



Fairbanks North Star Borough School District Art Center Art Activity Kit ©

Inside and Outside of Me

GRADE: 5 and up **TIME:** 2 sessions

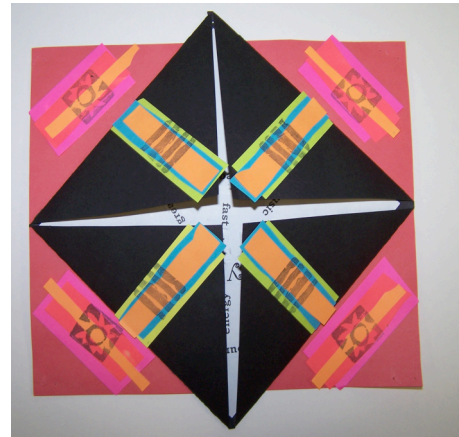
Developed by Karen Stomberg

KIT INCLUDES:

- lesson plan w/ attached to copy: word list, alphabets, bulletin board/ take home
- vocabulary board
- lesson example boards
- lesson procedures boards
- artist boards(4): Ringgold, Lin, Rivera and Lange
- black stamp pad
- 6 simple eraser stamps
- books (3): *Diego Rivera*, *Dorothea Lange*, and *Faith Ringgold*

MATERIALS:

- construction paper:
 - 7 ½" x 9" asst. colors
 - 6" x 6" white paper
 - 9" x 9" black paper
- bright colored copier paper
 - 1" x 4" strips
- scissors, glue
- black stamp pad
- rubber stamps
- word list
- 'fancy' alphabet



LESSON DESCRIPTION:

Students consider prejudice and tolerance by exploring ways in which we are all alike. They then learn about four 'artist heroes' who drew their creative strength from accepting and nurturing their personal differences. Students investigate the concept of tolerance by creating an 'inside and outside of me self portrait' using words, color and pattern.

VOCABULARY:

prejudice
tolerance
respect
recognize

ART ELEMENTS:

- ☒ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☒ Texture
- ☐ Space/Perspective

ART PRINCIPLES:

- ☒ Pattern
- ☒ Rhythm/movement
- ☐ Proportion/Scale
- ☒ Balance
- ☒ Unity
- ☐ Emphasis

CONTENT CONNECTIONS:

Social Studies
Health

Language

THEMES:

Tolerance,
Self

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- investigate the concepts of prejudice and tolerance.
- observe ways we are all alike and discuss the importance of our differences.
- examine the work and words of four 'artist heroes'.
- select and arrange a composition of words to describe their unique 'Inside of Me' qualities.
- design and create an 'Outside of Me' artwork using pattern, line and color.

PREPARE:

Teacher review lesson plans and create a personal sample before teaching. Also collect and prepare all supplies including:

- Duplicate word lists, lesson instruction sheets and fancy alphabets.
- Cut construction paper to size.
- Set up a stamping station with strips of bright colored paper, rubber stamps and stamp pad.
- Familiarize yourself with the four highlighted artists, preview the books.



ENGAGE AND EXPLORE:

I. Investigate prejudice and tolerance as related to both self and others by defining the words:

A. **Prejudice**

To judge before knowing; for instance, a person, an artwork or a situation.

Pre=before **judice**=to judge

1. Write the word **prejudice** on the board.
2. Ask students what it means. Ask for examples of prejudice.
3. Tell students the definition and show them the root meaning of the word.
4. Admit to students that we all prejudge people, things and situations everyday.
When that happens, our minds close and we can become intolerant.

B. **Tolerance**

The ability to recognize and respect the beliefs or practices of others.

1. Read the above definition of **tolerance** to students, then analyze the sentence for meaning.
Recognize means to see. Taking the time to see beyond the surface of a person, artwork or situation and not making a snap judgment is the beginning of **tolerance**.
Respecting the beliefs or practices of others can be as simple as learning about and respecting the family stories, celebrations or household rules that are somewhat different for everyone. In a deeper sense all of our spiritual, cultural and geographic differences need our sensitivity and respect.
2. Tell students that **tolerance** begins with recognizing the qualities that make us unique, seeing our own beliefs and practices and respecting them.

II. **How We Are Alike** pair share activity.

A. **Brainstorm as a class about ways you are all the same** in broad categories: we are all human, we have hair, we sleep, we are in the same class, etc.

B. **Have students work in pairs to tell each other ways that they are the same.**

1. Put students in random pairs by seating and number them 1 and 2.
2. Have students tell each other ways that they are the same. Time each pair for one minute. Number 1 speaks first while number 2 listens silently. Then number 2 speaks while number 1 listens. Circulate as students do this activity to prompt a shy or awkward pair.

C. **Ask students to raise their hands to answer:** "How many found 3 ways you are alike? 5? More than 10?" Let each person around the room quickly share one of the ways they are the same.

III. **Introduce four artist heroes, Faith Ringgold, Maya Lin, Diego Rivera and Dorothea Lange.**

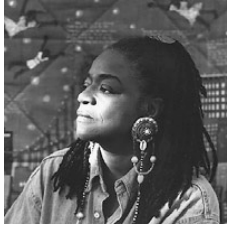
A. We just explored how we are all alike in many ways but it is important to know our differences can be our strength.

1. Ask students to think about their own unique qualities.
2. Prompt their thinking by telling them:
 - a. We all have personal qualities that we are aware of.
 - b. We have all been successful at things and know what we are good at.
 - c. We all have people (friends, parents, teachers) who tell us what unique qualities we have, like being a good friend, being forgiving or being determined.
3. These things are a source of our personal strength. Along with our beliefs and practices these qualities or differences make us who we are and are worth respecting in ourselves.

B. Display boards of Faith Ringgold, Maya Lin, Diego Rivera and Dorothea Lange.

NOTE: There is more information about these artists attached to this lesson plan and in books included in the kit. Exploring the artists in more depth, as a class or individually, is valuable if you have time. Each artist's life reflects a point in American history and life. Exploring their life and work can be a springboard to very interesting discussion about racism, sexism, the Vietnam War, the Great Depression, political expression in art, class and privilege.

Tell students that these four well-known artists drew their creative strength from knowing their own unique qualities, and using their personal beliefs and practices to create their artwork.



Faith Ringgold

Faith Ringgold grew up in Harlem, New York and was surrounded by color and music. She studied art and became a high school art teacher in New York City. She acquired a belief in herself as an artist in her 30's and began a successful career as an artist, illustrator and children's book author. She is best known for her story quilts.



Maya Lin

Maya Lin won the commission to design the Vietnam War Memorial Wall in Washington DC while still a student at Yale School of Architecture. Maya's design was strange to people--simple and seemingly stark. The fact that she was young and her background Asian American were also points of controversy. This project has become one of the best-known and moving memorials in our country.



Dorothea Lange

Lange was widely known as a photographer who registered the human condition, although most of her money was earned by taking portraits of wealthy people. She had a compassionate eye and her most famous photographs were taken of homeless families during the depression. Dorothea overcame polio in her youth.



Diego Rivera

Diego Rivera was born in Mexico and educated both in Mexico and Europe. He is widely known for his murals that are compassionate towards working class people. His work is politically controversial now and was while he was living. He could not help painting subjects close to his heart, though it meant living with conflict and in less comfort.

CREATE: Students create an 'inside and outside' of me portrait of themselves.

I. What is Inside of Me? Students create an inside portrait with words.

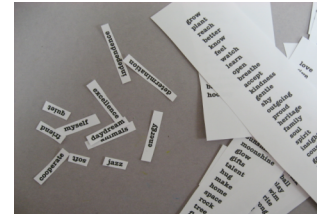
A. Have students look at word list to find 10-15 words to cut out that describe themselves.



- Have students read the list (without making marks) and see which words they feel describe them.

- Tell students that some words on the list are nouns, some are adjectives and some are 'poetic'. *Note: If there are words they want that are not on the list—either create them on a classroom computer or have student cut up one of the alphabets to make the word.*

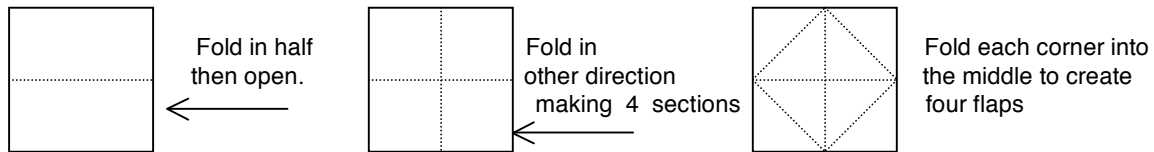
- Ask students these questions to help them choose words:
 - What describes who I am inside?
 - What makes me, me?
 - Who or what is important to me? Who helps me?
 - What does it feel like when I do well?
 - What do I do well?



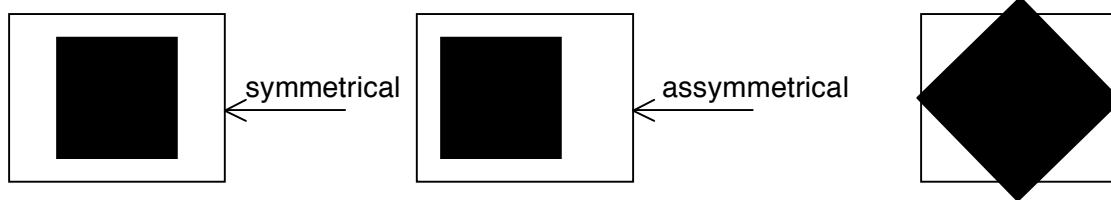
- B.** Students cut out their words and arrange them on the white paper in any way they'd like. They may want to add their own name or other words in cut-out letters from an alphabet sheet. Discourage handwriting words.
- C.** After gluing the words down, students can add large first letters with the 'fancy' alphabet.

II. What is Outside of Me? Students create a beautiful outside decorated with cut paper patterns and stamps.

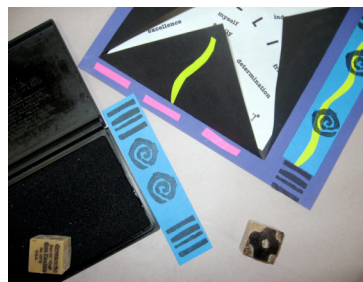
- A.** Fold a 9" x 9" black square by making careful folds, matching edges.



- B.** Choose a 7.5" x 9" colored paper for the base of their artwork. Glue the black-flapped square to the colored background. The square may be centered symmetrically, offset asymmetrically or turned so the corners extend. See below:



- C.** Open flaps and glue the Inside of Me word portrait onto the flat square.



- D.** Embellish the outside of the artwork with PATTERNS.

1. Remind students that PATTERNS are repeated lines, shapes or motifs. Find patterns on objects and clothing in the classroom with students to reinforce their knowledge.
2. Students choose several pieces of bright colored papers, then use scissors, glue, stamps and stamps pads to create patterns to decorate the black flaps and surrounding colored paper. Students may:
 - cut papers into small shapes to create patterns
 - cut long pieces into interesting lines
 - overlap shapes and lines
 - use stamps and black stamp pad to add patterns carefully.
3. Remind students to THINK carefully as they work. Have them ask themselves if what they are doing will add to their artwork.

CLOSE:

Be aware that some students may be reluctant to share this project.

1. Have students who are comfortable with sharing their Inside and Outside of Me Portrait tell the class about their artwork. Ask them: What is unique on the outside? What does this tell us about who you are? Point out a pattern on the outside. Is yours mounted symmetrically?
2. Do the pair share activity again (see p. 2). This time, have students tell each other what is different and unique about themselves, rather than the same.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Could you explain the definition of tolerance and prejudice? (K)
			2. Could you tell me the name of one of the artists we talked about? (K)
			3. Does your Inside Word Portrait tell us something about who you are? (S)
			4. Did you mount and decorate your portrait with paper and stamped patterns? (S)
			5. Does your Inside/Outside portrait have your own unique touch? (C)
			6. Did you listen closely and follow directions as you worked? (A)
			7. Did you think carefully and work hard during this lesson? (E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1,2,3,4; B1,4,5,6,8;
C2a,d,e,5; D1,2,3,4.
English/Language: A,B,C,D,E
History: A.
Health: A.
Math: B.
Cultural: A,B

Alignment of GLE's:

English: R1.1, R2.1
Math: M5.1.3, M4.1.1, M4.2.1
Science: SF1, SF2, SF3

CREDITS:

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