

**United Arts'  
 Arts and Culture Access Grant**

<b>Organization name</b>	Crealde School of Art at Hannibal Square Heritage Center
<b>Lesson title</b>	What Heritage Means to Me
<b>Length of lesson</b>	Pre-Fieldtrip-30 minutes/ Post-Fieldtrip-30 minutes
<b>Grade levels</b>	4-8 <sup>th</sup> Grade
<b>Lesson type</b> (pre/during/post)	Pre-Fieldtrip (Formative Assessments)/ Post-Fieldtrip (Summative Assessments)

**Objectives** (Use verbs from Bloom's Revised Taxonomy. "Students will be able to...")

Teachers will present and students will *explore* the pre-fieldtrip activities as formative assessments to establish an *understanding* of heritage and investigate individual cultural identities. Students will learn the vocabulary and concepts necessary for the fieldtrip to be relevant to personal life experiences as well as for students to be able to make global connections.

Teachers will conclude the learning experience with post-fieldtrip activities as summative assessments in order to *evaluate* that students *remember* the concepts investigated throughout the fieldtrip and *demonstrate* that students are able to *comprehend* how their personal heritage is *relevant* in a personal, local, and global context.

**Next Generation Sunshine State Standards (NGSSS)** [www.floridastandards.org](http://www.floridastandards.org) – # & description.

VA.4-8.H.1.1: Identify historical and cultural influences that have inspired artists to produce works of art.

VA.4-8.H.1.3: Describe artworks that honor and are reflective of particular individuals, groups, events, and/ or cultures.

VA.4-8.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

VA.4-8.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

VA.4-8.O.3.1: Apply meaning and relevance to document self or others visually in artwork.

VA.4-8.S.1.1: Manipulate tools and materials to achieve diverse effects in personal works of art.

VA.4-8.S.1.2: Explore and use media, technology, and other art resources to express ideas visually.

VA.4-8.S.1.3: Create artworks that integrate ideas from culture or history.

**Common Core State Standards (CCSS)** [www.floridastandards.org](http://www.floridastandards.org) – # & description.

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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**Key vocabulary and definitions**

**Heritage:** Something that is passed down from preceding generations; can be physical objects, traditions or beliefs.

**Culture:** The predominant attitudes and behaviors that characterize a group or organization. Intellectual and or artistic activities and the works produced by it.

**Anthropology:** The scientific study of the origin, the behavior, and the physical, social and cultural development of humans.

**Tradition:** The passing down of elements of a culture from generation, especially by oral communication. A mode of thought or behavior followed by a people from generation to generation.

**Community:** A group of people living in the same locality and under the same government, or a group of people who share a belief or culture.

**Identity:** The qualities and or beliefs that make a particular person or group different from others.

**Gallery:** A room or building for the display or sale of works of art.

**Folk Art:** Art originating among the people of a nation or region and usually reflecting their traditional culture, especially everyday or festive items and produced or decorated by unschooled artists.

**Artist:** One, such as a painter, sculptor, or writer, who is able by virtue of imagination and talent or skill to create works of aesthetic value, especially in the fine arts.

**Plat:** Typically referred to in a city planning as a small piece of ground (as in a lot or quadrat). A plan, map, or chart of a piece of land.

**Materials needed**

**Name Tag Activity:**

-Assortment of mixed media materials (fabric, buttons, stickers, feathers, yarn, snack wrappers, magazine snippets, etc.); art making materials such as: markers, acrylic paint, watercolors, colored pencils, crayons, paintbrushes; scissors; glue, etc.

**Fieldtrip Preparation Packet (PDF):**

<http://www.uaartsed.com/program/detail/64>

**School must provide** (equipment/materials; be sure to ask for this in advance)

N/A

**Background information** for teachers (suggested max ½ page)

Teachers are encouraged to watch the video link below and visit

<http://www.hannibalsquareheritagecenter.org> to learn more about the history of Hannibal Square so that they can informatively guide discussion and pre-fieldtrip activities.

Hannibal Square- A Community:

[https://www.youtube.com/watch?v=m\\_hdG1u2B6c](https://www.youtube.com/watch?v=m_hdG1u2B6c)

**Lesson process** (suggested max 1 page. Must actively engage students)

**Name Tag Activity:**

-Each student creates an individualized name tag that provides a glimpse into their personal and cultural identity/ heritage. Their unique nametags are to be worn to the Hannibal Square Heritage Center on the day of the fieldtrip in order to help the Crealde Artists and Gallery Presenters to recognize each student by name and to provide a comfortable environment where creative discussion is encouraged.

-The day before the name tag activity, discuss the project with students and the difference between two-dimensional and three-dimensional art.

*Through United Arts' Arts and Culture Access Grant, children attend field trips and in-school programs that connect to their class curriculum. Apply for a grant or view lesson plans*

*at [www.UAartsEd.com](http://www.UAartsEd.com)*

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- Explain that for the project they will be able to use found objects to create a name tag that visually expresses ideas about themselves. Introduce the vocabulary words, *Identity, Culture, Heritage, and Tradition*.
- Have students brainstorm several words that describe themselves (perhaps use a graphic organizer like a Bubble Map or an acronym from the letters of their name to describe themselves—see Pre-Fieldtrip Activity Packet).
- Gather materials/ art supplies and encourage students to think outside the box. Consider what normally is thrown away and how we can recycle found objects and everyday materials to make something new and unique.
- Use the materials and the descriptive words to design a name tag that communicates ideas about you.
- Creative problem-solve how you will wear your name tag—will it stick on, pin, or hang? Be creative and make sure that the name is readable from a distance.
- Have fun!

Follow the Fieldtrip Packet Activities of the Acronym Game and the Favorite Things List

**21<sup>st</sup> Century Skills to Increase Rigor** (see handout – which skills will be addressed?)

**Critical Thinking:** determining adjectives that describe oneself

**Communication:** describing one's self through visual representation, text, and found objects; Heritage Interview, Family Time Line, and Cultural/ Heritage Day present opportunities for students to communicate personal and cultural identities/ heritage

**Creativity:** Designing name tags and deciding how to wear name tag; Family Timeline allows student to creatively document and communicate one's family history; Cultural/ Heritage day provides opportunity for creative expression through various demonstrations.

**Reflection/follow-up activities** (writing a review, journaling, key discussion questions, etc.)

**Heritage Interview:**

Interview a family member. Ask them to share stories that they think demonstrate your family or cultural heritage. Write down the story and present it to your class with a photograph or drawing of the relative you interviewed, or of an object/some aspect of the story he/ she told.

**Family Timeline:**

Create a family history that reflects important events in your family's past (up to the present day). You can do this as a written document, a multimedia presentation, an artwork, a timeline, etc.

**Cultural Day/ Heritage Day:**

Create a "Cultural Celebration Day" or a Heritage Celebration Day" in your class or school. Ask students to share language, food, art, dance, clothing, etc. from their various cultural backgrounds. Let your students tell stories and demonstrate the aspect they bring in to share with their classmates.

**Additional resources** (online, print, etc.)

<http://www.hannibalsquareheritagecenter.org>

Hannibal Square- A Community:

[https://www.youtube.com/watch?v=m\\_hdG1u2B6c](https://www.youtube.com/watch?v=m_hdG1u2B6c)

ONE Short: Hannibal Square

<https://www.youtube.com/watch?v=NIWp8JrF0oE>

Hannibal Square Heritage Center-Black History in the Making

<https://www.youtube.com/watch?v=RTnFMkDqABw>

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**Cross-curricular connections**

Social Studies and Language Arts