

## Curricular Connections and Extensions

### Art & Identity

#### ELA & History

**CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- Use THIS (Create link) lesson plan to lead students through comparing and contrasting a Kehinde Wiley work with its reference material.  
([http://schoolpartnerships.toledomuseum.org/uploads/documents/teacher\\_resource\\_SI13.compressed.pdf](http://schoolpartnerships.toledomuseum.org/uploads/documents/teacher_resource_SI13.compressed.pdf))
- Have students complete the Venn-diagram as a group while leading them through questions about the artworks.
- Older students may be assigned a compare-and-contrast essay for an additional Kehinde Wiley artwork, as an individual project.

#### Social Studies

**U.S. History I & II Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.**

- Follow up the discussion on Wendy Red Star's work by having students watch *Native America* (PBS Documentary), Episode 4 "New World Rising." This documentary shows the vibrancy of various Indigenous cultures in recent history and today.
- Have students find and share current events that affect Indigenous communities in North America.
- If students are familiar with Indigenous history, read the children's book, [We are Water Protectors](#). Have students discuss how early European-Indigenous

relations created the circumstances for such an event to take place today. What changes in the past would have led to different outcomes today?

## World History

### **Goal 4.4: Build an understanding of the evolution of democracy.**

6-9.WHC.4.4.1 Describe the role of government in population movements throughout civilization.

6-9.WHC.4.4.2 Analyze the various political influences which shaped civilizations including the City-State, Monarchy, Republic, Nation-State, and Democracy.

6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.

- As an introduction to government systems, show THIS (Create Link) five-minute video of Hung Liu talking about her experience immigrating to the United States from China. <https://www.youtube.com/watch?v=Jufwfd2W8fA>
- Have students define the government terms discussed in the video, and compare and contrast the governments she experienced.

## Writing

**CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

- Students use the mind-map and art-making activity as an introduction to an autobiography project. They will tell a true short story, which also clearly captures their own identity in story form. Older students should be challenged to incorporate parts of their identity into the story creatively, without explicitly stating them. How might other characters notice these traits? How do these traits affect the main character's decision-making?