

THE REGIONAL: BUILDING IDENTITY

Celebrating the artistic and cultural complexity of the region.

GRADE LEVEL: 6-12



OBJECTIVE

The artists in this exhibition have individual experiences that influence their identity, community, and sense of belonging. In this research based lesson, students will look at an artist, develop text around that artist, and create a piece of art that communicates their own identity.

VOCABULARY

- Identity
- Cultural competency
- Feminism
- Community
- Accessibility
- Perspective
- Portraiture
- Social Justice
- Conceptual
- Pop culture
- Immigrant experience

MATERIALS

- computer, tablet
- miscellaneous art materials

BEFORE HAND

- Use the educator guide to familiarize yourself with the exhibition.
- Familiarize students with the exhibition through the virtual tour.
- Students may follow along the virtual tour using the scavenger hunt.
- Discuss identity, community, and belonging. Where do these themes come up in the exhibition? How do the artists find ways to discuss these topics visually? How do students define these topics? Where do they see them exist in their lives?

PROCEDURES

- Based on their viewing of the exhibition, allow students to select an artist to research. Here is a link to a list of the artists, <https://docs.google.com/document/d/1xSgCOjtgQacMmyotAXAt16reoHrF1wFCEaHxlsaxVZM/edit>
- As students gain a understanding for their chosen artist, have them create a hypothesis for their research. Here are some examples:
 - How does Mara Duvra use her combination of photography, poetry, and video to explore identity and Blackness?
 - In what ways does Nikki Woods seem curious about popular culture and the idea of Americana in her paintings?
 - Jordan Weber's community- based projects are aimed at countering environmental racism. How is this evident in his works?
 - How does Rachel Cox portray ideas of home and belonging (or lack of) in her photography?
- Have students write a summary of what they learned about their chosen artist, including a biography, about the artwork, and their answer to the hypothesis.
- Alongside the research, students will create an art piece that represents their personal identity. This can be a poem, painting, drawing, collage, etc.
- Here are some questions for students to think about as they begin working on their art.
 - Where are you from?
 - What do you like to spend your time doing? Why?
 - How would you define your identity?
 - What does community mean to you? How do you BELONG to this community? Why do you feel that this is your community?

RESOURCES

- https://ohiohistorycentral.org/w/Cincinnati,_Ohio
- <https://alg.manifoldapp.org/read/introduction-to-art-design-context-and-meaning/section/546808d3-2803-4313-9fd4-c7c1b77e3bcf>
- <https://theconversation.com/three-simple-steps-to-understand-art-look-see-think-33020>
- Resources for the individual artists are located in the Educator Guide.