

TEACHER INFORMATION

You and Me

My Museum Classroom Kit

Teachers: you are probably asking yourselves, “What do I need to know to use this kit in my classroom?” Excellent question! The following will help answer that question in a user-friendly way for yourself and your students.

Each kit contains two close-looking videos, two art-making activities, and Social Studies extension activities. Please take the kit and use it in any way that fits your unique classroom and needs. Some teachers will work through the kit in the sequence as we present it; others will use the kit in pieces as bell-ringers or end of day activities; and still other teachers will use bits and pieces of the kit as they fit into their already planned curriculum. It’s your choice, so have some fun with the kit!

Cross-curricular activities are also a possibility for you in using any of the kits. For example, once the students create their own artwork based either of the artworks, you can use the grade-level prompts to encourage student writing. Any of the prompts will also fit your ELA standards and encourage further creativity. Cross-curricular activities can also sneak some fun into another context, and we all need some fun right now.

The first artwork, *We the People* by Nari Ward, asks us about what it means to be an American on the basis of our Constitution and how that meaning has changed over time. Using *We the People* will help you meet the following **Social Studies standards:**

C.1.3.1 Discuss the origins of the United States founding documents (e.g., U.S. Constitution, Bill of Rights). D2.Civ.3.3-5

C.2.3.3 Compare rights and responsibilities of citizens in different times and places. D2.Civ.8.3-5

H.12.3.1 Create historical narratives using chronological sequences of related events in the community, region, or state. D2.His.1.3-5

H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. D2.His.3.3-5

H.13.3.1 Explain how multiple perspectives are portrayed through historical narratives. D2.His.6.3-5

H.13.3.4 Discuss the intended audience and purpose of a historical source. D2.His.11.3-5

C.1.4.1 Explain the purpose of the founding documents including the Declaration of Independence, U.S. Constitution, and the Bill of Rights. D2.Civ.3.3-5


C.2.4.3 Evaluate changes in citizens’ rights and responsibilities over time. D2.Civ.8.3-5

G.10.4.3 Compare push- pull factors that influenced immigration to and migration within the United States. D2.Geo.7.3-5

H.12.4.1 Create historical narratives using chronological sequences of related events in Arkansas and the United States. D2.His.1.3-5

H.12.4.4 Analyze the impact of individuals and events on the past, present and future. D2.His.3.3-5

H.13.4.2 Examine why individuals and groups during the same historical period had differing perspectives. D2.His.4.3-5



C.1.5.1 Examine foundational documents of the United States government. D2.Civ.3.3-5

H.12.5.13 Analyze the process of creating a single country from a loose association of states (e.g., weakness of the Articles of Confederation, currency, State vs. Federal control, military). D2.Civ.11, 13.3-5; D4.2.3-5

H.12.5.14 Examine short- and long-term effects of the drafting and signing of the U.S. Constitution. D2.His.6.3-5

Literacy standards alignments:

CCRA.R.1, 2, 3, 4, 6, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5

Social/Emotional Learning Standards

Decisions I am a contributing member of my community.

Empathy I am able to understand that I can make a lasting impact on the way people think, act, or behave by my actions.

Empathy I can identify ways in which I can positively contribute to my community.

Empathy I am aware of cultural issues that exist in my world and exhibit a respect for human dignity and differences.

Identity Students will develop positive social identities based on their membership in multiple groups in society.

Identity Students will recognize that peoples' multiple identities interact and create complex individuals. Will Wilson's photograph of Casey Camp-Horinek asks us to consider women and their leadership roles in a Native American community as we also continue to think about Nari Ward's ideas of what it means to be an American. In addition to the Social Studies standards noted above, this artwork will also help meet the following:

C.2.3.3 Compare rights and responsibilities of citizens in different times and places. D2.Civ.8.3-5

C.1.5.4 Examine how social organizations and institutions make rules and create responsibilities (e.g., workplace, families). D2.Civ.4, 11.3-5

C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States. D2.Civ.8.3-5

C.2.5.4 Examine actions of individuals and groups that illustrate civic virtues at the local, state, and national level. D2.Civ.6, 8.3-5

G.9.3.2 Describe effects of cultural characteristics on population distribution in a specific place. D2.Geo.6.3-5

G.10.3.1 Analyze ways natural resources influence where people settle in Arkansas and the United States. D2.Geo.8.3-5

G.10.4.1 Compare natural resources in various geographic regions to influence human settlement patterns. D2.Geo.8.3-5



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