

PROJECT-BASED LEARNING

PORTRAITS OF DIVERSITY



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Travel, Arts & Culture



PROJECT CREATED BASED ON THE FRAMEWORK FOR HIGH
QUALITY PROJECT BASED LEARNING



"PORTRAITS OF DIVERSITY": CELEBRATING INDIVIDUALS WHO INSPIRED CHANGE"



Driving Question: *How can we create a portrait gallery that celebrates diverse individuals who have made significant contributions to society?*

Goal: *Showcase the stories and achievements of diverse individuals who have made a significant impact on society, fostering a culture of inclusivity, empathy, and inspiration.*

Objective: The objective is to create a collection of visually captivating portraits and accompanying narratives that highlight the diverse backgrounds and contributions of individuals who have inspired positive change, promoting understanding and appreciation for the power of diversity.

Phase 1: Investigate and Connect

Introduction to Portraits of Diversity:

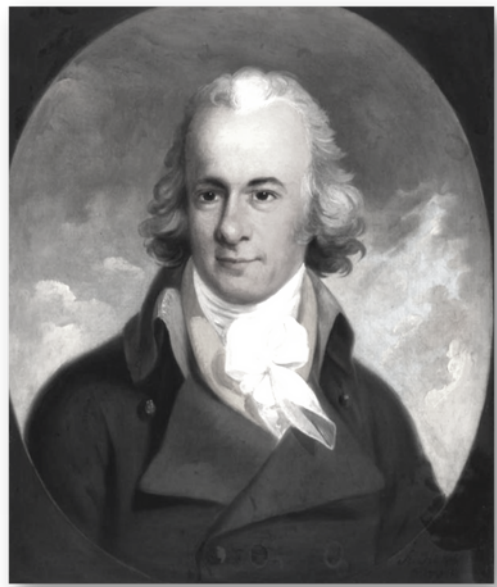
- Engage students in a discussion about the importance of diversity and inclusivity in society.
- You can use the following questions to ignite their critical thinking:
 - Why is it important for everyone to value and respect people who are different from them?***
 - How does having a diverse group of people contribute to making our society better?***
 - Can you think of any examples where including people from different backgrounds has made a positive impact on a community or a group of people?***
 - What are some challenges that can come up when we try to include and accept everyone, and what can we do to overcome those challenges?***
 - What are some simple ways that you can make a difference in creating a more inclusive and diverse society in your everyday life?***

During the discussion, make sure to take notes about the answers that are coming and keep the visual brainstorming written on a large piece of paper in the classroom, so all the groups can have easy access.

Show examples of diverse individuals who have made significant contributions in different fields, such as science, literature, art, social justice, etc.

- As a helpful resource, you can use the read-aloud series Courageous People by Vooks. You can find a short bio of each person mentioned at the read-aloud on the next pages.
- Encourage students to research by themselves as well, and let them choose individuals from various cultural backgrounds, genders, abilities, and fields of expertise.
- They can use the internet to search, but give them the following guidelines:
 - Who is a person from a different background or culture that you find interesting?***
 - What field or area did this person make significant contributions to?***
 - What are some specific achievements or contributions this person has made?***
 - How has this person's work impacted others or made a difference in society?***
 - How did the person's cultural background or experiences influence their work?***





WILLIAM WILBERFORCE



William Wilberforce was a British politician and philanthropist who became a staunch abolitionist.

He led a 20-year parliamentary campaign to abolish the Atlantic slave trade.

He was an independent and independently minded politician who, through his deep-seated Christianity and sense of morality, embarked on a campaign that took up almost the last 50 years of his life to abolish the slave trade.

He played a significant part in securing the admission of missionaries to India, and from 1814 campaigned for the abolition of the slave trade by other nations.

He was important in demonstrating how an independent political campaign pursued with great consistency and integrity could eventually bring striking results, and in providing a moral and spiritual example that stimulated significant changes in cultural attitudes.

He continued to have a prominent independent role in Parliament, particularly as a kind of national moral arbiter.

Wilberforce was born to a prosperous family, but he chose a life of public service and adherence to Evangelical values over the comfortable merchant existence that was laid out for him.





MALALA YOUSAFZAI



Malala Yousafzai is a Pakistani activist for female education and the youngest Nobel Prize laureate.

She is known for human rights advocacy, especially the education of women and children in her native Swat Valley in Khyber Pakhtunkhwa, northwest Pakistan, where the local Taliban had at times banned girls from attending school.

When she was 15 years old, Malala was shot in the head by the Taliban while she was on a bus returning from school. She was airlifted to a Pakistani military hospital and then taken to an intensive care unit in England. After ten days in a medically induced coma, Malala woke up in a hospital in Birmingham, England.

Malala has written books about her experience in being shot by the Taliban due to her standing up for educational rights. Her first book, "I Am Malala: The Girl Who Stood Up," was published in 2013 and was written alongside Christina Lamb. The book ultimately highlights her wisdom and compassion and her courageous efforts in fighting for girls' education.

Yousafzai is a courageous young woman who fought for the right to education for all people.





HARRIET TUBMAN



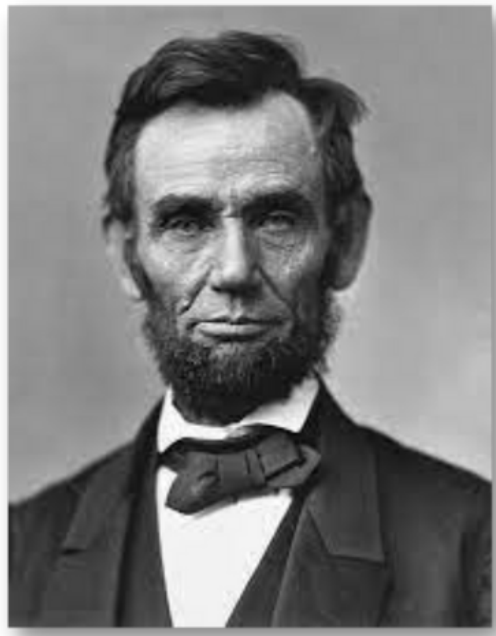
Harriet Tubman was an African American abolitionist and political activist.

She was born into slavery, but she escaped and subsequently made some 13 missions to rescue approximately 70 enslaved people, including family and friends, using the network of antislavery activists and safe houses known as the Underground Railroad.

Tubman was an extraordinary woman who fought for freedom and equality for all people.

She was also a Union spy during the American Civil War.





ABRAHAM LINCOLN



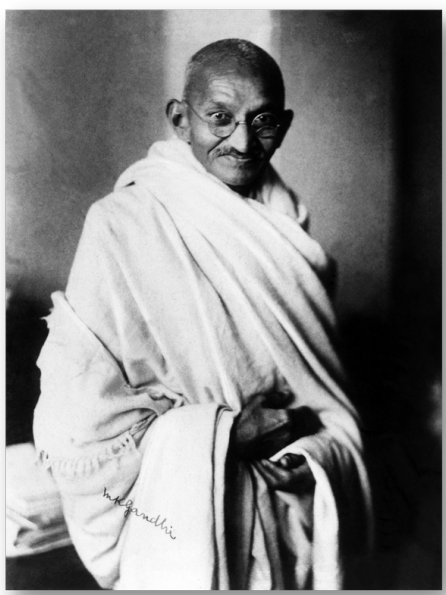
Abraham Lincoln was the 16th President of the United States.

In doing so, he preserved the Union, abolished slavery, strengthened the federal government, and modernized the economy.

He is best known for leading the country through its Civil War—its bloodiest war and its greatest moral, constitutional, and political crisis.

Lincoln was a great leader who fought for freedom and equality for all people.





MAHATMA GANDHI



Mahatma Gandhi was an Indian lawyer, anti-colonial nationalist, and political ethicist.

He was the preeminent leader of the Indian independence movement in British-ruled India.

Gandhi led India to independence and inspired movements for civil rights and freedom across the world.

He was a great leader who fought for freedom and equality for all people.





ROSA PARKS



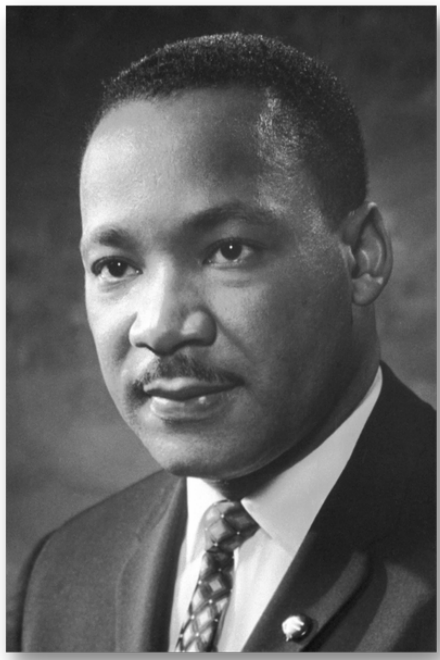
Rosa Parks was an African American civil rights activist.

She is best known for her role in the Montgomery bus boycott.

Parks refused to give up her seat to a white passenger on a Montgomery, Alabama bus, which sparked a citywide boycott of the bus system.

She was a courageous woman who fought for freedom and equality for all people.





MARTIN LUTHER KING JR



Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesperson and leader in the civil rights movement.

He is best known for his role in the advancement of civil rights using nonviolent civil disobedience based on his Christian beliefs.

King led the Montgomery bus boycott and helped found the Southern Christian Leadership Conference.

He was a great leader who fought for freedom and equality for all people.





Phase 2: Create and Reflect

Portrait Creation:

Introduce different portrait techniques and styles. Instruct students to create portraits of the inspiring individuals they have chosen, capturing their unique features, expressions, and personalities.

During the process of selecting the portrait technique, students research a good quality image to serve as a foundation for their artwork. Once they select the image guide, print the portrait in good quality and make sure each student has one printed page.

At this phase of the project, the teacher can encourage students to experiment with various mediums and styles to express the essence of their subjects.

But it is important to guide the choices of the students to maximize the results and avoid frustration during the creative process:

- Highlight the different types of artistic portraits, such as **Realistic, Abstract, Mixed-Media, or Digital Art.**
- Show students that there is no need to copy exactly the printout that they have; they can trace it to improve their drawing skills, but there is nothing wrong with creating a collage with the guide paper or using it to digitally recreate the image, using creative filters and backgrounds.
- Review again the goal of the lesson, to reinforce that the portraits must be related to what the Change Maker used to do and the impact caused by their efforts, and how important is to complement the portrait with a background and foreground featuring elements related to the personality.
- A choice board with ideas is attached to the following pages.

Artist Statements:

- Ask students to write artist statements accompanying their portraits, explaining their artistic choices, and highlighting the impact and contributions of their chosen individuals.
- Emphasize the importance of clear communication and the connection between the artwork and the subject's accomplishments.





Phase 3: Showcase and Reflect

Portrait Gallery:

Organize a gallery-style exhibition within the school or community space to showcase the students' portraits of diversity. Create displays featuring the portraits, along with the corresponding artist statements. Invite the school community, parents, and other classes to visit the gallery and learn about the inspiring individuals.

Gallery Opening Event:

Plan an opening event for the gallery, where students present their work and share the stories of the individuals they portrayed.

Include speeches, presentations, or performances that celebrate diversity and highlight the contributions of inspiring individuals.

Encourage students to interact with visitors, answering questions and discussing their artwork and the impact of their chosen individuals.

Reflection and Evaluation:

Utilize the self-assessment at the next page and peer feedback on the portraits and artist statements.

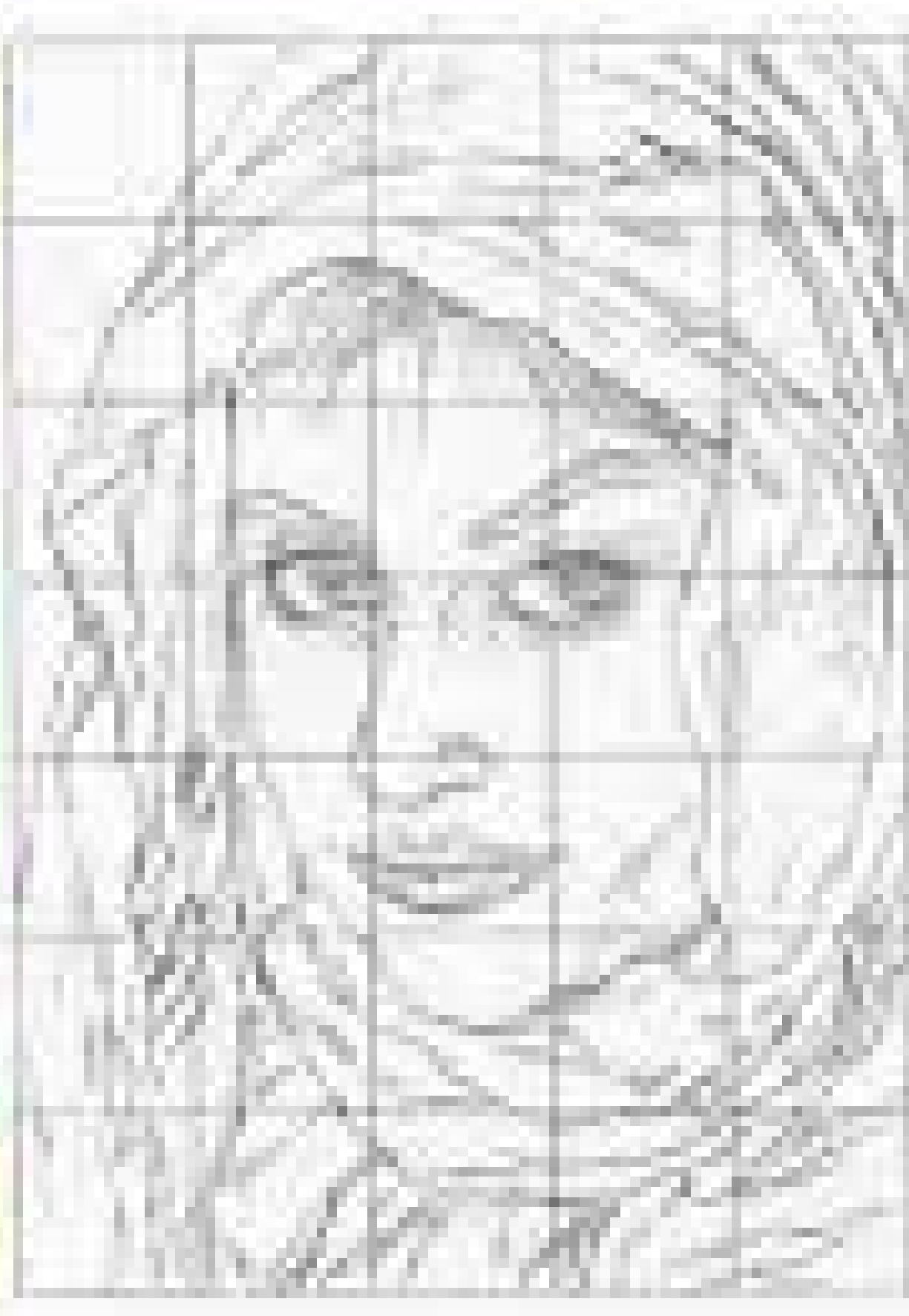
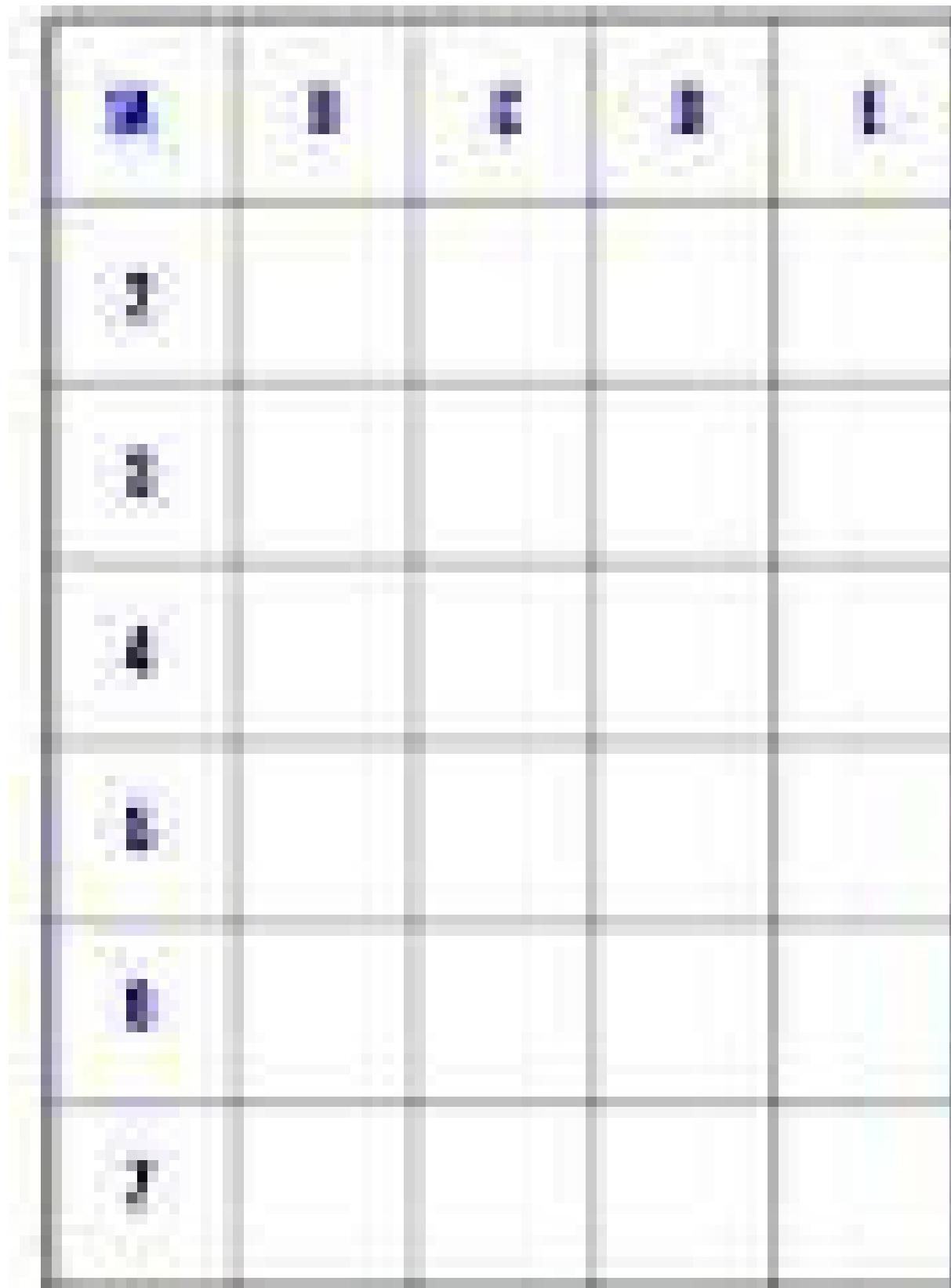
Community Engagement:

Explore opportunities to extend the impact of the project beyond the school by sharing the artwork and stories with local organizations, museums, or community events.

Discuss ways in which students can continue to promote diversity and inclusivity in their daily lives and within the community. Throughout the PBL unit, integrate opportunities for cross-curricular connections, such as incorporating writing skills in artist statements or incorporating historical or social contexts related to the chosen individuals. Encourage creativity, collaboration, and critical thinking as students explore diversity through art.



PORTRAIT GRID





PORTRAIT GRID

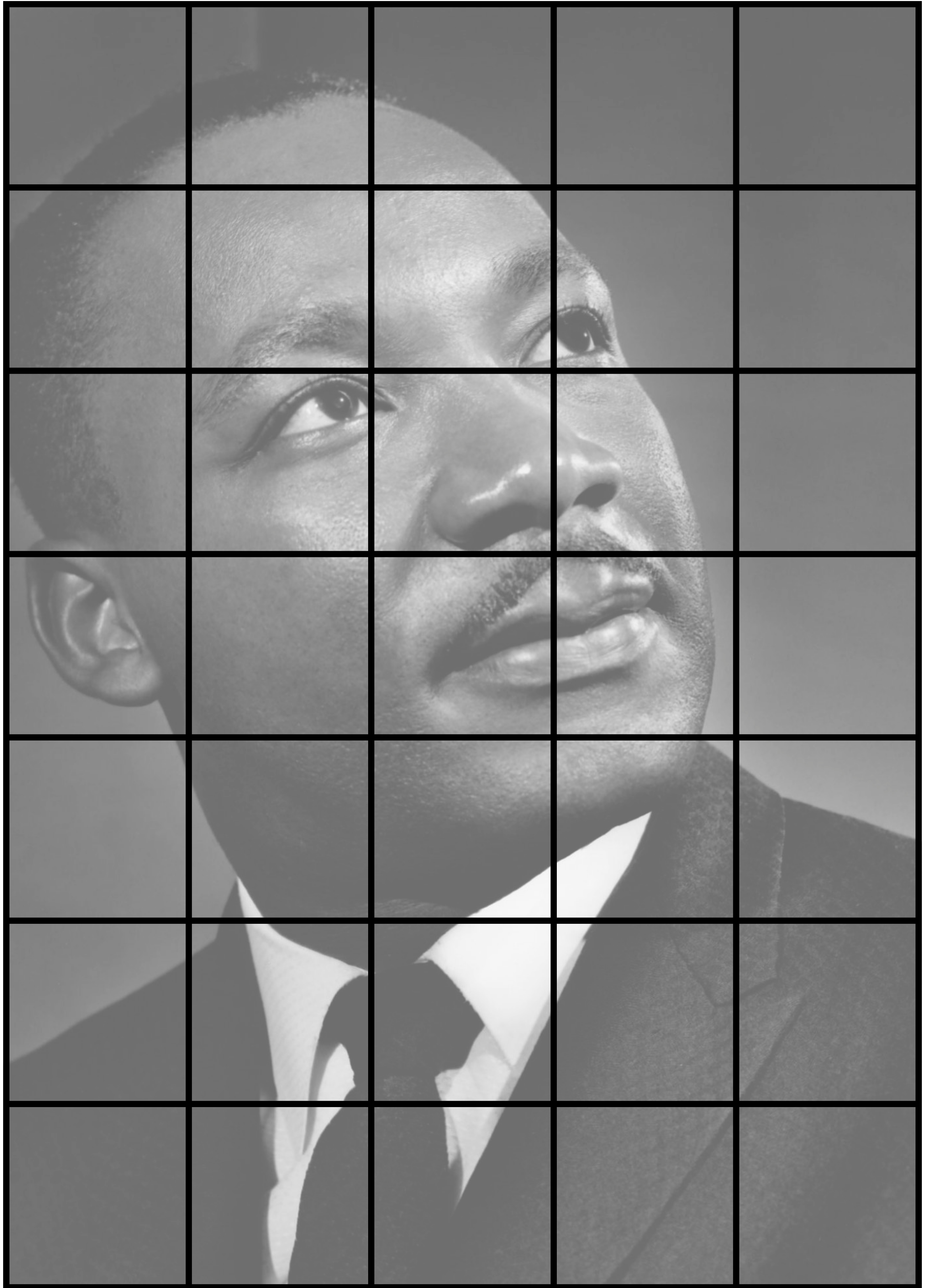




Martin Luther King



Martin Luther King





SELF-REFLECTION:

Is the theme of my portrait clear and well-explained?

Is the grammar of my artist statement clear and spell checked?

The portrait is well-craft?

Is there a background and foreground with elements in my portrait?

Is the selection of media and materials favorable with the portrait?

Is the personality in the portrait well represented and respected ?

What was the biggest challenge you faced during this project?

How did you overcome this challenge?

What is the overall thoughts about the project and the learning process?





ARTIST STATEMENT;

Describe your artwork

Some questions to consider:

What does your artwork look like?

What is the subject matter?

What is the title of your work?

What elements or principles are most obvious in your work?

How did you create your art?

Some questions to consider:

What media is your artwork made of?

What tools, techniques, or processes did you use to create your artwork?

What is your artwork's big idea?

Some questions to consider:

What or who inspired your artwork?

Does your work express a personal or social issue?

What emotions did you try to show in your artwork?

What were your goals for this artwork?

Some questions to consider:

What are your goals as an artist?

Did this piece help you reach your goals?

Why or why not?

What are your overall thoughts on your artwork?

Some questions to consider:

What did you learn in creating this artwork?

Is the final piece what you imagined?

How so?

How will this piece influence your future artworks?





Thank you for downloading my resources!

Remember that on my website, I have diverse materials and resources that help you to flip your classroom into a multicultural place, where your students will be able to experience the world through Arts and culture. Several Multicultural activities, for all grade levels, Project-Based Learning, Arts Integration, and student choice-based are some examples.

I am glad to have you on this journey and remember: Be Creative Today!

Camila Vasconcelos

msmilaarts.com



YouTube Channel: [Ms. Mila Arts & Culture](https://www.youtube.com/channel/UCMsMilaArtsCulture)



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