

American Graffiti

1. Question & Research Task

In May of 2019, artist Michael Rosato finished the mural at the Harriet Tubman Museum and Educational Center in Cambridge, MD. The mural depicts Harriet Tubman extending her hand to others, and it was an instant hit on social media when [grandmother Tracy Kilgore Lyndee captured a picture of 3-year-old Lovie Hope Duncan placing her hand in Tubman's](#). The image went viral on social media.

Clearly murals and street art have the power to move us. [Is there a difference between street art and graffiti?](#) Graffiti in North America has a long history of reflecting the lives of its people and shaping how they interpret the world.



This image of 3-year-old Lovie went viral in 2019 after she placed her hand in Tubman's. The mural is in Cambridge, MD.

Image Source: @maidenmaryland, Harriet Tubman Organization, Inc.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How has graffiti art influenced American culture?

2. Information Sources

Choose at least 2 resources for each topic to complete your graphic organizer. Be sure to cite each source! *When required, see your teacher/librarian for login information.*

Ancient Roots of Graffiti/History

- [Graffiti on one of the Colossi of Memnon](#) (photo)
- [Cave Art of Cro-Magnons](#) (video)
- [Lascaux](#) (article)
- [Cave Painting](#) (article)
- [Pictographs and Petroglyphs](#) (article)
- [Petroglyph of the Paiute people](#) (image)
- [Newspaper Rock in Utah](#) (image)
- [History of Graffiti in America](#) (article)

Women in Street Art

- [Do female graffiti artists have it harder?](#) (article)
- [Images of contemporary street art](#) (images)
- [Street style: an all-female mural crew is giving one L.A neighborhood a makeover](#) (article)

Graffiti Benefits

- [Graffiti Artists Use Closed Cities as Canvases](#)
- [Granny Does Graffiti](#) (video)
- [Los Angeles Neighborhoods Get Brighter with Colorful Murals](#) (video)
- [Graffiti Jewelry Business Helps Get Detroit Women Out of Poverty](#) (video)
- [Passing the Torch](#) (article)
- [A mural program to turn graffiti offenders around](#) (article)

3. Student Activity

Use the information sources on Slide 2 to complete the [graphic organizer](#) on the following topics:

- Ancient roots of graffiti
- Women in street art
- Graffiti benefits

Review at least 2 resources for each topic. Remember to cite your sources.



Click the link to launch a video about a Philadelphia program that uses graffiti as public arts education.

4. Assessment Activity

How has graffiti art influenced American culture?

Using an image search or a list provided by your teacher, select a work of graffiti art from ancient times to today. In one paragraph, explain how that work reflects the culture and time period of its creator. Recall vocabulary that you have learned in art classes to assist you in referring to specific details. See your teacher/librarian if you need additional resources for historical context.

Your paragraph will be scored using the PARCC rubric or another method as specified by your teacher.



A mural in Manhattan honors healthcare workers at Montefiore Medical Center in the Bronx. Click the image to launch the slideshow.

Image Source: Timothy A. Clary / AFP - Getty Images

5. Enrichment Activities



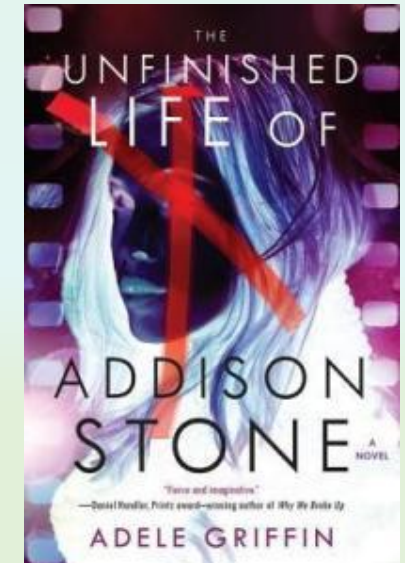
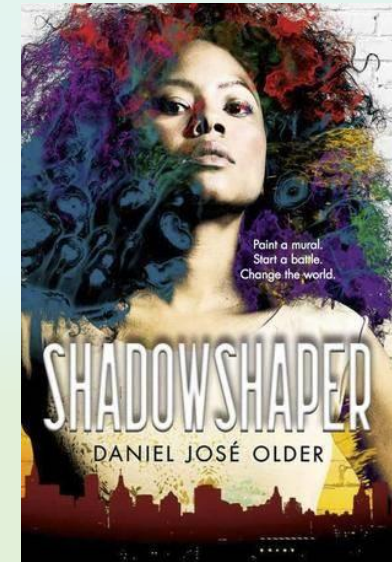
This street art is from downtown Baltimore.

Image Source: Pixabay

Interested in creating your own art? You may want to think twice as sometimes street art can lead to serious consequences! Review the resources below about creating your own art.

- [Graffiti Letters for Beginners](#)
- [Legal Graffiti Walls](#)
- [Why You Shouldn't Paint Graffiti](#)

Better yet, consider searching in TeenBookCloud or Destiny for one of these novels to read!



6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[MCCR ELA Standards Grades 6-8](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) - Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

SLIDE NAVIGATION

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Grade 6 ELA, Unit 3

Objective: Students will analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Time Frame: Two to three 45-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- Many graffiti resources and images on the web are available to teachers but not to students. Teachers may wish to locate additional images to be shared via VoiceThread.