

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.*

Sense of Place and Artistic Vision

Name:	Beth Boza
School Type:	High Shcool
Subject:	Visual arts
Grade Level:	9-12
Project Title:	Sense of Place and Artistic Vision

Summary of the project title:

In this lesson students will learn to identify how a sense of place and surrounding community can influence an artist's body of work. They will also learn how their artwork about a community can influence people's perceptions of that place. This lesson focuses heavily on investigating other places, peoples, and cultures in order to understand how a sense of place is formed, how it can be changed, and how artists can play a part in that process. In particular, students will explore examples of Kenyan communities such as Nairobi, Limuru, Eldoret, Marakwet and more. These explorations will range from the physical space, how people move through that space, and where and how they learn.

Ohio Visual Arts Standards

HSI.1CO Explore how works of art can impact issues relevant to various communities.

HSAD.1CO Develop strategies for art making that impact communities.

HSP.1CO Understand how works of art reflect diverse communities, viewpoints and perspectives.

HSAC.4RE Analyze the work of individual artists and explain how they are influenced by cultural factors.

HSAD.3CR Fluently synthesize visual literacy strategies to communicate meaning.

Project Concept

Driving Question	Project Summary/Big Idea
How can you, through investigation of an aspect of your community, guide how others see the community as well?	<p>Students will learn to identify how a sense of place and surrounding community can influence an artist's body of work. They will also learn how their artwork about a community can in hand influence people's perceptions.</p> <p>To begin with students will investigate how several artists throughout Kenya imbue direct markers of the community that surrounds them into their artistic choices and finished works. This study will include the artists of Mukuru Art Collective, student work from St. Paul's School, street artists, and more. Students will look for</p>

	<p>specific clues in a variety of artworks to determine what it is that is site or community specific about the piece. The teacher will lead a discussion about how the artist is able to direct the viewer to certain aspects of a community over other aspects. What is the benefit or detriment to doing so?</p> <p>Through a series of mini lessons students will determine an aspect of their own community they would like to highlight. They will create an artwork based upon their choice. Artworks could be 2-D, 3-D, or digital.</p> <p>In order to spread their message and information, students will find a way to share their artwork in a way that will reach an audience that will benefit from viewing and interacting with it. This may be digital or in person.</p>
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Subject Content and Interdisciplinary Connections

Visual Arts: Creation of artwork to raise awareness and spark change
Social Studies/World Languages: Much of this project is self-guided in terms of picking a topic. Because of this projects may dip more heavily into any one of these categories
ELA: Writing of artists’ statements to describe the idea behind artworks
Tech: Use of websites, padlet or a similar sharing service, zoom

Global Competencies

Investigate the World
Sense of place is so very specific to individuals and their experiences. This lesson focuses heavily on investigating other places, peoples, and cultures in order to understand how a sense of place is formed, how it can be changed, and how artists can play a part in that process. In particular, students will explore examples of Kenyan communities such as Nairobi, Limuru, Eldoret, Marakwet and more. These explorations will range from the physical space, how people move through that space, and where and how they learn.

Appreciate Perspectives
As part of their background knowledge building students will become acquainted with several contemporary Kenyan artists. They will learn about how their community and environment have influenced the artists’ work and reflect upon their own experience with the same. By investigating what each artist chooses to portray about their community students will better understand perspectives from people living in a place far from their own.

Communicate to Diverse Audiences

At the end of the project students will be sharing their community sense of place art with wide audiences of their peers and community members. They will have to think about how their artwork may be interpreted by various groups of viewers and prepare for feedback from all of them.

Take Action

Students will each find a way to share their artwork and artist statement with an authentic audience in hopes of making the viewer more aware of their topic and what they would like to see changed. By sharing their vision, change of perception of a place can be made through conversations started with their artworks.

Learning/Curriculum Standards

Based on the proposed 2023 Visual Arts Standards for Ohio

HSI.1CO Explore how works of art can impact issues relevant to various communities.

HSAD.1CO Develop strategies for art making that impact communities.

HSP.1CO Understand how works of art reflect diverse communities, viewpoints and perspectives.

HSAC.4RE Analyze the work of individual artists and explain how they are influenced by cultural factors.

HSAD.3CR Fluently synthesize visual literacy strategies to communicate meaning.

Authentic Product and Audience

1. Each student will be creating an artwork based on an aspect of their community they choose to raise awareness about. This artwork could be 2-D, 3-D or digital in nature.
2. Students will determine the best places to share their artwork in order to reach wide audiences. Their first audience will be the peers in their class. From there they will expand the circle of their influence by displaying their work. This could be public display in places such as school, the library, or local businesses. They may also choose to take a digital platform to reach others further afield than our community.

Project Management

Project Timeframe and Milestones (how many class periods/weeks is this PBL?)

This project has the potential to stretch out to the length of a quarter, or could be streamlined into about 3-4 weeks, depending on depth and student interest.

Milestones and proposed timeframes:

- Introduction to Sense of Place (Kenya as a starting point)
- Artist Inspiration (artists of Mukuru Art Collective and others around Kenya)
- Picking topics and developing Essential Question
- Connection to Global Competence Domains
- Creation of artwork

- Sharing of artwork to diverse audiences
- Final Reflection

Learner Expectations:

- Learn how a chosen topic impacts the student personally, and what impact it has locally and globally
- Use a personal connection to sense of place to create an artwork that draws attention to an aspect of their community they wish to elevate or make more well known
- Use art to express a message about their community to a wide audience
- Determine a variety of options of sharing their artwork and message to a wide audience

What will Students Need to Know and How will they Get to Know Them?

- Students will need to identify an aspect of their community they would like more people to know about, or would like to be seen in a new way: *student-led*
- What the Four Domains of Global Competency are, and how to incorporate them into their learning and artwork: *teacher-led*

Authentic Performance Based Assessment

1. Each student will be creating an artwork based on the topic they choose to raise awareness about.
2. Students will participate in formal and informal critiques throughout the creation process
3. Students will determine the best places to share their artwork in order to reach wide audiences. This could be public display in places such as school, the library, or local businesses. They may also choose to take a digital platform to reach others further afield than our community.

Differentiation and Scaffolds

504 and IEP Accommodations

- Pace of assignments can be altered to shorter time frames or smaller segments
- Provide use of examples and demonstrations
- Demonstration videos for review of materials
- Use of behavior plan, 504 plan, IEP plan for specific needs for each student
- Potential to collaborate with another student

Differentiation

- All students will be allowed to choose their own topic based on personal interest or experience
- Students will determine the subject of their artwork

Enrichment/Gifted

- Students will be given additional time and support to extend the project further. This could entail reaching out to artists in the field working on a similar topic, creating several related pieces, hosting an event, or finding ways to take further action for their cause/topic.

Resources

1. The [resource page](#) contains links to articles and websites students can use to gain more background knowledge. Many resources will be found by the students themselves.

2. Many contemporary artists, especially the ones included in this project, use Instagram as a primary way to share work. Students will look at the artwork and information associated with the following artists:
 - a. KiberaStories: <https://www.instagram.com/kiberastories/>
 - b. Abdul Rop: https://www.instagram.com/art_abdul/
 - c. Brian Oteino: https://www.instagram.com/stoneface_bombaa_/
 - d. **Mukuru Artists:**
 - e. Stephen Ndavi: https://www.instagram.com/stephen_ndavi/
 - f. Alex Bilimu: <https://www.instagram.com/a.bulimu/>
 - g. Brian Kimani: https://www.instagram.com/bruch_yoh_kimani/
 - h. Isaiah Malunga: <https://www.instagram.com/p/CVnMUEJsHUe/>
 - i. Alex Mongare: <https://www.instagram.com/p/CxvbwYClk6n/>
 - j. Adam Masava: <https://www.instagram.com/adammasava/>
 - k. Mukuru Art Collective: <https://www.instagram.com/mukuruartcollective/>
3. Students will utilize the following technology as part of this project:
 - a. websites including those of artists, google drive
 - b. Padlets created of both Kenyan artists and local artists who create a sense of place in their work.
 - c. padlet to post in-progress images of work and questions to be peer-reviewed by their classmates in real time
 - d. Potential zoom calls to artists in Kenya
 - e. Students will have a full studio of materials to choose from. This could include but is not limited to: paint, pencils, pastes, digital media, sculpture, and photography

Project Kick-Off and Building Background Knowledge

Kick-Off Event and Driving Question

Due to the many facets and scope of this project there will be a number of warm-up activities to facilitate thorough learning.

Day 1: Today students will begin to understand what a “sense of place” means through comparative study of their own community and that from various places around Kenya including Eldoret, Limuru, Marakwet and others.

- Ask students the following series of questions. Have them write their answers down or perhaps even create a quick sketch
 - Where do you live? What does the building look like?
 - Who do you live with?
 - What is around your home? Other homes, industrial, commercial, etc
 - What does the plant life look like?
 - What does the land look like? Flat, hilly, mountainous, bodies of water?
 - Where do you go to school?

- How do you get to school?
 - Where do you shop?
 - How do you get around town?
 - What do you eat?
 - Where does your food come from?
 - What are you likely to see on a walk through your neighborhood or town?
- Once students have answered all of the questions, open the [“Kenyan Sense of Place”](#) presentation. For each question have students either answer out loud, or with their tables/neighbors then show examples from Kenya. For example, for “How do you get to school?” share the slide of images of school buses and groups of students walking down the road. Compare images to student answers. *(Teacher note: each time you click the presentation a new image will appear on each slide before advancing to the next slide)*
 - Open discussion about definition of sense of place and how it is shown in the pictures from the presentation

Building Background Knowledge

- What strategies are used to foster student inquiry? How will these questions be answered or explored and applied to the work and learning of each student?
- How will students communicate and expand on what they need to know for successful project completion?

- Background knowledge will be built with a series of in-class activities including learning appropriate terminology, studying relevant artists, and engaging in deep analysis of personal responses to local communities.
- Questions often beget more questions and foster a sense of student inquiry. Asking students to expound on their ideas, or use the [Three Y’s](#) or other global thinking routines such as [“how else and why”](#) will lead them to search for more answers.
- Students will communicate with the teacher through one-on-one conferences, peer critiques, and daily check-ins. The studio setting allows for constant feedback and communication. Peer reviews will also help them expand in places that are confusing to the viewer.

Project Development Outline

Project Daily Outline - Overall Objectives and Practices for Each Class or Week

Class 1: Students will participate in their opening activity as explained above

Class 2: Students will explore the work of several artists who are creating a sense of place for themselves and others based on the subject, material, or final form of the artworks. They will

do this primarily through looking at and talking through the with the [“Sense of Place Artists”](#) presentation. Each of these artists (primarily Kenyan) create artworks that are strongly rooted in place-based creation. For example, Alex Mongare paints brightly colored vistas based on the rooflines and buildings found throughout the Mukuru Slum. Students will add to a padlet of artists, to create a group resource.

Class 3: Students will begin to think of aspects of their own community they would like to highlight, bring to people’s attention, or create a strong sense of place. Either at school, or overnight, they should complete the [“Creating a Sense of Place”](#) assignment. This is a photography lesson. Students can use cameras, but most likely will just use their phones. Students will turn in their photos and reflection responses to their canvas class. Students will also add their pictures into a class padlet that has columns for each category described in the assignment. This will open the floor to discussion about why they chose what they did, what their classmates chose, and what their choices reflect about their community

This could be the end of the lesson, or the photos from this activity could be used as a starting point for a larger-scale project.

Class 4: Using the “Creating a Sense of Place” photography assignment as a base, students will formulate their plan for their artwork. Students may use whatever media they are most comfortable with. Or they may choose to challenge themselves by using a material indigenous to their community to make their artwork place-based as well as portraying a sense of place. The [Think Sheet](#) will help guide them through this process.

Class 5 and beyond: Students will work to create their artwork. They may choose to use one of their photos as a reference, or come up with an entirely new idea after class discussions. During this time there will be several revisions and reflections. This could be in the form of in-progress full class critiques, one-on-one conferences with peers or teachers, or even online forums such as padlet or another bulletin board system. It will be fascinating for students to see what each other are doing, learning about each other's perspectives on what is important in the community.

Completion of the Project: Students will investigate methods and platforms for sharing their artworks. Options for display could include online platforms such as twitter, instagram, or the school webpage. In person displays could be in shared use places within the school, public places like the library, or even area businesses. Students will need to ascertain a platform that will help spread their message where it is needed.

Students will also reflect on their learning with the use of the [Sense of Place Rubric](#). This rubric can also be used by the teacher to assess learning.

Authentic Audiences

Student Connection with Authentic Audiences

- Who will students share their product with and what does that interaction look like?
- What preparations need to be made for sharing out and for students to be prepared?

- Throughout the project students will share their work with each other in various peer-review scenarios including informal conversations, in-class critiques, and online in padlets. Once their project is completed students will share their artworks with an audience of their choice. Emphasis will be placed on finding a receptive audience, but also one that might benefit from seeing and understanding their piece. This could look a few different ways. Some students may choose to publicly display their piece where fellow students could see it, such as in an open spot at school or the public library. Others may choose to share their piece digitally. This could be through a class instagram page, their own instagram or art social media, the school news program, or even out to public news forums. The idea is to spread their message far and wide, to raise awareness and potentially spark action.
- First, sharing something personal can always be intimidating. Students will need to understand the power of sharing works that speak to personal issues that are also global issues, that it humanizes topics that can seem too big or intimidating. Students will also need to take high-quality digital images of their artwork in preparation to share online.

Student Reflection

How will students reflect on their growth and learning after the project?

Students will reflect throughout the project in their sketchbooks and in class critiques. This will allow them to make changes to their art in real time to best achieve creating a strong visual message.

At the end of the project they will assess themselves with the use of a student and teacher created rubric, as well as through subjective reflections.

After sharing their pieces with the public, students will reflect again in their sketchbooks and through a class discussion. The discussion will focus on what the public reaction to their piece was, and how to move forward into further action steps.

Teacher Reflection

What am I proud of from the project? Describe a highlight moment.

How did my students grow during the project (think about core content, global competence and personal growth)?

What would I change or improve for next time?