

## Ideas

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### **Introduction and Background Information**

The place that African-American history holds within the broader tapestry of American history has often been unclear. In recent years this place has been continually redefined and expanded, but in times past African-American history was relegated to small and rarely seen spaces within curriculae, text books, and all other aspects of education. Particularly in communities, like Champaign-Urbana, where the African-American population has been consistently under twenty percent of the total population, it is difficult...

### **Key Facts**

- **Month, Day, 1978** the construction of the mural began
- **Month, Day, 1978** the construction of the mural was completed
- **Month, Day, 1977** the initial meeting with Chicago muralist, Mark Rogovitz occurred
- etc.

### **Essential Questions and Understandings**

- What are some of the main reasons that the mural was built at this time?
- What impact did this mural have on the community?
- What is the main message conveyed in the mural?
- Who is responsible for this mural? Who constructed the mural? Are these the same question?
- What are the names of some of the individuals involved in the mural? What was the extent of their involvement?
- Why was a mural an appropriate form of art for the message that was embedded in the mural?
- What other things were going on in this community around the same time that the mural was being constructed? How does the mural reflect or not reflect those issues or incidents?
- In what way does this mural indicate the ability of a piece of art to express certain political or social sentiments and realities? In what way does it not?

## **Activities**

### **Activity 1 (Photograph Activity)**

Objective: Students will be able to use photographs to acquire a better understanding of the purposes and message of the mural

Materials: Photographs of mural (found on website), pen/pencil, paper

Procedure:

1. Divide class into small groups. In the small groups have the students discuss what they think the purpose of the mural was and what the artists were trying to express with it.
2. Hand each group photographs of the mural. (If you want to save paper, have students look at the photographs on the website) (If you want to save paper and have time take students on a trip to visit the mural and take notes, you will also need to provide images as the mural is faded)
3. Have each group discuss what they think they see expressed in the mural. Have them take notes on the Photograph Note Page (to be developed) and develop a group summary (1-2 sentences) of what the artists were trying to express with the mural.
4. Come together as a class and have each group present their group summary.
5. Present quotes of Angela Rivers and other artists in regards to what they were trying to express through the mural.
6. Ask students if knowing what the artists have said, has changed what they first saw in the mural or if they think their understandings are complementary to what the artists intended.

Assessment: Use photo assessment rubric (<http://braceroarchive.org/PhotoAssessment.pdf>).

Credit: Center for History and New Media

Note: this activity is to be done before you explain to the class the intent of the mural, you want the students to think independently.

### **Activity 2 (Learning from Oral Histories)**

Objective: Students will be able to use and view oral histories and use them to collect valuable information about particular topics

Materials: Interviews about the mural (found on website), Oral History Note Page (to be developed), pens/pencils, computers, projector (opt.)

Procedure:

7. Split class into small groups. Assign each group an interview from the website to examine.
8. Have the groups choose a scribe
9. Have the groups watch or listen to the interview 2-3 times and have the scribe take notes on the Oral History Note Page each time.
10. Each group should then create a powerpoint page, with one image or quote from the interviewee, and other pertinent information found in the interview
11. Each group will present their powerpoint slide to the class (you can either print out the slides and have them distributed to the class or display the slides with a projector)

Assessment: Use oral history assessment rubric (to be developed)

### **Activity 3 (Using Resources)**

Objective: Students will be able to gauge the usefulness of a website or other resource and get a general idea of the information that it contains without spending a great deal of time looking at them.

Materials: Computers, Resource Note Page (to be developed), pen/pencil

Procedure:

12. Assign each student two additional resources found on the website (may be one source depending on how large your class is)
13. Hand out Resource Note Page to each student and have them begin looking at their first source
14. After 3 minutes tell the students to move on to the next resource
15. After 3 minutes tell the students that the activity is finished and collect the Resource Note Pages

Assesment: Use Resource Note Page (to be developed)