

Activist Soup: Collage bodies

Objectives

- Students will explore the work of 27 contemporary activists
- Students will collaborate to create a portrait of each activist
- Students will use a variety of materials to collage body portion of portrait

Grade Levels:

3rd-6th

Vocabulary and Terms

Activism, collage

Resources

[List](#) of activism definitions and accompanying activists

Materials

Stickers, gems, beads, small toys, pre-drawn outline of activist body

Procedures

1. Assign students an activist definition and person to read about and summarize in their own writing
2. Students present to the class on their activist
3. Give students paper with a pre-drawn outline of activist body
4. Have students use a light color tempera paint to fill in body, demonstrating how to use a different color for the various parts of the body
5. Demonstrate using collage materials to cover the paper
6. Students will use collage materials to fill in the paper, trying to not leave a lot of space showing below





Activist Soup: Color lesson letters

Objectives

- Students will explore the work of 27 contemporary activists
- Students will collaborate to create a portrait of each activist
- Students will color in squares with various color schemes

Grade Levels:

2nd-5th

Vocabulary and Terms

Activism, primary colors, secondary, analogous, complementary, monochromatic

Resources

[List](#) of activism definitions and accompanying activists

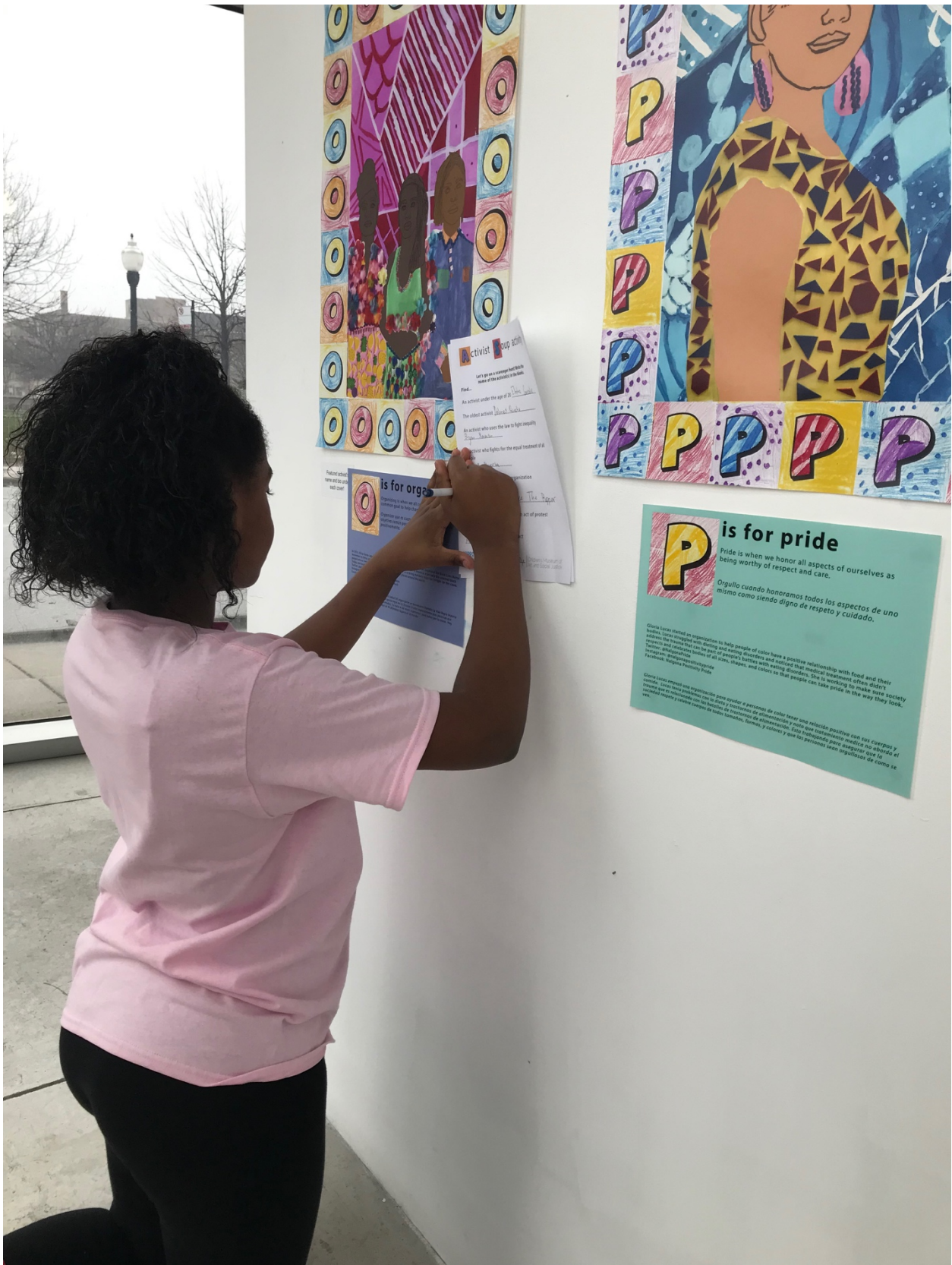
Materials

Colored pencils, pieces of paper printed with letters of the alphabet

Procedures

1. Use this lesson as one of a series on color schemes.
2. Give students 3-6 pieces of pre-printed letter paper
3. Direct students to use one color scheme per piece of paper





P is for pride
Pride is when we honor all aspects of ourselves as being worthy of respect and care.
Orgullo cuando honoramos todos los aspectos de uno mismo como siendo digno de respeto y cuidado.

Olivia Lopez created an organization to help people of color have a positive relationship with food and their bodies. She's struggled with eating and eating disorders and carried that medical trauma often didn't address the ways that can be part of people's battles with eating disorders. She is working to make sure society better understands the importance of all sizes, shapes, and colors so that people can take pride in the way they look.
Facebook: @holopezpride

Olivia Lopez creó una organización para ayudar a personas de color tener una relación positiva con sus cuerpos y comida. Ella luchó con comer y trastornos de alimentación y llevó ese trauma médico no abordó el aspecto de cómo eso puede ser parte de las batallas de alimentación. Ella trabaja para asegurar que la sociedad mejor entienda la importancia de todos los tamaños, formas, y colores y que las personas lean orgullosas de como se ven.

Activist Group
Let's go on a campaign that both makes of the world to look better.
An activist under the age of 18:
The activist who saves the sea:
An activist who saves the sea to fight equality:
An activist who fights for the equal treatment of all:

P is for orga...
...organization
...act of pride

Activist Soup: Drawing faces

Objectives

- Students will explore the work of 27 contemporary activists
- Students will collaborate to create a portrait of each activist
- Students will use photos and carbon paper to draw outlines of faces

Grade Levels:

3rd_8th

Vocabulary and Terms

Activism

Resources

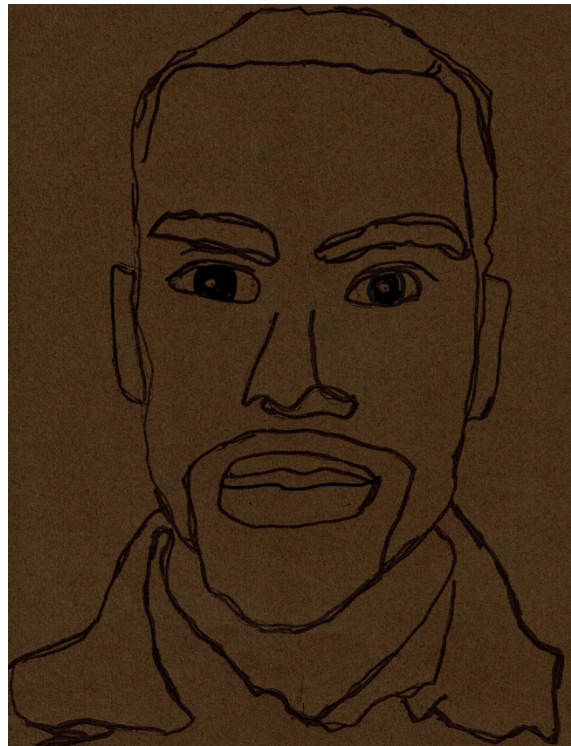
[List](#) of activism definitions and accompanying activists

Materials

Various colors of construction paper, carbon paper, ball point pen, Sharpies

Procedures

1. Assign students an activist definition and person to read about and summarize in their own writing
2. Students present to the class on their activist
3. Give students a printout of the activist's face, carbon paper, and a piece of skin-tone construction paper
4. Demonstrate using a ball point pen to transfer the most important parts of the face to transfer to the construction paper below.
5. Use Sharpie to go over the transferred lines
6. Use eraser to clean it all up



Activist Soup: Painted backgrounds

Objectives

- Students will explore the work of 27 contemporary activists
- Students will collaborate to create a portrait of each activist
- Students will create monochrome backgrounds

Grade Levels:

3rd-7th

Vocabulary and Terms

Activism, monochromatic

Resources

[List](#) of activism definitions and accompanying activists

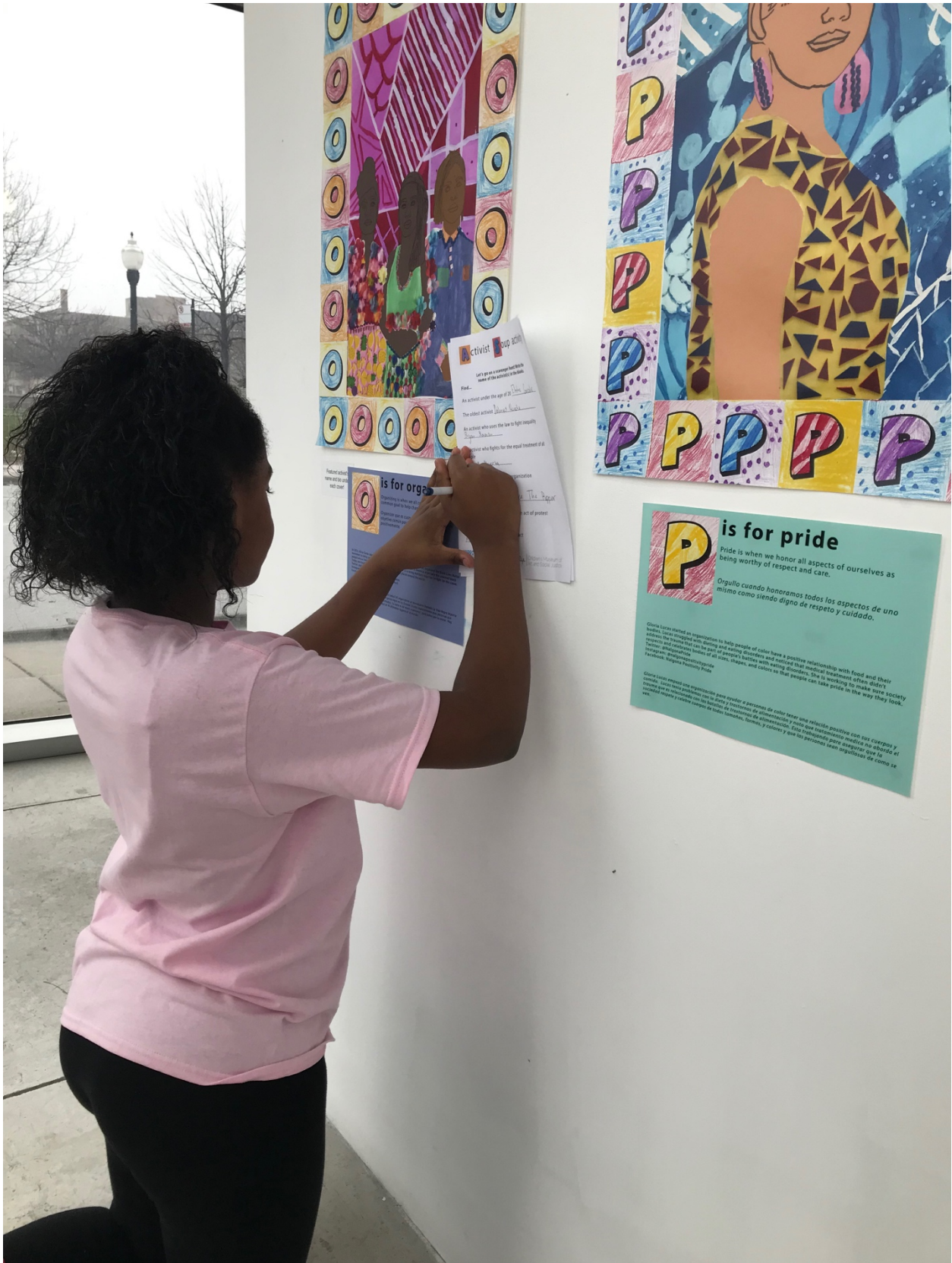
Materials

Tempera paint (white, black, and a color)

Procedures

1. Use this lesson as one of a series on color schemes. Monochromatic is a color scheme where mostly one color is used, but various shades can be present.
2. Allow students to experiment with mixing tints and shades of one color to create gradients
3. Choose 5-8 colors that students will use to create the backgrounds for the portraits
4. Give students one color, black, and white to create an abstract monochromatic painting with





P

P is for pride

Pride is when we honor all aspects of ourselves as being worthy of respect and care.

Orgullo cuando honoramos todos los aspectos de uno mismo como siendo digno de respeto y cuidado.

Olivia Locke started an organization to help people of color have a positive relationship with food and their bodies. She struggled with eating and her doctor's diagnosis and realized that medical treatment often didn't respect and care for her as part of her journey. Her organization, *Body Love*, is working to make sure society respects and cares for all sizes, shapes, and colors so that people can take pride in the way they look.

Olivia Locke comenzó una organización para ayudar a personas de color tener una relación positiva con sus cuerpos y comida. Ella luchó con comer y su diagnóstico médico y se dio cuenta de que el tratamiento médico no abordó el respeto y el cuidado con sus tamaños, formas, y colores y que las personas sean orgullosas de como se ven.

Expressions of Peace: Watercolor Paintings

Objectives

- Students will be able to define *peace* in various ways; from a world-wide to a personal perspective.
- Students will think of peace as a metaphor or simile.
- Students will be able to create a painting from their interpretation of *peace*.

Grade Levels: 3-8

Vocabulary and Terms

Watercolor, peace, simile, metaphor

Materials

Watercolor paper, pencils, watercolor paint

Procedures

1. Discuss the meaning of peace. What does peace look like in your home? What does peace look like in your community? In the world? Can peace look like different things to different people? What does it look like for peace to be interrupted?
2. Students will write a simile or metaphor to illustrate one type of peace. EX: Peace in my mind is like a calm river.
3. Students will illustrate their simile or metaphor using pencil first, then colored pencil, and finally, watercolor.



Expressions of Peace: Ceramic Tile and Origami Installation

Objectives

- Students will be able to identify a statistic around the theme of peace and/or violence to visually illustrate.
- Students will explore the data surrounding the statistic and discuss its implications on the community.
- Students will participate in the decision making around material use for the final installation.

Grade Levels: 3-8

Vocabulary and Terms

Installation art, origami

Resources

Statistics and data pulled from government websites, news articles.

[Origami](#) pinwheel step by step and [video](#)

Origami [paper](#)

Materials

Origami paper, air dry clay, paint

Procedures

1. Discuss the meaning of peace. What does peace look like in your home? What does peace look like in your community? In the world? Can peace look like different things to different people? What does it look like for peace to be interrupted?
2. Discuss installation art and the impact it can have on a viewer. View installation art pieces and talk about the emotional impact.
3. Ask students to individually brainstorm examples of peace being interrupted in their own community or on a national/worldwide scale. Make a class list of these examples and discuss which ones could be turned into an installation. *For our specific project, students chose to work with the number of people killed by an act of violence in Chicago in 2016. They felt like each new death was just a number that was becoming ignored.*
4. Have students work in groups to come up with several ways we could visually represent the chosen number (in our case, number of deaths due to violence in Chicago) in an installation for maximum impact on the viewer.

5. Decide as a whole group how you will represent this number; ie, origami pieces, clay tiles, stitched tally marks on fabric, cut out symbols, a stencil used to draw directly onto a wall, etc.
6. Spend several classes creating all of the pieces needed.
7. Give students a printout with a drawing of the space, allowing them to draw and brainstorm how to display the final pieces. Install!







Find Purpose. Create Progress. Superheroes

Objectives

- Students will define activism
- Students will list activist actions
- Students will differentiate between big and small activism
- Students will identify their own activism as it relates to their interests, talents, and skills.
- Students will create a Marvel inspired superhero playing card

Grade Levels: 1st-6th

Vocabulary and Terms

Activism

Resources

To discuss activism: Marley Dias [video](#), climate change protest [video](#),

Materials

Paper, markers, pre-printed templates for students to fill in, photo of student in action pose

Procedures

1. Discuss activism and how we are all activists. Actions can be big, like: changing laws, organizing movements, and becoming a community organizer *and* small, like: recycling, helping a friend at school, volunteering, and adopting an animal.
2. Explain that students will be using a Marvel superhero template to create their own activist superhero card. They will draw and write their superpowers, toolkit, actions, and catchphrase. They will also get to design their superhero costume.
3. Students can use sketch paper to begin thinking about what they are most passionate about: the earth, animal welfare, caring for elderly, etc. and craft their superhero around a theme. EX: one student who loves cats wanted to be a superhero who takes care of cats and finds them all homes.
4. Students will draw their own tools that will help them take action- pencils to write letters, a microphone, paint palette to create activist art, etc. Using a page of blank speech bubbles on paper, students can fill them in to show the actions they will take, such as, "clean up my neighborhood." They can also use a blank template of circles to fill in their powers, such as "painting" or "seeing into the future."
5. Using a printed photo of their superhero action pose, students will layer a blank piece of paper on top and use a light source (window) to trace their body. With this tracing, they can design their costume.
6. Paint background

7. NOTE: I took all the various pieces from students' superhero card design and scanned them to my computer in order to Photoshop together. All pieces and parts could also be glued to the background by students.

WHAT MAKES YOU A SUPERHERO?

ACTIVIST SUPER HEROES

POWER

SUPERHERO TOOLKIT

ACTIONS

DIJIAH

COVELY MAGLIE

WALIA

LACEL GELIGAR

RAHAYATI SIBISSUC

GENNY TERLU

CELICUS PERANG

ROBIE MAGLIE

BAKURRUSEK ROBINSON

MAKES YOU A SUPERHERO?



Food for Thought Mapping Food Activism

Objectives

- Students will create a map illustrating where food activism is happening around their city
- Students will use oil pastel and paint sticks to draw fruits and veggies
-

Grade Levels: K-2nd

Vocabulary and Terms

Food access, activism

Resources

Materials

Paper, paint sticks, oil pastel

Procedures

1. Discuss food justice and the idea that not everyone has equal access to a variety of foods. There are people and places around our city who are working to combat this. Farmers' markets allow farmers to directly sell their produce in numerous neighborhoods across the city, allowing for greater access to these foods.
2. Students will draw their favorite fruits and veggies using pencil first, using printouts to help them. Then students use the paint sticks to fill in shapes, coloring a black background using oil pastels.
3. Create installation by projecting map of city/place onto wall and outlining with paint markers. Hang drawings all over the wall. Each drawing will have an attached label describing a person, business, or organization that is working to increase food access. Use string or yarn to connect each one to the place on the map where it exists.





Food for Thought Food breakdown

Objectives

- Students will discuss their favorite meals
- Students will identify the origins of all ingredients in their favorite meals
- Students will use watercolor to illustrate a meal
- Students will research to diagram where all parts of the meal originate
- Students will learn how to use graphite paper as a drawing tool

Grade Levels: 5th-8th

Vocabulary and Terms

Resources

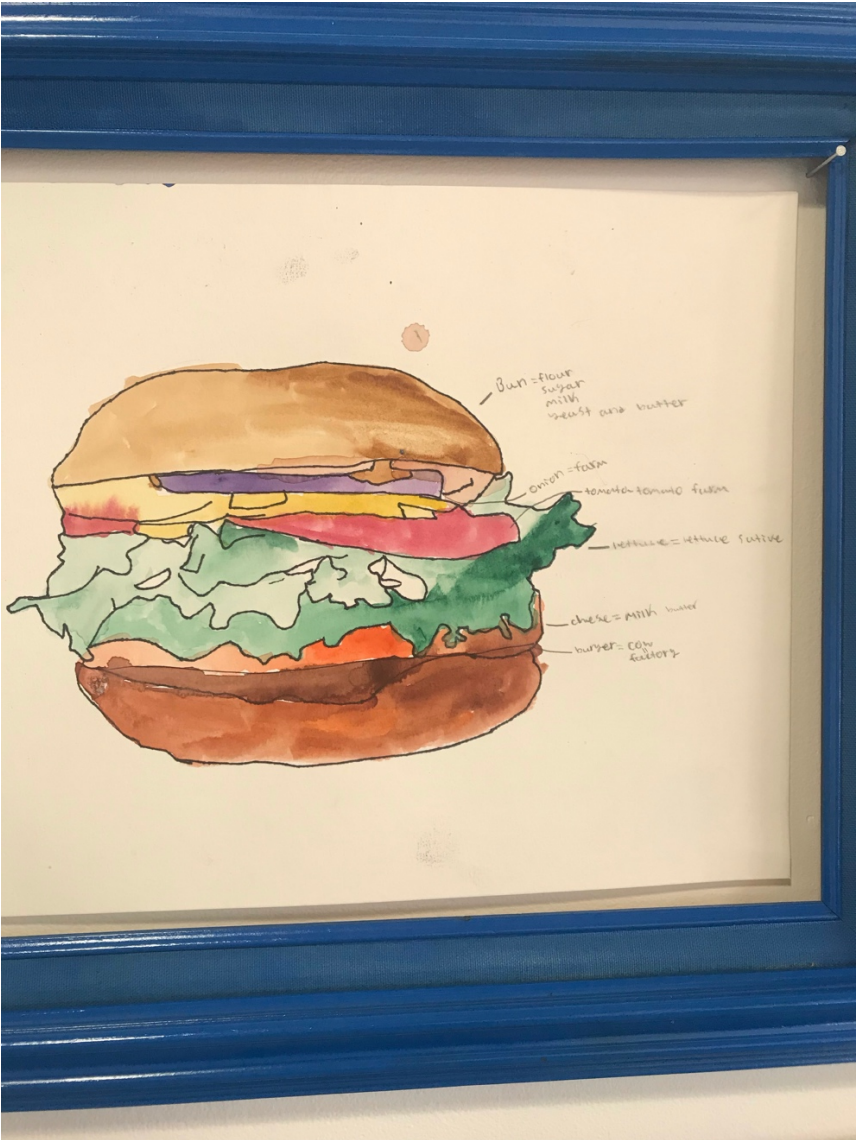
Materials

Watercolor paper, graphite paper, watercolor, sharpies, ball point pens

Procedures

1. Brainstorm students' favorite meals and allow for discussion around memories tied to those meals.
2. Students sketch this meal.
3. Discuss the importance of knowing where our food comes from as a tool for more conscious decision making.
4. Allow students time to use their phones or computers to research the ingredients of their favorite meal, working to identify how or where its made/grown.
5. Print out photos of foods. Demonstrate using the printout, pen, and graphite paper to do a transfer drawing. Once drawing is transferred to watercolor paper, outline with sharpie and use a big eraser to clean it up.
6. Use watercolor to fill in.
7. Write directly on paper to map out where ingredients come from.







Food for Thought Composting

Objectives

- Students will discuss food waste
- Students will identify composting as a way to reduce food waste
- Students will participate in a field trip to learn about composting
- Students will use hand sewing to create a compost installation

Grade Levels: 3rd-6th

Vocabulary and Terms

Compost, food waste

Resources

We visited The Plant and participated in a [Closed Loop Lab](#) to learn about composting

Materials

Felt, needle, thread, poly-fill

Procedures

1. Begin with a field trip, if possible, to learn about composting. You could also have a local compost company come in to talk with students about the process.
2. Design installation with students that will educate others on the composting process and the list of compostable food materials.
3. Pre-cut felt in food shapes
4. Demonstrate how to sew with small stitches to attach pieces of felt together.
5. Students will then sew front and back pieces together, leaving a small hole so they can add stuffing.



Food for Thought Food activists

Objectives

- Students will discuss food activism, food access, and food justice.
- Students will define terms: food desert, food swamp, access
- Students will identify activists who are working to combat injustices regarding: food quality, food access, food waste, etc.
- Students will use a projector as a drawing tool
- Students will create an installation featuring food activists

Grade Levels: 5th-8th

Vocabulary and Terms

Activism, food access, food swamp

Resources

Materials

18x24" colorful paper, sharpies, Bingo daubers, cardstock paper

Procedures

1. Begin by leading students in learning about food access and how most under-served areas of the country have less access to wholesome foods. Allow most of the conversation to center around those are fighting this through activism.
Create a list of food activists together, if possible. We decided to feature the following food activists: Michael Pollan, Samin Nosrat, Dr. Vandana Shiva, Bryant Terry, Joel Salatin, Michelle Obama, Pashon Murray, Natasha Bowens, Dara Cooper, Sean Sherman of the Sioux Chef, Dolores Huerta, DeAndre Brooks, Erika Allen, Nicole Robinson, Anton Seals Jr., Robbin Carroll, The Gardeneers, Jia and Emmanuel Pratt
2. Project image of each activist, one at a time, onto colorful paper. Demonstrate using a sharpie to outline the most important parts of portrait onto paper. Cut around outline.
3. Have students draw food items based on questions: what are your favorite comfort foods? What are your favorite fruits and vegetables? What is a food tied to a happy memory? (We wanted to be careful to not place any shame around a certain type of food. Students could draw any food, even if it might be considered a 'junk food'.)
4. Use Bingo daubers to color in food.
5. Create installation with portraits and food drawings.





Heart Felt and Sew Kind: Circle weavings

Objectives

- Students will connect the practice of mindfulness with the process of weaving
- Students will create a circular weaving for part of an installation

Grade Levels:

2nd-5th

Vocabulary and Terms

Installation, weaving, warp, weft, mindfulness

Resources

This Cassie Stephens [video](#) is a great start for warping the loom

Materials

Various sizes of pizza circles, yarns, string, etc., *optional*- pom poms to add to the weaving

Procedures

1. Define mindfulness through breathing techniques, demonstrate several ways to practice mindfulness breathing
2. Introduce weaving as a way to practice mindfulness because the repetitive nature of the process allows our minds to center
3. Demonstrate creating the warp with string and a pre-notched cardboard circle
4. Allow students to warp the circular loom
5. Demonstrate using various yarn to go over-under-over the warp strings
6. Connect the process of weaving to breathing as a mindfulness technique



Heart Felt and Sew Kind: Cross stitch hearts

Objectives

- Students will define 'craftivism' by exploring the various definitions of the word and the artists who call themselves 'craftivists.'
- Students will learn cross stitch
- Students will use yarn to cross stitch cardboard hearts in order to send them to local organizations and people as an act of gratitude

Grade Levels:

5th-7th

Vocabulary and Terms

Activism, Craftivism, cross stitch

Resources

Materials

Cotton yarn, plastic needles, cardboard heart cross stitch template

Procedures

1. Define activism and the various definitions of craftivism
2. Allow students to research a craftivist or craftivist movement and present to class
3. Students create craftivist definition as a class
4. Students will create a list of organizations and people to send the hearts to as a gratitude gram
5. Students will send hearts to people and organizations on list



Heart Felt and Sew Kind: Plushies

Objectives

- Students will define 'craftivism' by exploring the various definitions of the word and the artists who call themselves 'craftivists.'
- Students will learn to hand sew
- Students will sew a unique plushie
- Students will use plushie as an activist action

Grade Levels:

4th-7th

Vocabulary and Terms

Activism, Craftivism, sewing, plushie

Resources

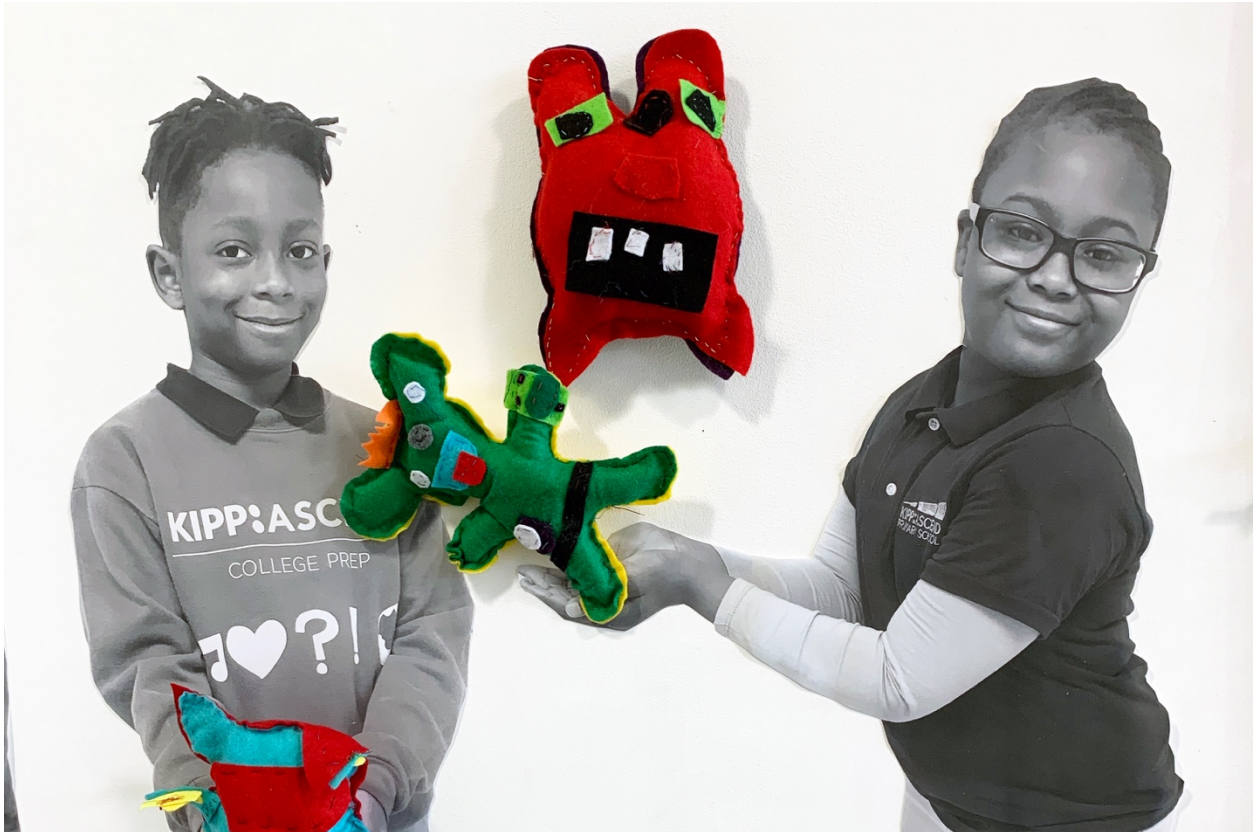
Materials

Felt, needles, thread, poly-fill

Procedures

1. Define activism and the various definitions of craftivism
2. Allow students to research a craftivist or craftivist movement and present to class
3. Students create craftivist definition as a class
4. Students learn to sew first on one piece of felt, then attaching small pieces of felt to a larger one, then to create their own plushie
5. Students decide who they will visit and give plushies to as an act of activism and kindness
6. Our students visited a local senior center with juice and cookies to deliver the residents a plushie





IndiGO!: Shibori Social Justice Banners

Objectives

- Students will identify a social justice movement to research.
- Students will decide on the movement's success and present data to support their conclusion.
- Students will illustrate a symbol to identify the movement.
- Students will be able to utilize the art of Shibori to stitch the symbol onto fabric.
- Students will be able to identify the significance of indigo and describe the scientific process of the dye.

Vocabulary and Terms

Indigo, natural dye, Shibori

Resources

[Article](#) on Indigo

Helpful [guide](#) on Shibori stitching

Materials

[Raw silk](#) used for banners, [Dye kit](#), needles, dental floss, gloves for dyeing

Procedures

1. Discuss the meaning of the term *social justice*. What does it mean? How is it achieved? Who might be affected by injustices? Students will research social justice movements and choose one that connects with them personally or connects with someone they know.
2. Write a report on the chosen movement including, but not limited to: Who is involved? What are their methods of communication and protest? What are their goals? Have they been effective in their methods to reach these goals?
3. Present their findings.
4. Draw a symbol to represent the movement and stitch it onto a cotton fabric with dental floss or hemp thread, leaving spaces in between the stitches.
5. Pull the ends of the floss so the fabric scrunches up. Tie off both ends so the fabric stays scrunched.

6. Discuss indigo- its origins in the US and the West Africans who brought the knowledge of the dye to slave owners. Indigo was used in Civil War uniforms, our American flag, and the color was associated with wealth and status. Harvesting the plant that indigo comes from was laborious and dangerous, so it was left to slave labor, affecting the health of many southern slaves.
7. Describe the process of indigo dye for students and demonstrate with a piece of cotton fabric. What happens when the fabric is submerged? When it is taken out? How does the dye work? What conditions need to be present in order for the dye to work?
8. Allow students to (wearing gloves) dip their stitched fabric into the dye 2-3 times, allowing the fabric to sit in open air for 5-10 minutes in between each dip.
9. Rinse with water following the final dip. Take stitches out and allow fabric to lay flat to dry. Sew final piece of fabric around a dowel rod for hanging





Just Add Water: Clay Thumbprint Installation

Objectives

- Students will engage in conversations about access to clean water in our communities, country, and the world
- Students will create an installation to display a visual representation of the number of people worldwide without access to clean water

Grade Levels: 2nd-4th

Terms and Vocabulary:

Installation Art, access

Resources

[Website](#) with facts on clean water access

Materials

Air dry clay, paint

Procedures

1. Discuss installation art and show students examples (Artists: Sandy Skoglund, Ai Weiwei, Christo and Jeanne-Claude, Kara Walker).
2. Allow students to read about and discuss facts on clean water access around the world. *What might it be like to not be able to access clean water? What problems can you imagine without access? Why do you think people are living without access? What can we do?*
3. Brainstorm ideas on how an installation art piece can be created to highlight the issue of in-access to clean water.
4. For our project, we decided to highlight the number of people without access to clean water by using a small clay thumbprint. We created 800 of them, arranged them to spell the world 'water' to represent the 800 million people without clean water.





Just Add Water: Flint, MI Watercolors

Objectives

- Students will explore the Flint, Michigan toxic water crisis and identify some causes of the crisis.
- Students will be able to tell the story of activist, Mona Hanna-Attisha, the pediatrician who first exposed the crisis.
- Students will create a list of all of the ways water is part of their lives.
- Students will create watercolor paintings of some of the things on their list.
- Students will identify colors seen in photos of actual water in people's homes and use these colors in their illustrations.

Grade Levels: 3rd-5th

Vocabulary and Terms

Lead, toxic

Resources

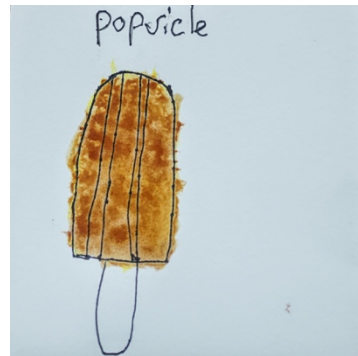
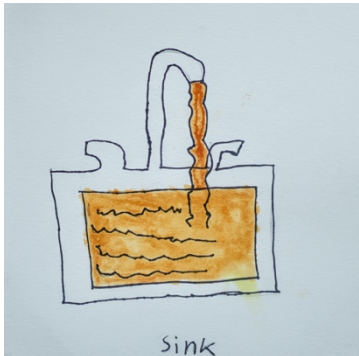
This [article](#) and this [one](#) on the advocacy of Dr. Mona.

Materials

Watercolor paper, skinny Sharpie, watercolor paint

Procedures

1. Print out grade-level friendly article on the Flint, MI water crisis for students to read. Students can highlight lines that help them identify events that led to the crisis.
2. Watch [video](#) of Dr. Mona's story.
3. Create class list of all the ways water is used in our everyday lives. EX: ice cube trays, shower, dishwasher, washing machine, cooking, toilets, etc.
4. Students choose 2-3 that they feel would most impact their lives if they didn't have. They will then illustrate these on small pieces of watercolor paper.
5. Show photos of the Flint water from homes and businesses. Ask students to come up with ways to describe the colors they see?
6. Recreate these colors using watercolor to paint illustrations.



Just Add Water: Papier mâché Balloons

Objectives

- Students will engage in water usage discussions
- Students will explore their own water usage
- Students will use papier mâché to illustrate the number of gallons of water used per person per day in the USA

Grade Levels: 2nd-4th

Terms and Vocabulary:

Installation Art

Resources

This [site](#) talks about average water usage.

Materials

Tissue paper, balloons, glue/water mix, newspaper

Procedures

1. Discuss installation art and show students examples (Artists: Sandy Skoglund, Ai Weiwei, Christo and Jeanne-Claude, Kara Walker).
2. Introduce papier mâché as the medium you'll work with to illustrate something having to do with water usage in our country/the world/your community.
3. Allow students to generate ideas. EX: show the number of gallons the average US citizen uses in a day, etc.
4. Blow up balloons ahead of time. Use small container of glue mixed with water and strips of newspaper to cover balloon with 1-2 layers.
5. Add 1-2 layers using colorful strips of tissue paper.



***Just Add Water:* Swim Caps**

Objectives

- Students will engage in discussions on swimming pool access, the Civil Rights Movement swim-ins, and stereotypes on swimming abilities.
- Students will create a painted swim cap as a reflection of their learning.

Grade Levels: 6th-8th

Vocabulary and Terms

Swim-in, Civil Rights Movement, swimming pool access

Resources

This [article](#) about swim-ins during the Civil Rights Movement, leading to the Civil Rights Act being passed. *Blackish* episode called, *Sink or Swim*, from season 2.

Materials

Swim caps, acrylic paint

Procedures

1. Watch episode of *Blackish* and discuss themes present in show: access to swimming pools, stereotypes around swimming abilities, fear of water, etc.
2. Read articles on Civil Rights Movement swimming pool access and protests called, swim-ins.
3. Introduce swimming cap painting project. The project is open-ended so students can reflect on discussion topics to design a swim cap. As they knew it would eventually be exhibited at our museum, they could think about their cap as a piece of art meant to be informative or educational.
4. Write artist statements to accompany swim caps.



Listening Through the Walls: Amanda Williams Neighborhood Walking Tour

Objectives

- Students will explore the artwork and themes of Chicago artist, Amanda Williams.
- Students will be able to identify the colors that make up their neighborhoods.
- Students will notice and analyze their visual culture through photography.
- Students will match colors from photographs to paint swatches and rename the swatch.

Grade Levels: 5th-8th

Vocabulary and Terms

Visual Culture, photography

Resources

Amanda Williams [website](#)

Materials

Disposable cameras, developed photos, paint swatches, skinny Sharpie markers

Procedures

1. Allow students to explore the work of Amanda Williams, especially her [Color\(ed\) Theory Series](#). What messages are in her work? How do her media choices help to communicate her messages? What ideas are being explored in her work?
2. Give students a disposable camera and ask them to capture colors that catch their attention while walking through the neighborhood. Students should compose each photograph so that the object takes up the majority of the frame.
3. Print photos and allow students time to categorize them and take out their favorites. Using a stack of paint swatches, students will match the color in the photograph to a paint swatch color.
4. Students will rename the color swatch according to their photo.



Listening Through the Walls: If These Walls Could Speak

Objectives

- Students will engage in poetry and spoken word research.
- Students will write a poem from the perspective of a building in their neighborhood.
- Students engage in cross-curricular learning with ELA/Reading teachers to study poetry.

Grade Levels: 4th-8th

Vocabulary and Terms

Poetry, architecture

Resources

Materials

Paper, drawing/painting supplies

Procedures

1. Allow students time to talk with one another about the buildings in their neighborhood. Which ones have been there the longest? Can you identify any that have changed ownership and become something new? What houses do you know? What style are the homes? What materials are they made out of? Do you see abandoned buildings?
2. Students will choose a building in their neighborhood that they are familiar with or curious about. They will write a poem from the perspective of that building. Some guiding questions: What might the house see every day? What might it hear and smell? What is different about what the building experiences today vs. 50 years ago? How might the building feel?
3. *Note*, museum staff typed the poems onto paper with building outlines. Students could draw the buildings themselves first and write the poem on the inside. The creative potential is endless!



Listening Through the Walls: Vacant Lot Planning

Objectives

- Students will engage with community organizers and urban planners.
- Students will utilize architectural/urban planning symbols and techniques when drawing a plan.
- Students will identify needs in their neighborhoods.
- Students will create plans for actual vacant lot spaces in their neighborhood.

Grade Levels: 6th-8th

Vocabulary and Terms

Architecture, urban planning, community organizer, urban planner,

Resources

Materials

Large printouts of actual vacant lots (found in Google Maps), pencils

Procedures

1. If possible, bring in urban planners, community organizers and activists to talk with students about the process of planning vacant land. Our students heard from a local government employee who was part of the planning process for vacant land near their school. A community organizer/activist also joined that day to discuss the role of citizens in the decisions that are made about their neighborhoods.
2. Students work in groups to discuss the needs of their neighborhoods: what is missing? Places to buy food? Physical fitness centers? Recreation centers? Shopping? Leisure? Banks? Etc.
3. Students start to create sketches to work through their ideas for a vacant lot in their neighborhood.
4. Students learn several planning symbols that are used to depict buildings, vegetation, transportation, etc. from several perspectives.
5. Students use planning symbols to draw on top of photos of vacant lots. They can use words as well to describe their ideas.



Springtime on Neptune: Portraits

Objectives

- Students will recognize artwork by Cyrus Kabiru.
- Students will imagine they are able to see earth from space, analyzing what they might think of social situations on earth.

Grade Levels 3rd-6th

Vocabulary and Terms

Afrofuturism

Resources

[Ted Talk](#) great for teachers to learn more about the genre
Great short [video](#) about Afrofuturism geared toward children
How Black Panther is bringing [Afrofuturism](#) to the mainstream
[Cyrus Kabiru website](#)

Materials

Photos of students, glitter pens, glitter, glue, gel pens, glitter/metallic paper, cardstock

Procedures

1. Introduce Afrofuturism to class through videos so that the voices from the movement are the ones explaining it to students.
2. Students will observe and discuss the work of Kabiru. Teacher will take photos of students. Students will discuss in small groups the following questions: If you had goggles that allowed you to see earth as if from outer space, what would you observe? How do you think we're doing as human beings? What would you change? What do you see that makes you sad? What things do you see that make you hopeful? Happy?
3. Students will use Xerox copies of their portrait to draw their goggles that allow them to see earth from space. Do they have specific buttons that match with a function?
4. After several sketches, students will receive their portrait printed on a heavier stock paper. Using gel pens, glitter pens, glue, and glitter, students will draw their goggles on top their photo.
5. Cut out portrait and mount to glitter or metallic paper.



Springtime on Neptune: NASA Images Space Drawings

Objectives

- Students will be able to define imagination.
- Students will be able to push the boundaries of their imaginations through discussion, brainstorming, writing, and drawing.
- Students will be able to use their imaginations to create and draw brand new worlds in outer space as if they could start from scratch.
- Students will be able to answer the following questions through drawing: On your future planet, what would people wear? What would they drive? What would they live in? How would your world be different that ours is today?

Grade Levels: K-4th

Vocabulary and Terms

Imagination, future, Afrofuturism.

Resources

[Ted Talk](#) great for teachers to learn more about the genre
Great short [video](#) about Afrofuturism geared toward children
How Black Panther is bringing [Afrofuturism](#) to the mainstream

Materials

Large print outs of NASA space images, gel pens

Procedures

1. Introduce Afrofuturism to class through videos so that the voices from the movement are the ones explaining it to students. Guided discussion can take place in partners, small groups, or whole group: What is Afrofuturism? What problem is the movement trying to solve? What changes would you make for a better future for people?
2. Discuss how our imaginations can help change the world. What is an imagination? What does it mean to use it? How can it help us make the world a better place?
3. Use prompts to allow students to brainstorm through drawing OR writing: In the future, people get around with _____. People would wear _____ and people would have shelter using _____. Allow students to elaborate and add details to their answers through writing or drawing.
4. Have students use their brainstorm list to sketch their imaginative futures: the transportation, apparel, homes, and inventions.

5. Final drawings will go on large printed images from [NASA's image library](#) using gel pens and metallic sharpies.





Springtime on Neptune: Astronaut Weavings

Objectives

- Students will be able to list several traditional African textile types.
- Students will be able to discuss the origins and meaning of 2-3 textile examples.
- Students will be able to define Afrofuturism and discuss its influence today.
- Students will be able to name several artists, musicians, and writers working in Afrofuturism.
- Students will be able to design and create their own Afrofuturistic fabric swatches, assigning meaning to each color used.

Grade Levels 6th-8th

Vocabulary and Terms

Afrofuturism, weaving, textile

Resources

[Ted Talk](#) great for teachers to learn more about the genre
Great short [video](#) about Afrofuturism geared toward children
How Black Panther is bringing [Afrofuturism](#) to the mainstream
[Cardboard looms](#)

Materials

Metallic ribbon, yarn, glittery pipe cleaners, wire

Procedures

1. Introduce Afrofuturism to class through videos so that the voices from the movement are the ones explaining it to students.
2. Students will observe and discuss traditional African textiles and the process of creating them. There are many traditional textiles to choose from to introduce to students: kente cloth, barkcloth, akwete cloth, or adire are just a few. Discuss the meaning behind the color, pattern, and origins of clothes, if possible.
3. Students will sketch out ideas for 'futuristic fabric' and the purpose of the fabric: clothing, blankets, shelter, etc. The more imaginative, the better! Students can assign meaning to the colors and materials chosen through writing.

4. Using cotton string, students will warp their looms first, paying attention to even tension. Students will use all weft material to weave.

