

Event: Pearson v. Clarendon County and Briggs v. Elliott

Grade: High School

Subject: Visual Arts

SC Standard: Standard 2: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.

Indicators:

VAH1-4.1- Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.

VAH1-4.2- Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him or her to make that identification.

VAH1-4.4- Demonstrate visual literacy by deconstructing images in a variety of contexts.

Strategies: Use of art techniques such as collage and mixed media to create a portrait quilt portraying a group of individuals who stood firm for the cause for which they believed.

Materials: Fabric, glue, needles, thread, scissors, variety of patterned papers, paint, brushes

Directions:

1. Look at the photograph from this event and read it visually.
2. Discuss the facts from this event. Does the photograph represent the event appropriately? Why or why not?
3. What can happen when a group forms to fight for what they believe? Can the change create a chain of events to make something happen?
4. Brainstorm other groups who fought for what they believed.
5. Look at the art and life of Faith Ringgold: <http://faithringgold.com>
6. How do her narrative quilts relate to history and culture? What characteristics do you see in her work?
7. After deciding on a group of individuals who fought for something they believed, have students work in groups to create a mixed media/collage portrait for each person. How will that person be represented? Which medium will best communicate your ideas about this person?

