

JUDY CHICAGO UNIT

LIVING SMOKE, A TRIBUTE TO THE LIVING DESERT

Title of lesson	About the Artist Judy Chicago	Time:	60-80 mins.
Standards Addressed	National Core Arts Standards: Visual Arts Anchor Standards-1,2,7	Grade level	6-8

FACILITATION

Preparation

Before the Lesson

- Review the entire video lesson.
- Review the websites used in the lesson
 - Fresh Take: Judy Chicago
 - Safe Link: <https://video.link/w/bToVb>
 - Original Link: https://www.youtube.com/watch?v=dU1M_l832No
 - “What It Means to Be A Feminist” by Seventeen Video clip:
 - Safe Link: <https://video.link/w/FOoVb>
 - Original Link: <https://youtu.be/SbFhOXapQBk>
- Review the hands-on activities and prepare supplies needed for the activity:
 - blank paper or notecard, pencil, colored pencil/crayon/marker (optional)
- Review Vocabulary Terms
 - **Identity**- the fact of being who or what a person or thing is; who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you.
 - **Feminism**- belief in social, economic, and political equality of the sexes.
 - **Intersectionality**- an analytical framework for understanding how aspects of a persons’ social and political identities combine to create different modes of discrimination and privilege. Examples of these aspects are gender, caste, sex, race, class, sexuality, religion, disability, physical appearance, and height.
 - **Equality**-the state of being equal, especially in status, rights, and opportunities.
 - **Equity**- the recognition that sometimes people need different treatments to make their opportunities the same as another’s, and implementation of appropriate supports to allow for equality amongst a diverse population.
- Review the “Judy Chicago Background” Document
<https://bit.ly/3sA9zYE>
- Open each website/resource behind the zoom screen.
- Start that Zoom session 10 minutes before your scheduled start time to support students with tech challenges.

Necessary Student Materials

- blank paper or notecard, pencil, colored pencil/crayon/marker (optional)

Step 1: Agreements

Set Expectations

 3 minutes (Slide 2)

1. Use this time to welcome your learners and establish how you expect them to engage/participate.
 - **Ask the learners:** What would help us to stay engaged during the lesson? How can we all be accountable to the learning during this lesson?

Step 2: The Hook

Activate Prior Knowledge

 25 minutes

1. **Ask:** “What is identity?” Allow for student responses.

2. **Define:** "Identity- the fact of being who or what a person or thing is; who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you."
3. "We are going to introduce ourselves by creating and presenting a sample identity sketch. First, fold your paper in half vertically, portrait orientation. An artwork that is divided into two panels like this is known as a diptych. Di- meaning "two" and -tych meaning "fold". Consider 5 words from this list-or your own words- that share something about your identity and list these words on right half of the back of the folded paper. Take two minutes to complete this now."
4. **Do:** Instructor models folding and listing 5 words with own paper.
5. "Next, write your words artistically on the left half of the front of the paper. Lettering as an art form is called Typography- think font styles! Your lettering can be bubbled, cursive, small, large, etc. Consider representing the meaning of the word through how you write it or possibly through meaningful color."
6. **Do:** Instructor models writing a word artistically with own paper.
7. **Facilitate:** Allow students between 5 & 10 minutes to create these.
For students who finish quickly, **Ask**, "What else might you like to include with a few extra minutes to polish?" Encourage the use of added details such as patterns or color or shading in the space around the letters until each student is done. Give students a "3 minutes left" and "1 minute left" time warning to try and evenly pace the group. But be aware that every student works at a different pace. And remind them this is a sample sketch; it does not have to be a completed finished product.
8. "Let's share some of your work. Please tell us first your name and then show us your paper and tell us a little about the words. You selected for your identity" Students introduce themselves individually to the group.

*****Instructor Tips:**

- Artist Judy Chicago in her teaching years was intentional about building a learning environment where "the teacher helps to first make each student feel valued." This activity allows each student to be heard and share and acts as a common beginning experience upon which students will get to know and build empathy for one another.
- During discussion and student presentations, Judy has said, "By listening to what the students have to say, communicates the fact that what each student has to say is important." So, listen up, and gratefully acknowledge whatever the student chooses to share.

Step 3: Objective

Establish the Purpose

 2 minutes (Slide 4)

1. **Say:** Today, we have a few learning objectives:
 - a. Students will gain an understanding that creativity and innovative thinking are essential life skills that can be developed.
 - b. Students will observe how people create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
 - c. Students will analyze visual imagery and how it influences understanding of and responses to the world.
 - d. Vocabulary: Identity, Feminism, Intersectionality, Equality & Equity

Step 4: The Activity

 45 minutes

Video Clip Viewing-Judy's Identity

1. **Say:** "Next we will learn about Judy Chicago's identity as an artist and feminist."
 - a. Students learn biographical information about Judy that is formative in who she becomes. *Include her access to the Art Institute of Chicago and provide students information on how the students can obtain a similar experience to foster the next generation of up and coming artists.
2. **Watch: Fresh Take: Judy Chicago**
 - a. Safe Link: <https://video.link/w/bToVb>
 - b. Original Link: https://www.youtube.com/watch?v=dU1M_l832No
3. "Judy's Work" Show pictures of a few early works.
4. **Host a Discussion** about these images using guiding questions:
 - a. What do you see?
 - b. What materials were used?
 - c. Share some observations.

*****This will be a good place to stop and resume on another day if time does not permit you to complete the entire lesson in one session.**

*****Lesson Start up question if the lesson picked up on another day.**

1. *What have we learned so far about Judy Chicago?*
2. *Say: Today, we will dig a little deeper and we will review the vocabulary terms as we are discussing.*

Gender Discrimination | Feminism Then and Now

1. "Judy's Experience with Gender Discrimination"
2. **Say:** "In the '60s, the highest compliment you could get, if you were a woman artist, is that you painted like a man. You can't believe what people would say: "You can't be a woman and an artist." "There have never been any great women artists." "Women have never made any contributions to history." Those were the prevailing attitudes."
3. **Ask:** With all of these put-downs, what do you think made Judy Chicago continue her career as an artist?
4. "What It Means to Be A Feminist" **View** "What It Means to Be A Feminist" by Seventeen Video clip:
 - a. Safe Link: <https://video.link/w/FOoVb>
 - b. Original Link: <https://youtu.be/SbFhOXapQBk>
5. **Review** key words introduced: Feminist, Intersectional, Equality vs Equity
 - a. **Feminism**- belief in social, economic, and political equality of the sexes.
 - b. **Intersectionality**- an analytical framework for understanding how aspects of a persons' social and political identities combine to create different modes of discrimination and privilege. Examples of these aspects are gender, caste, sex, race, class, sexuality, religion, disability, physical appearance, and height.
 - c. **Equality**-the state of being equal, especially in status, rights, and opportunities.
 - d. **Equity**- the recognition that sometimes people need different treatments to make their opportunities the same as another's, and implementation of appropriate supports to allow for equality amongst a diverse population.
6. "Feminism Then vs Feminism Now"
7. **Host a Discussion** prompting students to "Compare and contrast Feminist ideas in the past and current times."
 - a. How has the movement changed?
 - b. How has vocabulary changed?
 - c. What more is there to do?
8. **Say:** Now, we identify Intersectionality and Equity as essential lenses to include.
9. **Say:** "This is a question and quote from Harpers Bazaar Magazine in 2020 to Judy Chicago:
10. **Harpers Bazaar:** Do you feel there's more diversity in the art world today?
11. **Judy Chicago:** There's been a huge change in consciousness. But that has to be translated into institutional changes. If you go to major museums, female artists and artists of color are still underrepresented.
12. **Host a Discussion** using the guiding questions:
 - a. How might museums respond to this challenge?
 - b. How might museums show equality?
 - c. How might museums show equity?
13. **Closing Statements/Questions:**
 - a. "The Nevada Museum of Art, where Judy Chicago's Smoke, Fireworks, and Dry Ice Archives are located is committed to equity and representation in exhibitions."
 - b. "Desert X in Coachella Desert is committed to displaying artworks by females and people of color."
 - c. **Ask:** Do these represent Equality or Equity? How has the movement changed? How has vocabulary changed? What MORE is there to do? What is the impact of social media?
 - d. **Discuss intersectionality.** What does it mean to you?

Name Activity

14. "Judy's Name" Students read Judy's declaration from 1970 in which she freely chooses own name identifying herself as an independent woman.
15. **Ask:** "If you were to freely choose your own name, what would you choose and why? Take your second piece of paper and write out your own declaration and freely chosen name. Feel free to also include your preferred pronouns." Students take up to 5 minutes to freely choose own name and write declaration.
16. **Say:** "Let's share some of our freely chosen names with one another. What did you choose and why is that name meaningful to you?" Students present freely chosen names & preferred pronouns to group.
17. **Click back to slide 5:** PowerPoint Slide Judy's Identity
18. **Say:** "To conclude our investigation of the Identity of artist Judy Chicago, list 5 words that describe her on the other side of your Diptych, and then artfully write the identity characteristics on the front of the paper."

19. **Do:** Instructor models writing a word artistically with own paper.
20. **Facilitate:** Allow students between 5 & 10 minutes to create these.
21. **Say:** "Let's share some of your work. Please show us your paper and tell us a little about why you've selected the words you did as representative of Judy's identity." Students share work.

Step 5: Connect the Learning

 **5 minutes**

Check for Understanding

Use this time to review new ideas, vocabulary, main concepts from the activities. You can utilize the chat so students can enter answers. Allow students to share their experience of the activity. Highlight some responses. Clarify & elaborate concepts as necessary.

1. Use some of these recommended questions to connect the learning.
 - What did you learn about Identity? Feminism? Intersectionality? Equality vs Equity?
 - What makes Judy Chicago an influential artist?
 - What resonates with you most from this lesson?

Revisit the Purpose

Review the Objective of the lesson/activity with your students. What did you want your students to learn at the close of this activity? Did we get to that point? Utilize the whiteboard on zoom.

Offer Extension Activities

1. Create a diptych Self-Portrait with a sketch of you half now and half what you will look like in the future. Include typographic words that describe you now and in the future in the background.



Additional Questions: What did we do today? Where have you seen this in your life? What skills did you use today? How does this help us when we go to college and career? What did you see? What do you think?

After the Session

After the last participant leaves, immediately save the session.