

TPS Professional Development Activity

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Graffiti: A Tool of Communication

- Overview** The PD activity will explore various forms of images from early hieroglyphics to Graffiti of the 1980s, and even images of modern technology to show how the concept of Graffiti has been and could be used to share ideas, news and relay information; especially from the culture that applies the practice.
- Investigative Question** How has the concept of Graffiti been used as an element of communication?
- Audience** **This activity is best suited for educators of the following grade levels**
- *Grades 3-5*
 - *Grades 6-8*
 - *Grades 9-12*
- This activity is best suited for educators of the following content areas**
- *Art/Music*
 - *English/ Language Arts*
 - *Social Studies/ Social Sciences*
 - *Technology*
- Time Required** 2 Forty-five minute sessions
- Goal** Participants will learn how to search for primary sources from different outlets, investigate the essential question to form their own hypotheses, construct their own ideas about the concept of Graffiti, and reflect on what they discover.
- Standards** 1C. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
- 4D. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.
- Objectives** By the end of this PD Activity, participants will be able to:
- Analyze a primary source using Library of Congress tools.
 - Access teaching tools and primary sources from loc.gov/teachers.
 - Analyze primary sources in different formats.
 - Analyze a set of related primary sources in order to identify multiple perspectives.



**Digital
Resources**

- **Primary sources from loc.gov:**

Title: Graffiti-covered billboard.
Date Created/Published: 1994
Creator/Author: Martha Cooper/David Alan Taylor
URL: <http://hdl.loc.gov/loc.afc/afcwip.mcc09418>

Title: Details of various graffiti murals.
Date Created/Published: 1994
Creator/Author: Martha Cooper/David Alan Taylor
URL: <http://hdl.loc.gov/loc.afc/afcwip.mcc09611>

Title: A freight train colorfully adorned with graffiti approaches Cheyenne, Wyoming
Date Created/Published: 2015-06-07
Creator/Author: Highsmith, Carol M., 1946-, photographer
URL: <https://www.loc.gov/item/2015632880/>

Title: Teenage girls add to graffiti on bottom of Elvis movie poster
Date Created/Published: 1956
Creator/Author: Stanziola, Phil, photographer
URL: <https://www.loc.gov/item/95513174/>

Title: Bas-relief dans le temple de Karnak Egypte / Bonfils
Date Created/Published: between 1867 and 1899
Creator/Author: Maison Bonfils (Beirut, Lebanon), photographer
URL: <https://www.loc.gov/item/2004666810/>

Title: At Dendarah
Date Created/Published: between 1856 and 1860
Creator/Author: Good, Frank Mason, 1839-1928, photographer
URL: <https://www.loc.gov/item/2004672048/>

Title: Primary Source Analysis Tool
Creator/Author: Library of Congress
URL: http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

- **Other resources:**

Title: New York City Graffiti on Subways (circa 1982)
URL: http://www.slate.com/blogs/ behold/2016/01/14/martha_cooper_and_henry_chalfant_s_subway_art_is_the_bible_of_graffiti_art.html

Title: Great Art? The graffiti of the New York subway
URL: <http://www.bbc.com/news/magazine-28638691>

Title: Cell Phone Texting and Emojis
URL: https://upload.wikimedia.org/wikipedia/commons/5/5e/Texting_Emoji.jpg

Title: Cell Phone Emojis

URL:<http://cdn.iphonehacks.com/wp-content/uploads/2016/08/ios-10-3x-emojis-featured-3.jpg>

**Classroom
Materials**

* Projector

Procedure

1. Facilitator will ask each participant what they consider a primary and secondary source to be.
2. After the discussion about primary and secondary sources, the facilitator will give each participant the Graffiti-covered billboard image and ask how this image relates to communication.
3. The facilitator will ask the participants to use prior knowledge to see if any can compare the Graffiti-covered billboard image to any other imagery that may be similar from different cultures.
4. The facilitator will then give the participants the handout images of the Egyptian Hieroglyphics, and then engage in a discussion on the similarities between both art forms.
5. The facilitator will then inquire about how modern technology can mirror certain aspects of Graffiti.
6. The facilitator will give the participants the cell phone handouts and ask them to make connections between the communicative aspects of texting with Graffiti.
7. The facilitator will give each participant the Primary Source Analysis Tool for Photographs and Prints so they can observe the similarities and differences between the forms of communication the facilitator has presented, then reflect on their findings and finally come up with questions they may have.
8. The facilitator will then ask the participants how they could use this lesson or one similar to it with their students, and what kind of assignments they would give their students in order to assess them (i.e.: compare and contrast writing assignment/comparative design project that shows an image timeline of how humans communicate, etc.).

**Assessment/
Reflection**

The learner will be assessed based on what kind of skeleton lesson(s) they could create grounded in the PD that the facilitator presents to them, and how they would assess their students based on the lesson(s) they create. The learner will also have to be able to incorporate at least one primary source from the Library of Congress.