

Lesson Guidance 24 - Enrichment Lesson #3	
Grade	8
Unit	2
	<i>Narrative of the Life of Frederick Douglass, an American Slave</i>
Duration	1-2 Day(s)

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)	
<p><i>Students will examine how fabric and fiber art explore the rich legacy of expression, creativity, and African tradition.</i></p> <p><i>Students will examine how textiles weave the story of strength, beauty and resilience of Black Americans and culture.</i></p>	
<u>CCSS</u> Alignment	<p>RI.8.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
End of lesson task <i>Formative assessment</i>	Formative Tasks are built into each section of the Lesson.
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Teaching Note: This lesson is focused on exploring and celebrating culture through art. Multiple venues for this exploration have been provided; as well as, opportunities for group, guided and independent work.</p> <p>Background Knowledge:</p> <ul style="list-style-type: none"> • Art is often an expression of culture. • Art has multiple mediums: music, painting, sculpture, textiles, written word. • Clothing is often an expression of our emotions, moods. • Understand that art often reflects the challenges and celebrations of a particular time/place.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Post the following quote for students to consider:

“I see how much responsibility you have as an artist. So whether you’re a writer, dancer, filmmaker, painter or sculptor ...you are reflecting the times that we live in, and after you’re gone, all that is left is that reflection.” —Bisa Butler

Quick Write: Why is it so important that we leave a reflection of our times behind? What role do you think art plays in human history?

Kente Cloth

The History of Kente Cloth from the Center for Public Art History

[Kente cloth – Smarthistory](#)

This study allows students to explore the rich legacy of expression, creativity, and African tradition through the arts.

1. Have students brainstorm and discuss special occasions where ceremonial clothing is worn today.
2. Ask students to read: [The History and Significance of Kente Cloth in the Black Diaspora | AAIHS](#)

Additional Resources:

- Metropolitan Museum: Collection Art-Kente Prestige Cloth
<https://www.metmuseum.org/art/collection/search/85576>
- High street Museum- <https://high.org/collections/kente-cloth/>

Formative Task:

Soon students will be graduating and moving on to high school. Just like the students at West Chester University, have students create a design for a Kente “stole” for their graduation ceremony that celebrates the struggles and the successes of their journey.

Fiber Textile Artist: Bisa Butler: Storytelling through Art

Teacher Note: This Art unit was developed by Dr. Ghody Muhammad using the Culturally & Historically Responsive Literacy ModelArtist. Bisa Butler uses quilting to positively portray the strength, beauty, and history of Black Americans and culture.

Background Information:

- Bisa Butler Weaves Black History into Art
[Bisa Butler weaves Black history into art - CBS News](#)
- Bisa Butler Smithsonian American Art Museum Video: [Bisa Butler's "The Harlem Hellfighters" - American Art Moments](#)

[Bisa Butler Scholastic Mini-Units](#)

This resource provides mini-units that celebrate and highlight the creativity and resilience of the Black

community.

1. As a class introduce the “Art as an Anchor Text” curriculum.
 - a. Have students read through Dr. Ghody Muhammad’s introduction and purpose.

2. Small Group or Independent Practice:

Note: As an introduction to independent work, guide students through the structure and components of the mini-lessons. Students will need to understand the importance of the essential question

- a. Using this resource, have students explore and complete one of the mini-unit lessons and complete the tasks as outlined.
3. Whole class
 - a. Select one or multiple of the mini-lessons to work through with the class.

Activities:

1. Students select a photograph that resonates with them and create an illustration that uses fabric patterns and decorative designs in the style of Bisa Butler. Optional: Students can also select a poem or song that represents their art.
 - a. Create a gallery or portfolio of student art for students to explore
 - i. Have students write about a specific piece (not their own) and how it resonates with them.
2. Each mini-lesson contains a writing expression task – have students complete this task and accumulate into a class portfolio.
3. Each mini-lesson connects to a piece of music – ask students to connect their own music choice to the piece.

Additional Resources: Bisa Butler Artist Portfolio
[Portfolio | bisa butler art](#)

Quilting

These resources examine the art of quilting in relation to joy, creative expression, bonding, escape from hardship, and economic independence.

Building Background: Have students read the Background Information: [The Stories Behind African American Quilts](#).

[The Quilts of Gee's Bend: A Slideshow | National Endowment for the Arts](#)

Note: Fiber Art of the Past and Present- Quilting in the American South

1. These resources examine the art of quilting in relation to joy, creative expression, bonding, escape from hardship, and economic independence. As students examine the quilts, have them consider what each square might symbolize.
 - a. Ask students to analyze
 - i. Color
 - ii. Shapes and what they might represent (students can consider the background knowledge they have gained from the initial article or reference one of the additional resources:

Additional Resources:

- Souls Grown Deep Foundation's Artists: Gees Bend: [Gee's Bend | Souls Grown Deep](#)
- Smithsonian Magazine- An Exhibition of works by the quilters of Gee's Bend, Alabama [Fabric of Their Lives | Arts & Culture | Smithsonian Magazine](#)

b. How do these quilts represent the "fabric" of life?

Formative Task:

Create a Classroom Quilt

Now that we have studied the quilters of Gees Bend and their story, we will create a quilt of our own classroom story.

Each of us will create one square that conveys a message about ourselves that incorporates our individual and collective experience. Your design should:

1. Convey about message about you or our classroom that is important
2. Use symbols and images that are representative of your story
3. Use deliberate color choices to reflect the mood/tone of your story.
4. Optional: Students can write a short piece about their quilt square that explains the significance of their choices and details their story.

Gather each student design and assemble into a classroom quilt that can be displayed prominently in the classroom.

Optional Writing:

Now that we have assembled each of our stories, how does this represent who we are as a community? What stands out to you?

Fluency, Comprehension and Writing Supports

Fluency	Practices and strategies to support fluency practice and a recommended passage
Sentence Comprehension	Juicy Sentence protocol with sample sentence
Writing	Pattan Writing Scope and Sequence

Additional Supports



<u>ELD Practices</u>	
<u>ELD ELA Tasks and Scaffolding Directions</u>	
<u>SpEd Practice</u>	Practices to promote Tier 1 access
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	