


Faith Ringgold – Martin Luther King – Quilt Making

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Title – Faith Ringgold – Martin Luther King – Quilt Making

By – Stephanie Slatner

Primary Subject – Art

Secondary Subjects – Social Studies

Grade Level – 2

Number of Students: 20-25

VaSOL:

2.2 The student will use literary sources to generate ideas for works of art.

2.6 The student will depict objects in proportion within a work of art.

Discipline Area: American History/Art Studio

Concept/Goal: Art can be used to record historical events.

Structure of Knowledge:

Cognitive: The student

Affective: The student

Psychomotor: The student

Activity: Each student will make a drawing of an event in the life of Martin Luther King Jr. Once completed, they can be quilted together and displayed in the hall to celebrate Black History Month.

Tools; Special Equipment; Supplies: Crayons, Paper, and Glue

Vocabulary: Narrative, Expressive, and Proportion

Lesson Design:

Anticipatory Set/Motivation: I will start by presenting the artist Faith Ringgold and telling about her art. Explaining her idea of putting her own life experiences in her artwork, and also the experiences of other into her writing and art. I will then read a book written by Ringgold entitled, My Dream of Dr. Martin Luther King.

Modeling/Demonstration: Show students how to draw people in proportion to other objects on the page and make lists on the board brainstorming ideas for a few of the events that they will be illustrating from Dr. King's life.

Checks for Understanding: If you wanted to draw Dr. King next to a building, which would be larger, Dr. King or the building? If you had to make Dr. King look far away would he be smaller or larger? If we can't think of what to draw, what can we do first with our ideas?

Guided Practice/Independent Practice:

Students will be given a slip of paper with a caption from the timeline of Dr. King's life from the back section of Ringgold's book.

With that event in mind, each student will make a drawing to tell about that event. If they are running low on ideas, I will come around to help them make a list of things that they could have in their drawing to tell about that event.

When they are done with their drawing, they will glue their statement of the event to the bottom of their artwork.

After adding the statement, students will take paper scraps and make a border for their work.

After all the drawings are done, the children will glue (or tape which would be less permanent) their own drawing in

order of when it happened in Dr. King's life.

The outcome will be a quilt-like design that celebrates Black History Month, the life of Dr. King, and the art of Faith Ringgold.

Closure: Ideally I would like each student to say something about his or her drawing and explain what is going on, but with the amount of students in a class, we would have to just choose a few volunteers to talk about their work. Explain that even though these drawings were to represent the events in Dr. King's life, they could also do this for themselves, to record their own life experiences.

E-Mail Stephanie Slatner!

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