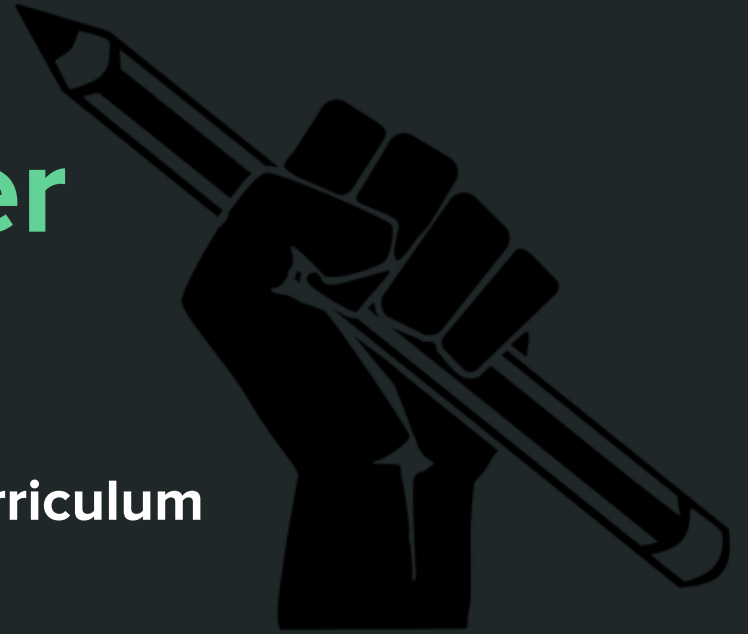


# Black Lives Matter Week of Action

**Suggested Elementary Visual Art Curriculum**  
Baltimore City Public Schools

February 1 - 5, 2021

Prepared by Monica Heiser and Athanasia Kyriakakos



## National Visual Art Performance Standards for this Unit

- Lesson 1 - VA:Cn10.1.6a - Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.
- Lesson 2 - VA:Cr1.2.4a - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- Lesson 3 - VA I:3-5:1: Develop and experiment in the creation and design of artworks.
- Lesson 4 - VA:Cn10.1.2a - Create works of art about events in home, school, or community life.
- Lesson 5 - VA:Cn10.1.4a Create works of art that reflect community cultural traditions.

# Lesson 1

Monday, Feb 1

# Today we will:

1. Talk about the week of action in schools;
2. Watch a short **video** about a kid **activist**
3. **Write a letter** and/or draw a picture to mail to one of our government leaders.

... in order to create a world that believes that  
**Black Lives Matter !**

# What is this Black Lives Matter “Week of Action” about?



It all started at one elementary school 4 years ago. Educators and community partners were set to celebrate their Black students and wear BLM shirts to school. Then some hateful person made a bomb threat to the school.

In solidarity, educators around Seattle organized around 3,000 educators to wear “Black Lives Matter,” shirts to school--many with many with “#SayHerName”--and teach lessons about institutional racism.

Now this school year, from February 3 - 5, thousands of schools across the United States will teach lessons about opposing racism, complex black identities, black history, and anti-racist movements for a nationally organized week of action.

# Why celebrate Black Lives Matter and Black history?



## Discussion:

- Do you agree?
- Why do you want to celebrate black lives?



BLACK HISTORY  
IS  
AMERICAN HISTORY



# Schedule this Week in Art Class:

- **Mon. Feb 1:** Kids as Activists
- **Tues. Feb 2:** Restorative Justice
- **Wed. Feb 3:** Celebrating Queerness
- **Thurs. Feb 4:** Diversity in Black Families
- **Fri. Feb 5:** Black Women Artists



# What will we be making?

- A letter to our elected officials
- A list of peace agreements for our class
- A drawing of our family with a quilted frame

# Question!

Type in the chat:

Do you think kids can be activists? Why or why not?



## ... Meet Mari Copeny!

- 12-year-old activist, philanthropist, and “future president” Mari Copeny is on the front lines helping kids to embrace their power through equal opportunity.
- Flint Water Crisis - instead of feeling helpless Mari decided to use her voice to help out her community and to fight for the kids in Flint and she has not stopped since.
- She has expanded her effort to help communities across the nation dealing with toxic water.



## Let's meet “Little Miss Flint”

- What did she say or do that inspires you?
- Do you think it's possible for us to create change in the same way?
- Mari Copeny organized to get clean water to her community. What issue would you want to work for in Baltimore City?

Video Link: <https://www.youtube.com/watch?v=ML2dRP9i3FQ>



# Elected officials you can write your letter to:



Mayor of Baltimore City,  
Brandon Scott



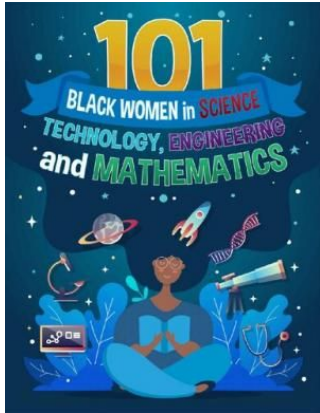
Baltimore City Council  
President, Nick Mosby



US Vice President,  
Kamala Harris

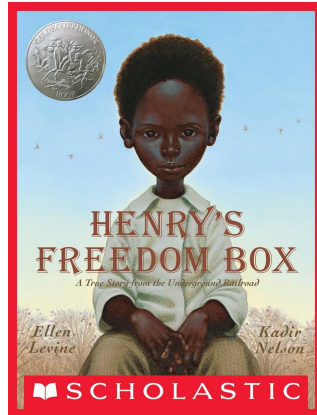
# Safety Valve: Online zLibrary & Youtube Read Alouds

## 100 Women in Science

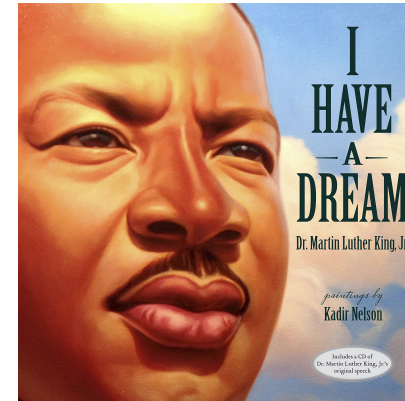


- Your students can navigate to this free online zlibrary
- Youtube has many read aloud books

## Henry's Freedom Box: A True Story from the Underground Railroad

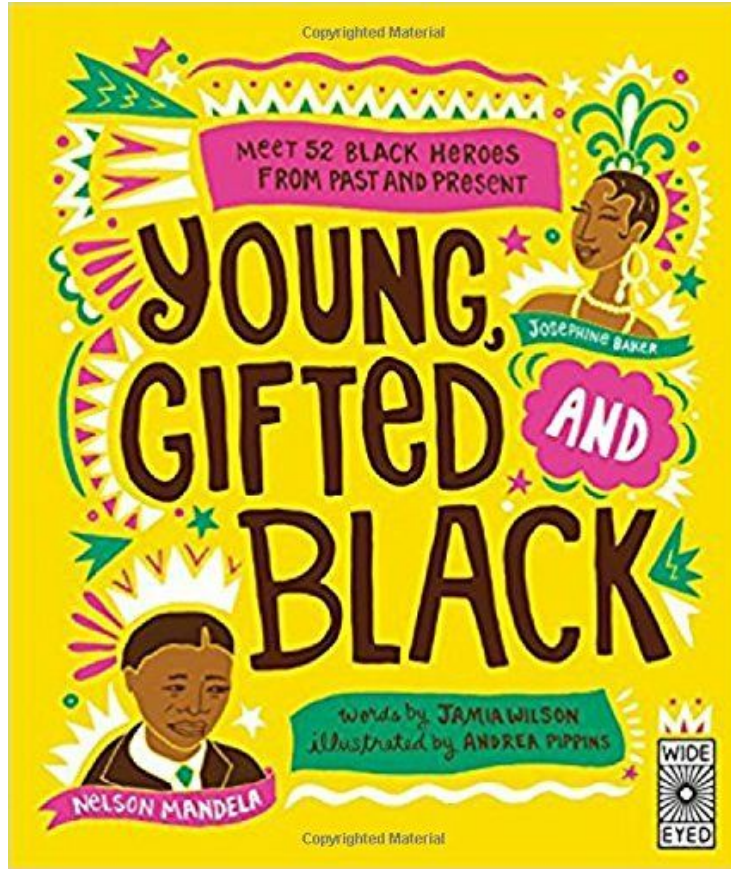


## I Have a Dream



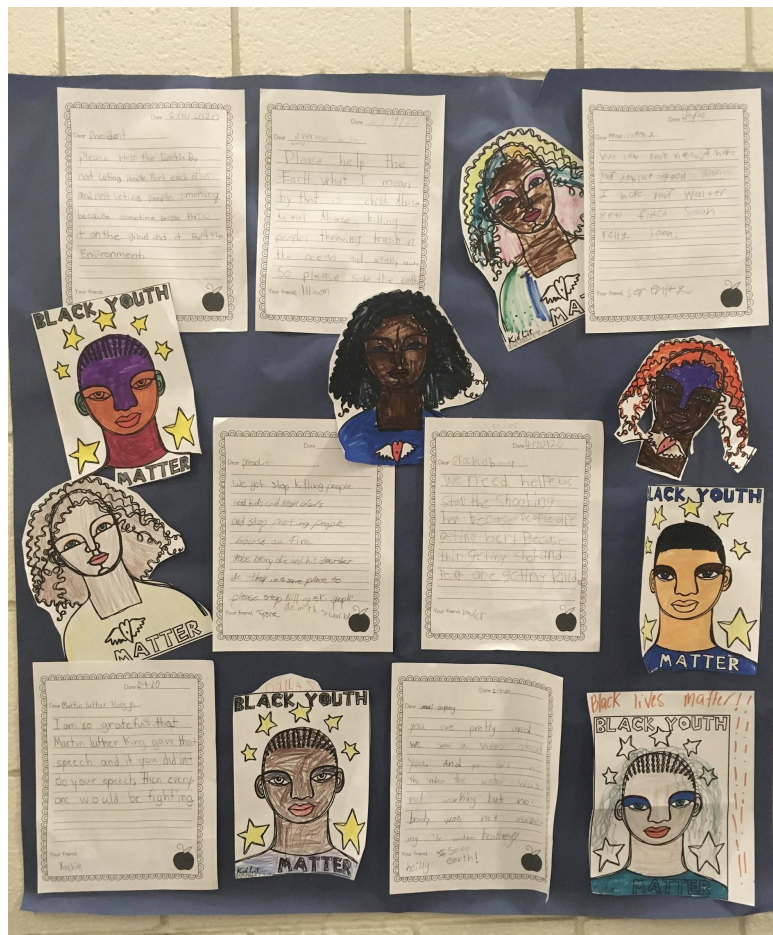


# Safety Valve: Reading Reflection



- Which book did you read?
- What issues or challenges were these young activists trying to fight, overcome or change?
- How did they use art to create change?
- What are some of our own challenges in Baltimore?
- How would we as artists create meaningful artwork to to fight, overcome or change our own challenges?





# Class Closing...

Who would like to read your letter?!

*Great job!*

# Lesson 2

Tuesday, Feb 2

# Today we will:

1. Read about **restorative justice** and **bullying**;
2. Develop, create, and display our own **peace agreements** for our art room
3. play a restorative justice **game!**

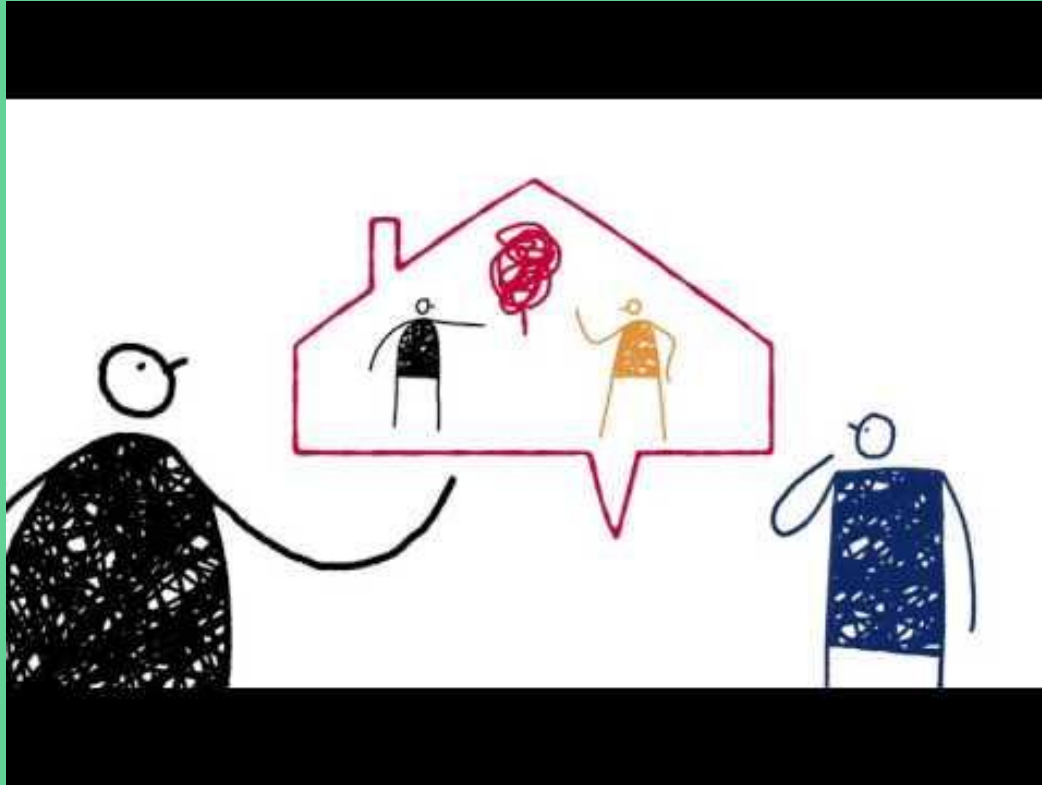
... in order to create an art class that believes that **Black Lives Matter !**

# What is Restorative Justice?

- **RESTORE** = repair, heal, make better
- **JUSTICE** = fairness, equality, the right thing

Not only saying sorry, *but also* trying to make it better.

# What is Restorative Justice?



## Discuss:

Have you ever had a fight?  
Or a conflict?

How did you resolve it?

# Discussion



- Initially the colors were **bystanders**... why did the colors decide to become **upstanders**?
- What would you have done if you have been one of the other colors?
- What would you have said to Red?
- Would you have invited Red to become your friend after everything had happened?

# Peace Agreements

- Raise your hand and unmute to suggest a classroom rule that would bring our classmates:
  - Peace
  - Kindness
  - Justice
  - Fairness
  - Forgiveness

< -- Example



OR you can also use **Jamboard** -  
A free google app  
for students to collaborate  
and add classroom rules  
for peace in real-time!

<https://jamboard.google.com/>





# Rules to the **Peace-Maker Game!**

It can be hard to be kind, especially over zoom on a screen.

1. The teacher goes first, and gives a compliment to **every** student.
2. When it is your turn to go, please have your **video camera on**.
3. When it is your turn, give a **specific compliment** to someone in the zoom room.
4. In this game our focus is on **current actions**, those that have happened this week.
5. When giving a compliment, use **specific language that describes actions**.
6. When giving a compliment, do your best to **look into the video camera so they can tell you are talking to them**.
7. You may choose to **pass** when it's your turn, but if you do, you miss an opportunity to be kind to a classmate.

# Safety Valve: Circle Time with Restorative Justice



3 guided practices built into the lesson for SEL reflection!

# Class Closing...

Saying hello and goodbye with gestures of Solidarity in African American Culture



At the center of these gestures is the “dap.”  
Through generations, the dap has expressed unity, strength, defiance or resistance. The Black Power handshake evolved from the dap. From the “high-five” to the “fist bump,” Americans of all colors use versions of these gestures of solidarity today.

*Great job!*

# Lesson 3

Wednesday, Feb 3

# Today we will:

1. Learn about the LGBTQ+ community
2. Read a book about the Stonewall Riots
3. Create our own identity symbols

... in order to create an art class that believes that

**Black Lives Matter !**

# African American LGBTQ+ Activists!



## Bayard Rustin (1912-1987)

Rustin was an LGBTQ and civil rights activist best known for being a key adviser to Dr. Martin Luther King Jr.

He organized the 1963 March on Washington and was posthumously awarded the Presidential Medal of Freedom, the nation's highest civilian honor, in 2013 for his activism.

# African American LGBTQ+ Activists!



## Marsha P. Johnson (1945-1992)

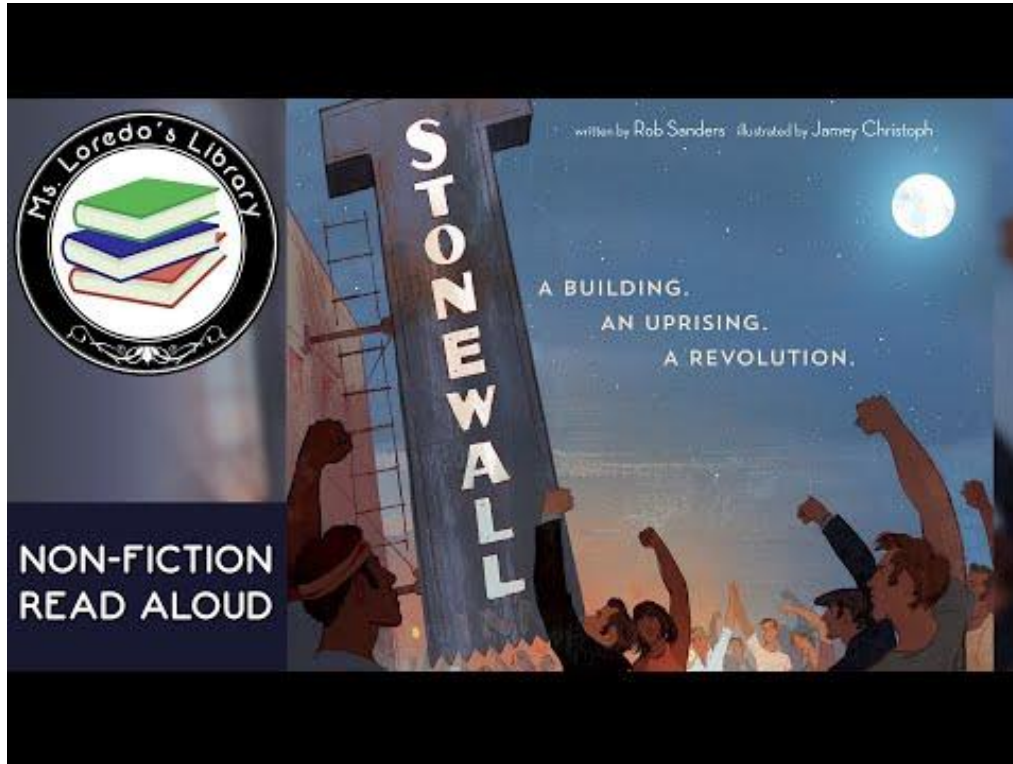
Marsha P. Johnson was an outspoken transgender rights activist, who along organized the Stonewall Riots.

She also helped form Street Transgender Action Revolutionaries (STAR), a radical political organization that provided housing and other forms of support to homeless queer youth and sex workers in Manhattan.

She was an AIDS activist with AIDS Coalition to Unleash Power (ACT UP).



# Marsha Johnson & the Stonewall Riots Book

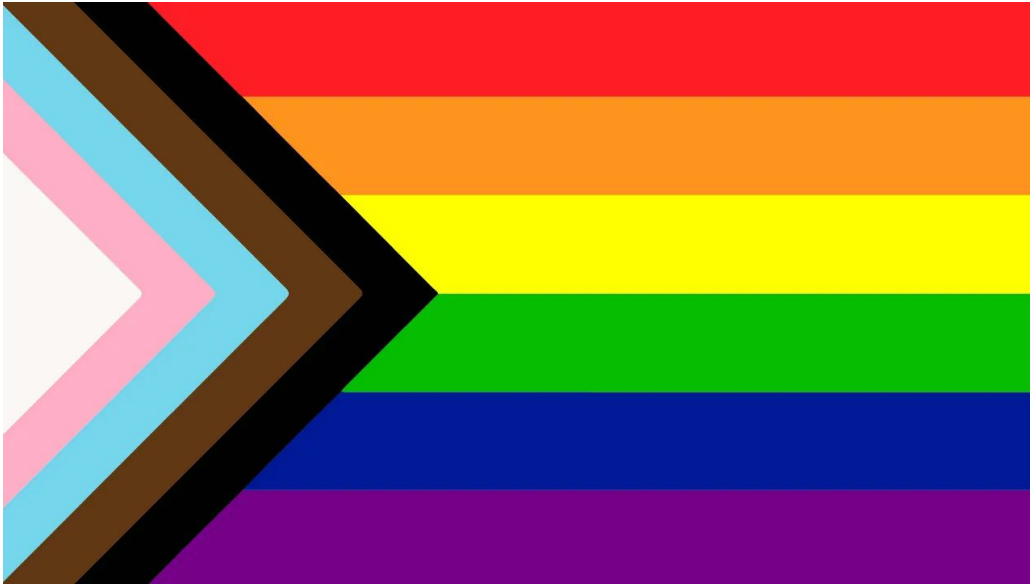


**Protest:** standing up for what you believe in, usually in a march or rally

Why is it important to stand up for your beliefs?



Art and symbols play a role in celebrating and protesting for LGBTQ+ identities!



The LGBTQ+ rainbow flag was updated in 2018 to reflect black and brown power in the LGBTQ+ movement.

# BEYOND THE RAINBOW: YOUR ULTIMATE GUIDE TO PRIDE FLAGS



The Pride Flag  
That Started It All



The 6-Color Pride Flag



The Philadelphia  
Pride Flag



The Transgender Flag



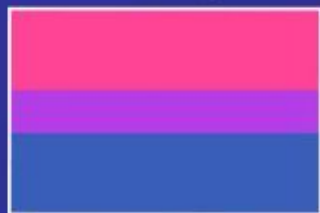
The Nonbinary Pride Flag



The Intersex Flag



The Flag for the  
Asexual Community



The Bisexual Pride Flag



The Pansexual Flag



The Flag for the  
Lesbian Community



The Gay Men Pride Flag



The Modern Pride Flag

# Classwork: Mark your own Symbol or Flag

## Directions:

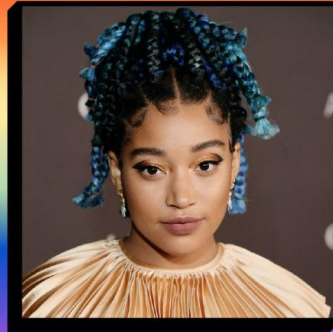
Create your own symbol or flag using colors that expresses who you are and what you believe in:

- Gender
- Romance
- Language
- Biology
- Race
- Beliefs
- Culture
- Activism

# Safety Valve: Youth Queer Activists



**INDYA MOORE**  
(they/them)



**AMANDLA STENBERG**  
(she/her & they/them)

## Let's discuss:

- Do you recognize any of these youth activists?

Why is visibility and representation as young, black, and queer so important?

# Class Closing....

Turn your video camera on  
and share your art symbol!

*Great job!*

# Lesson 4

Thursday, Feb 4

# Today we will:

1. Play a **game** to see what we think is a family
2. Reflect on how Black Fathers Matter
3. Go on a **Family Scavenger Hunt**
4. Read The Family Book by Todd Parr
5. **Draw a picture** of your family

... in order to create a community that believes that

**Black Lives Matter !**



raise hand

# Game time!

Raise your virtual blue hand every time you hear a description of a family.





# Family Scavenger Hunt!

Each of you gets your own worksheet.

You all be randomly sorted into different break out rooms.

Talk to one another to find 10 **\*\*DIFFERENT\*\*** people in this class who have these families.

The first person to give me their sheet completed, with all the answers correct, without repeating a student, will get a prize!



Name: \_\_\_\_\_

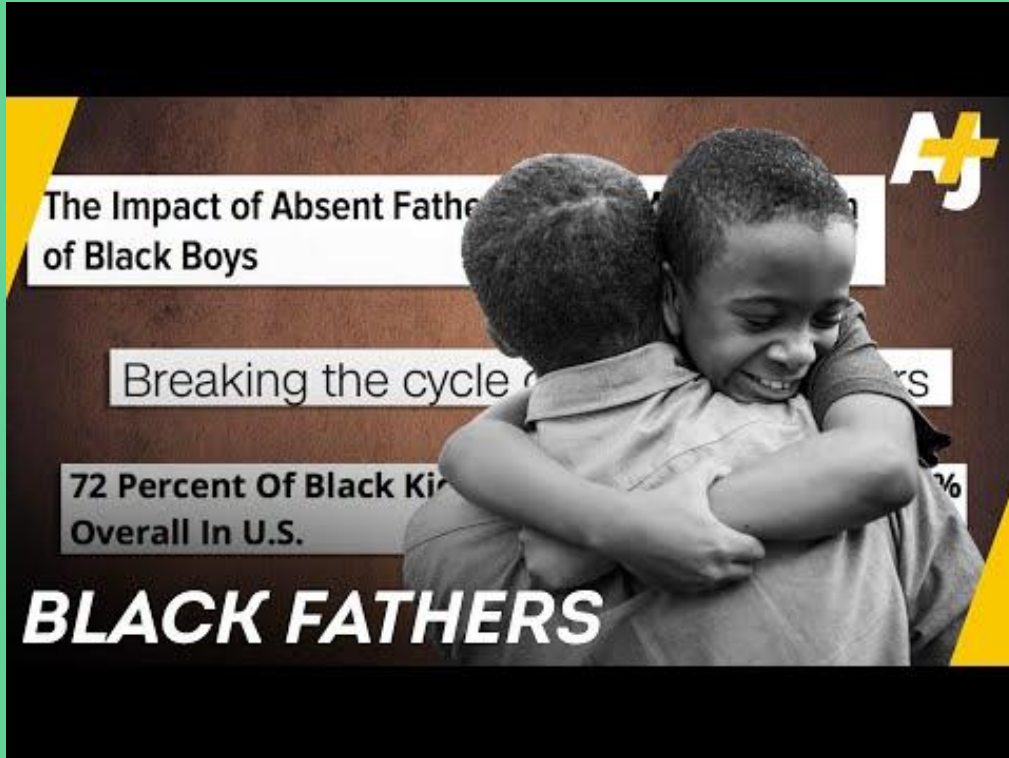
## Family Scavenger Hunt

Below are 10 different family descriptions. See if you can find one person whose family fits each description. Give yourself one point for each one you find.

Can you find all 10?

1. I do not have any brothers or sisters. \_\_\_\_\_
2. I live with only one parent/guardian. \_\_\_\_\_
3. I have more than three brothers or sisters. \_\_\_\_\_
4. I live with two parents/guardians. \_\_\_\_\_
5. I live with a grandmother or grandfather. \_\_\_\_\_
6. I have a stepmother or stepfather. \_\_\_\_\_
7. My family comes from a different country. \_\_\_\_\_
8. At least two people in our family are different races. \_\_\_\_\_
9. I live with people who love me. \_\_\_\_\_
10. I think my family rocks! \_\_\_\_\_

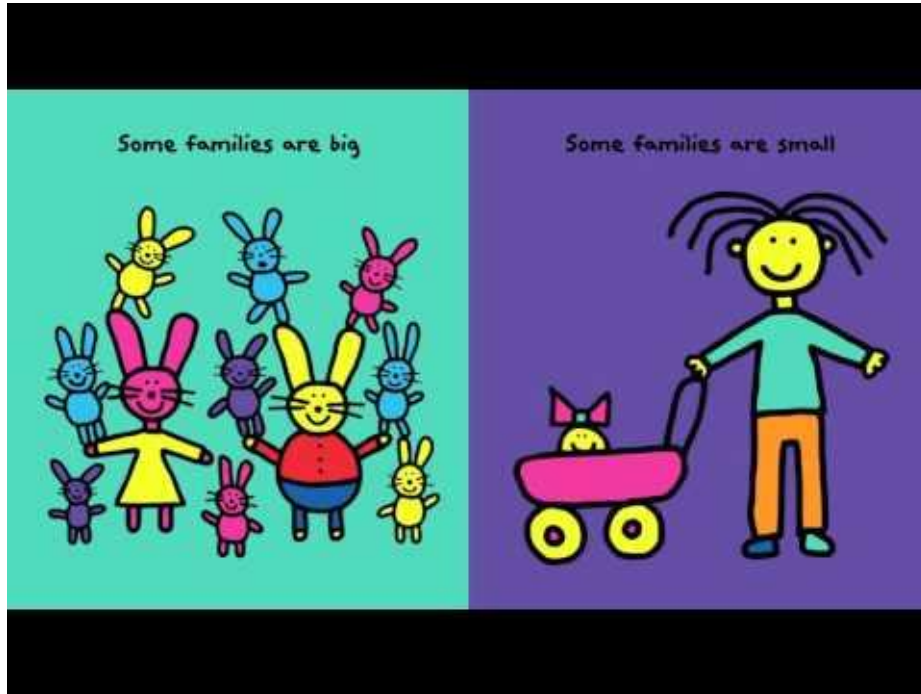
# Myth Busting: Black Fathers Matter



## Let's Discuss:

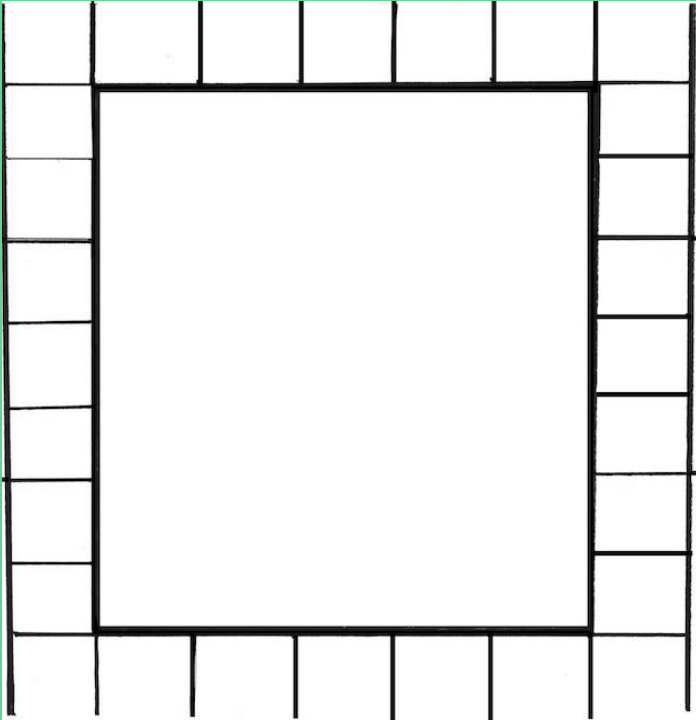
- How does your father show he loves you?
- Do you think it's right to paint this picture that Black Fathers are absent?
- What is missing from the conversation?

# The Family Book by Ted Parr



- What makes a family? What is unique about my family?
- What makes a family a type of community?
- How does having different kinds of families make our community richer?
- Why is it important to learn about different types of families?

# Draw Your Family!



- On the template draw a picture of your family.
- Try to include things that make your family **unique, special, or diverse**.
- Maybe include activities of what you do as a family
- Use a variety of colors.
- Keep the border blank!

# Class Closing...

Type in the Chat: What is one thing you can do today to be kind to your family?



*Great job!*

# Safety Valve: The Family Book song!



# Lesson 5

Friday, Feb 5

# Today we will:

1. Learn about **Faith Ringgold**, a black woman artist
2. Read her book, **Tar Beach**
3. Add to our **family pictures** with **fabric** borders

... in order to create art that shows that  
**Black Lives Matter !**

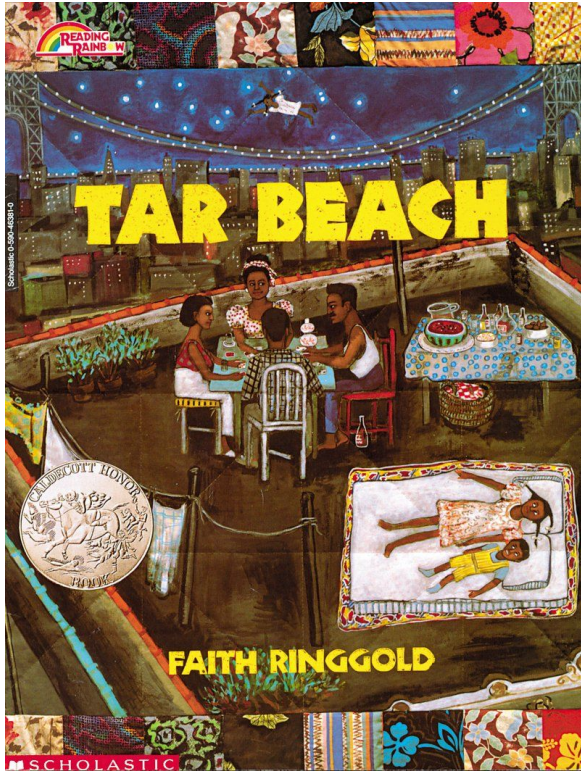


# Faith Ringgold: Black Female Artist and Activist



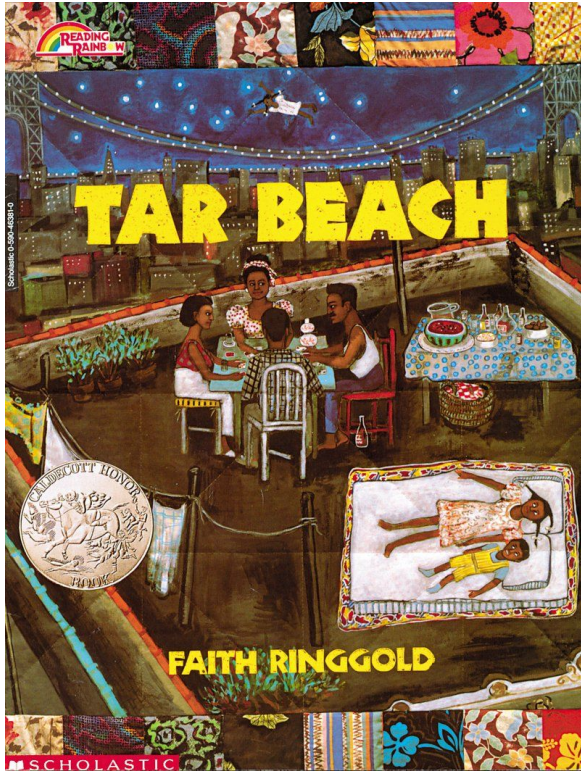
<https://www.youtube.com/watch?v=cU9MpcHfwiA> (stop at 5:01")

# Let's read Faith Ringgold's book, Tar Beach



<https://www.youtube.com/watch?v=h9RKJleFdBu>

# Let's discuss!



1. Where would you go if you could fly?
2. What would you see if you flew over your neighborhood?
3. Do you have a safe / magical place (like Tar Beach)? Can you picture it? Can you describe it?



# Let's make art!

## Supplies you need:

1. Your quilt square template
2. Pencil
3. Something to color with: colored pencils, crayons, markers, etc.
4. Scissors
5. Fabric to cut up (ex: old shirts, socks, sheets, etc)
6. Glue stick or liquid glue



# Let's make art: Next Step!

1. Finish your family portrait
  - Add color!
  - Add detail!
  - Add what makes your family special!
2. Add fabric squares to the border of your quilt
3. When you're done you can:
  - Make another quilt square or
  - Coloring sheet

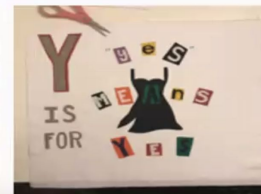
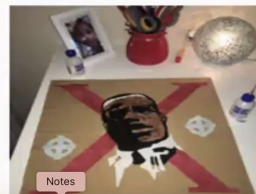
Clean Up:

<https://www.youtube.com/watch?v=bXFjuymX4HI>





# Other quilt ideas based on age/ability/grade level



Talking: Matthew Ad...

# Closing the class... Be The Teacher!

**Write three key ideas** they think everyone should have learned from this unit:

**1.**

**2.**

**3.**

# Questions? Contact:

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