Bibliography

*Stinespring, J.A., & Kennedy, L.C. (1995) "Meeting the Need for Multiculturalism in the Art Classroom." Clearing House, 68, 139-145.*

Though slightly dated, this peer reviewed article by Stinespring and Kennedy provides a wonderful introduction to teaching social justice in art classrooms. In this article, the scholars’ center on postmodern art and social justice, issues teachers struggle with when teaching multiculturalism, and giving insight and suggestions to how diversity and multiculturalism can be integrated into art class curriculums. Their suggestions include guidelines by Vesta Daniels, and Robyn Wasson; whom consider it important to teach art made by a variety of cultures and best to avoid tying mystical, religious, and or traditional meanings to artwork, to help ensure it is not portrayed as monolithic. Stinespring and Kennedy also discuss a report on a Texas disciplined-based art education (DBAE) and cultural diversity seminar, and the history of struggles faced by African American artists. This article is considered to be a secondary source, considering it primarily discusses studies, research, and recommendations made by other scholars. This article helped provide me guidelines, such as the one by Vesta Daniels, on how to teach social justice in art classrooms. The guidelines by Daniels, though over two decades old, are timeless and remain relevant for how social justice and art should be taught in all classrooms.

*Kraehe, A.M., & Brown, K.D. (2011) “Awakening Teachers Capacities for Social Justice With/In Arts Based Inquiries", Equity & Excellence in Education. Publishers Rutledge and University of Texas at Austin.*

This article by Amelia Kraehe and Kreffelyn Brown provides a thorough analysis of a qualitative case study they performed in 2008 and 2009. Their studies showed art-based methods of teaching can be very effective and engaging methods of teaching, and can also enhance pre-service teachers’ sociocultural knowledge. Despite this being a relatively recent article and case study, the scholars reflect on the same issues and concerns discussed by Stinespring and Kennedy in their article, “*Meeting the Need for Multiculturalism in the Art Classroom.”*. Determined to make a difference, Kraehe and Brown utilized many art based projects to teach social justice to their pre service teaching students, and wrote this case study to publish their success. This article provides a great analysis of a case study on arts-based methods of teaching social justice to pre-service teachers, and many examples of projects that can be used to teach social justice at almost any grade level. This article helped inspire me into using multiculturalism as one of my main topics for my unit. The article is considered a primary source, since it includes discussion of a case study performed by the scholars, and their experiences in teaching social justice through arts-based methods.

*Teacher Vision. Web. Diversity Printables and Resources for Teachers.*

Retrieved from https://www.teachervision.com/diversity/teacher-resources/33631.html

Teachervision.com provides large collections of lesson plans, activities, and tips for teachers of all grades and subjects. I found their collection of activities and printable material on diversity to be very creative, easy to incorporate into lessons, and insightful. I used their activities as a guide to helping me develop a fun and cohesive 3 lesson unit about diversity and multiculturalism. Unlike the PBS lesson plans I have cited, Teachervision.com’s guide includes a wider variety of art based activities, specific books that can be used alongside them, and activities for specific holidays and cultures. This resource primarily discusses activities, books, and lesson plans, which makes it a secondary source.

*PBS POV. (2006). "No Bigger Than A Minute: Analyzing Messages Conveyed Through Visual Images" Lesson Plan.*

Retrieved from http://www.pbs.org/pov/nobiggerthanaminute/lesson\_plan.php

No Bigger Than a Minute is a unique and insightful lesson plan to teaching art history and diversity, and can be adapted for any grade level. The PBS lesson plan centers on minority groups, stereotypes, art related concepts such as color, composition, and contrast, and their relation in conveying a message and representation of an individual. This lesson utilizes group discussions of two paintings and several clips from a film about little people by Steven Delano, entitled “No Bigger Than a Minute”, as a way of introducing discussion of representations in the media, and how to read conveyed messages in art. This lesson plan would be considered a primary source, considering it includes a documentary. The role this lesson plan had in my unit was it inspired me into taking multiculturalism and diversity as my social justice subjects. Art history is an innovative way of teaching and discussing representations of minority groups, however, i feel the video clip titled “Meredith Eaton” included in the lesson would be too controversial to include in a school lesson plan. The video clip “Meredith Eaton” from “No Bigger Than a Minute” is controversial in nature due to a discussion of her stance on abortion and the termination of pregnancies due to prenatal diagnosis of dwarfism.

*PBS POV. (2010)."Adoption Stories: Creating a Short Video for the This Is My Family Contest" Lesson Plan.*

Retrieved from http://www.pbs.org/pov/adoption/lesson\_plan.php

Adoption Stories lesson plan was part of a national campaign to initiate adoption awareness and discussion of adoption stories. The campaign included clips from 3 films, and the contest integrated an innovative classroom activity where students wrote, made, and edited short films about themselves and their lives. This lesson incorporates use of documentaries and creating short films, which makes it a primary source. The role this lesson plan had in developing my unit was it inspired my first lesson activity, which discusses personal and family history, and identity. Unlike my other sources, the Adoption Stories lesson plan has a strong focus on personal history, and challenges students to think critically about where they came from, their lives, and what they identify with in terms of ancestry and history. This lesson is creative, and can be easily adapted for any grade level. A fault in the contest and lesson plan is in its required use of a camera, editing software, and similar material most classes do not have the funding or materials for.

*PBS POV. (2005), " Big Enough: Identity, Stereotypes and Diversity” Lesson Plan.*

Retrieved from http://www.pbs.org/pov/bigenough/lesson\_plan.php

Similar to "No Bigger Than a Minute", Big Enough discusses diversity through discussion of the lives of little people; Big Enough, however, has a strong focus on stereotypes and challenges students to consider what they identify as, how they perceive themselves, and how they think others perceive them. This lesson incorporates both primary and secondary sources, and helped by inspiring the thorough discussion on identity and self-portrait in my first activity, as well as bridge to the second activity, which focuses on stereotypes and representations in art and media. This lesson incorporates the use of group discussions and several video clips from a documentary entitled “Big Enough”, which discusses little people and identity. This lesson primarily utilizes interviews from a documentary film, which is makes it a primary source.

*Carl Ladd. (2008). PBS POV, "Off and Running: Exploring Identity" Lesson Plan.*

Retrieved from http://www.pbs.org/pov/offandrunning/lesson\_plan.php

Though Off and Running was incorporated as part of the Adoption Stories campaign, Carl Ladd’s lesson plan takes an entirely different approach; this is a fun and innovative lesson that approaches issues of identity, and challenges students to consider the part their race, religion, family, and other experiences have played in developing their identity. The lesson consists of class discussions on identity, and utilizes clips from the film “Off and Running”, by Nicole Opper, a handout to be completed afterwards, and a self-portrait activity as homework. Students are strongly advised to consider the materials they use to create their self-portrait, and explain the meaning behind them when presenting to class. This lesson inspired the self-portrait activity at the end of the first lesson in my unit, and is considered a primary source because of its use of class discussions and self-portrait activity. Though i find this lesson to be fun and intriguing, i believe requiring presentations of self-portraits would negatively impact how honest the students are in their art work. I am a firm believer that art can be therapeutic and a great working out feelings. I also believe in giving students the option of keeping the meaning behind their art work private; giving the option of privacy can motivate students, and allow them to use topics they may be sensitive to, but consider important to their identity.

*Faith Rogow. (2013). PBS POV, " Ping Pong: Challenging Stereotypes: A New Look at Old Age" Lesson Plan.* Retrieved from http://www.pbs.org/pov/pingpong/lesson\_plan.php

It is important to include stories from all backgrounds and minority groups when teaching about stereotypes. This lesson centers on discussion of stereotypes of elderly individuals, however, also incorporates room for discussion of stereotypes of all backgrounds, ages, and disabilities. The lesson utilizes several video clips from the film “Ping Pong”, by Hugh and Anson Hartford, and a thorough discussion of the roles grammar and vocabulary choices make in conveying a message. Unlike the previous PBS POV lessons, Ping Pong challenges students to take a critical look at what they read and identify bias opinions, thoughts, and stereotypes. This source is a secondary source, since it is focused on reading the work of others. This lesson inspired both the discussion of the roles grammar and vocabulary play in conveying messages in media, and the homework assignment for my second lesson. The homework assignment this lesson plan inspired consists of having students think critically about their favorite song, painting, book, etc. and consider what message they are trying to convey.

*Carl Ladd. (2009). PBS POV, "New Muslim Cool: Interpreting Diverse images of Muslim life in the United States” Lesson Plan.* Retrieved from http://www.pbs.org/pov/newmuslimcool/lesson\_plan.php

An important part of teaching social justice is ensuring all students cultures are respected and represented in an unbiased manner when introducing units on multiculturalism. This lesson utilizes several photographs, and video clips from the film, “New Muslim Cool”, by Jennifer Maytorena Taylor, to challenge students to think and look at photographs and videos critically. Students are required to participate in group discussions on the photographs and clips, and write logs about what they see. This lesson uses both primary and secondary sources, considering it incorporates documentary interviews that show the life of an American Muslim family, and also requires students to write logs on their opinions and thoughts. This lesson introduced me to a film that can easily be utilized in my lesson plan, when discussing the variety of backgrounds in America.

*Carl Ladd. (2008). PBS POV, "The Last Conquistador: Should Tax Dollars Fund Controversial Art?” Lesson Plan.* Retrieved from http://www.pbs.org/pov/lastconquistador/lesson\_plan.php

Art is often considered to be progressive and push boundaries; however, it is important to also discuss whether or not a line should be drawn for controversial work and art funded through tax money. Carl Ladd’s The Last Conquistador lesson plan is centered on discussion of a controversial public statue in El Paso, Texas that has been funded primarily through tax money. The controversial statue is of the Spanish conquistador Juan De Onate, who slaughtered and mangled the nearly entire Acoma Pueblo Native American tribe population. The lesson utilizes social studies skills and many group discussions. It also uses the film *The Last Conquistador*, a documentary about the controversial statue, by John J. Valadez, to initiate discussions. This lesson primarily uses documentary footage discussing the debate, and is more focused in discussion between students, which makes this a primary source. This lesson plan inspired the critical thinking questions utilized in my final lesson, which focuses on public art, the future, and future representations of minority groups and cultures.