

Facilitation Guide



Protest Art Springboard 3.3–3.9

EXPERIENCE OVERVIEW

The Protest Art activity is designed to expose students to social issues that require them to critically think, analyze, and moreover take their own position on them. While engaged in these activities, students will gain knowledge and skills to answer the guiding question, "What is the relationship between individual freedom and social responsibility?," as well as how one can use their voice to effect change.

Standards

COMMON CORE STATE STANDARDS

- W.9–10.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- SL.9–10.1 – Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9–10.5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

MARYLAND STATE ARTS STANDARDS

- E:9–12:1: Visualize and hypothesize to generate plans for ideas and directions for creating art or design that can elevate the community and influence social change. Apply knowledge of histories and traditions.
- I:9–12:3: Apply critical thinking and problem solving with use of art vocabulary to describe, analyze and interpret visual qualities perceived and recorded in works of art.

Getting Ready

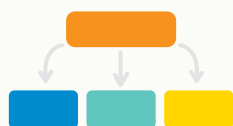
WHEN TO TEACH

- Suggested activity is aligned with the unit activities 3.3– 3.9

RESOURCES AND MATERIALS

- Protest Art [Images](#)
- Protest Art: [See Think Wonder](#)
- Poster paper or computer access for digital poster
- [See, Think, Wonder](#) Strategy
- Similar [Elementary Lesson](#) for Protest Art from Antiracist Art Teachers

ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



🔗
**VIDEO
PLAYLIST**



🔗
MATERIALS
GOOGLE FOLDER



↓
SLIDES

TEACH

Intro

In this lesson, students will be using the strategy called “See, Think, Wonder.” A printable Graphic organizer with prompting questions, is provided.

- To introduce the strategy, project one of the images from the collection of Gallery walk pictures below, and on the board or poster paper, draw three columns, titling them “See, Think, Wonder”
 - Have the students observe the image for 1-2 minutes without writing anything down
 - Lead them in a group discussion guiding them through each step, recording their answers in the appropriate column:
 - See: What do you SEE in this picture?
 - Think: What do you THINK of when you look at this picture?
 - Wonder: What do you WONDER about the picture?
- If students do not generate ideas about the purpose of the picture in the 3 sections, guide them towards the topic of using art as a form of protest, using carefully selected images and phrases.



INTRO VIDEO



GOOGLE DRIVE

Gallery Walk

Distribute the graphic organizer titled, “Protest Art Gallery Walk.” This activity will prompt students to use the See, Think, Wonder strategy, as well as take note of similar features in each work.

- Place images around the room or at the designated stations; this activity is set up as a Gallery Walk structure, but that can vary depending on your class size, access to color printing, or technology. It can also be done as a whole class and projecting each image onto the screen at a time, or you could design a gallery walk which may include QR codes in which students scan to access the images on their personal devices.
- When students have completed the gallery walk graphic organizer, they will share their observations with a partner or a small group, and be encouraged to add the additional ideas to their own.

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Discuss

As a class, it is not required to go over all of the answers from the graphic organizer, but rather encouraged to ask students about their reactions to the pieces of work they looked at. Some questions you could use during this could include but are not limited to:

- What were some of the symbols used and what did they represent?
- Which of these pieces did you find the most interesting? Why?
- Which do you think was the most effective at making a point?
- How do these images differ from other images we've discussed in this unit (such as the photo and visual art in the Visual Art Analysis activity)
- What do all of these images have in common?

Art Features

As a class use some of these observations and reflection comments to create a list of "Protest Art Features" and post the list somewhere in the room as a reference for the next activity. Some ideas to emphasize or guide them to for the list include but are not limited to:

- Symbols that represent the topic/issue as well as your position/statement/argument
- If words are used, short phrases or statements
- Clear and distinct font/lettering that could be seen from first glance or further away
- Colors that connect ideas or represent concepts (red for putting an end to something, green for movement or starting something, color combinations matching tone like pastel colors for calm/peace, Bold for startling/loud messages, etc.)
- Placement of images/words to show connections or intentional distance/separation
- Presence or absence of essential ideas to the topic

Apply

Inform your class that they will be making their own protest art, based on the topic of their research paper and collage project, and that the images and ideas in their poster will help them generate ideas for their collage. This may be done in class or as a homework/take home assignment.

- Place the students' completed posters around the room and have the students offer feedback using post it notes in proximity to each piece. This feedback can take many forms and can be used as formative ideas in creating their final collage.