

If WALLS COULD SPEAK (LEVEL 2)

Description	In this project, learners imagine that they are street artists and will draw a scene/character/event/message that is meaningful for their community.
Leading Question	What can we tell others through walls?
Total Time Required	3.5 hours across 4 days
Inspiration	https://arteascuola.com/2016/03/street-art-puppets/ https://outofeden.s3.amazonaws.com/Creating+and+Sharing+Neighborhood+Maps.pdf
Supplies Required	Paper, chalk, pencils, paints, colors
Learning Outcomes	<ul style="list-style-type: none"> - Understand how walls can convey meaning - Represent their neighborhood through a map - Design a street mural on one city's wall that represents a hero, a daily event, or a message of hope for the community.
Previous Learning	None

DAY 1

Today, we will learn about how walls can communicate a message.

Suggested Duration	Activity and Description
5 minutes	<p>Answer the following question: What are walls for?</p> <p>(You can say that walls are for separating spaces, maintaining privacy, protecting from the outside, protecting the city from the outside, marking the beginning of private property, etc.)</p>

10 minutes

Walls can also be used as murals and to communicate messages.

For example, there is rupestrian art.

- Ex. 1. Cave Paintings (rupestrian art)

If possible, look at these images - or any image- of rupestrian art.





These were painted in caves many many years ago (thousands of years ago), when people lived in caves.

- Can you see/imagine the kinds of things that were painted? (Animals, hunting scenes, hands, some patterns, etc.).
- Can you see/imagine the kinds of colors that they used? (Earth colors, such as red, black, brown) Why do you think they used these specific colors?

What tools do you think they used to draw? (Their hands, bones, sticks, etc.)

These walls tell us many things! What are some of these things that our ancestors are telling us through these walls in the caves?

(For instance, they tell us about what people did at that time, the materials that they had available to them, the tools that they used for hunting, how tall they were, what they thought important to keep track of, etc.)

30 minutes

Activity: Your own Cave Painting

- What kind of scenes would you draw if you wanted to keep track of what people in your community do every day?

Engage in a conversation and think of 2 - 3 scenes of your daily lives that you would like to portray in their own cave painting.

Draw a mural with scenes from your lives at home in “rupestrian style.”

	<p>Tape some paper or cardboard on the wall with tape.</p> <p>You can use red and black paint and white chalk if available, but you can also use soil and try to “discover” natural pigments.</p>			
<p>5 minutes</p>	<p>After you have finished, reflect about your creative process:</p> <table border="1" data-bbox="453 552 1395 785"> <tr> <td data-bbox="453 552 1395 653">The reason I chose to show these particular activities and not other activities that my community does is because....</td> </tr> <tr> <td data-bbox="453 657 1395 720">A particular challenge for me was...</td> </tr> <tr> <td data-bbox="453 724 1395 785">An awesome success for me was...</td> </tr> </table>	The reason I chose to show these particular activities and not other activities that my community does is because....	A particular challenge for me was...	An awesome success for me was...
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<p>15 minutes</p>	<p>Ex. 2. Graffiti and street art</p> <p>Here’s a more contemporary take on using walls to convey a message! Walls can also be the canvas for wonderful works of art that connect people in cities and towns.</p> <p>Answer the following question:</p> <ul style="list-style-type: none"> - Have you seen street art before? If yes, where? (Walls, gates, roads, etc.) <p>You can try to remember with your guardians places in your city or community where there are examples of this (if there are). Also, you can look at these images:</p>			



- What stands out for you about street art?
- What do you find exciting about street art?
- What are street artists showing us?

How is street art different from cave paintings? How are they similar?

Similarities	Differences
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

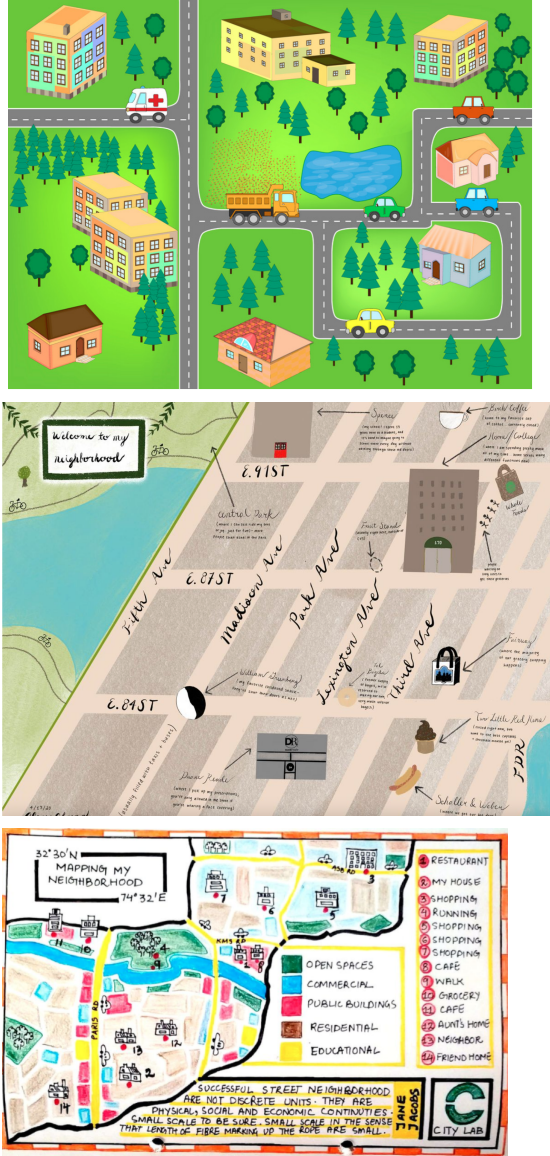
<p>15 minutes</p>	<p>Literacy extension: Write three sentences explaining the main similarities/differences between street art and cave paintings. Use connectors or transition words such as “unlike”, “on the contrary”, “similarly”, “in a similar fashion...”, “however”, etc.</p> <p>Have you ever painted on a wall? What were you trying to do? What happened when you did? Most likely, you’ve gotten in trouble for scribbling on walls, since it can ruin the painting. Street artists also get in trouble sometimes.</p> <p>In this project we are going to pretend that we are street artists and we are going to paint a mural on the street's walls!</p> <p>Painting on walls is difficult and can get us in trouble if we don’t have permission to do it. Why do you think this is the case? Why is it wrong to paint on public property without permission?</p> <p>In this project, we are going to create your own depiction of your neighborhood and try to understand some of the messages or ideas that walls can tell people around the neighborhood.</p> <p>At the end of the project, we’ll have a representation of your neighborhood and a beautiful street art piece to go with it.</p>
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DAY 2

Today, we will aim to understand our neighborhood better, and think about what story or characters we want our street art to represent.

Suggested Duration	Activity and Description
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<p>30 minutes</p>	<p>Take some time to walk around your neighborhood or local area.</p> <p>In a classroom setting, you can go around the school’s neighborhood with others. You can also go around with your parents or siblings if they are at home.</p> <p>Here are some questions that might guide your exploration:</p> <ul style="list-style-type: none"> - What are some places or landmarks that are meaningful to you? - Do you have memories that take place in any of these places? - What are some places or spaces for gatherings? - Is there a place that is representative of what people do for fun in your community? - Is there a historical site or an upcoming venue that is interesting to you?
<p>30 minutes</p>	<p>After going around, you will sketch a map of your neighborhood or local area.</p> <p>Create this map as a representation of your view of the neighborhood (through your eyes). This map does not have to be “accurate” or similar to other maps that exist. However, if you are interested, you could try to draw the map to scale, or use symbols to represent houses, parks, etc.</p> <p>Here are some examples of maps. If possible, analyze and compare any maps that you have at home or at school.</p> <p>Spend some time analyzing and identifying some key elements:</p>

	 <p>The top map is a colorful illustration of a neighborhood with various buildings, trees, a river, and a road with a car. The middle map is a hand-drawn map with street names like 'E. 41ST', 'C. 27ST', 'F. 4th Ave', 'Madison Ave', 'Park Ave', 'Livingston Ave', and 'Hick Ave'. It includes landmarks like 'Central Bank', 'Bank Office', 'Home/Carport', 'Public Building', 'School', 'Diner', 'DR', 'Two Little Red Hens', and 'Scheller & Walter'. The bottom map is a color-coded map titled 'MAPPING MY NEIGHBORHOOD' with a legend for 'OPEN SPACES', 'COMMERCIAL', 'PUBLIC BUILDINGS', 'RESIDENTIAL', and 'EDUCATIONAL'. It also includes a list of activities like 'RESTAURANT', 'MY HOUSE', 'SHOPPING', 'RUNNING', 'WALK', 'CAFÉ', 'GROCERY', 'ADULTS HOME', 'NEIGHBOR', and 'FRIEND HOME'. A quote by Jane Jacobs is included: 'SUCCESSFUL STREET NEIGHBORHOOD ARE NOT DISCRETE UNITS - THEY ARE PHYSICAL, SOCIAL AND ECONOMIC CONTINUITIES SMALL SCALE TO BE SURE - SMALL SCALE IN THE SENSE THAT LENGTHS OF BLOCK MAKING UP THE ROADS ARE SMALL.'</p>
<p>15 minutes</p>	<p>Show your map and tell the story that you came up with to someone else in your family and/or community (a friend, a family member, someone from an older generation, a neighbor, a teacher, etc.).</p> <p>Explore connections between that person’s experience of the neighborhood and your map/neighborhood. Ask the person to talk to you about a place or places in the neighborhood that are important to them.</p>

	<p>If any of these places appear on your map, be sure to mark them. Annotate the map together to include, for example, places that they love (could add a heart), additional places that need to be featured, additional routes, differences between routes, etc. You can use markers, pens, 3D materials like cardboard (and glue/tape), stickers, labels—anything you like to demonstrate the connections the person is seeing.</p> <p>Also, make sure that together you think about interesting walls and annotate the place on the map.</p>
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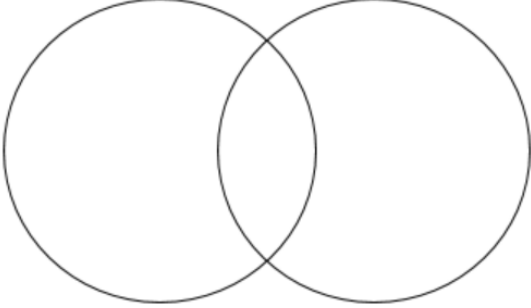
DAY 3

Today, we will be learning more about the walls in our neighborhood.

Suggested Duration	Activity and Description			
<p>20 minutes for walking around (depends on the neighborhood)</p>	<p>Go back around the neighborhood or local area, looking carefully at the walls, keeping in mind the conversation that you had on Day 2.</p> <ul style="list-style-type: none"> - Mark 3 walls on the map - Fill this table as you go around <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%;"> <p>Interesting features (What are they made of? -brick, clay, etc., - size, functions, how old they are, etc.)</p> </td> <td style="width: 35%;"> <p>What would this wall tell me if it could speak? (i.e. What are some scenes that happen in front of it or behind it that could depict in a cave style? What is a message that would be relevant to have in that place?)</p> </td> </tr> </table>		<p>Interesting features (What are they made of? -brick, clay, etc., - size, functions, how old they are, etc.)</p>	<p>What would this wall tell me if it could speak? (i.e. What are some scenes that happen in front of it or behind it that could depict in a cave style? What is a message that would be relevant to have in that place?)</p>
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	Wall #1		
	Wall #2		
	Wall #3		
10 minutes	<p>Choose one wall that you thought was particularly interesting and mark it on your original map.</p> <p>Answer this question:</p>		

	<p>What I found interesting about this wall was that.....</p> <p>If this wall could speak, it would tell me that.....</p>								
<p>20 min to find the people 5 - 10 min interviewing</p>	<p>After this, go back and interview three different people in the neighborhood, or at home to see what they think about what that wall would tell them if it could speak.</p> <p>Some possible interview prompts to guide the interviewed people (you can choose to focus on one or two):</p> <ul style="list-style-type: none"> - A memory or something that happened to them around that wall - A story about that wall that they have heard from someone else - How has that wall changed over time - What that wall represents to them - A message that would be important for people who this wall <p>Write down your notes on the following table:</p> <table border="1" data-bbox="451 1058 1386 1785"> <thead> <tr> <th data-bbox="451 1058 672 1163"></th> <th data-bbox="672 1058 1386 1163">What I learned from them about the wall that I found interesting</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1163 672 1373">Person 1</td> <td data-bbox="672 1163 1386 1373"></td> </tr> <tr> <td data-bbox="451 1373 672 1583">Person 2</td> <td data-bbox="672 1373 1386 1583"></td> </tr> <tr> <td data-bbox="451 1583 672 1785">Person 3</td> <td data-bbox="672 1583 1386 1785"></td> </tr> </tbody> </table>		What I learned from them about the wall that I found interesting	Person 1		Person 2		Person 3	
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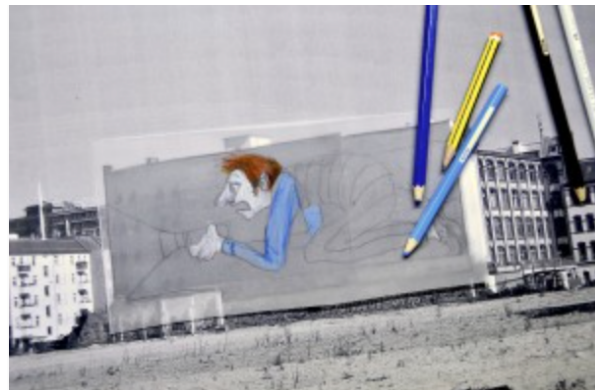
	<p>To reflect on the interviews, identify differences between what you think about the wall, and what other people in the community think about it.</p> <p style="text-align: center;"> What I think What others think </p> 
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DAY 4

Today, we will be drawing your own street art and you will present it.

Suggested Duration	Activity and Description
1 hour	<p>Draw on a piece of paper the wall that you have been thinking about throughout the project.</p> <p>The drawing needs to be big enough so that you can make your street start on top of it. (Alternatively, and if there is a camera available, you can go around the neighborhood and take pictures that you can paint over).</p> <p>Draw on top of the drawing of the house and make your own street art based on their reflections about that wall and your conversations with people in the neighborhood!</p> <p>Here are some tips for thinking about the street art:</p> <ul style="list-style-type: none"> - Invent a character that represents someone who has done a lot for connecting your community - Give your personal touch to the body and face (no need to respect the proportions) - Adapt the position of the body to the space to be decorated

	<ul style="list-style-type: none">- Think of an object or an activity (the character has to do something with some object)- Tell a story (the character can think / feel / communicate emotions, a message or an intention)- Draw a background, realistic or abstract- Draw and color in pencil on tracing paper. You can also redraw the contours with a thin black marker- Put your own TAG (your signature with an alias) <p>Here are some examples of what the drawings can look like:</p>
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After you finish, present your street art to your family members and community.

Some questions that can guide your presentation are:

- What did you find interesting about the wall?
- What did it remind you of?
- Why did you choose the drawings that you chose?

	<p>- What is the message that you are trying to convey with your drawing?</p> <p>After you have finished, reflect again about your creative process:</p> <table border="1" style="width: 100%;"> <tr> <td>A particular challenge for me was...</td> </tr> <tr> <td>An awesome success for me was...</td> </tr> <tr> <td>Compared to Day 2, the challenges and successes were.....</td> </tr> </table>	A particular challenge for me was...	An awesome success for me was...	Compared to Day 2, the challenges and successes were.....
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ASSESSMENT CRITERIA

- Creativity/Critical Thinking:
 - Learners will create their own cave painting with daily scenes and local materials
 - Learners identify challenges and successes in their creative processes
 - Learners will be able to create their own map of their neighborhood and annotate it
 - Learners will demonstrate their understanding of the idea of “walls that speak” by providing examples of things that walls in their neighborhood could say
 - Learners will creatively express what they think a wall could say if it could speak about their community
- Communication
 - Learners will conduct interviews and contrast other people’s perspectives about their ideas.