

## Lesson Plan

<b>Title</b>	What is Artivism?	<b>Grade</b>	9 <sup>th</sup> – 12 <sup>th</sup>
<b>Content Area</b>	Social Studies, US History, Chicago History, Cultural History, Art History	<b>Time Frame</b>	2 classes
<p><b>Lesson Description:</b> In this lesson, students will be introduced to a brief history of the intersection of art and activism, as a way to talk about artivism. Students will read about examples throughout history of the role of art in various social movements, with some examples of artists/activists that were important to those movements. This introduction will also include a gallery walk of additional historical examples of artivism. Students will then be given a research guide to learn more about a particular issue and the way that artists are responding to this issue. Through this research activity, students will then be asked to pick three examples of artists responding to their particular issue and curate a mini exhibition on what they have learned.</p>			
<p><b>Established Goals (Standards):</b></p> <p><b>Common Core:</b>  <a href="#">CCSS.ELA-LITERACY.RH.9-10.2</a>  <a href="#">CCSS.ELA-LITERACY.RH.9-10.3</a>  <a href="#">CCSS.ELA-LITERACY.RH.9-10.4</a>  <a href="#">CCSS.ELA-LITERACY.RH.9-10.6</a>  <a href="#">CCSS.ELA-LITERACY.RH.9-10.7</a>  <a href="#">CCSS.ELA-LITERACY.RH.9-10.9</a></p> <p><b>Illinois Social Studies Standards:</b>            SS.H.1.9-12.            SS.H.2.9-12.            SS.H.3.9-12.            SS.H.5.9-12.            SS.H.7.9-12.            SS.H.8.9-12.</p>		<p><b>Vocabulary:</b>            Artivism            Activism            Portmanteau            Social movements            Women's Suffrage            Suffragist            AIDS            AIDS Crisis            ACT UP            LGBTQIA+            Injustices            Curate/Curator            Intersectional</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How is art used to challenge traditional historical narratives you have learned about so far?</li> <li>What is the relationship between art, history, and civic engagement?</li> <li>How is art being used in the present day to advance social movements?</li> </ul>		<p><b>Enduring Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Activists and artists often work in tandem for change.</li> <li>Artists can use art as a form of resistance and social/historical critique.</li> <li>Art is often used as a voice for marginalized people.</li> </ul>	
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The definition of artivism</li> <li>About various examples of artists, activists and social movements that highlight the intersections of art and activism.</li> </ul>		<p><b>Skills:</b>  <i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>Annotate a reading by using the Marking the Text strategy.</li> <li>Do preliminary research on social movements and art.</li> </ul>	

<ul style="list-style-type: none"> <li>• The way in which artists are using art to bring awareness and challenges traditional historical narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Curate a mini exhibition on a current issue and how artists are responding to it.</li> </ul>
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### **Texts/Resources:**

- What is Artivism? Reading. (Included in lesson materials)
- Artivism Through History presentation. (included in materials)
- Curation Guide and Example handout. (Included in materials)

1. Bellringer/Opener: What is the purpose of art? - 5 mins
  - Have students share out what they believe the purpose of art is.
  - Record their responses on the board/document/etc.
  - Try to construct a class understanding of what the purpose of art is. What common themes/statements/thoughts are students sharing? Have the class agree on the class statement as to what the purpose of art is.
2. Reading Activity: What is Artivism? - 15 mins
  - Have students read the What is Artivism article as they use the Marking the Text strategy.
  - Have them keep the opener question on their minds as they read through the reading.
  - The reading can be done independently, as pairs, and/or as a whole class.
  - Have students answer the comprehension question in the back and if time permits, have students share out their definitions of artivism.
3. Virtual Gallery Walk: Artivism in Many Forms - 20mins
  - Present the various examples of different forms of artivism.
  - Discuss the following questions after the presentation:
    - Why do you think art is so often used in social movements?
    - What similarities do you see between an artist and an activist?
    - Can you think of any other current examples of artivism?
4. Research/Wrap-up: Research Activity - 15 mins
  - Have students think of a current issue/movement/campaign that they are interested in and have them complete some preliminary research. Alternatively, you can assign students a topic for them to look into.
  - This can be done independently or in small groups.
  - Make sure students know that they will be using the info they find to curate a small exhibition of examples of art in the various topics they are looking into. The point of the exhibition is to tell a narrative/story. Have them think about how their examples of art will tell the story of their respective issue/movement.

### **Day 2**

1. Bellringer/Opener: Preliminary Research Share-out - 5 mins
  - Have students share out some of their findings so far about their topics.
  - This is a good time to answer any final clarification questions as they move into their curation activity.
2. Curation Activity: Curate a Mini-Exhibition - 30 mins

- Using the information they have gathered from their research, have students work independently or in their small groups to identify 3-4 examples of art that pertains to their respective topics.
  - Students should write labels for their images in the following format:
    - Title of art piece (if not available use *Untitled*)
    - Year created (if not available use *Undated*)
    - Name of artist (if not available use *Unknown*)
    - Art form (photograph, social media graphic, painting, sculpture, etc.)
  - Students should also have a brief description of their topic (which could be considered their intro panel/label). This should be no more than 4-5 sentences. It should provide the class a concise and engaging overview of their topic, something to grab the class's attention to "view" their mini-exhibition.
  - Have students give their mini-exhibition a title after they have selected their examples. This will help them decide on an effective title for their min-exhibition.
  - This mini-exhibition can take the form of a PowerPoint/Slides presentation or a poster board.
3. Class Gallery Walk - 15 mins
- Have students view each other's mini-exhibitions.
  - These could be posted on a class webpage if available, Dropbox/Drive folder, or presented by students if time permits.
  - Have students think about the similarities and differences between their topics and examples and those of their classmates.
4. Wrap-up: Exit-slip - 5 mins
- Have students answer the following questions as they wrap up class:
    - What is the relationship between art and activism?

### Extension Activities:

- Students can spend more time researching their topics and develop a larger more expansive exhibition that includes multimedia examples as well as more detailed interpretative labels for each of their examples.
- Have the class think of a way to create a whole class exhibit with all the mini-exhibits they have created. How do they all fit together? Are there any similar themes, topics, examples? What would be the whole class exhibition title, where would they like to show it, who would be their target audience, what kinds of programs/events would they like to plan for their exhibition?
- If students are feeling confident in their computer skills, have them try using the [artsteps](#) platform. This online, digital gallery platform is free to use and allows students the ability to upload images and arrange them within a space that replicates an art gallery/museum. It also allows for VR viewing if you want to take it a step further and students have access to VR headsets like the inexpensive Google Cardboard and/or more expensive sets from Oculus.