

# UnMuseum: Protest! Grades 5-8

## Exhibition: Ryan Mulligan, The Dinosaur Says Moo



### OBJECTIVE:

Inspired by Ryan Mulligan's exhibition, *The Dinosaur Says Moo*, the students will explore different manners of communication and the power of adaptability. They will create their own non-verbal messages of protest.

### VOCABULARY

- Autism
- Protest
- Non-verbal communication
- Disability
- Adaptation

### MATERIALS

- Poster board cut into 5 x 10 rectangles
- Markers
- Popsicle sticks
- Glue



### DISCUSSION

**D**iscuss Ryan Mulligan's exhibition: The Dinosaur Says Moo. After learning of his son's Autism diagnosis, the artist realized that his notion of play may not be the same as that of his son and that they would need to learn and develop new ways to communicate with one another.

**D**iscuss how the mini protest signs that line the back wall of the mini golf course. They are covered in vivid colors and lines and represent the frustration of a child who cannot communicate with his parents.

**D**iscuss how nonverbal cues and communication can be an effective way of communication.

**B**rainstorm different ways we communicate with each other without using words. For example we put our finger to our lips to indicate quiet, we wave to signal hello or good bye, and we clap to show approval or praise.

**B**rainstorm protest signs the student may have seen.

**B**rainstorm issues the students would like to protest. It could be bedtime, social media time limits, uniform restrictions at school, etc.



### PROCEDURE

**U**sing the art supplies provided have the students design a protest sign on the 5 x 10 card stock.

**G**lue a popsicle stick to the back to complete the sign.

**H**ave the older students write a paragraph stating their position including facts and examples in support of their arguments. For younger students this might be a simple statement like: I believe/think/feel \_\_\_\_\_ because \_\_\_\_\_.

**H**ave the students share their signs and written work with the class either through oral presentations or by creating a display in the classroom.

### EVALUATION

**E**valuate the students' contributions to the class discussion.

**E**valuate the students' ability to write a sentence or paragraph that clearly states their position and provides support for their statements.

**I**f giving oral presentations evaluate the student's ability to effectively communicate their ideas.