

# Stay Up! Stickers

Grade 9-12  
Visual Arts

## Lesson Description:

Integrate local history into the classroom and have students analyze and interpret the facts through their own stickers. Students will learn about notable Cincinnatians, cultural icons, and historical events of the City and then choose to honor, question or make a statement about local culture.

Able Projects and ArtWorks created *Stay Up! Cincinnati*, a mural created for the UnMuseum© as a way to honor the City. Inspired by the art of Shepard Fairey, the mural is made using Fairey's street art practices of silkscreening, stenciling and wheat pasting techniques.

## Objectives:

- Students will learn about notable Cincinnatians across all disciplines – science, history, politics, entertainment, sports, etc.
- Students will create a sticker that can be reproduced and distributed, depicting Cincinnatians/Cincinnati history.
- Students will discuss how their final image honors or questions what they've learned about the history of Cincinnati.

## Materials and Resources:

Images of notable Cincinnatians

Collage materials, magazines, newspapers, etc.

Scissors

Sticker paper

Glue sticks

Markers

Copy machine and scanner

(This project can be easily adapted to creating graphic imagery in Photoshop.)

Shepard Fairey's website <http://obeygiant.com/>



**Stay Up! Cincinnati**  
2009  
Able Projects and ArtWorks

## Critical Questions:

- What criteria are necessary to make a person or place commemorable?
- What types of historical stories do you question? What types do you take for granted?
- What is more critical to history, honoring someone/something or questioning it?

**Activities:**

Preliminary historical discussion:

- Students will be given a person or subject relevant to Cincinnati history that they are to briefly research (5 facts) and present to the rest of the class.
- Students will discuss who/what they think are essential candidates for honoring or questioning within their artwork.

Art-making activity:

- Each student will select imagery they think is necessary to communicate their thoughts about their selected person or topic (not necessarily the one they reported on).
- Images will be integrated together to create the final prototype for the sticker.
- Stickers will be scanned or copied onto sticker paper to create multiple images that can be shared.
- A final critique of the stickers can be done in order to give students an opportunity to discuss each others' ideas.

**Assessment:**

- Completion of research project for preliminary activity.
- Execution of sticker and its ability to communicate the intended message.
- Participation in final discussion of the artwork.

**National Standards:**

- 9-12.1 Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- 9-12.2 Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- 9-12.5 Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.