

## Black Lives Matter Principles

High School, Visual Arts

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### BLM Week of Action 2021 - Lesson Plan #1

**Unit:** Black Lives Matter Week of Action **Date:** February 1, 2021 **Lesson:** # 1

<b>To Know: Declarative</b>  <i>From unit plan</i>	<b>Vocabulary</b>  <i>Academic Language</i>	<b>To do: Procedural</b>  <i>From unit plan</i>	<b>Materials and Resources</b>  <i>Including technology needs</i>
Students will learn about famous people and activists in Black / American History.	<ul style="list-style-type: none"> <li>● Activism</li> <li>● Black history</li> <li>● Letters</li> </ul>	Students will discuss examples of activists and create art / write a letter to their future congressperson, about what they are concerned about.	<ul style="list-style-type: none"> <li>- Pre-printed letter template</li> <li>- Books</li> <li>- Pencils</li> <li>- Envelopes</li> <li>- Colored pencils</li> <li>- PowerPoint, computer, speakers</li> </ul>

**NVAS (Grade Specific)** - VA:Cr2.1.3a - Create personally satisfying artwork using a variety of artistic processes and materials.

**VA:Cr1.2.4a** - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

**Essential Question** (from unit plan):

- What does it mean to be an activist or changemaker?
- How have children and youth fought for change in their communities in the past?
- How are children and youth fighting for change in their communities in the present?

**Enduring Understanding:**

<b>Lesson Objective:</b>  Students will...(learn to/learn about...) in order to (plan/sketch/develop....)	Students will read about and compare people about black history in order to appreciate youth activism and create art and/or write their own letter to their congressperson.
<b>Language supports:</b> (adapting lessons for all learners)	A word wall will be created, adding on the words from the first lesson: <ul style="list-style-type: none"> <li>- activism: activismo/ activisme</li> <li>- protest rally: manifestación /manifestation</li> </ul>

<p><b>Formative Assessment:</b> <i>formal or informal?</i></p>	<p>Informal assessments will include participation in class discussion, following teacher instructions (ie time to clean up, sit in the circle).</p> <p>Formal assessment will include writing a letter in the template to their future Congressperson.</p>
<p><b>Preassessment/Drill:</b> 15 minutes</p>	<p>Discuss: Why do you think we celebrate black history? Video of kids explaining: <a href="https://youtu.be/Lzt3gFgYVYk">https://youtu.be/Lzt3gFgYVYk</a></p> <p>Overview of schedule for the week and summative project Intro to the origins of Black Lives Matter week of action</p>
<p><b>Introduction/Motivation/Discussion:</b> minutes: 7 minutes</p>	<p>Discussion question. Type in the chat: Do you think kids can be activists? Why or why not?</p> <p>Watch a video about Mari Copeny: <a href="https://www.youtube.com/watch?v=ML2dRP9i3FQ">https://www.youtube.com/watch?v=ML2dRP9i3FQ</a></p> <p>Discussion: what issue matters to you?</p>
<p><b>Teacher Demonstration:</b> 3 minutes</p>	<p>Demonstrate how to complete the letter template and give options to create art or multiple drawings to send.</p>
<p><b>Activity/Work Period:</b> 15 minutes</p>	<p>Students will work on drawing their picture and/or writing a letter to their elected representative, or Marey Copeny.</p> <p>If and when done, show them how to address an envelope to put the letter in and write the name on the outside.</p>
<p><b>Clean up:</b> 10 minutes</p>	<p>Using this video and song as a tim- keeper, the students will clean up: <a href="https://www.youtube.com/watch?v=4KIhWZl4k9U">https://www.youtube.com/watch?v=4KIhWZl4k9U</a></p>
<p><b>Closure/ Summary:</b> 10 minutes</p>	<p>Students can read letter aloud.</p> <p><u>Homework / Extra credit for Thursday and Friday:</u> Bring in a picture of your family.</p>
<p><b>Safety valve:</b> <i>meaningful</i></p>	<ul style="list-style-type: none"> <li>● Your students can navigate to this free online zlibrary: <a href="https://1lib.us/book/6119109/1e679d">https://1lib.us/book/6119109/1e679d</a></li> <li>● Youtube has many read aloud books: <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=Isn-O3bQbPo&amp;ab_channel=RayReads">https://www.youtube.com/watch?v=Isn-O3bQbPo&amp;ab_channel=RayReads</a></li> <li>○ <a href="https://www.youtube.com/watch?v=IDNS-bJKYiQ&amp;ab_channel=TheCrystalKShow">https://www.youtube.com/watch?v=IDNS-bJKYiQ&amp;ab_channel=TheCrystalKShow</a></li> </ul> </li> </ul>

**Resources: Google Slides:**

[https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviQKfNsMqYD\\_I7uGllbs/edit?usp=sharing](https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviQKfNsMqYD_I7uGllbs/edit?usp=sharing)

## BLM Week of Action 2021 - Lesson Plan #2: Restorative Justice

**Unit:** Black Lives Matter Week of Action **Date:** February 2, 2021 **Lesson #2**



<b>To Know: Declarative</b>	<b>Vocabulary</b> <i>Academic Language</i>	<b>To do: Procedural</b> <i>From unit plan</i>	<b>Materials and Resources</b> <i>Including technology needs</i>
Students will express empathy when people are excluded or mistreated because of their identities. Students will plan and carry out collective action (in the form of a social contract) against bias and injustice in their classroom.	<ul style="list-style-type: none"> <li>● Bullying</li> <li>● Upstander</li> <li>● Bias</li> <li>● Respect</li> <li>● Restorative Justice</li> <li>● Social contract</li> </ul>	Students will read and consider opportunities to prevent injustice in their classroom and collectively make a symbol that represents their peace agreement.	<ul style="list-style-type: none"> <li>- The book, <i>One</i> By Kathryn Otoshi</li> <li>- pencils</li> <li>- markers</li> <li>- large piece of butcher paper</li> <li>- candy</li> <li>- white board marker</li> <li>- white board</li> </ul>


**NVAS (Grade Specific)** - VA:Cn10.1.6a - Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

**Essential Question** (from unit plan): How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

<b>Lesson Objective:</b>  Students will...(learn to/learn about...) in order to (plan/sketch/develop....)	Students will learn about restorative justice and bullying in order to develop, create, and display their own social contracts for our art room.
<b>Language supports:</b> (adapting lessons for all learners)	Words will also be written in Spanish / French <ul style="list-style-type: none"> <li>- bullying; intimidación / harcèlement</li> <li>- spectator: espectador / spectateur</li> <li>- restorative justice: la justicia restaurativa / la justice réparatrice</li> <li>- respect: respecto / le respect</li> <li>- social contract: contrato social / contrat social               <ul style="list-style-type: none"> <li>- agreement: un acuerdo / un accord</li> </ul> </li> </ul>
<b>Formative Assessment:</b>  <i>formal or informal?</i>	Informal assessments will include participation in class discussion, contributing to the social contract, following teacher instructions (ie sit in the circle).  Formal assessment will include creating an image that conveys an aspect of the social construct with colors from <i>One</i> .

<p><b>Preassessment/Drill:</b> 10 minutes</p>	<p>What is restorative justice?</p> <p>Video:  <a href="https://www.youtube.com/watch?v=gJJxbn1VjYo&amp;ab_channel=ResolveConsultants">https://www.youtube.com/watch?v=gJJxbn1VjYo&amp;ab_channel=ResolveConsultants</a></p> <p>Discuss:          Have you ever had a fight? Or a conflict?          How did you resolve it?</p>
<p><b>Introduction/Motivation/Discussion:</b> 12 minutes:</p>	<p>Do you remember a time when you were bullied? How did that make you feel? Did you have a friend who stood up for you, if not, did you think it would have made it better if you had someone?</p>  <p>Vocab will be written on the board:</p> <ul style="list-style-type: none"> <li>- bullying</li> <li>- bystander</li> <li>- upstander</li> </ul> <p>Today class we are going to read One by Kathryn Otoshi. We are going to look at how Blue feels when they are confronted by Red, and how their bullying makes them feel. When we are reading the story, think about how Blue feels that no one will help them stand up to Red until One comes along.</p> <p>Discussion</p> <ul style="list-style-type: none"> <li>- What would you have done if you have been one of the other colors?</li> <li>-What would you have said to Red?</li> <li>-Would you have invited Red to become your friend after everything had happened?</li> <li>-Why did the colors decide to become upstanders?</li> </ul> <p>Video for read aloud: <a href="https://www.youtube.com/watch?v=SbgsR0SP0y0">https://www.youtube.com/watch?v=SbgsR0SP0y0</a></p>
<p><b>Teacher Demonstration and brainstorm:</b> 10 minutes</p>	 <p>Students will make a social contract in the form of a concept map. The teacher will come up to the board and facilitate the students writing down their thoughts and ideas. The students will also create a collective symbol to represent their peace contract - a dove, a bear, etc.</p>

<p><b>Activity/Work Period:</b> 10 minutes</p>	<p>Once the students have come up with their social contract, we will all sign the contract with a different color with our fingerprint.</p>  <p>If fully digital, you can also use Jamboard - a free Google app!  <a href="https://jamboard.google.com/">https://jamboard.google.com/</a></p>
<p><b>Clean up:</b> 3 minutes</p>	<p>Put markers away. Five minute clean up song:  <a href="https://www.youtube.com/watch?v=bXFjuymX4HI">https://www.youtube.com/watch?v=bXFjuymX4HI</a></p>
<p><b>Closure/ Summary:</b> 10 minutes</p>	<p><b>PeaceMaker game</b>  It can be hard to be kind, especially over zoom on a screen.</p> <p>The teacher goes first, and gives a compliment to every student.  When it is your turn to go, please have your video camera on.  When it is your turn, give a specific compliment to someone in the zoom room.</p> <p>In this game our focus is on current actions, those that have happened this week.</p> <p>When giving a compliment, use specific language that describes actions.  When giving a compliment, do your best to look into the video camera so they can tell you are talking to them.</p> <p>You may choose to pass when it's your turn, but if you do, you miss an opportunity to be kind to a classmate.</p>
<p><b>Safety valve:</b> <i>meaningful</i></p>	<p>Coloring sheet of Restorative Justice.</p>

**Resources:**

1. <https://teachresistance.wordpress.com/lesson-plans/one/>

## BLM Week of Action 2021 - Lesson Plan #3: Celebrating Black LGBTQ+ culture & history

**Unit:** Black Lives Matter Week of Action **Date:** February 3, 2020 **Lesson #** 3

<b>To Know: Declarative</b>  <i>From unit plan</i>	<b>Vocabulary</b>  <i>Academic Language</i>	<b>To do: Procedural</b>  <i>From unit plan</i>	<b>Materials and Resources</b>  <i>Including technology needs</i>
Students will learn about Black LGBTQ+ activists in history, and the power of a symbol.	<ul style="list-style-type: none"> <li>● Activism</li> <li>● Black history</li> <li>● Queer</li> <li>● LGBTQ+</li> <li>● Gender</li> <li>● Sexuality</li> <li>● Protest</li> </ul>	Students will create their own unique symbol.	<ul style="list-style-type: none"> <li>- Read aloud: <a href="https://youtu.be/zz9wOzE1yZE">https://youtu.be/zz9wOzE1yZE</a></li> <li>- Pencils</li> <li>- Colored pencils</li> <li>- PowerPoint, computer, speakers</li> </ul>

**NVAS (Grade Specific)** - VA:Cr2.1.3a - Create personally satisfying artwork using a variety of artistic processes and materials.

**VA:Cr1.2.4a** - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

**Essential Question** (from unit plan):

- What does it mean to be an activist or changemaker? To be transgendered? To be gay?
- How have Black LGBTQ+ activists fought for change in their communities in the past?
- How are black youth fighting for change in their communities in the present?

**Enduring Understanding:**

<b>Lesson Objective:</b>  Students will...(learn to/learn about...) in order to (plan/sketch/develop....)	Students will read about and learn about black LGBTQ+ activism in order to create their own symbol celebrating their individuality.
<b>Language supports:</b> (adapting lessons for all learners)	A word wall will be created, adding on the words from the first lesson: <ul style="list-style-type: none"> <li>- activism: activismo/ activisme</li> <li>- protest rally: manifestación /manifestation</li> </ul>

<p><b>Formative Assessment:</b> <i>formal or informal?</i></p>	<p>Informal assessments will include participation in class discussion, following teacher instructions (ie time to clean up, video cameras on).</p> <p>Formal assessment will be creating their own original symbol or flag for their identity.</p>
<p><b>Preassessment/Drill:</b> 7 minutes</p>	<p>LGBTQ+ gingerbread person (image in powerpoint)</p> <ul style="list-style-type: none"> <li>- Someone can identify as a woman but express a more masculine vibe.</li> <li>- That is separate from the biology they were born with at birth.</li> <li>- And also separate from who they are sexually and romantically attracted to!</li> </ul>
<p><b>Discussion:</b> minutes: 15 minutes</p>	<p>Black LGBTQ+ Activist spot light:</p> <ul style="list-style-type: none"> <li>- Bayard Rustin</li> <li>- Martha P. Johnson</li> </ul> <p>Stonewall book read aloud: <a href="https://youtu.be/zz9wOzE1yZE">https://youtu.be/zz9wOzE1yZE</a></p> <p>We will then discuss:</p> <ul style="list-style-type: none"> <li>- Vocab - Protest: standing up for what you believe in, usually in a march or rally</li> <li>- Why is it important to stand up for your beliefs?</li> </ul> <p>Revision of the LGBTQ+ flag to specifically include black, brown, and transgendered people.</p>
<p><b>Teacher Demonstration:</b> 3 minutes</p>	<p>I will demonstrate how to brainstorm and then create my own symbol.</p>
<p><b>Activity/Work Period:</b> 15 minutes</p>	<p>Students will create drawing of their own symbol.</p> <p>Directions: Create your own symbol or flag using colors that expresses who you are!</p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Romance / Sexuality</li> <li>- Language</li> <li>- Biology</li> <li>- Race</li> <li>- Culture</li> <li>- Beliefs</li> <li>- Activism</li> </ul>
<p><b>Clean up:</b> 10 minutes</p>	<p>Using this video and song as a tim- keeper, the students will clean up: <a href="https://www.youtube.com/watch?v=4KIhWZ14k9U">https://www.youtube.com/watch?v=4KIhWZ14k9U</a></p>

<b>Closure/ Summary:</b> 10 minutes	Students will conclude by turning on their video camera and share your art symbol! <u>Homework / Extra credit for Thursday and Friday:</u> Bring in a picture of your family to draw from and share.
<b>Safety valve:</b> <i>meaningful</i>	Exploring black youth LGBTQ+ Activists  Coloring worksheet with the themes and vocabulary of the day.

**Resources:**

[https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviOKfNsMqYD\\_I7uGllbs/edit?usp=sharing](https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviOKfNsMqYD_I7uGllbs/edit?usp=sharing)



## Black Lives Matter Week of Action 2021 - Lesson Plan #4

**Unit:** Black Lives Matter Week of Action **Date:** February 4, 2021 **Lesson #4**

<b>To Know: Declarative</b>  <i>From unit plan</i>	<b>Vocabulary</b>  <i>Academic Language</i>	<b>To do: Procedural</b>  <i>From unit plan</i>	<b>Materials and Resources</b>  <i>Including technology needs</i>
<p>Students will know families are diverse</p> <p>Students will know the artwork and illustrations by Todd Parr</p>	<ul style="list-style-type: none"> <li>● Intergenerational (intergeneracional)</li> <li>● extended family (familia extendita)</li> <li>● unique (unico)</li> </ul>	<p>Students will read about diverse families, discuss the different types of families, challenge myths around black fatherhood, and create their quilt square reflecting their family.</p>	<ul style="list-style-type: none"> <li>- Video on Black Fathers: <a href="https://youtu.be/9-nYUUhigTU">https://youtu.be/9-nYUUhigTU</a></li> <li>- The Family Book read aloud: <a href="https://youtu.be/AyVL9bH0guk">https://youtu.be/AyVL9bH0guk</a></li> <li>- Family Scavenger Hunt worksheets</li> <li>- pencils and colored pencils</li> <li>- pre-printed quilt templates</li> </ul>

**NVAS - VA:Cn10.1.2a** - Create works of art about events in home, school, or community life.

**Essential Question** (from unit plan): How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences about family life.

<p><b>Lesson Objective:</b></p> <p>Students will...(learn to/learn about...) in order to (plan/sketch/develop....)</p>	<p>Students will learn about diversity in families in order to celebrate their own unique family by creating a drawing in a quilt square.</p>
<p><b>Adaptations:</b> (for IEP, ELL, culture, and other special needs):</p> <p><i>Individual and universal</i></p>	<p>Students can work in teams for the Family Scavenger hunt. The different families will reflect the different cultures of the students and will be celebrated in their artwork.</p>
<p><b>Language supports:</b> (adapting lessons for all learners)</p>	<p>Words will be added to the word wall:</p> <ul style="list-style-type: none"> <li>● Intergenerational: intergeneracional / intergénérationnel</li> <li>● extended family: familia extendita / la famille élargie</li> <li>● unique: unico / unique</li> </ul>

<p><b>Formative Assessment:</b> <i>formal or informal?</i></p>	<p>Informal assessments will include participation, following directions, listening, etc.</p> <p>Formal assessment will include completing the worksheet and drawing a picture of their family.</p>
<p><b>Preassessment/Drill:</b> 3 minutes</p>	<p>Listen to the family descriptions and raise your hand every time a family is described:</p> <ul style="list-style-type: none"> <li>- An African-American mom and her adopted Chinese daughter.</li> <li>- A man and a woman with no children.</li> <li>- Parents and guardians with 11 children and a grandchild.</li> <li>- A mom, a stepdad and a son.</li> <li>- A girl and her two dads.</li> <li>- A boy and his foster parents.</li> </ul>
<p><b>Introduction/Motivation/Discussion:</b> minutes: 5 min</p>	<p>Have students print off or look at their own copy of “Family Scavenger Hunt handout”. We all have families and, in this lesson, you will learn something unique about each of the different families in your class. There are 10 family descriptions on the handout. For this part of the lesson, you will walk around the room with classmates and try to find someone who matches each family description. When you find someone, write his or her name on the line. See if you can find 10 different people who fit the 10 different descriptions.</p>
<p><b>Activity 1/Work Period:</b> 15 minutes</p>	<p>Myth Busters: Black Fatherhood Watch 10 minute video: <a href="https://youtu.be/9-nYUUhigTU">https://youtu.be/9-nYUUhigTU</a> Discuss: How does your father show he loves you? Do you think it’s right to paint this picture that Black Fathers are absent? What is missing from the conversation?</p> <p>Short video and/or in-person reading of “The Family Book” by Todd Parr <a href="https://www.youtube.com/watch?v=AyVL9bH0guk">https://www.youtube.com/watch?v=AyVL9bH0guk</a></p> <p>Discussion questions include:</p> <ul style="list-style-type: none"> <li>● What makes a family? What is unique about my family?</li> <li>● What makes a family a type of community?</li> <li>● How does having different kinds of families make our community richer?</li> <li>● Why is it important to learn about different types of families?</li> </ul>
<p><b>Clean up:</b> 5 minutes</p>	<p>Not much to clean-up - great time for brain/stretch/water break.</p>

<p><b>Teacher Demonstration:</b> 2 minutes</p>	<p>You just learned that every family is unique, including yours. Using art materials, create a family portrait in the quilt square template that shows each member of your unique family and includes the following sentence stem: “My unique family rocks because _____.” You can draw each family member and/or include something that represents each member. For example, if your brother plays soccer, you can draw a soccer ball. Remember that every family rocks so no one family is better than any other!</p> <p>Teacher will demonstrate how to draw a picture of their family in the quilt square imitating the style of Todd Parr.</p>
<p><b>Activity 2/Work Period:</b> 15 minutes</p>	<p>Students will draw a picture of their family in the quilt square using bold outline and bright solid colors, coloring in their entire paper quilt square.</p>
<p><b>Clean up:</b> 5 minutes</p>	<p>Markers and colored pencils put away. Quilt squares stored in the appropriate drawer. Seats pushed in and nothing is on the floor. Students are lined up at the door. Will use the same clean up song: <a href="https://www.youtube.com/watch?v=bXFjuymX4HI">https://www.youtube.com/watch?v=bXFjuymX4HI</a></p>
<p><b>Closure/ Summary:</b> 10 minutes</p>	<p>Discussion:</p> <ul style="list-style-type: none"> <li>- What is one thing you can do to be kind to your family?</li> <li>- How can you show appreciate to your family?</li> </ul>
<p><b>Safety valve:</b> <i>meaningful</i></p>	<p>“The Family Book” the SONG!  <a href="https://www.youtube.com/watch?v=GxZd2_xoP7s">https://www.youtube.com/watch?v=GxZd2_xoP7s</a></p> <p>Color page celebrating diversity of family.</p>

**Resources:**

- Curriculum plan based on:  
<https://www.tolerance.org/classroom-resources/tolerance-lessons/my-family-rocks>
- Google slide:  
[https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviOKfNsMqYD\\_I7uGllbs/edit?usp=sharing](https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviOKfNsMqYD_I7uGllbs/edit?usp=sharing)

## BLM Week of Action 2021 - Lesson Plan #5 - Celebrating Black Women

**Unit:** Black Lives Matter Week of Action **Date:** February 5, 2021 **Lesson #5**

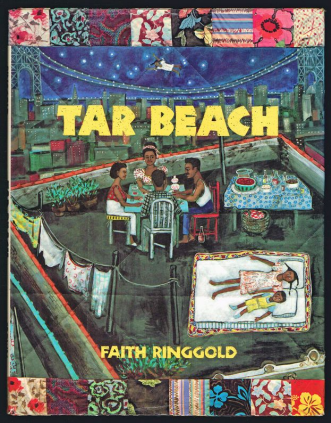
<b>To Know: Declarative</b>  <i>From unit plan</i>	<b>Vocabulary</b>  <i>Academic Language</i>	<b>To do: Procedural</b>  <i>From unit plan</i>	<b>Materials and Resources</b>  <i>Including technology needs</i>
Students will know about the life and work of Faith Ringgold	<ul style="list-style-type: none"> <li>● Quilt</li> <li>● Frame</li> </ul>	Students will create their own imaginative quilt square and border, and string them together.	<ul style="list-style-type: none"> <li>- pre-cut fabric</li> <li>- pre-printed quilt square</li> <li>- scissors</li> <li>- glue</li> <li>- colored pencil, markers</li> <li>- large sheet of paper for mounting</li> <li>- “Tar Beach” by Faith Ringgold video read-a-long</li> <li>- Computer and speakers</li> </ul>

**NVAS (Grade Specific)** - VA:Cn10.1.4a Create works of art that reflect community cultural traditions.

**Essential Question** (from unit plan): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

**Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences about their lives and future dreams.

<b>Lesson Objective:</b>  Students will...(learn to/learn about...) in order to (plan/sketch/develop....)	Students will learn about Faith Ringgold and quilting in order to create their own collaborative quilt.
<b>Adaptations:</b> (for IEP, ELL, culture, and other special needs):  <i>Individual and universal</i>	Lesson is excellent in practicing fine motor skills like cutting, gluing, arranging, hole punching, and tying knots.
<b>Language supports:</b> (adapting lessons for all learners)	Word wall additions: Spanish / French <ul style="list-style-type: none"> <li>- quilt: edredón / courtepointe</li> <li>- to fly: volar / voler</li> <li>- frame: marco / cadre</li> </ul>
<b>Formative Assessment:</b>  <i>formal or informal?</i>	Informal assessments will include participation in discussion, following directions, listening, be quiet during the videos, etc.  Formal assessment will include a quilt square and border, sewn with yarn.

<p><b>Pre-Assessment /Drill:</b> 7 minutes</p>	<p>Introduction to Faith Ringgold and quilting with this video:  <a href="https://www.youtube.com/watch?v=cU9MpcHfwiA">https://www.youtube.com/watch?v=cU9MpcHfwiA</a>  - Stop at 5:01 time mark</p>
<p><b>Introduction/Motivation/Discussion:</b> 10 minutes</p>	<p>Students will watch / read “Tar Beach” by Faith Ringgold:  <a href="https://www.youtube.com/watch?v=h9RKJleFdBu">https://www.youtube.com/watch?v=h9RKJleFdBu</a></p>  <p>- Where would you go if you could fly? What would be there?</p>
<p><b>Teacher Demonstration:</b> 3 minutes</p>	<p>Create a quilt square where you would go, where you would fly. Create a border with squares of color paper. When done, they can also create a border for their family quilt.</p> <ul style="list-style-type: none"> <li>- Where will you fly this weekend?</li> <li>- What do you want to be when you grow up? (an Artist?!)</li> </ul>
<p><b>Activity/Work Period:</b> 30 minutes</p>	<p>Students will work on drawing and framing their story quilt with fabric.</p>
<p><b>Clean up:</b> 10 minutes</p>	<p>Using the clean up song!  <a href="https://www.youtube.com/watch?v=4KIhWZl4k9U">https://www.youtube.com/watch?v=4KIhWZl4k9U</a></p>
<p><b>Closure/ Summary:</b> 5 minutes</p>	<p>Closing the class /unit  How should / can we show and share this quilt artwork?</p> <p>Directions: Write / Say three key ideas they think everyone should have learned from this unit:</p>
<p><b>Safety valve:</b> <i>meaningful</i></p>	<p>Continue to watch the Faith Ringgold video.  Coloring sheets about Black women.</p>

**Resources:**

- Curriculum idea: <https://kinderart.com/art-lessons/arthistory/faith-ringgolds-story-quilts/>
- Google Slides:  
[https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviQKfNsMqYD\\_I7uGllbs/edit?usp=sharing](https://docs.google.com/presentation/d/16ZqAZOOZRf6lGkGarfbVI5wviQKfNsMqYD_I7uGllbs/edit?usp=sharing)