

## ***Reflection***

Sonja Hinrichsen, new genre artist, led the Learning Lab for Educators where participants mapped the city and reflected on neighborhood history, old and new architecture, frontier experience and the role of women in present and past. The resulting installation *Reflections* incorporates video and sound recordings, photography and text. Each participant in the Lab created a lesson plan based on their experience that can be utilized in their classrooms.

## **Essential Questions**

### **LESSON PLANS**

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#### **1. Title of project: Memory Mapping the School Grounds**

Grade level: adaptable

Lesson designed by: Joseph Davidson

**Essential questions: How do we experience history through place?**

**(stories,  
memory,  
identity)**

**Summary of project:** Students will create a collaborative “Memory Map” that explores the relationship between history and place by recording and illustrating memories and experiences from their own personal histories. The “Memory Map” will be introduced as a graphic organizer that relies on physical geography to organize and display information. For this lesson students will be mapping the school grounds with memories new or old (depending on how long they’ve been involved with the school).

#### **Objectives:**

1. Students will write specific details to record a memory.
2. Students will summarize their memory on a collaborative map as a graphic organizer.

#### **Materials:**

- Butcher paper to create a large collaborative map.
- Art supplies (markers) to create the map and illustrate memories.

#### **Procedures:**

- **Mini-lesson/introduction:** Whole class gathers for teacher introduction. Teacher introduces the idea of a memory map using an example from the Flickr “Memory Map Pool.” As a whole class, the teacher guides students in thinking of memories that relate to a specific area of the school such as their current classroom.
- **Work-time:**
  - **Step 1:** Teacher assigns students into small table groups. Groups are responsible for brainstorming memories about different areas of the school (ex: playground, cafeteria, music room, etc). Students will write each memory on a sticky-note and place it in the middle of the table. Within the groups, each student should have a different color marker so it is easy to identify their sticky-notes. Then students will share their memories with their groups in small discussions.
  - **Step 2:** After sharing, each student chooses one of their own memories to illustrate. Using another sticky note, students create a simple illustration that is related to that memory.
- **Debrief:** The whole class will gather to add their illustrated sticky-note and related written description to a butcher-paper map of the school and school grounds (created by the teacher)

or students). Depending on time a class size, each group will introduce their area, and each student will share their memory before placing it on the map.

**Skills:**

- Writing: brainstorming and summarizing
- Viewing: map reading and graphic organizer use
- Speaking: small-group discussion and informal class presentations

**Assessment:**

- Individual contributions to the final map.
- Teacher observation of small group behavior.
- Presentation to class.

**Resources:**

- Maps to share as “mentor text” examples from Flickr “Memory Maps Pool” available online at: <http://www.flickr.com/groups/memorymaps/pool/> (teacher should select examples for grade-level appropriate content)
- *You Are Here: Personal Geographies and Other Maps of the Imagination*, Katharine Harmon

**Colorado Standards:**

**Reading & Writing 2.2:** write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading;

**GRADES 5-8:** As students in grades 5-8 extend their knowledge, what they know and are able to do includes • telling and writing stories, reports, and letters with greater detail and supporting material;

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## **2. Women Through Denver’s History**

Grade level: 9-12

Lesson designed by: Erica Ristig

**Essential questions:**

- How do we experience history through place?
- How does history shape and form our actions and decisions today? Have women had any role in this? How?

**Summary of project:**

This project will be presented in the high school classroom, and will be used to introduce or familiarize students with the history of Denver and the women who played major parts in its construction, and also to familiarize students with women in their own lives today. The first half of this project will be research intensive, allowing students to explore 2 women from Denver’s history. Afterwards, each student will interview 2 women they know personally. After researching, students will create a painting inspired by their research and interviews. Students will be asked to incorporate their response to their research and interviews and quotes or texts into the painting for a successful end product.

Students will also be asked to keep an Artist book, in which they will make daily journal entries, keep research, sketch ideas and collage. This book will help lead students to their final idea for the painting, and will aid in inspiration.

**Objectives:**

Through this lesson plan, students will become familiar with women in Denver's history, as well as learn more about women in present day. Students will learn how women have helped shape and transform Denver into the urban cultural melting pot it is today. In addition to learning the history of Denver, students will improve their journaling, researching, painting and communication skills.

**Materials:**

- Research materials (access to resources, books etc)
- Paint (student's choice-acrylic, watercolor, oil)
- Collage materials such as newspaper clippings, photos, adhesive etc.
- Canvas
- Brushes

**Procedures:**

- Present examples of women in Denver's history and ask essential questions.
- Take students to library to show them how to conduct research, which will help in discovering women in Denver's past and present.
- After initial day in library, ask students to pick 2 women from Denver's past and conduct research on them. Ask students to try to answer essential questions in their Artist books and to put all research there as well as anything else that would inspire their final painting.
- Explain that after all research is complete (2 wks.), students will be asked to choose two women each of them know and interview them. They will have example questions to help them in their interviews (attached).
- After interviews and research are complete, present painting project guidelines to students and ask them to sketch/collage ideas in their Artist books.
- Guide in painting process.
- At the end of this project, students will present their paintings to the class.

**Skills:**

- Students will refine skills in: researching, daily journal keeping, painting and public speaking.
- Students will become excellent researchers, and in turn will learn more about Denver's history as well as Denver in present day.

**Assessment:**

Student's paintings will be assessed through a class critique. Each student will be responsible for integrating the project guidelines into their painting in their own way.

**Resources**

- [www.photoswest.org](http://www.photoswest.org)
- <http://www.denvergov.org/Default.aspx?alias=www.denvergov.org/Women>
- [www.mollybrown.org](http://www.mollybrown.org)
- The Colorado History Museum
- 4-Mile House

**Colorado Standards:**

- History 1: Students understand the chronological order of history and know how to organize events and people into major eras to identify and explain historical relationships.
- History 5: Students understand how science, technology and economic activity have developed, changed and affected societies throughout history.
- Reading and Writing 5: Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources.
- Reading and Writing 6: Students read and recognize literature as a record of human experience.
- Visual Arts 1: Students recognize the visual arts as a form of communication.
- Visual Arts 3: Students know and apply visual arts materials, tools, techniques and processes.
- Visual Arts 4: Students relate the visual arts to various historical and cultural traditions.

- Visual Arts 5: Students analyze and evaluate the characteristics, merits and meaning of works of art.