

Cultures of Innovation: Intersection of Social Studies and STEAM in East Africa, Summer of 2023

Curriculum Units

These lesson plans will contribute to teaching various topics through an African centered approach crafted by the educators participating in the Fulbright Hays Group Projects Abroad in Kenya. Please use the resulting lesson plans as you see best in your classroom or learning environment.

**The content of these curriculum units were developed under a grant from the Fulbright-Hays [Group Projects Abroad \(GPA\)](#), [U.S. Department of Education](#) in partnership with the [Center for African Studies](#) at the University of Pittsburgh. However, this content does not necessarily represent the policy of the Department of Education, or the Center for African Studies and you should not assume endorsement by the Federal Government.*

Exploring Contemporary Artists of Nairobi, Kenya: Why do we create art?

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8th Grade

Visual Arts

Summary: This is a flexible unit consisting of four lessons that explore contemporary artists of Nairobi, Kenya investigating the question, Why do we create art? The flexibility built in allows for the teacher to extend time where students find the most interest through inquiry based learning. Resources, thinking routines, and protocols are hyperlinked throughout the lesson.

Learning Objectives/Pursuits:

Identity - I can learn about contemporary Kenyan artists and make cultural connections to my own life.

Skills - I can learn how aesthetic choices are influenced by culture and environment. Joy - I can learn about the beauty and joy of Kenyan artists and the importance of starting their stories with genius and joy.

(Student objectives written as pursuits - Dr. Ghody Muhammad, HILL Pedagogies)

National Core Arts Standards

Responding, Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Elementary: VA:Re.7.1.3a - Speculate about processes an artist uses to create a work of art.

Middle School: VA:Re.7.1.8a - Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

High School Proficient: VA:Re.7.1.1a - Hypothesize ways in which art influences perception and understanding of human experiences.

Guiding Questions: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? (National Core Art Standards, Responding: Anchor Standard 7)

Table of Contents

Day 1 - Introduction - See, Think, Wonder

Day 2 - Same, Different, Connect, Engage

Day 3 - Sharing Story, Artwork, and Inspiration

Create artwork using materials available to class. Examples: collage, digital images, markers, paints, brushes, canvas, paper

Day 4 - Finalize artwork and closing/summary of learning

Activities/Body of Unit

Day 1

Use pdf of slide show titled "Adam Masava Pre-Learning Presentation"

10-15 minutes

Teacher shares images of pieces of art (Images embedded by artists at the end of this document) and guides students to use [See Think Wonder](#) thinking routine for two of them. Below are steps to

use if you would like to use the worksheet. This routine is often done using sticky notes as well. *Do not provide any background information about the works of art that you choose.*

See-Think-Wonder Steps

1. Begin by looking at an image or a problem and asking students “*What do you See*”. Give them at least one full minute (if not more) to really take in the entire image or problem. 2. Have students write down everything they observe in the “see” column. You can also just use the phrase as a prompt for discussion, but giving students the opportunity to write down their observations allows for processing time.
3. Then, ask students “*What do you think?*” about anything they noticed. This probes them to look a little deeper at what they noticed on the surface to see if there is any significance to it. Have them write down their thoughts in the “think” column.
4. Finally, you ask students “*What do you Wonder?*”, which allows them to take what they thought about the image or problem and let their imaginations run wild. They could consider things like: what is the setting, what happened to cause this problem, why did the author/painter/creator set it up this way, what are we supposed to take away from this? These are all high-level inquiries that propel our students into discovering the “answers” for themselves. Make sure they write these questions down in the “wonder” column.

You could easily just write I See...I Think...I Wonder in 3 columns down a piece of paper. This [See, Think, Wonder worksheet](#) can be used.

Reference: [Institute for Arts Integration and STEAM Website.](#)

Share our thinking - With students in small groups, have them share with each other or they can display these in the classroom with the corresponding images for the entire class to complete a gallery walk.

15 - 20 minutes

[Adam Masava Video](#) - Show 10 minute clip of artist talking about work.

- Prompt students to write down anything in the video with which they find connections.
- Students document two of their connections on sticky notes and share them one at a time. As they share them, ask that they express why this was a connection. *Maybe something reminds them of an experience - They may connect to a color palette or subject - Connections to any of the things expressed or shared by Adam Masava* 10-15 minutes

Closing - Students make thumbnail sketches about everyday life experiences as inspired by the video, artwork, and classroom discussions.

Day 2

25-30 minutes

Teacher shares extended video of Adam Masava telling his story and encourages students to use [Same Different Connect Engage](#) thinking routine. Use the provided link to print a worksheet/graphic organizer for students to use while watching the video or use these prompts for students to record their thoughts on paper or sticky notes:

Same: In what ways might this person and you be similar?

Different: In what ways might the person and you be different?

Connect: In what ways might the person and you be connected as human beings?

Engage: What would you like to ask, say, or do with the person if you had the chance?

10-15 minutes

Closing: Students write their own story and continue to work on thumbnail sketches that represent their own experiences.

Day 3

10-15 minutes

Revisit [Adam Masava Video](#)



Sharing story, artwork, and inspiration. Students engage with each other by continuing to share curiosities and ideas.

20-30 minutes

Students create work based on their ideas and thumbnail sketches.

Materials: could vary based on availability and student interest.

Collage materials are and found objects are encouraged. Examples might include: patterned paper, cardboard, fabric scraps, tin foil, tissue paper, photographs, yarn, etc. Teachers might encourage students to bring in materials that they find support or connect to their story or idea. Glue sticks/elmers glue

Scissors

5-10 minutes

Closing: Discussion reflection about working in community with each other and guest artist

Day 4

10 minutes

Review work and reflection on video of Adam Masava. Teacher creates space for students to share impact either in small groups or as a whole class.

20-30 minutes

Students continue to work on artworks toward completion.

10 minutes

Closing: Students engage in reflection on experience and artwork. Here is a suggested reflection format that could be used as a written or discussion engagement.

What was your experience meeting and working with the artist, Adam Masava?

Look at your artwork. What stands out to you the most? What do you think is the first thing someone would notice when looking at your piece for the first time?

How does your artwork tell your story?

What supported you most in your goal for creating this artwork?

What does this project inspire you to want to do next?