

Who Am I? How Can I Make My Community/World Better?

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Lesson Plan Background:

- **Demographics**

- **Theme/Topic:** Genocide, Displacement, Post WWII Genocide
- **Subjects/Grade Level:** Art, 9-12
- **Suggested duration:** One 45-minute class period
- **Introduction to lesson:** Students will analyze art of marginalized cultures and people and explore what they learn from the art and gather. Students will then use those ideas to think about themselves and how they feel marginalized or how bias affects them or those they love to find ways to make our school/world a more sustainable place connecting to the Sustainable Development Goals.

- **Connection to Standards/Common Core**

- **National Art Standards:**
 - Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
 - Anchor Standard #7: Perceive and analyze artistic work.

- **Essential Questions**

- What is the value in exploring diverse cultures, marginalized people, and those who feel invisible to help us grow in our own identity and the way we approach others?
- How is identity exemplified in artwork and how can we portray our identity to others through art?

- **Learning Objectives**

- TLW: explain how one's identity and identity exploration can better the world and improve SDGs
- TLW: analyze art to learn about another culture/perspective
- TLW: create an original piece of art that honors their identity and personal struggles

- **Materials Needed**

- See-Think-Wonder Worksheet-
<https://docs.google.com/document/d/1jEFJ6fsJLNEeb6PVC8jKyNGD1nv1VzOHu9n85x-0MZ8/edit?usp=sharing>
- I Used to Think, Now I Think exit ticket copies, if not done verbally
<https://docs.google.com/document/d/17rIDDyZIRMQgRR1ur06HSMx8du65mTA7B8aVgNf9NRk/edit?usp=sharing>

- Copies of Original Identity Artwork Assignment Rubric
https://docs.google.com/document/d/1Sq_oLLyS9RNogqaLMNiMaq-8dtkzZQrqcBCKda3ucU/edit?usp=sharing

Lesson Plan Details:

• **Teacher-Student Interaction**

1. Teacher will ask students what way they have experienced bias. Have students share as the teacher notes them. The teacher will then ask if students have heard of the word marginalization. If so, the teacher will ask how does this take bias to another level? If not teacher will share the definition and then ask the follow-up question. (5 min)
2. Teacher will introduce SDGs <https://sdgs.un.org/goals> and have students explain that we work on improving our school community and stopping this bias and marginalization could help any of these goals starting locally but could lead to world change. (i.e. reduced inequalities #10, gender inequality #5, Peace, Justice, and Strong Institutions #16) (10 min)
3. The teacher will share 5-10 photos (Post them around the room and have students choose or the teacher can assign them). If the teacher has more time, he/she can have students research another art piece and get approval to use it from the teacher. (5 min)
 - a. Links for suggested photos:
 - i. Morris Kestelman Lama Sabachthani [Why have you forsaken me?] <https://www.iwm.org.uk/collections/item/object/15255>
 - ii. Janos Valentiny Roma Musical School <https://rozvitok.org/en/romani-life-in-art-the-story-of-the-roma/> (2nd to last picture)
 - iii. Helen Zughhaib's work
 - iv. <https://www.kennedy-center.org/whats-on/explore-by-genre/exhibits/2021-2022/syrian-migration/> (any of the three pieces at the top of the page)
 - v. Kerry James Marshall Voyager <https://www.nga.gov/collection/art-object-page.159651.html#bibliography>
 - vi. Frank Day Wah-Hoom https://www.crockerart.org/uploads/04/12/ArtLetter_2019_Issue_3_.pdf (page 29 in the document but other the art pieces can be used, too).
 - vii. Frida Kahlo Self Portrait Along the Borderline of Mexico and the United States <https://artsandculture.google.com/asset/self-portrait-on-the-borderline-between-mexico-and-the-united-states-frida-kahlo/JwHDw-2L73Nzw>
 - viii. Shirin Neshat Rebellious Silence, Women of Allah series <https://reinterpellations.web.unc.edu/about/neshats-rebellious-silence/>
4. Using the Project Zero-See-Think Wonder process-students will have their own worksheet to complete the chart on their chosen/assigned piece of art. After 3-5 minutes, students will then share their thoughts. (Teacher Created Worksheet) (3-5 min)
5. After this, students think about themselves and want to share their feelings either as a certain race, gender, religion, age, culture, and/or group. Allowing students to explore their identity and what that means to them. Students will create an artwork either digitally or with resources (whatever works for the teacher) to share their feelings about the activity and what ideas and thoughts it provoked. (Rubric Provided) (20-22 min)

• **Closing Activity**

- The teacher will ask students to share using I Used to Think, Now I Think from Project Zero either verbally or by utilizing an exit ticket (see materials above). I would allow the students multiple days to complete the artwork.

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- **Post-Assessment**

- Students will present their artwork after the 3-5 days of working on it for how understanding others helps us explore our own identity and how understanding ourselves better helps us value others. The teacher will want students to see how this assignment connects to the SDGs from the beginning of the lesson as well as what the students plan to do to help make our school community a better and more sustainable place.

Lesson Plan Resources/Next Steps:

- **Resources**

- <https://sdgs.un.org/goals>
- <https://pz.harvard.edu/thinking-routines>

- **Extension Activities/Cross-Curricular Connections**

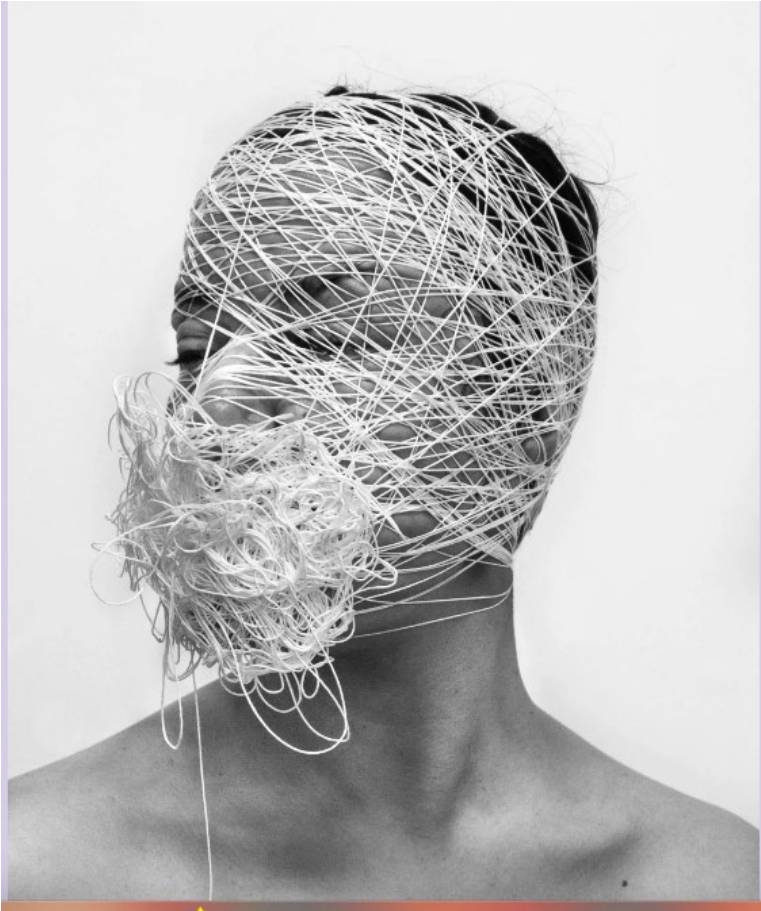
- Students will research another culture/religion/marginalized people and create a flyer using Canva to share around the school to stop students from having bias and to think about their actions towards others.
- Students will write a poem about how they define themselves or what forms their identity. Rubric- https://docs.google.com/document/d/1H6Z3H8IrqN3S2EeYe5Sa3kgA_XXOY3v_pDvxT2W7Q8E/edit?usp=sharing

- **Examples**

See-Think-Wonder worksheet Example:

See	Think	Wonder
I see a person with string on their face with more by their mouth. I see long eyelashes and short hair.	I think this may represent silencing or feeling trapped. She may be releasing the string from her mouth.	I wonder how painful this is. Does she feel things are coming out of her or keeping her in? How long did this take?

Piece of Art



Alia Ali *Under Thread*

Ali, Alia. "Under Thread Photo Series 2019-9 Artworks." Alia Ali, 2018, www.alia-ali.com/works/under-thread.

MLA Citations for Art:

Crocker Art Museum. "When I Remember I See Red American Indian Art and Activism in California.

ArtLetter, March 2019 pp. 26-29. 20 July 2023.

Kestelman, Morris. "Lama Sabachthani [Why Have You Forsaken Me?]." Imperial War Museums, 2023,

www.iwm.org.uk/collections/item/object/15255.

Myroniuk, Iryna. "Romani Life in Art (the Story of the Roma)." Human Rights Fund Progress, 5 May

2016, rozvitok.org/en/romani-life-in-art-the-story-of-the-roma/.

National Gallery of Art. "Afro-Atlantic Histories: Interview with Curator Kanitra Fletcher." *Art for the*

Nation no. 65 (Spring 2022): 8, Fig. 8.

Resource Support:

This lesson plan was developed by Alisha Speer, who participated in the [Global Teacher Seminar 2023: Global Movement of Goods and People](#). The seminar was a partnership with the Center for African Studies (CAS), Center for Latin American Studies (CLAS), Center for Slavic, East European and Eurasian Studies (CSEEEES), East Asian Studies Center (EASC), and Middle East Studies Center (MESC) and funded in part by U.S. Department of Education Title VI National Resource Center grants to The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Lesson plans are available online for classroom use worldwide and can be accessed at the [Global Teacher Seminar Resource page](#).

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