

UNIT OVERVIEW

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| Unit Length                 | 5 lessons - Approximately 2 weeks<br>(8 to 10 class periods, 45-minute long classes)  |
| Grade Level(s)/Course(s)    | Middle School (7-8)   |
| Subject(s)/Area(s) of Focus | Social Studies/Art  |
| Unit Overview               | <p>In this unit, students will delve into the often overlooked and censored aspects of African American history in the United States. Through the lens of visual representation, students will explore significant events, figures, perspectives and events that have been marginalized in traditional historical narratives.</p> <p>By creating various forms of visual media such as data visualizations, students will engage with these stories, gaining a deeper understanding of the complexities of African American history and the impact of censorship on national memory.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why do erasure and/or underreported stories exist, especially in the context of Black history in America? How about other communities? Who does it benefit and who does it hurt?</li> <li>● How has art amplified underreported historical stories? In what ways have artists leveraged data/facts to advance the message of art?</li> <li>● How has art/data visualization been used as a tool to review the past? How can it impact the future?</li> <li>● Why are contemporary artists using data visualization to reconnect with the past and surface erased narratives and voices?</li> </ul> |
| Outcomes                    | <ol style="list-style-type: none"> <li>1. <b>Historical Awareness:</b> Develop a comprehensive understanding of underrepresented and censored events in African American history, including their significance and impact on society.</li> <li>2. <b>Critical Thinking:</b> Analyze the reasons behind the underrepresentation and censorship of certain historical events, encouraging students to question the dominant narratives.</li> <li>3. <b>Visual Literacy:</b> Acquire skills in creating visual representations, including infographics, digital art, videos, and more, to communicate historical narratives effectively.</li> </ol>  |

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|                  | <p>4. <b>Empathy and Perspective-Taking:</b> Foster empathy by exploring historical events from different viewpoints, promoting a more holistic understanding of African American experiences.</p> <p>5. <b>Cultural Appreciation:</b> Recognize the contributions of African Americans to various fields and industries throughout history, emphasizing their resilience and achievements.</p>   |
| <p>Standards</p> | <p><b>Illinois Learning Standards for Social Science-6-8</b></p> <p><u>SS.CV.1.6-8.MC</u><br/>Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p> <p><u>SS.G.2.6-8.MC</u><br/>Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p> <p><u>SS.H.2.6-8.MC</u><br/>Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p> <p><u>SS.H.3.6-8.MdC</u><br/>Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p> <p><u>SS.H.4.6-8.MdC</u><br/>Compare the central historical arguments in secondary works across multiple media.</p> <p><b>Illinois Arts Learning Standards</b></p> <p><u>Visual Arts: Cr2.3.8a</u><br/>Select, organize, and design images and words to make visually clear and compelling presentations.</p> <p><u>Visual Arts: Cr3.1.7a</u><br/>Reflect on and explain important information about personal artwork in an artist statement or another format</p> <p><b>Social Justice Standards</b></p> <p><u>Diversity 10 DI.6-8.10</u></p> |

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|                               | <p>I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.</p> <p><u><a href="#">Justice 12 JU.6-8.12</a></u><br/>         I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.</p>  |
| <p>Facilitation Resources</p> | <p><b>1619 Resources</b><br/> <u><a href="#">The 1619 Project</a></u></p> <p><u><a href="#">Born on the Water by Nikole Hannah-Jones, Renee Watson and Nikkolas Smith</a></u></p> <p><u><a href="#">The Year of 1619 from The New York Times</a></u></p> <p><u><a href="#">The 1619 Project Education Portal</a></u></p> <p><b>Art and Data Visualization</b><br/> <u><a href="#">A Timeline of Slavery in America by Lawrence Lander</a></u></p> <p>“Does Oklahoma Require the Tulsa Race Massacre to be Covered in Schools?” by Nuria Martinez-Keel, <i>The Oklahoman</i> [<a href="#">.pdf</a>]</p> <p>Greenwood Massacre from <i>What the Tulsa Race Massacre Destroyed</i> by <i>The New York Times</i> [<a href="#">.pdf</a>]</p> <p>Are There Sundown Towns in Illinois? from <i>History and Social Justice</i> [<a href="#">.pdf</a>]</p> <p><u><a href="#">Freedom of Movement for Women in Afghanistan by Mona Chalabi for UNWomen</a></u></p> <p><b>Videos</b><br/>         “<u><a href="#">The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones &amp; Renee Watson</a></u>” from Reading Rocket (15:08)</p> <p><u><a href="#">“Tulsa Race Massacre Survivors Testify”</a></u> from <i>CSPAN</i> (25:42)</p> <p><u><a href="#">Georgia county's expulsion of Black population still felt today</a></u> from <i>CNN</i> (7:55)</p> <p><b>Interactive Websites</b></p> |

[Racial violence in America: 60 years of whitewashing](#) from *CNN*  
[What the Tulsa Race Massacre Destroyed](#) by *The New York Times*  
["Historical Database of Sundown Towns,"](#) *History and Social Justice*  
["Uncovering the Distribution of 'Sundown Towns,'"](#) by Sam Fader for *Mapbox*  
["Protest & Social Movements,"](#) *Guide to Primary Sources*, a research guides from Kalamazoo College  
["Civil Rights,"](#) Primary Sources (U.S. History) from LoneStar College Kingwood  
["Primary Sources,"](#) *Civil Rights Movement* from LibGuides at University of West Florida Libraries  
[Smithsonian Learning Lab](#)

**Reporting**

["St. Louis Family Discovers a Secret Past,"](#) from *Before Ferguson, Beyond Ferguson* by Richard Weiss for *St. Louis Riverfront Times*  
[Black Truck Driver Tells Horrifying Story of His Night in a 'Sundown Town'](#) by Shira Li Bartov for *Newsweek*  
["AP Road Trip: Racial Tensions in America's Sundown Towns,"](#) from *Looking for America* by Tim E. Sullivan, Noreen Nasir and Wong Maye-E for *Associated Press*  
["It Was Once a KKK Stronghold. Last Year, BLM Came to Town,"](#) from *When Black Lives Matter Comes to Rural, White Texas* by Nadja Drost and Peter Van Agtmael for *The Economist*  
["Momentum Grows for Environmental Justice and Advocacy at Grassroots Level,"](#) *Climate for Change* by Herbert L. White for the *Charlotte Post*  
["Still Marching to Secure the Right to Vote,"](#) *Battle for the Ballot Box* by Brittany Gibson for *The American Prospect*

**Digital Resources**

[Procreate](#): Procreate Dreams is the all-new animation app with everything you need to create rich 2D animations, expressive videos & breathtaking stories.

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|                       | <p><a href="#">Kleki</a>: Free web app for painting and editing.</p> <p><a href="#">Canva</a>: free account option available, good for copyright-free, digital art elements</p> <p><a href="#">Amplifier Art</a> Amplifier is a nonprofit design lab that builds art and media experiments to amplify the most important movements of our times.</p> <p><u>Teacher-Created Resources:</u><br/>The Work of Mona Chalabi - Google Slide Presentation [<a href="#">.pdf</a>][<a href="#">.pptx</a>]</p> |
| Performance Tasks     | <p>By the end of the unit, students will have a portfolio of visual work representing their research and exploration. This will include data visualizations, art projects and reflections on artwork. The final activity of the unit will be a gallery walk for students to share and discuss their work with classmates, families, school staff, and community members.</p>   |
| Assessment/Evaluation | <p>Data Visualization Project is evaluated by the Peer Review Data Visualization Feedback from Penn State University Libraries [<a href="#">.pdf</a>]</p> <p>Unit Portfolio Self Reflection is evaluated using <a href="#">Harvard Project Zero Values, Identities, &amp; Actions</a></p>  |

DAILY LESSONS AND RESOURCES

***Lesson 1:***

Uncovering Erasure and Democracy: Exploring The 1619 Project through Art and Data Visualizations  
(2-3 class periods)

Lesson Objectives

By the end of this lesson, students will:

- Describe the main themes of The 1619 Project, particularly the concepts of erasure and democracy
- Describe the significance of art and data visualizations in conveying historical narratives
- Develop connections between data, art, and Black history in the context of The 1619 Project.

Lesson Materials & Resources

**Lesson Materials:**

- Pre-selected excerpts from [The 1619 Project](#)
- A projector or screen for displaying visual materials.
- A whiteboard or chalkboard.
- Writing materials (notebook, paper, journal, or tablet/laptop/iPad with word processing)

**Resources:**

- [The 1619 Project](#)
- [Born on the Water](#) by Nikole Hannah-Jones, Renee Watson and Nikkolos Smith
- [The Year of 1619](#) from [The New York Times](#)
- [The 1619 Project Born on the Water READ ALOUD Book](#) by Nikole Hannah-Jones & Renee Watson from [Reading Rocket](#) (15:08)
- [A Timeline of Slavery in America](#) by Lawrence Lander

Lesson Activities

**Framing:**

1. Begin by discussing the importance of history and how it shapes our understanding of the world.
2. Introduce [The 1619 Project](#) as a groundbreaking initiative that reexamines American history through the lens of slavery's lasting impact.
  - a. Highlight that the project focuses on two main themes: erasure (the removal of Black history from mainstream narratives) and democracy (the complex relationship between Black Americans and the concept of democracy).
  - b. Explain that throughout the unit, students will explore how art and data visualizations are used in the project to convey these themes.

**Activity 1: Erasure in History (30 mins)**

1. Provide students with the following excerpts from *The 1619 Project* that discuss erasure. Emphasize quotes and passages that illustrate how Black history has been marginalized or omitted in traditional narratives.
  - *“Enslaved people could not legally marry. They were barred from learning to read and*

*restricted from meeting privately in groups. They had no claim to their own children, who could be bought, sold and traded away from them on auction blocks alongside furniture and cattle or behind storefronts that advertised “Negroes for Sale.” - P. 17*

- *“Many white Americans saw black men in the uniforms of America’s armed services not as patriotic but as exhibiting a dangerous pride. Hundreds of black veterans were beaten, maimed, shot and lynched. We like to call those who lived during World War II the Greatest Generation, but that allows us to ignore the fact that many of this generation fought for democracy abroad while brutally suppressing democracy for millions of American citizens.” - P.22*

2. Discuss the impact of erasure on our understanding of history and society.
3. Show students a data visualization that represents the erasure of Black history from historical narratives (e.g., a timeline that highlights significant events but excludes Black contributions). Have students analyze the visualization and discuss how it reinforces the concept of erasure.

*Educator note: choose your own or use this example [The Year of 1619 from The New York Times](#)*

**Activity 2: Democracy and Black Americans: (30 minutes)**

1. Provide students with excerpts from [The 1619 Project](#) that explore the relationship between democracy and Black Americans. Focus on passages that discuss struggles for civil rights and equality.
  - *“Our founding ideals of liberty and equality were false when they were written. Black Americans fought to make them true. Without this struggle, America would have no democracy at all.” - P. 14*
  - *“Democracy was for citizens, and the “Negro race,” the court ruled, was “a separate class of persons,” which the founders had “not regarded as a portion of the people or citizens of the Government” and had “no rights which a white man was bound to respect.” This belief, that black people were not merely enslaved but were a slave race, became the root of the endemic racism that we still cannot purge from this nation to this day.” P.19*
2. Engage the class in a discussion about democracy and its evolution in the United States, particularly regarding Black Americans' fight for rights.
3. Show students a data visualization that represents the progress and setbacks in Black Americans' journey toward equality (e.g., a graph showing voting rights milestones). Have students analyze the visualization and discuss how it connects to the theme of democracy.

*Educator note: choose your own or use this example [A Timeline of Slavery in America by Lawrence Lander](#)*

**Activity 3: Art and Expression: (30 minutes)**

1. Share examples of art featured in [The 1619 Project](#) that conveys powerful messages about Black history and identity.
2. Discuss how art can be a form of storytelling and a means of expressing historical and cultural

narratives.

3. Show students illustrations from *Born on the Water*; contrast the illustrations that convey different moments and emotions.
  - a. Example from [\*Born on the Water: They Had a Language to Stolen\*](#).
    - i. To students: *Notice the difference in color, value, and texture between these two parts of the book. What emotions do you see? Why are they so different? How did the illustrator convey these emotions? How do they make you feel?*
    - ii. Encourage students to express their own thoughts and emotions about the book and its connection to the project's themes.

*Educator note: if analyzing images from [\*Born on the Water\*](#), choose to share the physical book or screen [\*The 1619 Project Born on the Water READ ALOUD Book by Nikole Hannah-Jones & Renee Watson from Reading Rocket\*](#).*

**Conclusion:** (15 minutes)

1. Recap the main themes of *The 1619 Project*: erasure and democracy.
2. Highlight the importance of art and data visualizations in conveying these themes and bringing Black history to the forefront.
3. Assign a reflective writing assignment where students discuss what they have learned and how art and data can be powerful tools for telling historical stories.
4. Preview upcoming lessons in the unit, emphasizing the continued exploration of art, data, and Black history in *The 1619 Project*.

**Homework:**

Assign readings from *The 1619 Project* for the next class and ask students to bring in examples of art or data visualizations they find related to the project's themes.

***Lesson 2:***

Reflecting on the Tulsa Race Massacre: A Fusion of History and Artistry in Social Studies  
(1-3 class periods)

Lesson Objectives

Outcomes:

Students will...

- Understand the historical context and impact of the Tulsa Race Massacre
- Analyze primary and secondary sources to comprehend different perspectives on the event
- Express emotions and empathy through artistic representation
- Create a data visualization centered on an aspect of the Tulsa Race Massacre

Lesson Materials & Resources

Lesson Materials:

- Historical documents, photographs, and videos related to the Tulsa Race Massacre.
- Art supplies: paper, pencils, colored pencils, markers, watercolors or any preferred art medium
- Digital art platforms (ex: [Procreate](#) (iPad/Tablet) or [Kleki](#) (a web-based free digital paint tool))
- Computers/tablets for research.
- Projector or smartboard.

Sample Artwork:

“Greenwood Massacre” from *What the Tulsa Race Massacre Destroyed* by *The New York Times* [[.pdf](#)]

“Does Oklahoma Require the Tulsa Race Massacre to be Covered in Schools?” by Nuria Martinez-Keel, *The Oklahoman* [[.pdf](#)]

Resources:

- [“Racial violence in America: 60 years of whitewashing.” from CNN](#)
- [Tulsa Race Massacre Survivors Testify from CSPAN](#) (25:42)
- [The New York Times Interactive Website on The Tulsa Massacre](#)
- The Work of Mona Chalabi - Google Slide Presentation [[.pdf](#)][[.pptx](#)]

Lesson Activities

Framing:

1. Ask your students, “have you heard of the Tulsa Race Massacre?” Ask for a show of hands or other feedback to determine existing knowledge of this event.
3. Lead students through the beginning of the [The New York Times Interactive Website on The Tulsa Massacre](#) to establish an introduction to the event.
4. Tell students they will research an aspect of the Tulsa Race Massacre they find compelling and will share their findings through a digital or hand-drawn data visualization.

*Educator note: make all resources available to students on a shared platform that is familiar to them, like*

*Google Classroom.*

Exploration of Data Visualizations:

1. Use the Google Slide Presentation to explore the work of data visualization artist Mona Chalabi with your students.
  - a. Review the explanations and examples of some of her work.
  - b. Share the provided art samples with the class - one is focused on Greenwood before and after the riot; the other on the Oklahoma education standards.

*\*\*\*Educator note: Be mindful that some of Chalabi's work covers content that may not be deemed school-appropriate. The included Google slides about her work are school-friendly.*

Independent Work:

1. Have students begin searching for data to use in their data visualization projects.
  - a. Invite students to do independent research on the Tulsa Race Massacre. They can further explore the [NYT interactive website](#), watch included videos, or search through [The 1619 Project Education Portal](#) for related content listed in the resources.
  - b. Optional: Model how to make various diagrams (bar graphs, Venn diagrams, pie charts, etc).
  - c. Invite students to spend 10 minutes sketching out their ideas in draft form.
2. Have students spend the remaining class time (and following class) creating data visualizations on the Tulsa Race Massacre.
  - a. Students might choose to focus on property loss, businesses before and after the riot, the death toll, or another aspect that came up in their research.
  - b. If possible, students should have the option to work on paper or digitally (if technology allows it).

Closing:

1. After students complete their data visualizations, invite them to share out with the class.
2. Artist Statement Exit Ticket: Summarize your artwork in 1-3 sentences.

**Lesson 3:**

**Dusk of Exclusion: Exploring Sundown Towns Through Art and Social Studies**

(2 class periods)

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| Lesson Objectives  |
| <p>Students will:</p> <ul style="list-style-type: none"> <li>● Define and explain the concept of "sundown towns" and their historical significance</li> <li>● Analyze the social and cultural implications of sundown towns on African Americans</li> <li>● Express their understanding through creative artwork and presentations</li> </ul>  |
| Lesson Materials & Resources   |
| <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>● Whiteboard and markers</li> <li>● Projector or computer for multimedia presentation</li> <li>● Printed resources about sundown towns and related historical events</li> <li>● Art supplies: paper, pencils, colored pencils, markers, or watercolors</li> <li>● Poster boards or large paper for art projects</li> <li>● Presentation software or materials for student presentations</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">“St. Louis Family Discovers a Secret Past,” from <i>Before Ferguson, Beyond Ferguson</i> by Richard Weiss for <i>St. Louis Riverfront Times</i></a></li> <li>● <a href="#">Black Truck Driver Tells Horrifying Story of His Night in a 'Sundown Town' by Shira Li Bartov for <i>Newsweek</i></a></li> <li>● <a href="#">“Sundown Town Illustrations,” <i>History and Social Justice</i></a></li> <li>● <a href="#">"Historical Database of Sundown Towns," <i>History and Social Justice</i></a></li> <li>● <a href="#">"Uncovering the Distribution of 'Sundown Towns,'" by Sam Fader for <i>Mapbox</i></a></li> <li>● <a href="#">“AP Road Trip: Racial Tensions in America’s Sundown Towns,” from <i>Looking for America</i> by Tim E. Sullivan, Noreen Nasir and Wong Maye-E for <i>Associated Press</i></a></li> <li>● <a href="#">“It Was Once a KKK Stronghold. Last Year, BLM Came to Town,” from <i>When Black Lives Matter Comes to Rural, White Texas</i> by Nadja Drost and Peter Van Agtmael for <i>The Economist</i></a></li> <li>● <a href="#">Georgia county's expulsion of Black population still felt today from <i>CNN</i> (7:55)</a></li> <li>● <a href="#">Are There Sundown Towns in Illinois? from <i>History and Social Justice</i> [<a href="#">.pdf</a>]</a></li> <li>● <a href="#">Canva</a> - free account option available, good for copyright-free, digital art elements</li> </ul> |
| Lesson Activities  |
| <p><b>Day 1</b></p>  |
| <p><u>Framing:</u><br/>Facilitate a discussion about segregation and racial discrimination in American history. Introduce the term "sundown towns" and ask students if anyone has heard of it before.</p> <p><u>Presentation:</u></p> <ol style="list-style-type: none"> <li>1. Use the collection of multimedia resources to provide an overview of sundown towns, their origins,</li> </ol>  |

and their significance during different historical periods.

2. As a class, discuss how sun-down towns enforced segregation and limited the presence of African Americans after sunset.

**Small Group Discussions:** (15 minutes)

1. Divide students into small groups and provide them with printed resources about specific sundown towns or incidents.
2. Have each group analyze the material and discuss the impact of sundown towns on African American communities and civil rights.

**Class Discussion:** (10 minutes)

Bring the groups back together and have a class discussion about their findings, emphasizing the effects of sundown towns on individuals, families, and the larger society.

**Day 2**

**Introduction:** (10 minutes)

Recap the previous lesson briefly and discuss why it's important to remember and learn about sun-down towns as well as historical and contemporary injustices.

**Artistic Interpretation:** (35 minutes)

1. Explain that students will create a data visualization that reflects their understanding of the impact of sundown towns on African American communities. Share example *Are There Sundown Towns in Illinois?* from *History and Social Justice* [.pdf] with the class.
2. Encourage students to use symbols, colors, and images to convey emotions and historical elements. Pass out art supplies. Digital work is also encouraged if resources are available.
3. Allow each student to briefly explain their artwork to the class, highlighting the emotions and concepts they aimed to portray.

**Group Work on Sun-down towns:** (50 - 60 minutes)

1. Have students work in pairs or small groups to create short presentations about different aspects of sundown towns (e.g., history, impact, resistance). Encourage them to include visuals and their own artwork.
2. Have each group present their findings, using their artwork to support their points. After each presentation, allow time for questions and class discussion.

**Closing:** (15 minutes)

1. Lead a discussion about the role of art in conveying historical information and emotions. Ask students how the art helped them understand the topic on a deeper level.
2. Assign students to write a short reflection on what they've learned about sundown towns and their historical significance.

***Lesson 4:***

**Brushstrokes of Change: Exploring the Intersection of Art and Social Studies in the Rise of American Social Justice Movements  
(2 Class Periods)**

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| Lesson Objective(s)  |
| <p><u>Lesson Objectives:</u></p> <ul style="list-style-type: none"> <li>• Describe the historical context and factors that led to the rise of social justice movements in America</li> <li>• Identify key social justice movements and their goals</li> <li>• Analyze the role of art in expressing and advancing social justice causes</li> <li>• Create an art project inspired by a social justice movement, reflecting their understanding of its goals and significance</li> </ul>  |
| Lesson Materials & Resources   |
| <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Whiteboard and markers</li> <li>• Projector or computer for multimedia presentation</li> <li>• Printed images representing different social justice movements</li> <li>• Art supplies: paper, pencils, markers, colored pencils, paints, brushes, etc.</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• <a href="#">“Protest &amp; Social Movements,” Guide to Primary Sources, a research guides from Kalamazoo College</a></li> <li>• <a href="#">“Civil Rights,” Primary Sources (U.S. History) from LoneStar College Kingwood</a></li> <li>• <a href="#">“Primary Sources,” Civil Rights Movement from LibGuides at University of West Florida Libraries</a></li> <li>• <a href="#">“Momentum Grows for Environmental Justice and Advocacy at Grassroots Level,” Climate for Change by Herbert L. White for the Charlotte Post</a></li> <li>• <a href="#">“Still Marching to Secure the Right to Vote,” Battle for the Ballot Box by Brittany Gibson for The American Prospect</a></li> <li>• <a href="#">Amplifier Art</a></li> <li>• <a href="#">Smithsonian Learning Lab</a></li> <li>• <a href="#">Freedom of Movement for Women in Afghanistan by Mona Chalabi for UNWomen</a></li> </ul> |
| Lesson Activities  |
| Day 1: Understanding Social Justice Movements  |
| <p><u>Framing:</u>(10 minutes)</p> <ol style="list-style-type: none"> <li>1. Begin with a brief discussion about the term "social justice" and ask students to share their understanding of it.</li> <li>2. Explain that social justice movements aim to address inequalities and injustices in society. Today, they will learn about the rise of such movements in America.</li> </ol> <p><u>Social Justice Presentation and Discussion:</u> (20 minutes)<br/>Present a multimedia slideshow that provides an overview of the historical context that gave rise to social</p>   |

justice movements in America. Include topics like civil rights, women's rights, LGBTQ+ rights, labor movements, etc.

1. Discuss key movements and figures, such as the Civil Rights Movement (Martin Luther King Jr., Rosa Parks), Women's Suffrage Movement (Susan B. Anthony, Elizabeth Cady Stanton), and more recent movements like Black Lives Matter and climate activism.
2. Show images related to each movement and discuss their goals and accomplishments.

*\*\*Educator note: The [Smithsonian Learning Lab](#) is a great resource that allows teachers to create and save custom collections from all Smithsonian museums and archives. The 1619 Project also has an in-depth collection to work with.*

- Learning Lab Collection example - [Black Power](#)
- Learning Lab Collection example - [Indigenous Peoples Day](#)
- Learning Lab Collection example - [1960's Counter Culture](#)
- Learning Lab Collection example - [Social Movement Buttons](#)
- 1619 Project - [Tenant Rights](#)

**Movement Identification Activity:** (15 minutes)

Divide the class into small groups. Provide each group with printed images representing different social justice movements. See [Amplifier](#) for free, printable examples. The 1619 Project also has a comprehensive image collection to look through.

1. Have each group analyze the image, identify the movement it represents, and briefly discuss its significance.
2. Ask each group to present their findings to the class.

**Closing:**

Facilitate a discussion reflecting on the themes and issues covered in today's class.

## Day 2: Artistic Expression of Social Justice

**Framing:** (10 minutes)

1. Review the social justice movements discussed in the previous class.
2. Introduce the concept of using art to express and promote social justice causes. Discuss how art can convey powerful messages and emotions.
  - a. Share Mona Chalabi's piece on [Freedom of Movement for Women in Afghanistan](#). Ask questions like:
    - Why did Chalabi create this piece?
    - What is the goal of this data visualization?
    - Who is the target audience?

**Art Project Introduction:** (40 minutes)

1. Introduce the art project. Students will choose a social justice movement they find inspiring and create a data visualization that represents the goals and messages of that movement. Emphasize that their artwork (data visualization) should reflect their understanding of the movement's significance

and impact.

2. Provide art supplies and give students time to work on their projects. Digital work is also encouraged if the resources are available. Circulate the classroom to provide guidance and answer questions.
3. After completion, have each student or group share their data visualization with the class. Encourage students to explain their choices of colors, symbols, and elements in their artwork, and how these relate to the chosen social justice movement.

Closing Reflection: (10 mins)

Lead a class discussion on the role of art in advocating for social justice. Ask students to share their thoughts on how art can impact people's understanding and emotions regarding social issues.

**Lesson 5:**  
Closing Activities (Gallery Walk)  
1 class period

| Lesson Objective  |
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| Students will... <ul style="list-style-type: none"><li>• Demonstrate and present their research through a gallery walk with school staff, families, community members, and district leadership</li></ul>  |
| Lesson Materials & Resources  |
| Student portfolios from the three previous lessons<br>Guidelines for talking with guests about their body of work   |
| Lesson Activities   |
| <p><b><u>Framing:</u></b><br/>Let students know that this lesson is designed for sharing their unit portfolio with each other and pre-invited guests (teachers, families, community members, school board, district leadership).</p> <ol style="list-style-type: none"><li>1. Set guidelines for students on how to share their work with each other and guests. Encourage eye contact and remind them that this is a casual 1:1 conversation and not a whole class presentation.</li><li>2. If a student is absent, their work can be displayed with a form for guest comments; this will enable the student to get feedback on their work so they won't completely miss out on the opportunity to share their work with the guests.</li></ol> |
| <p><b><u>Class Activity:</u></b></p> <ol style="list-style-type: none"><li>1. Students will stand with their portfolio in the classroom or a common area (cafeteria, gym) with space for everyone and their work.</li><li>2. Students will introduce themselves to the guests as they stop by their desk/designated space and give them a brief overview of their research and projects.</li><li>3. After the guests leave, students will fill out a short survey about the unit.</li></ol>   |
| <p><b><u>Closing:</u></b><br/>Lead a closing reflection activity and encourage students to journal a reflection.</p>  |