

FIND YOURSELF!

LESSON 2: FAMILY MIGRATION (PAST SELF)

Theme: Identity

Grade: Middle School

Time: 6-7 classes (50 minutes in length)

Introduction

Youth are more resilient to change when they know their families' histories. Knowing that members of their family have endured hardships and come out of it just fine is a motivator for adolescents, encouraging him or her to endure through hard times. The purpose of this lesson is for students to learn about their families' past, cultures and traditions and to use some of this information in a work of art.

Some artists use their families' cultural identities as the subject matter for their work. Judy Baca is a mural artist, activist and educator in the Los Angeles area. She believes that the youth of the area become empowered when they know their cultural history and realize that their ancestors actions helped create the place where they live. She works with youth to learn about their cultural history of Los Angeles and create a half-mile-long mural to tell the story.

Kara Walker and Jacob Lawrence are other artists that create narratives from their cultural history. Both artists represent their cultural history from the time of the Civil war, addressing issues such as slavery, Jim Crow laws, racism, and migration.

In this lesson, students will explore their families' histories by interviewing a family member and collecting images from their family history. Students will add a section to their mind map, responding to questions about their families' histories and cultures. They will then create a mixed-media work of art that includes photocopies of photographs or other images related to their families' histories.

Resources

Abridged version of Judy Baca's [Great Wall of Los Angeles Movie](#)

Kara Walker's silhouette [Gone](#)

Jacob Lawrence's painting [The Migration of the Negro from](#) his Migration Series

Stage 1: Desired Results

Desired Understandings

Students will understand that...

- The people and places that surround them shape their identity.
- A family's history is part of their culture.
- Some artists make artwork about their cultural and personal identities.
- A person's cultural identity affects their personal identity.

Essential Questions

- Where did you come from?
- What are some important aspects of your family's culture?
- How does your identity stem from your family's heritage?

- How can you explore your self-identity by creating art about your family's history?

Knowledge

Students will know [how to]...

- That some contemporary artists make art about their families' cultures and history as a way of exploring their identities.
- That their identities are evolving and reflect the people and places that have shaped them.
- How to use certain art vocabulary terms such as silhouette, narrative, multi-media, juxtaposition and layering.

Skills

Students will be able to...

- Create a work of art exploring their identities through their families' histories.
- Express their identities visually and verbally by presenting their work to their peers.

Washington State EALR's

- 1.1: Understands and applies arts concepts and vocabulary.
 1.2: Develops arts skills and techniques.
 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.
 2.1: Applies a creative process to the arts.
 2.2: Applies a performance and/or presentation process to the arts.
 2.3: Applies a responding process to an arts performance and/or presentation.

- 3.1: Uses the arts to express feelings and present ideas.
 3.2: Uses the arts to communicate for a selected purpose.
 3.3: Develops personal aesthetic criteria to communicate artistic choices.
 4.4: Understands how the arts influence and reflect cultures/civilization, place and time.
 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

Stage 2: Assessment Evidence

Performance Task:

Students will show their understanding by creating a multi-media work of art that explores their identities through their family's history and culture.

Students will share and verbally explain the artwork with their classmates.

Student self-assessment and teacher assessment using teacher-made rubric (attached).

Other evidence:

- Mind map: Create a mind map involving ideas related to family history and migration
- Exit tickets: What is something you learned about your family?
 How did your choice of media impact the imagery or work you created?
 How could you use silhouettes to help narrate part of your family history?
- Family member interview worksheet
- Collecting of family pictures

Stage 3: Learning Activities

(Steps taken to get students to answer Essential Questions and complete Performance Task.)

- What part of your history do you think history books left out? If you were to tell the story of your family's migration, what part might not be represented in history books?
- How can you know who you are if you don't know where you came from?

- Discuss the life and work of Judy Baca, muralist/activist in LA who works with youths and gang members that didn't know their history and the history of LA.
- Show the video [SPARC: Great Wall of Las Angeles Movie](#) Discuss the process that went into learning about their history.
- Analyze works of art by contemporary artists Kara Walker and historical artist Jacob Lawrence. How did these artists use their history to explore their identities?
- Ask students questions to help them brainstorm possibilities for their family migration portion of the mind map:
 - Where did your family come from?
 - Where did your grandparents come from? What did they do?
 - What traditions has your family passed down through the generations that relates to your cultural identity?
 - What culture/cultures do you identify with?
- Assign the students homework to complete the interview questioning of a family member and collect family photos to be used for the art work. (The photos can be photocopied and the originals returned.) Give each student a manila folder to collect pictures and other items they will incorporate into their multi-media artwork. Another option would be to take a picture of the original, and print out a copy.
- Explain that the art work that they will be creating will involve at least one family photo as a way to explore who they are through their family. They will develop a personal visual narrative.
- Discuss art terms multi-media, silhouette, narrative, juxtaposition and layering. How can they use these techniques, separately or together, to help tell their story?
- Allow students time to create artwork.
- Ask exit slip questions daily for evidence students' thought processes.
- During class critique, have students answer the following questions:
 - Where did you come from?
 - What are some important aspects of your family's culture?
 - How does your identity stem from your family's heritage?
- Have students assess their own painting using the scoring rubric as a reflection tool before turning it in to be graded.

Interview Worksheet for Family Migration Project

Student name _____

Name of person interviewed _____

Relationship to student _____

As part of the unit on exploring your identity through art making, you need to interview a family member to learn about your family's history. The following questions are provided as a starting point. Please feel free to ask your own questions, also.

1. When and where were you born?
2. How did your family come to live there?
3. Were there any special items in the house that you remember?
4. What is your earliest childhood memory?
5. What kind of games did you play growing up?
6. Did you have family chores? What were they? Which was your least favorite?
7. Did you receive an allowance? How much? Did you save your money or spend it?
8. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?
9. How were holidays (birthdays, Christmas, etc.) celebrated in your family? Did your family have special traditions?
10. What stories have come down to you about your parents? Grandparents? More distant ancestors?
11. Have any recipes been passed down to you from family members?
12. Are there any special heirlooms, photos, bibles or other memorabilia that have been passed down in your family?
13. What did your family enjoy doing together?
14. What was your profession and how did you choose it?
15. Of all the things you learned from your parents, which do you feel was the most valuable?
16. What is the one thing you most want people to remember about you?

Rubric for FAMILY MIGRATION

	<u>Excellent</u> 4	<u>Good</u> 3	<u>Poor</u> 2	<u>Not Evident</u> 1	<u>Student Scores</u>	<u>Teacher Scores</u>
Understanding	Visually captivating, tells a story from the family's history. Utilizes at least one photograph. The verbal explanation clearly describes how the family's history relates to their current identity.	Visually tells a story from the family's history. Utilizes at least one photograph. The verbal explanation somewhat describes how the family's history relates to their current identity.	The artwork uses a photograph, but the artwork does not visually tell a story. The verbal explanation does not describe how the family's past relates to their current identity.	The art work and verbal explanation have nothing to do with the family's history or identity exploration.		
Effort	All of the lesson are completed. (Mind map, interview, artwork)	Most of the lesson is completed. (Mind map, interview, artwork)	Some of the lesson is completed. (Mind map, interview, artwork)	Little or none of the lesson is completed. (Mind map, interview, artwork)		
Craftsmanship	The photograph is completely attached to the surface. The artwork extends to all edges of the surface.	The photograph is mostly attached. The artwork mostly covers the surface.	Poorly made. The photograph is partly attached. The artwork only covers part of the surface.	Very poorly made. The photograph is not attached well. The artwork only covers a small amount of the surface.		
Creativity	The photograph and artwork combine in an extremely imaginative way to tell a story.	The photograph and artwork are used to tell a story.	Lacks creative thought. The photograph and artwork are used in a common way.	Serious lack of creativity. Little or no artistic expression added to the photo.		
Class Participation	Strong voice and opinion during class discussions.	Occasionally participated in class discussions.	Little participation in class discussions.	No participation in class discussions.		
Final Grade:						

Student reflection:

Explain something you learned about your cultural identity through this project.
