

SECCA EDUCATION

# **“We Will Be Heard” Protest Banner Lesson Plan**

Related SECCA Exhibition:  
Nicola L: Exquisite Corpus



**Southeastern Center for Contemporary Art**

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336.725.1904 | [www.secca.org](http://www.secca.org)

## **Objective:**

Students will express a concern about a local, national or international issue through a statement on a protest banner in a language other than English.

## **Essential Question:**

How do we make our voices and opinions heard?

## **Relational Capacity-Building Skills:**

Social Imagination - This lesson provides an opportunity for students to consider the world as if it were different. For example, students may be concerned about bullying and wish for a more tolerant world.

## **Supplies:**

2' x 3' pieces of fabric for banners - large sheets of paper, poster board, cardboard or any large flat surface can also be used.

Letter stencils, acrylic paint, paint brushes, paint trays, cups for water, paper towels, note paper, Google Translate.

## **NC Common Core Standards**

English Language Arts: Writing Standard 5 for 6th Grade - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Visual Art: 6.CX.2 - Understand the interdisciplinary connections and life applications of the visual arts. 6.V.2 - Apply creative and critical thinking skills to artistic expression. 6.V.3 - Create art using a variety of tools, media, and processes, safely and appropriately.

World Languages: Standard: 3 - Use language to present information to an audience.

## Sequence:

Following classroom discussion about social issues in literature (examples: Pam Munoz Ryan's *Esperanza Rising* and Linda Sue Park's *A Long Walk to Water*), students will create a five-word activist statement about an issue that is important to them. Statements will be placed on protest banners. Students will write the five words in English and another language.

- 1 Students view and discuss Nicola L's banners and photographs of banners.
- 2 Students are divided into groups of 5 or 6.
- 3 Students discuss possible 5-word protest statements based on books they have read or issues that they care about.
- 4 Students determine another language in which to write the statement.
- 5 Students are given a cotton banner (similar in size and weight to Nicola L's).
- 6 Students determine where to write the statement.
- 7 Students stencil the statement on the banner with paint.
- 8 Students decorate the banner with other words or pictures.
- 9 Students place the banners on the floor to dry. Once dry, hang banners in classroom.

## **About the artist that inspired this lesson:**

Nicola L. - With a lively spirit of collectivity drawing together over forty years of her art, Nicola L. has produced an unruly and eclectic range of works, from design objects for living, to paintings and collages informed by Surrealism, to sculptural works in dialogue with Brazilian Neoconcretist wearables, to public performance actions. At the center of her far-ranging practice is the body and its power to reform notions of individuality and collectivity, constraint and freedom.