

2016 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN TEMPLATE

Month/Honoree(s): Carrie Sinkler-Parker

Lesson Title: **My Family's Story** - Inspired by Carrie Sinkler-Parker's contributions to families and the community of South Carolina and the visual art and literature of Faith Ringgold.

Grade Level/Course: 5th – 8th Grade

Subject: Visual Art

SC Academic Standards and Skills Addressed: **Standard 1:** The student will demonstrate competence in the use of ideas, materials, techniques, and processes in the creation of works of visual art.

VAK-1.1 Use his or her own ideas in the creation of works of visual art.

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

Introductory Statement/Lesson Overview: For more than 45 years, Carrie Sinkler-Parker has provided a strong, determined voice for South Carolinians in need, those who often cannot speak for themselves and who come from all age groups. Mrs. Sinkler-Parker works to help multiple generations of South Carolinians from children to senior citizens. (Read her biography from the African American History Calendar). A story quilt is a way of commemorating the history of a person or place. Tar Beach by Faith Ringgold is a quilt and an award winning book that tells the story of a young girl and her family in the middle of the last century.

They will then be asked what they see regularly in their community.

The teacher will demonstrate each step to the students.

Goals/Lesson Objectives: Students will:

Explore the many roles that Carrie Sinkler-Parker had played in contributing to the welfare of vulnerable children and adults in the greater community of South Carolina. Make a connection and people in our local community that provide service to at-risk children and adults.

View the art of significant African American artists from South Carolina that use children, families and communities as their subjects.

Students will create quilt blocks that depict children or families in their community and turn routine scenes into art.

Instructional Materials: Paper, pencil, unbleached muslin, sharpies, fabric marker, prompt cards, embroidery floss, needles

Lesson Progression and Time Frame:

Activity 1: The students will learn about Carrie Sinkler-Parker by reading her biography and drawing conclusion about the people she serves. They will discuss how members of their own community that may have benefit from similar services and assistance.

Activity 2: The teacher will introduce story quilts by reading Tar Beach to the class and sharing photographs of story quilts to the class.

Cassie Louise Lightfoot, eight years old in 1939, has a dream: to be free to go wherever she wants for the rest of her life. One night, up on "tar beach" --the rooftop of her family's Harlem apartment building--her dream comes true. The stars lift her up, and she flies over the city. She claims the buildings as her own--even the union building, so her father won't have to worry anymore about not being allowed to join just because his father was not a member. As Cassie learns, anyone can fly. "All you need is somewhere to go you can't get to any other way. The next thing you know, you're flying above the stars."

This magical story resonates with a universal wish. Originally written by Faith Ringgold for her story quilt of the same name, Tar Beach is a seamless weaving of fiction, autobiography, and African-American history and literature.

Activity 3:

The students will view a PowerPoint- [sc story quilt](#) with the work of two artist born in South Carolina; Jonathan Green and William H. Johnson.

Biography of William H. Johnson: Smithsonian Institute:

<http://americanart.si.edu/education/classroom/help/bio/>

Biography of Jonathan Green: The History Makers:

<http://www.thehistorymakers.com/biography/jonathan-green-41>

Activity 3:

Students will use 8 x 8 inch sheets of paper to experiment with different pictures of their family. They will make sketches until they are happy with the final sketch. The final sketch will be transferred to the muslin by carefully tracing in pencil. The sketch is taped to the back and then traced on a light table or taped to a window and traced. They will then use fabric markers and sharpies to draw and color their picture on unbleached muslin. Students can use embroidery thread to outline the major shapes on the quilt square. The quilt squares will be collected to create a class quilt.

Extensions/Differentiation: Students will transition into class by sitting in the center of the room on the floor and listen to a story or discuss a piece of artwork. They will be assigned seats based on their specific needs for personal space and ability to work in a group.

Younger students can make their pictures on 8 x 8 paper and glue it on a paper background.

Assessment: Rubric and group critique

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