Funky Ways for Students to Express Themselves

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Harding Middle School
8th Grade Literacy
Graffiti or street artists often use a tag name to sign their art, achieving notoriety in their community without exposing their real name.

Come up with a tag name for yourself (3-8 letters) that expresses a key part of your identity.

Using color, lines, space and other elements of art create a graffiti tag for yourself. Art supplies and paper are up front!
Learning Target

Determine which strategies, projects, and/or tools you will utilize in your classroom.
Curriculum Remix

RUN DSM

CHILDREN & FAMILY URBAN MOVEMENT

TURNAROUND: ARTS
creating success in schools
Unit 1: Identity

Guiding Question: Who am I? What are the most important pieces of my identity?

Learning Goal Topics
- Analyzing Textual Evidence
- Analyzing Theme
- Analyzing Story Elements

- Raymond’s Run
- Treasure of Lemon Brown
- The Elevator
- 145th Street Stories
- Spoken Word Poetry
- Song Lyrics
- Visual Thinking (photos)
**Identity Multi-Genre Projects**

- Students created a minimum of 5 different artifacts for their identity project.
- Students arranged their artifacts to tell a story.
- Focused primarily on writing review, but also helped introduce Unit 1.
- Great way to get-to-know students!

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Description</th>
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<tbody>
<tr>
<td>Graffiti Piece</td>
<td>Students created their own tag name and then used different elements of graffiti to create this artifact.</td>
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<tr>
<td>Mixtape</td>
<td>Students chose 8 different songs that they could relate to and then practiced MLA citations by directly quoting lyric from the song.</td>
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<tr>
<td>6-Word Memoir</td>
<td>Students crafted a 6-word statement that represents their identity, background, and/or beliefs. They combined this statement with a photo of themselves.</td>
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<tr>
<td>Where I’m From… Poem</td>
<td>Using Chief the Poet’s poem for inspiration, students wrote their own “Where I’m From…” poem</td>
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<tr>
<td>Choice Piece</td>
<td>Students chose to create a Wordle, collage, narrative, or stencil.</td>
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Unit 2: Violence

Guiding Question: How does violence impact our community? What can we do to positively impact those around us?

Learning Goal Topics
- Analyzing Central Idea
- Argument Writing

- The Outsiders (*Gamified*)
- 145th Street Stories
- Spoken Word Poetry
- Upfront Scholastic Magazine
- Visiting Artists
• Prompt: Using evidence to support your claim, write an essay explaining why violence (gang, gun, or domestic) is or is not an issue. You may focus specifically on our city, country, or the world; but your evidence must be related to that focus.

• Students were then grouped based on their chosen topics and preferred art medium.

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<tr>
<th>Art Medium</th>
<th>Task</th>
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<tr>
<td>Street Art</td>
<td>Create a street art piece that expresses your group’s message on violence. Your piece should include a stenciled image and a direct/paraphrased quote from your essay.</td>
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<tr>
<td>Photography</td>
<td>Plan and arrange a minimum of 3 photos that express your group’s message on violence. Your photos should have a common theme.</td>
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<tr>
<td>Poetry</td>
<td>Write a poem from a unique perspective that expresses your group’s message on violence. Incorporate at least 2 pieces of figurative language.</td>
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Unit 3: Power

Guiding Question: Who has power? How is power used positively or negatively?

Learning Goals
- Evaluating Arguments
- Writing Arguments

☑ Book Clubs (Unwind, Sold, Never Fall Down, or Monster)
☑ Book Cover (Canva)
☑ Kalief Browder
☑ Upfront Scholastic Magazine
☑ Newsela Articles
☑ Visiting Artist: Will Keeps
Create Your Own Non-Profit

• We can create social change. With a partner, choose one marginalized group from our class list that you are most passionate about.

1) Articulate the problem(s) your non-profit will address

2) Choose a name that communicates your non-profits vision and mission

3) Create a marketing plan to find donors and volunteers for your organization.

4) Work on your presentation -- you may create a website, presentation poster board, brochure, etc.
   - About, Vision, Mission, Research, Programming, Testimonials
Unit 4: Community

Guiding Question: What legacy do you want to leave behind at Harding or in your community? What legacy have others left?

Learning Goal Topic
- Analyzing Text Structure
- Analyzing Author’s Craft

✔ Book Club Reflections
✔ Upfront Scholastic Magazines
✔ Spoken Word Poetry
COMMUNITY SERVICE & LEGACY PROJECTS

• Murals (6)
• Landscaping
• Stenciling Projects

Any project that is doable and leaves a positive impact