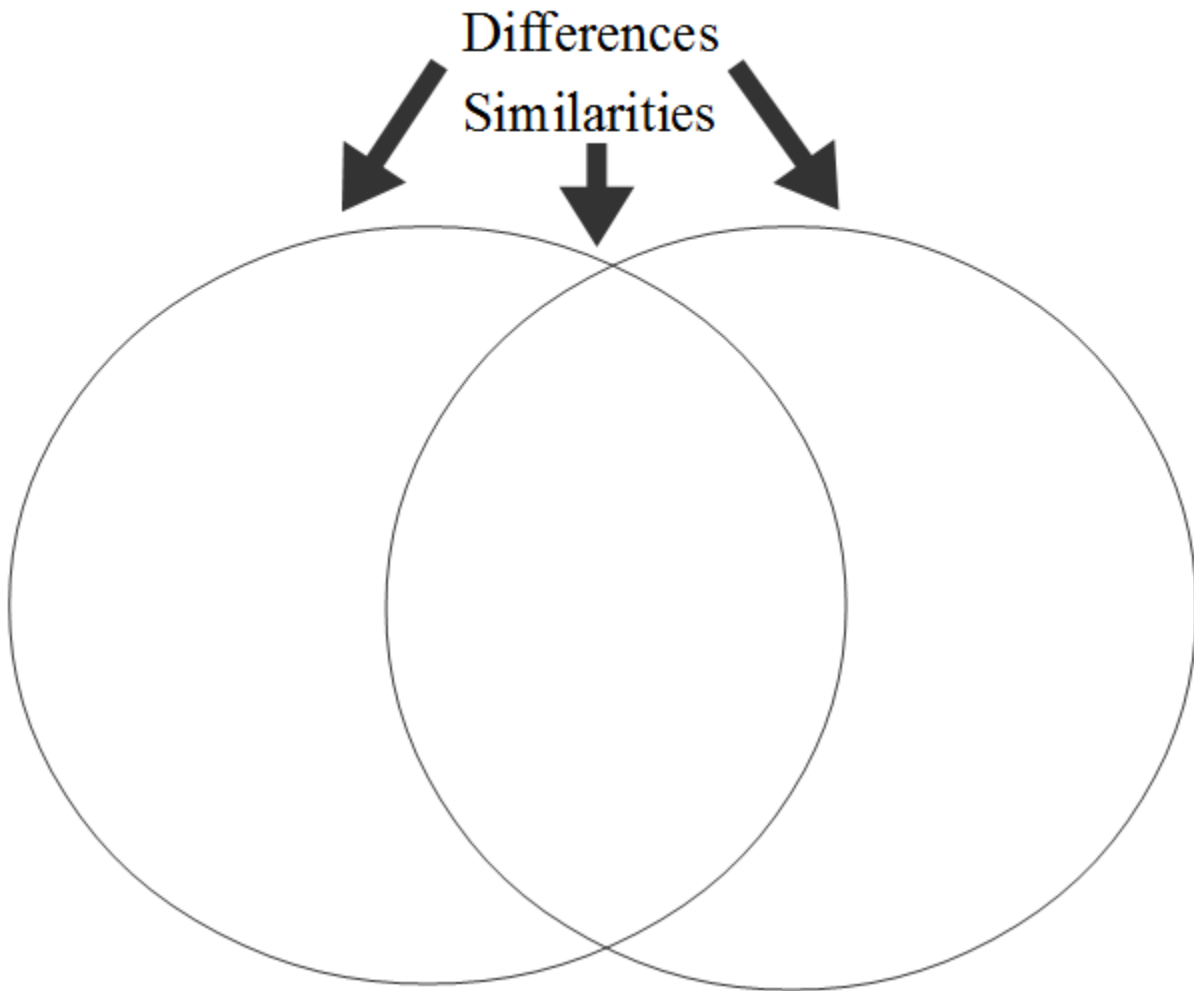
## Gallery Walk Observation Sheet

Portraits	Describe what you see?	How does this painting make you feel?	How have artists from various cultures used their work to combat racial prejudices?	Based on the children's or people's facial expressions, what do you believe they're feeling?
Portrait 1				
Portrait 2				
Portrait 3				
Portrait 4				
Portrait 5				
Portrait 6				
Portrait 7				
Portrait 8				

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## Graphic Organizer

1. Choose one image.
2. How is this image different from what you have seen in other Places. ( Neighborhood, classroom, school building, park)
3. .How are those 2 images alike.







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Arts Aligned activity

## Doodle-Protest-Remix

**Directions:** Using the partial doodle provided, create a protest poster/mural about an issue your community cares about. Write a paragraph describing the purpose and details you've included in your artwork.



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### KWL CHART (Exit Slip)

Topic: \_\_\_\_\_

KNOW	WONDER	LEARNED
What do you think you already know about this topic?	What do you wonder about this topic?	What have you learned about today's lesson?