

PEOPLE ROCK: VOL. 1 AWESOME ARTISTS: FAITH RINGGOLD HAS A NAME AND IF YOU WANNA BE LIKE BLAKE

Visual Art Standards:

Standard #1: Understanding and applying media, techniques, and processes

- Students know the differences between materials, techniques, and processes

Standard #2: Using knowledge of structures and functions

- Students know the differences among visual characteristics and purposes of art in order to convey ideas

Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

- Students explore and understand prospective content for works of art

Standard #4: Understanding the visual arts in relation to history and cultures

- Students know that the visual arts have both a history and specific relationships to various cultures

Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

- Students describe how people's experiences influence the development of specific artworks

Math (Common Core)

- Operations and algebraic thinking (number stories)
- Measurement and data (timelines, quilt making)
- Mathematical Practices (Using tools strategically/attend to precision - rulers)
- Geometry (quilt squares and patterns)

Art

- Choosing the appropriate process, medium, techniques to convey ideas
- Visual arts role in various social movements and the expansion of human freedoms.
- The effect of experience on art

Language Arts (Common Core)

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

What's Your Story? (Grades 2-4)

Science (NGSS)

- How are materials similar and different from one another, and how do the properties of the materials relate to their use?
- Patterns
- Cause and Effect
- Stability and Change
- Influence of engineering, technology, and science on society

Social Studies (NCSS)

- Social movements (civil rights, women's rights) timelines
- Similarities and differences in the ways groups, societies and cultures address human needs
- Identify examples of change and recognize cause and effect

Technology (NGSS)

- Influence of engineering, technology, and science on society
- Define a simple design problem that can be solved through the development of an object and includes several criteria for success and constraints on materials, time or cost

Music Standards:

Standard #1: Singing, alone and with others, a varied repertoire of music

- Students sing expressively, with appropriate dynamics, phrasing, and interpretation

Standard #8: Understanding relationships between music, the other arts, and disciplines outside the arts

- Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g. mathematical basis of values of notes; science: vibration of strings; songs associated with various countries or regions; expressive elements of music in readings)

Standard #9: Understanding music in relation to history and culture

- Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each (celebrations, worship, movie and tv background/scores, relaxation)

What's YOUR Story?

Behavioral Objectives:

Students will be able to

1. gather information from listening to music
2. research a social movement that interests them
3. design and produce their own notebook to keep their research information in
4. choose from a variety of art processes, media and techniques to tell their own story
5. create a visual arts project that depicts a social movement
6. produce a song to explain why their visual arts project is important to them
7. evaluate their own and the work of others

Teacher Prep:

1. Read over the whole lesson plan to get an idea of its content and flow. Figure out intuitive places for breaks to continue the lesson at another time or day.
2. Listen to "Faith Ringgold Has A Name" and "If You Wanna Be Like Blake" on the *Awesome Artists* CD.
3. Read "Faith Ringgold Has A Name" and "If You Wanna Be Like Blake" Background for Teachers.
4. Gather all materials.
5. Think about children's ideas. What do they associate with struggle? How might they perceive inequality? What sense of their own identity do they have and how as a teacher might you be able to encourage them to fulfill their potential as an individual?
6. Preview the suggested videos and think about how you might incorporate them.
7. Preview other suggested resources to see what you might or might not use as part of your lesson.
8. Set up the art material station for making notebooks.

Materials:

Pictures of people cut from magazines showing people in a variety of human endeavors or in imaginative scenes, glue, tape, cardboard, paint brushes, markers, newsprint, popsicle sticks, crayons, different kinds paper, ribbons, fabric, foil, leather pieces, duct tape, and other materials to make notebooks, samples of notebooks or journals, *People Rock: Awesome Artists* CD, *Tar Beach* by Faith Ringgold, extra towels for students who forget or do not have a towel to bring in, a flashlight or several if you have them; a small quilt if you

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have one; 4 x 4 pieces of white sheet material, a sewing machine you can bring to class and thread or large yarn needles and yarn to sew a quilt together.

Focus:

1. Pair up students and give each pair a picture that has been cut out of a magazine. The pictures should show people in a variety of human endeavors or in imaginative scenes. Challenge students to work with their partner to make up a 2 minute story about what is going on in the picture. The story should have all the main elements of a story, i.e. plot, characters, problem/conflict, theme and setting. Give students 10 minutes to do this.
2. Tell students that while they are creating their stories, you are going to play a song about someone else who liked to make up stories, Faith Ringgold. Hold up her book, *Tar Beach*, and ask students if they have ever read this book. Let them know that you will be reading the book tomorrow to discover its theme.
3. Have students share their 2 minute stories with their classmates. Each partner should have a part in telling the story.
4. After each story is told, ask students to decide what the theme of the story was. What is a theme? Make a list of the various themes that students identify. Were there common themes?
5. Ask if anyone was listening to the song "Faith Ringgold Has a Name" from *People Rock: Awesome Artists* that was playing while they made up their stories. Play the song again for the students and ask them, based on the words of the song, what themes Faith might write about in her stories. Leave these words on the board for the next morning.
6. For homework, ask students to bring in a towel.

Explore:

1. With the room arranged so that everyone can lay down on the towel they brought in, turn off the lights and with just a flashlight pointed at the ceiling (if you have extra flashlights, let a few students shine them at the ceiling like stars), read the story of *Tar Beach*. Remind students that they will be listening for the theme of this book by Faith Ringgold. Ask them to think about the story as if they are the main character, Cassie.
2. After reading the story, have students go back to their desks and ask them about their experience on Tar Beach. Ask them questions about the content of the book. Help them identify freedom as the theme and what clues from the book help them know this.
3. Ask students what they know about Harriet Tubman and the Underground Railroad (See bit.ly/HTubman-YouTube). What other "freedoms" does Cassie dream about? (Father being able to be part of the union, freedom

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from hunger during the depression, freedom to go as an African American anywhere you chose to do, etc.).

4. Talk about the context of the story and briefly discuss the Depression. Find out if any of the children have grandparents who have lived through the depression. View a short video such as *Pennyland* (bit.ly/Pennyland-YouTube), *Discussing the Great Depression* (bit.ly/GreatDepression-SchoolTube) or *6 Minorities during the Great Depression* (bit.ly/MinoritiesGreatDepression-YouTube).
5. Ask students if Cassie's freedom flight was real. Explore the idea of dreams while you are sleeping and other types of dreams such as daydreams or people's hopes for the future. Ask students if they know any other historical person who had a "dream" about people being free. Briefly discuss Martin Luther King, Jr. and the Civil Rights movement. View the "I have a Dream" speech (bit.ly/IHaveADream-TeacherTube).

Think:

1. In groups of 3, ask students to think about which struggle they heard about most interested them. Give them the task of recording
 - Why this is most interesting to them
 - What more they would like to know about this topic
 - Who they might know that they could interview about life experiences that are relevant to this topic
2. Have students find a team of 2-4 other students in the class who wanted to learn more about their same topic. Give students the assignment to create a group research report on their chosen topic. Hand out the Research Project Guidelines and the Matrix for Project Assessment that accompany this lesson. Give students 2 or 3 weeks to complete their group research project.

Do:

1. Help students design and create a notebook where they can record the interview they have with the "expert" on their chosen topic.
2. Supply students with a variety of materials that they can use to create their notebook (See material list). Try to use recycled materials as much as possible and be creative about the materials you supply. See Pinterest for a wide variety of media you can use in creating notebooks (bit.ly/DIY-Notebooks-Pinterest). Encourage students to be creative in design and materials.
3. Play "If You Wanna Be Like Blake" from *People Rock: Awesome Artists* while students are designing and creating their notebooks and introduce them to William Blake, a great artist who made his own books to record his images and poetry. See some of Blake's books and poems at bit.ly/BlakeOnlineGallery or bit.ly/GailGastfield-Blake. Let students know

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that, like Faith Ringgold and her character Cassie, Blake also was interested in the struggle for freedom.

Evaluate:

1. Schedule two days when students can share their projects. If you can get a video camera, plan to video their efforts.
2. On the days that students are to make their presentations, give out the Matrix for Evaluating Projects Form to all the students in the class so that they can participate in the evaluation process. Explain the evaluation process.
3. While students are getting ready to make their presentations, play parts of “Faith Ringgold Has A Name” and/or “If You Wanna Be Like Blake” from *People Rock: Awesome Artists*

Follow up and Integration Ideas

Follow up:

1. Make a Freedom Quilt: As part of the research project, students were asked to create a square for a quilt that depicted their own hopes for freedom in their life. Have each student get a library book about a struggle for freedom. While students are independently reading, have one student at a time come up and attach their square to others. See ideas on how to do this at bit.ly/HowToMakeAQuilt-Instructables or bit.ly/MakeAPatchworkQuilt. Finish the quilt for your class by attaching the strips and putting on the back. If you don't have a sewing machine or think this is not your area of expertise, see if a parent will volunteer to do this for you or use fabric glue or fabric fusing tape that can be ironed on.
2. When the quilt is complete, talk with your class about why Faith Ringgold used quilts to convey her story. Discuss how different cultures create art out of their traditions and that the quilt is a traditional African American art form.
3. Plan to display your quilt in an assembly program where you can sing “Faith Ringgold Has a Name”(See Lyrics at peoplerockmusic.com/lyrics) and celebrate the quest for freedom. If you videotaped your student projects, you can show them at the assembly.

Science and Art:

- Engineering involves design and construction. Explore with your students the career of a design engineer. Check out Computer Assisted Design (CAD) and how it helps manufacturers create precise plans for products.

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- As students create their notebooks, talk about why they are choosing specific materials and how those materials will affect either the function or the form of the notebook.
- Explore the relationship of various freedom seekers (Harriet Tubman, Faith Ringgold, Martin Luther King, Jr. Gandhi, William Blake, etc.) with the environment. How does being free involve being responsible for the earth?

Language Arts:

- Have students compare *Tar Beach* and the voice of Cassie in the story with other picture books written about the Great Depression such as *Potato* by Kate Lied. See more books at bit.ly/ChildrensBooks-GreatDepression. Discuss point of view and the difference between first and third person narratives. How does the voice a book is written in impact the person reading the book?

Social Studies:

- Explore the *Oh Freedom* art collection curated by the Smithsonian Institute africanamericanart.si.edu/intro. Look at the timeline of history through art. Talk about how art not only reflects what is going on in society but can influence the actions of people.

Math:

- Harriet Tubman was born on a plantation in Maryland. She made 19 trips north on the Underground Railroad, taking over 300 slaves to freedom. Ask students to use a map to determine three different routes that Harriet Tubman could have taken from Bucktown, Maryland, to St. Catharine's in Canada. Have students calculate the distance of each route. Which route was the best to take? They should consider factors such as distance, terrain, access to waterways, etc. (bit.ly/RandomHouse-Teachers).

Research Project Guidelines

This is a 3-part group project. You will be graded for each part of the project as an individual, as well as, how well your team worked together. (See rubric)

Part I: Research

1. Teams will focus on a struggle for freedom in American history that they think is interesting such as slavery, the Great Depression, the civil rights movement, the women's movement, immigration rights. Student must give a reason for being interested in this topic.
2. Teams must use a variety of resources to research their chosen topic such as library books, on-line resources, expert testimony, magazines, etc.
3. Each member of the team must interview someone who has experiences related to the chosen topic. This interview must be recorded in each person's self-created notebook. Interviews can be taped but then must be copied in the notebook. The notebook must be on display during the presentation and some part of the interview must be included in the presentation.

Part II: Presentation

1. Each team must decide how they will present their research. A variety of media can be used to present including creating video, skits, tri-fold posters, verbal presentation with props, etc., or a combination of media.
2. Each presentation must include a song that the team makes up about their chosen struggle for freedom. The team will sing the song for the class at some point during the presentation. The song can use a familiar tune or a tune made up by the team.
3. Each member of the team will have a role in the presentation.

Part III: Quilt

1. Each person on the team will create a quilt square using an art medium of their choice (acrylic or oil paint, markers, fabric crayon, pastels, etc.).
2. The quilt square will portray the struggle for freedom that the student most identifies with. The student will put their name on the face of their quilt square.

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Rubric - This Rubric can be used by students to evaluate their peers' projects and by the teacher. Circle the level that most meets the achievement of the project.

Task	EXCELLENT	GOOD	NEEDS WORK
Reason for choosing topic	Reason is clear and thoughtful	Reason is clear but not thoughtful	Reason is unclear and not thoughtful
Variety of resources	Uses three or more different kinds of resources	Uses at least two different kinds of resources	Uses one type of resource
Questions asked	Questions make you think about and want to know more about the struggle for freedom.	Questions are about more than who, what and where information about the struggle for freedom.	No questions or questions are just not thoughtful (more than who, what, where, when).
Interview in Notebook	All members on the team have a notebook with an interview.	At least half the members on the team have a notebook with an interview.	Less than half or no members have a notebook with an interview.
Readable interview	Interview is easy to read and neatly done.	Interview is readable but not so neat.	Interview is not readable.
Interview	All members used quotes/information from their interviews.	Some members used quotes/information from their interviews.	No members used quotes/information from their interviews.
Sang a song	Yes!		No!
Quilt Square	Each person made one and it showed a freedom theme.	Some of the group made a quilt square and all showed a freedom theme.	No one made a quilt square.
Team participation	All did something.	At least half did something.	Less than half did something.
My personal enjoyment opinion	I loved this presentation.	I liked this presentation.	I was not impressed.