

Diversity is : A CRTL Lesson

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Created for Junior High / High School Application

(easily modified for 5-12 grades)

FOCUS: Culturally Responsive Practices

This lesson is designed as an exploration in
DIVERSITY.

It highlights objectives for both the *students* and the *educators*. Participants in this lesson will be asked to reflect upon race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/ emotional ability, socioeconomic class, and religion using the Diversity Is project as a vehicle for exploration.

MATERIALS

Diversity Is Posters
Paint Markers
Supplied Teacher Resources
Procreate/Tayasui Sketches

KEY CONCEPTS

Community
Culturally Responsiveness
Diversity
Identity
Inclusion
Layers
Typography
Curated



Illinois VA Standards

PART ONE:

8th VA:Cr1.2.8

a. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

PART TWO:

8th VA:Re7.1.8

a. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

PART THREE:

8th VA:Pr6.1.8

a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

CRTL Standard:

C. Students as Individuals

Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.

G. Content Selections in all Curricula

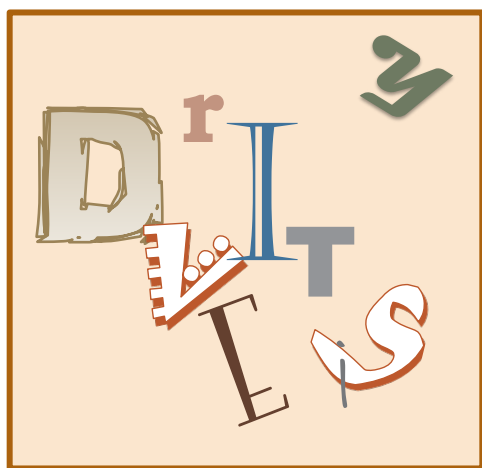
Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities.

PART ONE: INTRODUCTION OF CONCEPT

OBJECTIVES:

Students will work together to investigate interpretations of diversity using the Diversity Is poster as an aspect of present-day visual culture.

Educators will develop questions which encourage authentic responses regardless of race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, or religion



ENTRANCE ACTIVITY:

Prior to students' entrance into the classroom, prepare cards to hand out to each student. Each card should have one letter on it from the word DIVERSITY. Each letter should be in a different font. Choose fonts with "personality" for this activity. Create enough cards so that each letter will be distributed and if necessary, make copies to create small group explorations of each letter.

- ✓ Students will be given one letter card as they enter the classroom and one Letter Bio Worksheet. Ask students to find the other students with the same letter.
- ✓ Individually or in small groups, students are asked to examine the font of the letter they received and to fill out the front side of the Letter Bio Worksheet.
- ✓ When completed, students will be asked to share with the class the letter they received and the personality of the letter based upon the appearance of the font. They will then place the letter on the board in the order they have been called upon to share. (random order)
- ✓ When all groups are finished, have students attempt to unscramble the letters to determine the word that they spell.
- ✓ Ask students what diversity means? What is it? What aspects of a person might be included in the concept of diversity? How does diversity affect their lives? Why is it important to reflect upon the concept? How does diversity function in your classroom? School? Community? State? Nation? World?

CONCEPTUAL WRAP-UP

- ✓ When the class discussion is completed, show the class the Diversity Is poster.
- ✓ Have all students turn the Letter Bio Sheet over and create a definition of diversity based upon the answers shared during discussion.
- ✓ Collect the completed worksheets and if they are willing, have students share their definitions of diversity with the class.

To evaluate student understanding of the concept diversity, collect the Letter Bio Worksheet from all students. (see attached)



PART TWO: LAYERED MEANINGS

OBJECTIVE

Students will critically analyze the curated choices made by the designers of the Diversity Is posters to identify how the designers visually conveyed the layered meaning of inclusivity and community in their aesthetically pleasing visual image.

Educators will continue to address the CRTL objective stated in Part One

OBJECTIVE



TYPOGRAPHY:

Each letterform in the “Diversity is” wordmark has been developed by type designers from all over the globe representing various ethnicities, races, genders, and sexual orientations.

The font design for this poster was a **curated** choice by the poster designers to add a layer of diversity to this aspect of the poster creation.



COMMUNITY:

DYMAXION MAP

This representation of our shared global community was designed R. Buckminster Fuller. The choice to use this image was a **curated** choice by the designers of the Diversity Is poster. Buckminster Fuller was at one time part of our community and thus the use of his global map adds a layer of implied and actual community.



COLORATION:

The color choices for the Diversity Is posters were **curated** choices by the poster designers. The posters were designed to function aesthetically but also conceptually.

SKIN TONES

Careful consideration was made to be inclusive of a wide range of skin tones. (see page two)

RAINBOW/LGBTQ+

The inclusion of colors that represent the LGBTQ+ community was essential in fully communicating diversity and inclusion

PART THREE: COMMUNITY CONNECTIONS



OBJECTIVE

Students will determine why and how an exhibition of the Diversity Is DIY posters could influence ideas, beliefs, and experiences at their school. **Students** will develop a poster of their own to personally focus their message.

CULTURALLY RESPONSIVE OBJECTIVE:

CRTL trained **educators** will embrace student identities and prioritize representation in the curriculum by inviting students to create their own Diversity Is posters and definitions of community and to expose students to other cultures within their schools, local communities through the sharing of the posters created for this project.



STAGE ONE: DIY Community

Break students into small groups. Have them determine places in the school which would benefit from an exhibition of the Diversity Is DIY posters.

Have them decide upon two positive or negative outcomes that might arise from an exhibition in their chosen space. Ask each group to share their choices.

When all groups have had chance to share, take a vote to determine the space the class would like to use as the location for a pop-up exhibition and poster-making session.

Using gel markers or paint pens, have students complete the phrase Diversity Is.... on the supplied Diversity Is posters. Allow for authentic response but be prepared to discuss appropriate responses.



STAGE TWO: Community Connections

Students are now ready to create Diversity posters which reflect their own communities. (How do they define community?)

Have the students to think carefully about community representation. If displayed in a diverse community, their poster might be a celebration of this. If it is not a diverse community, the poster may be divisive. Discuss this with the students and have them think about where they believe displaying their posters in their “community” would have the greatest impact. The displaying of the posters can be either a written reflection about possibilities and ideas or an actual community interaction that is documented by the student.

CREATING THE POSTERS:

Have the students look once again at the Diversity Is posters and the layers of meaning that the designers embedded into the final visual image. Have students make curated choices about:

1. Typography (What personality or meaning does their font choice have?)
2. Community Representation (What is their map of place?)
3. Coloration (What colors are important to them? What colors represent their community?)

Letter Bio Worksheet

You were given a letter when you entered the room today. Please study this letter. Imagine that you need to get to know this letter well enough that you could introduce this letter to others. Please complete this worksheet using your imagination but also supported by your actual observations.

1. How old is this letter? What led you to make this determination?
2. This letter is part of the Font Family. Please give this member of the Font Family a name and explain your choice based upon what you have observed about this letter.
3. What personality traits does this letter possess? Why did you assign these traits to this letter...what observations contributed to your choices?
4. Draw the first letter of your name in the space below using what you believe that letter would look like as part of this Font Family.
5. Would you use this font? Why or why not.