

Subject: Art

Grade Level: Middle School

Estimated time: 5 class periods

Enduring Theme or Idea: Working collaboratively on a class art project, and learning about the Civil Rights Movement and those involved.

Unit Title: Self Identity and the Civil Rights Movement

National Core Art Standards:

7th VA:Cr2.1.7a

Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

7th VA: Cr2.3.7a

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

7th VA:Re.7.1.7a

Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

7th VA:Re.7.2.7a

Analyze multiple ways that images influence specific audiences.

7th VA:Re8.1.7a

Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

VA:Cn10.1.7a

Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community

Essential questions:

What did these individuals do to help their community?

What can I do to help my community?

How can I educate myself more on subjects that I'm not aware of?

Why is it important that we work together for equality and justice for all?

After this lesson, students will show an understanding of:

This will show how people from different backgrounds with differing races and ethnicities worked together for equality for all. This is a great lesson not only for 'loving thy neighbor', but to highlight those who stood up for African American rights. Students will also learn how to work on a collaborative project with their classmates, and do independent research.

Overview:

"Self Identity and The Civil Rights Movement" is a project that will show art history from the Civil Rights Movement in America. This will include monumental photographs, paintings, and portraits of those who were involved. After the lesson, each student will choose a leader who they self identify with to create a square for a quilt. These will be allies in the movement, or african american heroes that they admire. Each students square will be put together into one large quilt that will be displayed as a quilt. Next to this quilt will be a binder with a page on each square, with information on who the square is inspired by and which student created it. This will be a 1-2 paragraph piece by them. Student, teachers, and parents can flip through the binder to learn about each square, and possibly learn something new!

Tools and Materials:

- 12x12 Thick Paper
- Markers
- Crayons
- Acrylic Paint

Introduction

Create a power point with both works of art, and leaders from the Civil Rights Movement. Give handouts with the information as well, so students can take it home and do further research if they'd like. Ask questions to prompt student thinking, such as-

How does this artwork make you feel?

What do you think the artist was feeling when they made the work?

What emotions do you think the artist was trying to evoke from viewers?

What ideas can you think of that could be inspiration for your own artwork?

QUILT INSPIRATION



Creating a Class Quilt. (2011, February 15). Retrieved December 13, 2020, from <https://schoolbox.wordpress.com/2011/02/16/creating-a-class-quilt/>



Auction Quilt. (n.d.). Retrieved December 13, 2020, from <https://well-crafted.typepad.com/wellcrafted/2010/03/auction-quilt.html>

FACES OF THE CIVIL RIGHTS MOVEMENT



At age 23, Lewis was the youngest speaker at the 1963 march on Washington where Martin Luther King Jr. gave his "I Have A Dream" speech. (Remnick 2020). Lewis was famously known for getting into 'good trouble', as he was arrested 45 times during his fight for racial justice and "beaten repeatedly by the police and by white supremacists, most famously in Selma, on March 7, 1965—Bloody Sunday—when he helped lead six hundred people marching for voting rights." (Remnick 2020). After fighting for African American rights for years, Lewis was then elected into congress, where he served 17 terms representing Atlanta. He was also awarded the Presidential Medal of Freedom by President Barack Obama in 2011.

"Never, ever be afraid to make some noise and get in good trouble, necessary trouble."

Yuri Kochiyama saw a struggle that she, as a Japanese-American woman, identified with in America in the 1960's. She described her household growing up as radical and movement in itself, and she couldn't help but have her voice heard and stand up against injustice for African Americans. "Malcolm X's movement was probably the last thing you would imagine a Japanese-American person, especially a woman, to be involved with," However, children of Japanese immigrants. They were part of a generation that was rounded up by the American government and forced to live behind barbed wire during World War II." (Wang 2013).

"Consciousness is power. Consciousness is education and knowledge. Consciousness is becoming aware. Tomorrow's world is yours to build." - Yuri Kochiyama





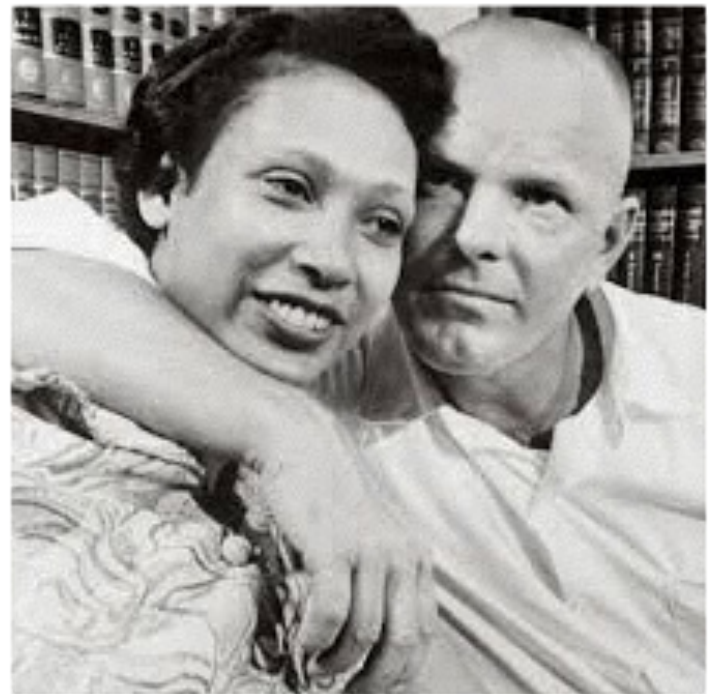
Ruby Bridges paved the way for all young African American women during her time. When she was six years old, she became the first African American student to step into an all-white school in the South.

“Ruby and her mother were escorted by four federal marshals to the school every day that year. She walked past crowds screaming vicious slurs at her.” (Michals 2015). There was only one teacher in her school that agreed to teach her, named Barbara Henry, and she was taught in a class of one. Regardless of the struggles and unfairness she faced, she remained strong, and is a legendary hero known for her bravery and resilience.

“Don’t follow the path. Go where there is no path, and begin the trail.”
-Ruby Bridges

“In 1967, Richard Loving and his wife Mildred successfully fought and defeated Virginia's ban on interracial marriage via a historic Supreme Court ruling.” (Biography 2020). Loving, and his marriage to Mildred Jeter, went against their states law banning interracial marriage. Their case went all the way up to the supreme court, where the decision to overrule the ban of interracial marriage won, due to violation of the 14th amendment.

“I am proud that Richard’s and my name is on a court case that can help reinforce the love, the commitment, the fairness and the family that so many people, black or white, you or old, gay or straight, seek i life. I support the freedom to marry for all.”
-Mildred Loving



ART IN THE CIVIL RIGHTS MOVEMENT

**** WE WILL DISCUSS EACH OF THESE WORKS OF ART IN CLASS. THERE IS A NOTES SECTION, FOR ANYTHING YOU MIGHT WANT TO USE LATER ON!

**BARKLEY L. HENDRICKS,
LAWDY MAMA, 1969.**



**DAVID HAMMONS, THE DOOR
(ADMISSIONS OFFICE), 1969**



**ANDY WARHOL,
RACE RIOT, 1964**



**JAE JARRELL, URBAN WALL SUIT,
1969**





**THE PROBLEM WE ALL LIVE WITH
NORMAN ROCKWELL, 1964**



**RED APRIL
SAM GILLAM, 1970**

NOTES

Distribution and Clean-Up

I will pass out the worksheets to students, so they have them as a reference during and after the presentation for their project. Following this, students will be given a 12x12 square. There will be a station for painting, one for markers, and one for crayons (to assure that materials won't be mixed up, and that clean up will be more efficient.) At the end of each class period, students will help clean up whichever center they are in- For paint, make sure all palettes are rinsed out, brushes are cleaned, and markers and crayons are put in their respective spots.

Closure

After finishing their squares for the quilt, students will write 1-2 paragraphs on their work and what inspired them. These will go in a binder that will be placed next to the finished quilt when it's displayed. There will be a number on each completed square that correlates with the square on each students page in the binder. Students, teachers, and parents can feel welcomed to look at the quilt, and flip to a square's number to learn more about the inspiration behind the artwork.

Assessment

Students will present their contribution to the quilt (their 12x12 square), and read their excerpt that they have written to explain their artwork. At the end of class, we will have an open discussion, where students can talk about what they learned from this assignment, as well as ask/answer any questions they might have. Grading will be based on participation, behavior, and understanding of concepts taught.

RUBRIC

4

3

2

1

Overall

Student worked hard to create high quality work.	Student worked to create quality work.	Student did not create quality work.	Student did not finish work and/or poor quality work.
Student demonstrated an understanding of assignment and excelled.	Student demonstrated understanding of the assignment and did well.	Student was confused on the assignment and didn't apply the concepts.	Student did not understand the assignment nor did they understand the concepts.
Student excelled in the use of materials and understanding how to use them.	Student did well in the use of materials and understanding how to use them.	Student did not completely comprehend the materials or how to use them.	Student did not understand the materials and/or how to use them.
Student participated great and got along well with others.	Student participated well and got along well with others.	Student struggled to participate and get along with others.	Student did not participate and/or did not get along well with others.

Understanding of Assignment

Understanding and use of materials

Participation/ Behavior

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