



### ***Mapping your Memoirs***

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This curriculum unit is recommended for:  
Art and Writing/Grade 5

**Keywords:** Memoirs, Literacy, Art, Studio Habits of Mind, Project-based Learning, Writing Process, Art Buddies, Romare Bearden, Niki de Saint Phalle.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This curriculum unit introduces a new genre to my fifth grade students, memoirs. This unit will look closely at the writing process. Students will observe how writing and art are similar in the revision process. Mapping memoirs through writing and art will establish a strong foundation for students to understand the creative process.

My students will examine artist Romare Bearden who grew up in Charlotte and moved to Harlem. By creating a Google Map of local landmarks to make a map quilt, my students will track their own memories. Students will continue to use the studio habits of mind strategies and project-based learning to create well balanced art.

I will introduce four examples of memoirs, When I was Nine by James Stevenson, Memory String by Eve Bunting, Brown Girl Dreaming by Jacqueline Woodson, and The Block by Langston Hughes. These books will be read aloud. After each lesson there will be an assessment in the form of a Kahoot, a virtual reading comprehension game. The culminating event that will wrap up this unit will be an Art Buddies project. Through this project high school students will collaborate with my fifth graders on a joint collaborative project to display at a local museum.

*I plan to teach this unit during the coming year to 110 fifth grade students in the art room.*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

## Mapping your Memoirs

*Teresa Strohl*

### Introduction

Who are great storytellers? My fifth grade students are imaginative, expressive and above all silly. My students are always eager to tell me stories about their lives or what happened that day. So I believe mixing art and writing will inspire them to let their imaginations soar. My fifth graders are somewhat self-conscious about their art work and their writing but by telling stories first they are more apt to let go of the limitations they feel. Telling a good story is one of their greatest strengths.

I will introduce my students to a new genre of books: memoirs. I will introduce memoir as “slice of life” writing. I will show how memoirs can be interpreted just like paintings can be analyzed using the eight habits of mind. The eight habits of mind were derived from Nelson Goodman’s belief that the arts should be studied as a serious cognitive activity. The habits of mind are artistic thinking strategies students use while creating art. Each habit has a role in life and learning such as seeing, imagining, inventing and thinking. Writers like artists have strong observational skills they are inventive and innovative thinkers.

Memory is one of the most powerful tools writers have and one of the most unreliable.<sup>1</sup> So writers write about their truthful memories or what they choose to remember, similar to an artist’s expression of truth or feelings. A memoir is a reflection of your own life experience it can be as small as one hour in time or as big as a year. My district has a strong push to integrate literacy in all content areas. Hopefully introducing a new genre will give my students new choices in what they read and grow more fluent as readers. The unit will introduce four memoirs and one collage. The books are memoirs that depict different ways to express the passing of time. The collage is “The Block” by Romare Bearden and Langston Hughes it depicts Bearden’s life in Harlem.<sup>2</sup> My students will create a memoir not just as journal entries but by using some other kind of art medium such as a map quilts, memory strings, collage, or newspaper templates.

There is a push at my school to give students a choice or take charge of their own learning. Project Based learning is a powerful instructional approach that develops inquiry based learning. Project based learning is defined at times as a question posed to students that cannot be easily answered. According to the Buck Institute Education’s Gold Standard of PBL there is critical thinking, collaboration, communication, and self-direction involved while a student researches and plans the finished product.<sup>3</sup> The way it looks in the art room I have content posed as a question the students then research the question and finally present what they learned in different ways such as artwork, sculpture or a slides presentation. Letting students be inquisitive and learn through a

project based learning activity utilizes the eight habits of mind such as develop the craft, engage and persist, envision, express, observe, reflect, stretch and explore and understand arts in the community. For example, last year my fourth graders were involved in a study that analyzed the artistic thinking strategies of Studio Habits of Mind. This unit fits nicely into the eight studio habits of mind developed by a team of researchers and Lois Hetland called Project Zero from Harvard School of Education.<sup>4</sup> The idea to establish the eight Studio Habits of Mind or this “hidden curriculum” is a great way to add the Arts into Science, Technology Engineering and Mathematics (STEAM) because there will be an artistic aesthetic within any project based learning environment.<sup>5</sup>

Every lesson within this curriculum will center on memoirs and how the illustrator or artist express his or her memories. Giving the students a hands-on project will help sustain their memory of the project. Also giving students choices for the final project will assist in their own retention of the material learned and above all keeps the students engaged.

## **Rationale**

My students will learn the creative process of making art. Introducing memoirs into my planning students will learn to love a new genre. By demonstrating the many different ways memoirs are expressed students will make connections more easily to their own lives. By bringing memoirs into the art room my students will use pictures or images as a source of inspiration to write powerful memoirs. By analyzing memoirs my students will understand the importance of observing, and reflecting on life. I will bring to their attention the similarities in writing words on a page and creating art both have a fluid cyclical process. According to Lucy Calkins in an article called The Writing Process writers process their writing first with brainstorming, create a rough draft, then revise and finally edit and only then it is ready for publishing.<sup>6</sup> This process is very similar to an artist’s thought process planning/brainstorming, observing, sketching, revise the picture by adding details then and only then is it ready for display.

My students enjoy telling stories about themselves if I could narrow their thinking to a moment of time they will create a powerful memoir giving each student their own voice. The art or images will stimulate new ideas and perspectives for a student’s writing. If writing becomes more enjoyable to them then their writing skills will improve and with that their reading levels will increase.

This unit will incorporate the eight studio habits of mind and will involve students developing good working habits. The eight habits of mind were developed by researcher Lois Hetland and her team called Project Zero from Harvard.<sup>7</sup> This concept develops artistic minds. It is not new the habits make students more mindful of their artistic practices. The first habit of mind is **Develop the Craft**. Within this habit, students learn which tools are appropriate for the project and how to use those tools to create the

project. This curriculum unit will develop a craft by using many different art mediums to create a memory from their lives such as a memory string, article, collage, and map quilt.

The second habit is **Engage and Persist**. This habit focuses on the content and completing the task. One of the hardest habits of mind for my fifth graders is engagement and persistence they give up so easily. This unit will keep them engaged fifth graders do love to tell stories and talk about themselves. I do think a key to complete a task is the accountability piece such as publishing or displaying the work. The idea that someone else is looking at your finished piece will push them to refine their published work.

The third habit is **Envision** which is making a mental picture of what is needed to complete the task and using your imagination to expand your mind. Envision gets tainted as they grow older their imagination seems to be hindered by societal expectations. My students constantly compare themselves to others. Hopefully writing and creating images about a moment in their own lives will open up their thinking.

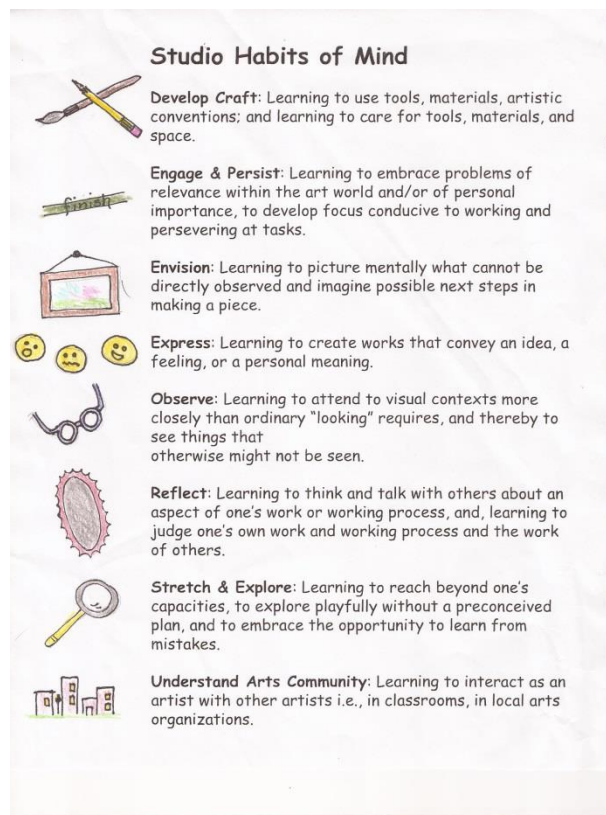
The fourth habit is **Express** which is learning to convey a meaning through words, pictures, or 3D structures. This habit of mind evolves as students grow older and have more life experiences. This piece involves greater observation skills. My fifth graders tell great stories so getting them to write their stories down and adding pictures will bring new meaning to their stories.

The fifth habit is **Observe** which is learning to see what is surrounding you. I feel like I get this habit across to my students I am constantly adding things and moving things so they have to observe their surroundings. Writers like artists are known to be great observers. Looking and analyzing art will build strong observation skills similar to those of a writer.

The sixth habit is **Reflect** which is learning how to look back on your project or task what could have been done differently and what you did right. Art encourages us to slow down look closely and reflect on what we see. My students use two stars and one wish to reflect on their art, choosing two things they did right and one thing they might want to change in their art.

The seventh habit of mind is **Stretch and Explore** which is learning to reach beyond one's own abilities. After every project I have students reflect on their art work. This school year I have added a virtual gallery called Artsonia that all students once finished with a project uploads and adds an artist statement to a virtual art gallery. Hopefully this will make them more accountable to more than just me. My students hear me constantly prompting them to add one more details to their piece. Maybe by stretching their abilities and being noticed on a website their art work will get stronger.

The eighth habit is **Understand Arts Community** learning to interact like an artist within the broad arts community. I feel this habit of mind is my responsibility to get my students artwork out into the community. I will culminate this unit by forming art buddies. The art buddies will be made up of my fifth grade students and high school students from another school they will pair up to create a monoprint of each other then add elements to create a collage. The artist the students will look at is Niki de Saint Phalle whose pieces are on display at the local Art Museum. All of the art buddy pieces will be displayed at the local Art Museum.



## Background – Demographics

Barringer Academic Center is an elementary school located in Charlotte, NC. It is in the Mecklenburg school district, which is very diverse with 178 schools. There are 655 students within the school with a wide range of academic abilities. Barringer Academic Center is a partial magnet school providing specialized public education. Language Immersion Talent Development for the academically gifted is the focus. The school

promotes excellence in student achievement and growth. There are 37 classrooms with 100% fully licensed teachers, 85% are highly qualified.

I teach Visual Arts at Barringer Academic Center once a week for 45 minutes to all students. Due to the nature of the topics and the limited time with students, most of my lessons require at least two or more class sessions. This specific unit “Mapping your Memoirs” will take approximately six weeks to complete.

As an art educator, I inspire my students by exposing them to famous artist masterpieces that relate to the themes I am covering. I routinely look for ways to connect my art lessons to the subjects that the students are focusing on in the regular classroom setting. I am lucky to have a large art room with eight tables and a large drying rack. I have storage for supplies, three sinks and a separate room for the kiln. My students are able to create an array of 2D and 3D projects. My school website has student work displayed and a blog page for families to post comments about student work. I frequently display student work in the community.

This unit “Mapping your Memoirs” will be implemented with a fifth grade class. Because I teach both academically gifted and general education students, it is imperative that I differentiate my lessons to keep the students motivated and challenged in my art room. Art brings forth excitement and enthusiasm of most students and these fifth graders are no exception! I will be teaching these lessons to five separate classes. Producing art taps into the critical mind-set of students as they develop answers to questions, conduct research, develop comprehensions skills, make meaningful connections, communicate meaning, show beauty and practice creativity.

## **Objectives**

According to the NC Essential Standards art students will connect through art and everyday life circumstances. They will realize they can express themselves through more than one art medium. The students will reflect on their life experiences and how important it is to tell their stories. Hopefully the students will start to develop their voice, within their artwork and writing. The students will get to explore different art mediums to express their own memories. I want my students to understand that paintings/illustrations move the viewer as do words on a page. Words and art both express thoughts and feelings. According to How Visual Thinking Improves Writing by Katrina Schwartz, students write and draw what matters in their lives and in the process develop their voice, humor and point of view. My students will see how important sketching is to planning your art piece as writing without fear of consequence is a key element to developing a writer’s voice.<sup>8</sup>

Artists express their memories or their present day in their art work. A painting is very similar to writing a memoir. An Artist/Illustrator creates by gathering facts, knowing who

their audience is and immerse themselves in their work similar to Katie Wood Ray's article called Exploring Inquiry as a Teaching Stance in the Writing Workshop. According to Ray's article a writer gathers facts, knows who their audience immerses themselves in their work creates a draft then revises it, edits it, and then it is ready for publishing.<sup>9</sup> Artists such as Bearden used this same process when he gathered facts about his life, closely studied the details of his neighborhood, and then immersed him in his art work for at least 4 weeks all the while revising it then he was ready to display it. The piece was called the Block soon after the collage was displayed a book was written about it by Langston Hughes. Artists, illustrators, and writers are inspired to draw or write in the same way but express their method differently.

The culminating event will be an art buddies art show at the Bechtler Modern Art Museum. The paired students will focus on another collage artist named Niki de Saint Phalle she creates large modern brightly-colored installations. She looks at how bodies are different and how people see themselves. The paired high school students and elementary students will create a monoprint of what they look like then embellish it creating a collage print. The students will each bring in their own memory to the combined art piece. The students will observe details about each other all the while getting to know each other as they form a strong bond. The younger students will have someone to look up to and emulate for many years to come.

### **Artist Biography**

Romare Bearden



The Block, 1971

Romare Bearden was born in Charlotte North Carolina in 1911 by the time he was three his family moved to Harlem. His grandmother lived in Charlotte so he spent a lot of his summers in the area. He graduated from New York University with a degree in Mathematics.

In 1930 Bearden studied art at the arts Student League around this time Bearden established his first studio on 306 West 125<sup>th</sup> Street. Bearden established an informal organization called 306 group included in this group was Jacob Lawrence, Norman Lewis Ernest Crichlow and writers Claude McKay and Langston Hughes. He began exhibiting

his work while in the Army. Bearden found his signature style in the 60's when he began creating art in a form called collage. The Block is one of his most famous paintings. In this artwork he added the sounds of the city and expressed his own memories of Harlem. The Block has six panels representing the aspects of daily life in Bearden's neighborhood.

Bearden once said, "The function of the artist is to organize the facets of the life according to his imagination." In the block Bearden organized his memories of the neighborhood according to the way he saw it. Soon after the Block was displayed Langston Hughes, a famous poet and part of Bearden's 306 Group collaborated on a poetry book called The Block.

### **Teaching Strategies**

Here are lists of strategies I will use throughout the lessons for this unit. These strategies are used strengthen comprehension skills.

### **Sketch-to-Stretch**

Sketch-to-Stretch is a strategy in which learners draw to visualize meaning. I will model this strategy first for students. Students will sketch a response to a story I have just read aloud. The second step is to describe your reaction using words. This is a strong strategy for students who do not like to write but love to draw. This strategy gives student's confidence equally in both drawing and writing.

### **Talking Drawing**

I will read the summary of the book. Students will draw a picture from what I read in the summary. Read the book aloud and student will draw a second picture. Students will visually show revisions to their pictures by drawing a second picture. This strategy shows the need to revise in your writing and your art.

### **Two Stars and One Wish**

I use this reflection strategy after many art projects. Students write on the back of their project two things they did well on their picture and then one thing they would like to change on the picture. This gets the students to reflect on what they have done. Students will stand up and share their pictures and what they observed about their own work. The audience has the opportunity to respond to their observations.

### **Art Revisions**



I will explain the idea that creating a picture is in many ways like writing a memoir. First you imagine in your mind what the picture will look like, then you sketch it out, then you draw the picture again with changes added, then you revise it more, and finally you complete it to publish it. My third through fifth grade students are publishing all of the art they are creating on a virtual gallery site called Artsonia. I want my students to be accountable to someone or something other than me, parents or grades. This website seems to get them excited because they see their art and other people can see what they do. Hopefully if I keep using it they will put more effort into their work.

### **Technology**

I created a Google Map of local landmarks around the Charlotte area; students will add more landmarks around their home address. This is first step to creating a map quilt of their community. They will type words to printout for their map. The students will layer the images of their community to create a quilt patch. My students have used google maps to look at museums around the world. They enjoy looking inside the buildings and make connections to the art they see. Technology keeps the students engaged in learning so whenever I can use it I do.

### **Art Prints**

Bearden, Romare. *The Block*. 1971. Metropolitan Museum of Art, New York City.

### **Classroom Resources**

#### Google Maps

A great resource to view landmarks show street level and look inside some museums.

#### Google Docs Newspaper Templates

Newspaper templates on Google Docs assist students with arranging type on the page.

#### Liquid Watercolors

These brightly colored watercolors are easy to paint with and clean up nicely

.

#### Dry Erase Boards

Students enjoy using dry erase boards for everything from painting to writing.

#### White Drawing Paper

This paper is 60lb. bright white drawing paper it holds tempura paint, watercolor, and glue well.

#### Colored Sharpies

Colored sharpies are used by students to add details to their work. Students do not color in with the sharpies because they dry out too fast.

Fabric Glue

My students use Aleene's fabric glue because it adheres to fabric better and it is non-toxic.

## Classroom Activities

### Lesson One: Introduction to Memoirs

What is a memoir? Explore a new genre of books. Express to my students that memoirs are much more than writing your memories it could take many different forms such as newspaper articles, paintings, memory strings, map quilts, and collage. This book read aloud five different books to demonstrate that memories can be expressed in different ways.

After each read aloud I will have my students practice a strategy in their daybooks. The first strategy I will use is **Sketch to Stretch** In the box below I will have students sketch their reaction to the story, then describe their reaction using words.

For the next book I will use the **talking drawing** strategy, draw a picture of your prior knowledge on the subject, then listen to the story, and finally revise your drawing by adding more details See how the picture has changed after listening to the story. I will use Get the GIST related to one of the books which is getting the key ideas then summarizing the story. Students will have sticky notes labelled Somebody, Wanted, But, So and Then. They will list who is the *somebody* or main character of the story. Under *wanted*, they will describe what the subject wanted. The *but* describes the problem at hand. The *so* is how the subject solve it and *then* describes the resolution. The last technique I will use is Noticing, Wonderings, and Connections. The students will label in their daybooks in one column Noticing the next column Wonderings, and the last column Connections. After I read the book the students will list anything they noticed about the book, then what do they wonder about the book and finally what connection to their own lives they saw in the book. By using these techniques students will immediately see the connection between writing and drawing.

### Lesson two: Google Maps activity

This lesson will be after I read The Block by Langston Hughes. I will discuss how Romare Bearden is from the Charlotte area and spent many years in Harlem. I will discuss how he used his memories in Harlem to produce this collage of his neighborhood block. I will have students point out observations about the collage. Along with the block collage Bearden added the sounds of his neighborhood. My students will relate to the

sounds they hear while looking at this picture. I will talk to the students about quilts and how they are created out of fabric I will show the students examples of more traditional quilts and more abstract quilts. I will prepare a **Google Map** that searches landmarks around the Charlotte area. The students will login to Chromebooks to analyze the landmarks and to find their own homes by googling their addresses. The students will view details of the building and then observe, brainstorm, sketch and **revise** a map quilt of their very own. The students will publish their map quilts on Artsonia, a virtual gallery.

### Lesson Three: Memory String

After reading the book Memory String by Eve Bunting my students will create their own memory strings. We will talk about her memories from the book then connect it with their own lives. I would like my students to use more recycled repurposed items than beads to add to their string. The students will be able to go outside and find things but each item has to have a story behind it. At the end of this lesson the students will take a virtual comprehension quiz on the book. The site is called **Kahoot**. The students will write an artist statement about their memory string to display alongside of the piece. At the end of this lesson my students will create an art walk by pushing in their desks and display their work so their peers can walk around similar to a gallery setting.

### Lesson Four: Newspaper Activity

The last book will be When I was Nine by James Stevenson. This book discusses a new way to express your memories through writing articles for a newspaper. There are many different newspaper templates on **Google Docs**. I will give the students a choice of template; they will add photos, and write articles for their newspaper. The students will send their newspaper to each other to read, the students will make positive comments about each other's articles. We will discuss as a class what positive comments are and what are examples of negative comments.

### Lesson Five: Art Buddies Art Show

For this activity, students will come over from the high school to work with fifth graders as art buddies. These buddies will learn about an artist named Niki de Saint Phalle who creates large installation sculptures and collage paintings. The high school art teacher and I will discuss how Niki focuses on how the body looks and how it is not always perfect. We will show the students her collection that is on display at the Bechtler Museum of Modern Art. Niki paints her sculptures using bright colors giving her pieces a simple and abstract look. The students together will create a mono print of their bodies using liquid watercolors on a dry erase board then will transfer that image to paper by printing it. The students will embellish the image by using recycled repurposed materials.

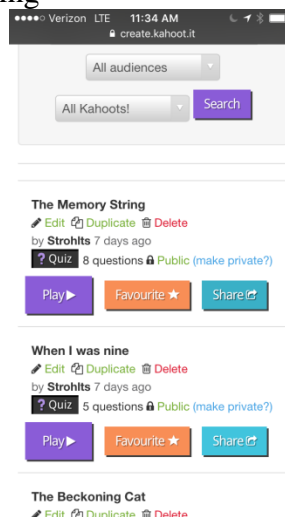
At the end of this project the students will display their collaboration at the Bechtler Museum of Modern Art. The display will be viewed by family and friends during the art reception. By forming the art buddies the students will forever have a friend and mentor they can look up to. The reason I had to add Niki de Saint Phalle to this unit is because the Bechtler has strict guidelines about the art displayed it must be inspired by their permanent collection.

## Assessments

### Kahoot

When I was Nine by James Stevenson

The Memory String by Eve Bunting



Kahoot is a virtual game that demonstrates comprehension. I create the kahoots based on the books I have read aloud.

Student's login using a pin number they can play as teams or individually. The questions are viewed on accuracy and length of time to answer question. The program will display the leader.

### Rubrics

Studio Habits of Mind Rubric			
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Craftsmanship			
Effort			
Used Time Wisely			
Reflect			
Uploaded Image			

Name:

Title of project:

I use this rubric for every project I give out. For elementary age students it is easily read because students are familiar with receiving smiley/sad faces. The students in the upper grades are the ones who upload an image to Artsonia for display. I explain to all students exactly what each category means. This rubric reminds students of the eight studio habits of mind and shows exactly what I am looking for in every project.

#### **Video Journal of Art Buddies**

<https://www.wevideo.com/hub#projects>

The students will create prepared questions regarding the experience. I few students will interview high school students and their younger partners about their experience working together. The responses will demonstrate understanding of the lesson.

## Readings for Students

Bunting, Eve, and Ted Rand. *The Memory String*. New York: Clarion Books, 2000.

A story of a girl named Laura who lost her mother who gave her a memory string that gets broken. Her new stepmom helps her find all the pieces and a new relationship is formed.

Hughes, Langston, and Romare Bearden. *The Block: Poems*. New York: Viking, 1995.

A memoir of Romare Bearden's life in Harlem, NYC. Langston Hughes wrote poems to go along with Romare Bearden's collage of his neighborhood.

Stevenson, James. *When I Was Nine*. New York: Greenwillow Books, 1986.

A man looks back on his life when he was nine.

Woodson, Jacqueline. *Brown Girl Dreaming*.

A book of poetry detailing a girl's life growing up in the 1960s and 1970s.

<https://www.artsonia.com>

A virtual art gallery for all age students.

## Appendix 1 - Teaching Standards

### NC Essential Arts Standards

5.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

Students will connect their own life experiences through reading and writing and the arts.

5.CX.2.2 Exemplify how information and skills learned in art can be applied in other disciplines.

Demonstrate how the arts are within other disciplines such as reading and writing, poetry and printmaking. Show the similarities in writing and creating art.

5.CX.2.3 Understand the balance of individual roles and collaborative skills to create art.

Learn the different art mediums and how they are an expression of what you read and write.

5.CX.2.4 Interpret visual images from media sources and the immediate environment.

Interpretation or reflection can be expressed as art and reading/writing.

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<sup>1</sup> Baker, William, and William Zinsser. "Inventing the Truth: The Art and Craft of Memoir." *The Antioch Review* 46, no. 1 (1988): 117. doi:10.2307/4611853.

<sup>2</sup> Hughes, Langston, and Romare Bearden. *The Block: Poems*. New York: Viking, 1995. A memoir of Romare Bearden's life in Harlem, NYC.

<sup>3</sup> Lenz, Bob. "PBL Blog ." A Way to Ensure High-Quality Project-Based Learning for All. Accessed September 27, 2016. <http://www.bie.org/blog>.

<sup>4</sup> <http://www.pz.harvard.edu/projects/the-studio-thinking-project>

<sup>5</sup> Gettings, Michael. "Putting It All Together: STEAM, PBL, Scientific Method, and the Studio Habits of Mind." *Art Education*, July 2016.

<sup>6</sup> Calkins, Lucy. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1994.

<sup>7</sup> <http://www.pz.harvard.edu/projects/the-studio-thinking-project>

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<sup>8</sup> Schwartz, Katrina. "How Visual Thinking Improves Writing." *MindShift*. N.p., n.d. Web. 24 Sept. 2016.

<sup>9</sup> Calkins, Lucy. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1994.

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Albers, Peggy, Teri Holbrook, and Jerome C. Harste. "Talking Trade: Literacy Researchers as Practicing Artists." *Journal of Adolescent & Adult Literacy* 54, no. 3 (2010): 164-71. doi:10.1598/jaal.54.3.1.

This article is written by literacy researchers. They reflected on the writing process and how art is significant to literacy practices. Each writer expressed themselves with their art as well as their writing.

Baker, William, and William Zinsser. "Inventing the Truth: The Art and Craft of Memoir." *The Antioch Review* 46, no. 1 (1988): 117. doi:10.2307/4611853.

This article expresses the craft of writing a memoir. It is important to narrow the lens of the writer it achieves a strong focus in the written piece.

Bomer, Katherine. *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning - and Triumph over Tests*. Portsmouth, NH: Heinemann, 2005.

The article answers the big question why teach memoirs? Writing a memoir relates to someone's life and it is a powerful way to express meaning. The author of a memoir wants you to hear and see them in a certain way.

Bunting, Eve, and Ted Rand. *The Memory String*. New York: Clarion Books, 2000.

A story of a girl named Laura who lost her mother who gave her a memory string that gets broken. Her new stepmom helps her find all the pieces and a new relationship is formed.

Calkins, Lucy. *The Art of Teaching Writing*. Portsmouth, NH: Heinemann, 1994.

This article teaches the art of writing and how it looks in the classroom.

Fletcher, Ralph J., and JoAnn Portalupi. *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann, 2001.

A book detailing the writing process including how to revise writing. The process of revision is similar to the sketching process of drawing.



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Gettings, Michael. "Putting It All Together: STEAM, PBL, Scientific Method, and the Studio Habits of Mind." *Art Education*, July 2016.

This article puts together many strategies to build creativity in the art room.

Gibney, Tara. "Teaching Memoir in the Elementary School Classroom: A Genre Study Approach." *Read Teach the Reading Teacher* 66, no. 3 (2012): 243-53.

doi:10.1002/trtr.01108.

The article is a genre study of memoirs implementing during writers workshop. One important take away from this article know your audience.

Hughes, Langston, and Romare Bearden. *The Block: Poems*. New York: Viking, 1995.

A memoir of Romare Beardens's life in Harlem, NYC.

Langston Hughes wrote poems to go along with Romare Bearden's collage of his neighborhood.

Lenz, Bob. "PBL Blog ." A Way to Ensure High-Quality Project-Based Learning for All. Accessed September 27, 2016. <http://www.bie.org/blog>.

This article expresses the importance of Project-Based learning. If students take ownership of their learning they will be more engaged.

Ray, Katie Wood. "Exploring Inquiry as a Taching Stance in the Writing Workshop." *Language Arts* 3rd ser. 83 (2006): n. pag. Web.

This article expresses the process of writing. It talks about developing good habits of mind and a clearer vision for writing.

<http://www.pz.harvard.edu/projects/the-studio-thinking-project>

A website outlining studio habits of mind.

Schwartz, Katrina. "How Visual Thinking Improves Writing." *MindShift*. N.p., n.d. Web. 24 Sept. 2016.

This article talks about improving writing by using pictures. Children love to tell a story! There is no fear attached to drawing a picture especially with younger students so writing about their pictures becomes easier.

"Seeing the Story." *Scholastic Art* 47, no. 1 (September 2016): 4-7.

The article demonstrates how paintings are a source for story starters. Artists create symbolism, characters, and dramatic action in their paintings.

Stevenson, James. *When I Was Nine*. New York: Greenwillow Books, 1986.

A man looks back on his life when he was nine.

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Strickland, Carol, and John Boswell. *The Annotated Mona Lisa: A Crash Course in Art History from Prehistoric to Post-modern*. Kansas City: Andrews and McMeel, 1992.  
My got-to book on art history in simple terms for students and teachers.

Woodson, Jacqueline. *Brown Girl Dreaming*.  
A book of poems detailing a girl's life growing up in the 1960s and 1970s.