

BEYOND WALLS

CLASSROOM TO THE STREETS



THE AMERICAN FLAG AND ME

UNIT GUIDE FOR TEACHERS

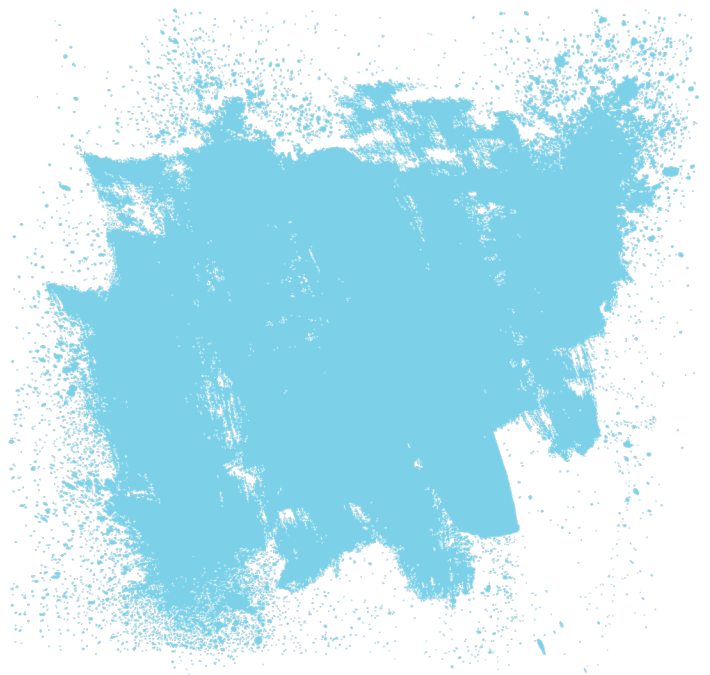
ABOUT THIS UNIT GUIDE

THIS DOCUMENT IS MEANT TO ACT AS A UNIT GUIDE FOR TEACHERS AND INSTRUCTORS. THIS DOCUMENT CONTAINS IN DEPTH BACKGROUND INFORMATION ON UNIT TOPICS, QUESTIONS AND POINTERS TO HELP GUIDE CLASS DISCUSSIONS, LINKS TO VIDEOS AND POWERPOINTS TO SHOW IN CLASS, AND LESSON WORKSHEETS, AMONG OTHER THINGS.

THIS UNIT GUIDE CONTAINS INDIVIDUAL LESSON PLANS THAT CAN BE TAUGHT EITHER IN THE CONTEXT OF, OR INDEPENDENTLY FROM, THE UNIT GUIDE.

YOU CAN FIND ALL RELATED DOCUMENTS TO THIS UNIT, THE INDIVIDUAL LESSON PLANS, AND THE VIRTUAL STUDENT WORKSHEETS ON THE [BEYOND WALLS](#) WEBPAGE.

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MASSACHUSETTS CURRICULUM FRAMEWORKS

VISUAL ARTS

CREATING

- GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK. (5-6.V.Cr.01)
- ORGANIZE AND DEVELOP ARTISTIC IDEAS AND WORK. (5-6.V.Cr.02)
- REFINE AND COMPLETE ARTISTIC WORK. (5-6.V.Cr.03.A-B)

PRESENTING

- SELECT, ANALYZE AND INTERPRET ARTISTIC WORK FOR PRESENTATION. (5-6.V.P.04)
- DEVELOP AND REFINE ARTISTIC TECHNIQUES AND WORK FOR PRESENTATION. (5-6.V.P.05)
- CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK. (5-6.V.P.06)

RESPONDING

- PERCEIVE AND ANALYZE ARTISTIC WORK. (5-6.V.R.07)
- INTERPRET INTENT AND MEANING IN ARTISTIC WORK. (5-6.V.R.08)
- APPLY CRITERIA TO EVALUATE ARTISTIC WORK. EVALUATE A PIECE OF ARTWORK BASED ON A PREDETERMINED LIST OF CRITERIA. (5-6.V.R.09)

CONNECTING

- SYNTHESIZE AND RELATE KNOWLEDGE AND PERSONAL EXPERIENCES TO MAKE ART. DESCRIBE AND DEMONSTRATE PERSONAL ARTISTIC STYLE AND PREFERENCES. (5-6.V.Co.10)
- RELATE ARTISTIC IDEAS AND WORKS TO SOCIETAL, CULTURAL AND HISTORICAL CONTEXTS TO DEEPEN UNDERSTANDING. (5-6.M.Co.11)

ENGLISH LANGUAGE ARTS

PRODUCTION AND DISTRIBUTION OF WRITING

- PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE. (W.6.4)

COMPREHENSION AND COLLABORATION

- ENGAGE EFFECTIVELY IN A RANGE OF COLLABORATIVE DISCUSSIONS (ONE-ON-ONE, IN GROUPS, AND TEACHER-LED) WITH DIVERSE PARTNERS ON GRADE 6 TOPICS, TEXTS, AND ISSUES, BUILDING ON OTHERS' IDEAS AND EXPRESSING THEIR OWN CLEARLY. (SL.6.1)
- INTERPRET INFORMATION PRESENTED IN DIVERSE MEDIA AND FORMATS (E.G., VISUALLY, QUANTITATIVELY, ORALLY) AND EXPLAIN HOW IT CONTRIBUTES TO A TOPIC, TEXT, OR ISSUE UNDER STUDY. (SL.6.2)

KNOWLEDGE OF LANGUAGE

- USE KNOWLEDGE OF LANGUAGE AND ITS CONVENTIONS WHEN WRITING, SPEAKING, READING, OR LISTENING. (L.6.3)

*EXTENSIONS FOR **ELA** CURRICULUM FRAMEWORKS ARE LISTED BELOW*



LESSON OBJECTIVES

STUDENTS WILL BE ABLE TO...

1. READ AND INTERPRET DATA AND CHARTS
2. FORMULATE AND VOICE THEIR OPINIONS ON A PARTICULAR TOPIC
3. ENGAGE IN THOUGHTFUL DISCUSSIONS WITH THEIR PEERS
4. DEVELOP SKILLS IN CREATIVE SELF EXPRESSION
5. RESPOND TO CURRENT EVENTS

VOCABULARY

1. WHEATPASTE

MATERIALS

PAPER
COLORING UTENCILS



LESSON PLAN PROCEDURES

INTRODUCTION

IN THIS LESSON, STUDENTS WILL SPEND TIME REFLECTING ON THEIR RELATIONSHIP WITH THE **AMERICAN FLAG** AND DISCUSSING THEIR OPINIONS WITH THEIR CLASSMATES. AFTERWARDS, STUDENTS WILL PARTICIPATE IN AN ART ACTIVITY INSPIRED BY **SHEILA PREE BRIGHT'S "YOUNG AMERICAN"** SERIES WHERE THEY WILL REIMAGINE THE DESIGN OF THE FLAG.

THE AMERICAN FLAG TODAY

TO START THIS LESSON, ASK STUDENTS IF THEY HAVE EVER THOUGHT ABOUT WHAT THE **AMERICAN FLAG** MEANS TO THEM. HAVE ANY STUDENTS EVER HELD AN **AMERICAN FLAG**? SHOW STUDENTS THE THREE CHARTS IN THE **POWERPOINT** AND DISCUSS THE DATA AS A CLASS.



YOUGOV IN PARTNERSHIP WITH **NBCLX** FINDS THAT WHILE MOST **AMERICANS** ARE PROUD OF THE **US** FLAG, MINORITIES AND YOUNGER **AMERICANS** TEND TO HOLD THE FLAG IN LESS ESTEEM THAN OLDER WHITE **AMERICANS** DO.

ABOUT 7 IN 10 (72%) **AMERICANS** SAY THE **AMERICAN** FLAG MAKES THEM FEEL PROUD. **AMERICANS** UNDER 35 (56%) ARE LESS LIKELY THAN THOSE WHO ARE 35-TO-54 YEARS OLD (71%) OR 55 AND OLDER (67%) TO SAY THE FLAG MAKES THEM FEEL PROUD.

THERE ARE ALSO DIFFERENCES WHEN IT COMES TO RACE: MOST WHITE **AMERICANS** (79%) SAY THE FLAG MAKES THEM FEEL PROUD, WHILE FEWER **HISPANIC AMERICANS** (67%) AND **BLACK AMERICANS** (59%) FEEL THE SAME WAY.

FROM THIS DATA, WE CAN SEE THAT **AMERICANS UNDER 35** AND THOSE **AMERICANS WHO IDENTIFY AS BIPOC** HAVE A DIFFERENT KIND OF RELATIONSHIP WITH THE **AMERICAN FLAG** THAN OLDER WHITE **AMERICANS**. **BUT WHY IS THAT?**

AT THIS POINT, SHOW STUDENTS THE FOLLOWING VIDEO FROM **NBCLX** IN WHICH DIFFERENT GENERATIONS DISCUSS WHAT THE **AMERICAN FLAG** MEANS TO THEM:

[HTTPS://WWW.LX.COM/COMMUNITY/THESE-TWO-NEIGHBORHOODS-ILLUSTRATE-THE-COUNTRYS-DIVIDED-FEELINGS-ABOUT-THE-AMERICAN-FLAG/33657/](https://www.lx.com/community/these-two-neighborhoods-illustrate-the-countrys-divided-feelings-about-the-american-flag/33657/)

AFTERWARDS, DISCUSS AS A CLASS WHAT THEY SAW IN THE VIDEO.

ALTERNATIVELY, HAVE THE CLASS BREAK UP INTO SMALLER GROUPS TO ENCOURAGE MORE THOUGHTFUL DISCUSSIONS AWAY FROM THE PRESSURE TALKING TO THE CLASS AT LARGE. QUESTIONS TO HELP GUIDE THIS DISCUSSION INCLUDE:

1. **WHAT DID SOME OF THE PEOPLE IN THE VIDEO SAY ABOUT WHAT THE AMERICAN FLAG REPRESENTS TO THEM?**
2. **WAS THERE AN OPINION EXPRESSED IN THE VIDEO THAT YOU AGREE WITH? WAS THERE AN OPINION THAT YOU DISAGREE WITH?**
3. **WHAT DO YOU THINK ABOUT WHEN YOU SEE THE AMERICAN FLAG?**

AFTERWARDS COME TOGETHER AND TALK ABOUT THE ABOVE QUESTIONS AS A CLASS.

FROM THE VIDEO, IT IS CLEAR THAT **AMERICANS TODAY**, ESPECIALLY YOUNG **BIPOC AMERICANS**, HAVE A MIXED RELATIONSHIP WITH THE **AMERICAN FLAG**. IN HER “**YOUNG AMERICANS**” SERIES, ARTIST **SHEILA PREE BRIGHT** USES PHOTOGRAPHY TO EXPLORE THE RELATIONSHIP BETWEEN VARIOUS INDIVIDUALS AND THE **AMERICAN FLAG**.

SHEILA PREE BRIGHT

THROUGH HER PHOTOGRAPHY, **SHEILA PREE BRIGHT**, A **GEORGIA NATIVE WHO IS CURRENTLY BASED IN ATLANTA**, HAS ROUTINELY QUESTIONED THE POWER STRUCTURES THAT INFORM REPRESENTATIONS OF **AFRICAN AMERICAN COMMUNITIES AND INDIVIDUALS**.

HER OBJECTIVE IS TO CAPTURE IMAGES THAT ALLOW THE VIEWER TO EXPERIENCE THOSE WHO ARE UNHEARD AS THEY CONTEMPLATE OR VOICE THEIR REACTION TO IDEAS AND ISSUES THAT ARE SHAPING THEIR WORLD.

IN 2021, SHEILA CREATED A BODY OF WORK IN LYNN, MA CALLED “RE-BIRTH.” THE INSTALLATION CONSISTED OF A NUMBER OF WHEATPASTES POSTED IN THE STREETS OF LYNN OF PHOTOGRAPHS FROM HER “YOUNG AMERICANS” SERIES.

WHEATPASTE IS A GEL OR LIQUID ADHESIVE MADE FROM WHEAT FLOUR OR STARCH AND WATER. IT HAS BEEN USED SINCE ANTIQUITY FOR VARIOUS ARTS AND CRAFTS, INCLUDING ADHERING PAPER POSTERS AND NOTICES TO WALLS.



PHOTO OF SHEILA PREE BRIGHT, COURTESY OF [BOSTON UNIVERSITY WEBPAGE](#)

AT THIS POINT, SHOW STUDENTS AN IMAGE OF ONE OF SHEILA’S WHEATPASTED PHOTOS. HAVE STUDENTS FILL OUT THE LESSON FORM (LOCATED BELOW AND ON THE BEYOND WALLS WEBPAGE) AS THEY EXAMINE THE WORK.

AFTERWARDS, DISCUSS EVERYONE’S RESPONSES AS A CLASS



WHILE IN CONVERSATIONS WITH DIVERSE STUDENTS FROM AROUND THE COUNTRY, SHEILA FOUND A COMMON THREAD AMONG THEIR VOICES ABOUT THE COMPLICATED RELATIONSHIP WITH THE AMERICAN FLAG AND THE GREAT AMERICAN MYTH.

FOR THIS PHOTOGRAPHY SERIES, SHEILA SHOWS DIVERSE YOUNG AMERICANS WHO ARE NEW TO THE VOTING SYSTEM AND EXPLORING IDEAS OF WHAT IT MEANS TO BE AMERICAN. THE SITTERS EXPRESS THEIR PERSPECTIVES IN A STATEMENT AND POSE IN THEIR CHOSEN STANCE WITH THE AMERICAN FLAG. SHEILA BELIEVES THAT THESE PORTRAITS WILL SYMBOLIZE THE NATION’S RE-BIRTH, CHALLENGING A BROKEN SYSTEM IN WHICH THE NEXT GENERATION WILL INHERIT.

ART ACTIVITY

FOR THIS ACTIVITY, STUDENTS ARE ASKED TO REDESIGN THE AMERICAN FLAG BASED ON THEIR RELATIONSHIP WITH THE FLAG AND WHAT THEY BELIEVE THE IT SHOULD REPRESENT.

TO HELP INSPIRE STUDENTS, SHOW THEM THE FOLLOWING VIDEO IN WHICH PARTICIPANTS OF SHEILA'S "YOUNG AMERICANS" SERIES DISCUSS THE INSPIRATION BEHIND THEIR PORTRAIT.

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=JFntG_dWJuo](https://www.youtube.com/watch?v=JFntG_dWJuo) (WATCH UNTIL AT LEAST 3:26)

NEXT, HAVE STUDENTS FILL OUT THE "WHAT THE AMERICAN FLAG MEANS TO ME" WORKSHEET (LISTED BELOW). STUDENTS WILL USE THEIR RESPONSES TO THE WORKSHEET TO PLAN HOW THEY WANT THEIR AMERICAN FLAG TO LOOK.

AFTERWARDS, STUDENTS WILL PRESENT THEIR FLAGS TO THE CLASS, EXPLAINING THEIR DESIGN CHOICES.

THINGS STUDENTS SHOULD KEEP IN MIND:

1. THE TRADITIONAL ELEMENTS OF THE FLAG: STARS, STRIPES, AND COLORS. DO YOU WANT YOUR FLAG TO INCLUDE THESE ELEMENTS? OR DO YOU WANT TO BREAK FROM TRADITION?
2. WHAT DO YOU WANT YOUR FLAG TO REPRESENT? FOR EXAMPLE, MOST PEOPLE ASSOCIATE FREEDOM WITH THE CURRENT AMERICAN FLAG.
3. EACH ELEMENT OF THE AMERICAN FLAG HAS A MEANING BEHIND IT, WHETHER ITS THE COLORS OR THE SHAPES. WHAT WILL EACH ELEMENT IN YOUR FLAG REPRESENT?

EXTENSION FOR ENGLISH LANGUAGE ARTS W.6.3

HAVE STUDENTS WRITE AN ESSAY ABOUT WHAT THE AMERICAN FLAG MEANS TO THEM. FOR THIS ESSAY, STUDENTS ARE ENCOURAGED TO BE HONEST AND EVEN REFERENCE RECENT EVENTS IF RELEVANT. TO AID THE NARRATIVE OF THE ESSAY, STUDENTS ARE ENCOURAGED TO PARTICIPATE IN THE ART ACTIVITY AND WRITE THE ESSAY IN RESPONSE TO THE FLAG THEY CREATED

DIFFERENTIATION

THIS LESSON PLAN ACCOMMODATES EACH OF THE FOUR LEARNING STYLES: VISUAL, AUDITORY, READING AND WRITING, AND KINESTHETIC.

THIS LESSON PLAN ENGAGES VISUAL LEARNERS BY HAVING THEM ENGAGE WITH AND ANALYZE PHOTOGRAPHY EXAMPLES AND BY WATCHING VIDEOS OF ARTIST INTERVIEWS.

THIS LESSON PLAN ENGAGES AUDITORY LEARNERS BY HAVING THEM LISTEN TO THE LECTURE AND BY WATCHING VIDEOS WHERE ARTISTS DISCUSS THEIR ARTISTIC PRACTICES.

THIS LESSON PLAN ENGAGES READING AND WRITING LEARNERS BY HAVING THEM FILL OUT THE ACCOMPANYING LESSON FORMS

THIS LESSON PLAN ENGAGES KINESTHETIC LEARNERS BY PROVIDING A TACTILE EXPERIENCE IN WHICH STUDENTS GET TO CREATE THEIR OWN VERSION OF THE **A**merican **F**lag.

ASSESSMENT

ASSESSMENT IS CONDUCTED REGULARLY THROUGHOUT THIS LESSON THROUGH GROUP DISCUSSIONS.

FOR ALTERNATIVES, THE LINK BELOW WILL TAKE YOU TO A DOCUMENT WITH A COMPREHENSIVE LIST OF ASSESSMENT OPTIONS. THOUGH THEY ARE GEARED MORE TOWARDS **V**ISUAL **A**RTS, THEY CAN BE ALTERED OR USED FOR OTHER CURRICULUMS, SUCH AS **E**LA AND **S**CIENCE/**T**ECHNOLOGY.

[HTTPS://UPLOADS.THEARTOFEDUCATION.EDU/2016/03/ULTIMATE-ASSESSMENT-GUIDE.PDF](https://uploads.theartofeducation.edu/2016/03/ultimate-assessment-guide.pdf)

EXIT SLIPS ARE ALSO A GREAT STRATEGY FOR ASSESSMENT AT THE END OF A LESSON. FOR THESE SLIPS, HAVE STUDENTS RESPOND TO THE FOLLOWING QUESTIONS:

1. **W**RITE ONE THING YOU LEARNED TODAY
2. **W**RITE ONE QUESTION YOU HAVE ABOUT TODAY'S LESSON
3. **D**ID YOU ENJOY THE LESSON ACTIVITIES?

REFERENCES

[HTTPS://WWW.SHEILAPREEBRIGHT.COM](https://www.sheilapreebright.com)

[HTTPS://APERTURE.ORG/EDITORIAL/VISION-JUSTICE-SHEILA-PREE-BRIGHT/](https://aperture.org/editorial/visions-justice-sheila-pree-bright/)

[HTTPS://TODAY.YOUGOV.COM/TOPICS/POLITICS/ARTICLES-REPORTS/2021/03/31/WHAT-AMERICANS-THINK-AMERICAN-FLAG-POLL-DATA](https://today.yougov.com/topics/politics/articles-reports/2021/03/31/what-americans-think-american-flag-poll-data)

[HTTPS://WWW.LX.COM/COMMUNITY/THESE-TWO-NEIGHBORHOODS-ILLUSTRATE-THE-COUNTRYS-DIVIDED-FEELINGS-ABOUT-THE-AMERICAN-FLAG/33657/](https://www.lx.com/community/these-two-neighborhoods-illustrate-the-countrys-divided-feelings-about-the-american-flag/33657/)

CONTACT Us

THIS LESSON PLAN WAS CREATED AS A TOOL TO HELP TEACHERS INCORPORATE STREET ART INTO THEIR CURRICULUM. IF THERE IS ANYTHING YOU LIKED OR WISH TO SEE ADDED, EMAIL US AT ADMIN@BEYOND-WALLS.ORG

Visit Us At

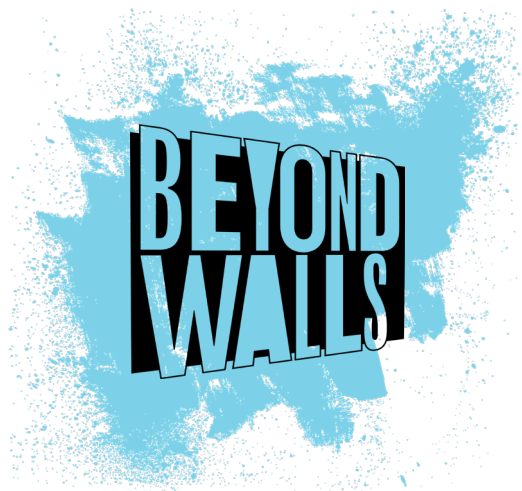


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OR AT OUR WEBSITE [BEYONDWALLS.ORG](https://beyondwalls.org)



LESSON FORM

NAME:

DATE:

1. DESCRIBE WHAT YOU SEE IN THE WHEAT PASTED PHOTO.

2. WHAT DO YOU THINK IS THE MESSAGE OF THIS PHOTO?

WATCH THE VIDEO OF SHEILA TALKING ABOUT HER ART, THEN ANSWER THE REMIANING QUESTIONS.

3. IN HER PHOTOGRAPHY SERIES, WHAT WAS SHEILA TAKING PHOTOS OF?

4. WHAT WAS THE PURPOSE OF SHEILA'S PHOTOGRAPHY SERIES?

5. NOW THAT YOU HAVE WATCHED SHEILA'S VIDEO, LOOK BACK AT THE FIRST PHOTO YOU SAW. WHAT MESSAGE DO YOU THINK THE CHILD IN THE PHOTO WAS TRYING TO SEND?

WHAT THE AMERICAN FLAG MEANS TO ME...

NAME:

DATE:

1. WHAT DO YOU THINK THE AMERICAN FLAG SYMBOLIZES FOR THE NATION?

2. DO YOU THINK THE AMERICAN FLAG SYMBOLIZES THE SAME THING TO ALL U.S. AMERICANS? WHY OR WHY NOT?

3. WOULD YOU BE COMFORTABLE, UNCOMFORTABLE, OR INDIFFERENT ABOUT BEING IN A NEIGHBORHOOD WITH AMERICAN FLAGS HANGING IN FRONT OF EVERY HOUSE? EXPLAIN YOUR ANSWER.

4. WHEN I SEE THE AMERICAN FLAG, I THINK OF _____ (WRITE DOWN AS MANY WORDS AS YOU WANT)

5. WHAT DO YOU THINK THE AMERICAN FLAG SHOULD SYMBOLIZE?