



# The Water Protectors:

## Designing Arts Integrated Content Units

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Chicago Summer Teacher Institute  
**July 13th - 16th, 2021**

*TAKE COURAGE!*



**Hablea**  
Teacher Institute



## Institute Objectives

- **integrating the arts** into any content area creating multisensory, engaging experiences
- learning new **cultural concepts** to expand our teaching lenses
- looking “behind the curtain” at Habla’s approach to **curricular design**
- expanding our **toolkit** of arts integration strategies





## Continuum

quiet night at home  
movies in theater  
visual arts  
watch the movie  
Disney  
teaching virtually  
freshwater  
Atlantic

night out  
at home  
performing arts  
read the book  
HBO  
in person  
saltwater  
Pacific





## Moving Scenes

1. Quickly introduce yourselves
2. Create an active silent “scene”
  - a. actions
  - b. setting







## Poetry Arcs

1. Count off 1-6.
2. Perform the line from your number that matches the poem line.
3. Add one person at a time.
4. End with a stage picture that captures the big idea of the poem.



# The Negro Speaks of Rivers Arcs

**ONE**

I've known rivers:  
I've known rivers ancient as the world and older than the flow of human blood in human veins.

**TWO**

My soul has grown deep like the rivers.

**THREE**

I bathed in the Euphrates when dawns were young.  
I built my hut near the Congo and it lulled me to sleep.

**FOUR**

I looked upon the Nile and raised the pyramids above it.

**FIVE**

I heard the singing of the Mississippi when Abe Lincoln went down to New Orleans, and I've seen its muddy bosom turn all golden in the sunset.

**SIX**

I've known rivers:  
Ancient, dusky rivers.  
My soul has grown deep like the rivers.





# Choosing Importance

1. Reread the poem
2. Choose what, for you, is the **most important** phrase/word. Be prepared to explain *why* you chose it in detail.
3. Whip around the group and share your word/phrase and *why* you chose it.





# We Are Water Protectors: A Collaborative Reading

1. Assign parts to volunteers to read
2. Everyone stands and reads:

*We stand  
With our songs  
And our drums.  
We are still here.*

3. Gestures for:

*Take Courage!*

*We are water protectors. WE STAND!  
The black snake is in for the fight of its life.*







## Text-Based Discussion

What are they protecting in this book?

*Explore beyond the title.*





## JASILYN CHARGER: WATER PROTECTOR

A free verse poem by Joseph Bruchac

**W**e need the river  
more than it needs us.  
We saw it was time  
for us to stand up  
against the black snake  
that would poison our earth  
and destroy our water,  
like that snake of despair  
that led too many  
of our sisters and brothers  
to give up on this life.

Ever since the first Europeans  
came up the swirling waters  
of Mníšoše,  
our elders have tried  
again and again  
to teach them  
to respect its blessings.

Now it is our time.  
Our new generation  
will not give up  
this sacred struggle.  
It is for our lives,  
for all of our relations.

At age nineteen, Jasilyn Charger set up camp with a few friends near Mníšoše (muh-NEE-shoh-sheh), the Lakota name for what colonizers called the Missouri River. They were protesting the construction of a pipeline that threatened to leak oil into the river, which supplies drinking water for the Standing Rock Sioux Tribe as well as millions of people downstream. Jasilyn led two long-distance protest runs, one all the way to Washington, DC. Thousands more water protectors joined the protest on the reservation in North Dakota.

**Leaders don't work alone. Join a group or start one to take action.**



## No Voice Too Small

1. Read the selected profiles from *No Voice Too Small* at your table.
2. As a group explore the question: **What are they protecting?**
3. In the Google Doc collaboratively map out possibilities for things we can protect. i.e. our identity, our families . . .







## Rapid Listing

- adjectives that describe yourself  
**adjetivos que te describan**
- places in nature you've known  
**lugares en la naturaleza que conozcas**
- places you've known and loved  
**lugares que conozcas y ames**
- what brings you joy and love - what you hold in your soul or heart  
**que te trae alegría y cariño - que lleva en tu alma o corazón**





## Bio-Poems

I've known . . . **He conocido.** . . .

My soul . . . **Mi alma.** . . .

I built . . . **Construí.** . . .

I looked . . . **Miré.** . . .

I heard . . . **Escuché.** . . .

I've known . . . **He conocido.** . . .

*(adjective, adjective, noun) i.e. deep, blue rivers*

***(adjetivo, adjetivo, sustantivo) i.e. profundos, azules ríos***

My soul . . . **Mi alma.** . . .







# VISUAL ARTS & LITERACY WORKSHOP

## Ideas Set in Motion

### Workshop goal:

*To integrate the visual arts with the written word to expand meaning, explore metaphor, and create a multisensory, engaging experience.*

### Essential Questions:

- What does **diffusion** mean? (In the sciences, arts, & social action)
- How can our individual & collective voices help to protect our world?
- How can moving across forms of expression lead to metaphoric thinking and making deeper meaning?





# VISUAL ARTS & LITERACY WORKSHOP

## Ideas set in Motion

### Movement Warm-up

- Pass the energy
- Pass the sound
- Pass the movement





# VISUAL ARTS & LITERACY WORKSHOP

## From Text to Image

### Take out your brainstorm sheet and bio poem:

- Circle the words that are the most powerful for you.
- Select the person, place or thing you want to protect.
- Write down qualities, feelings and energy this place evokes
- List colors, shapes, forms, words that represent this place
- Imagine yourself as a protector of this place: what kind of powers would you want to have? (Play, exaggerate, give yourself imaginary powers)



# Color-Symbol-Image

## a routine for distilling the essence of ideas

- Choose a color that you feel best represents the essence of a key idea.
- Choose a symbol that you feel best represents the essence of a key idea.
- Choose an image that you feel best represents or captures the essence of a key idea.

**Color**

**Symbol**

**Image**





## Steps for Studio Work

1. Work at your tables to design the elements for your protector self-portrait.
2. Build your backgrounds using 2-3 layers.
3. Test your designs with lightbox & projectors.
4. When you are ready, come to a projector and project your layered images. (Work with a partner.)
5. Put yourself into the projection to set up your self-portrait.
6. Have Tommaso take your portrait.
7. Help your partner create and pose for their portrait.
8. While waiting, before or after, you can marbelize papers.

**If there is not time to finish your portrait, you can finish tomorrow.**





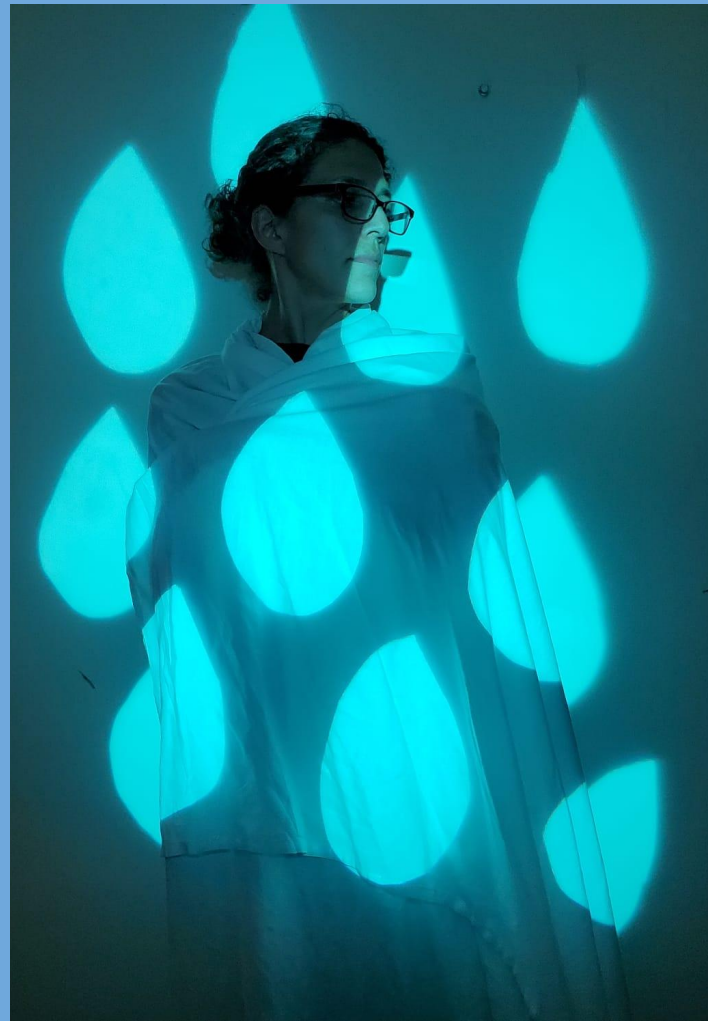
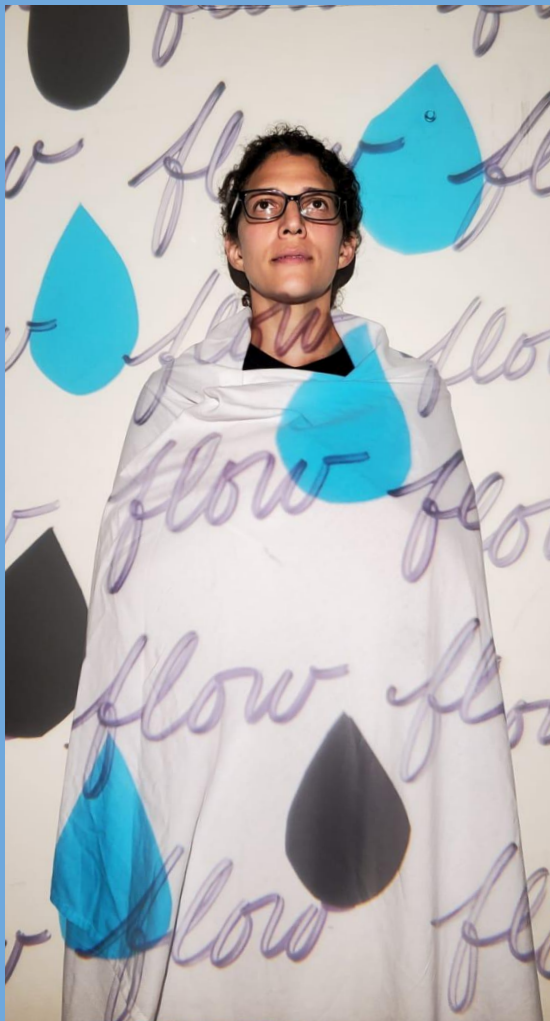












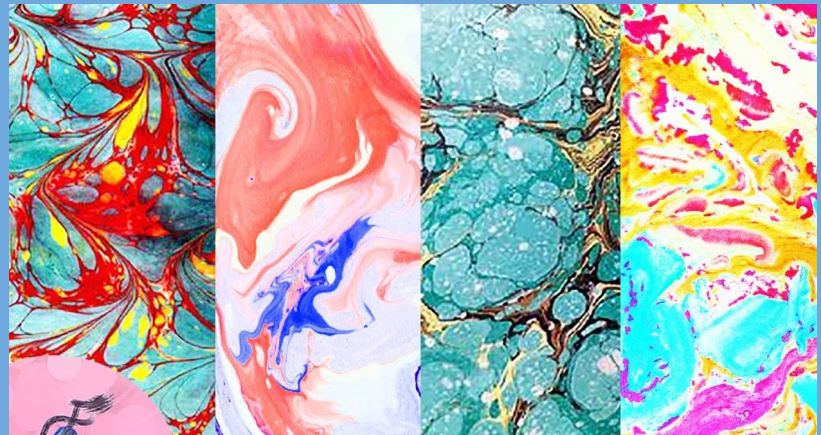
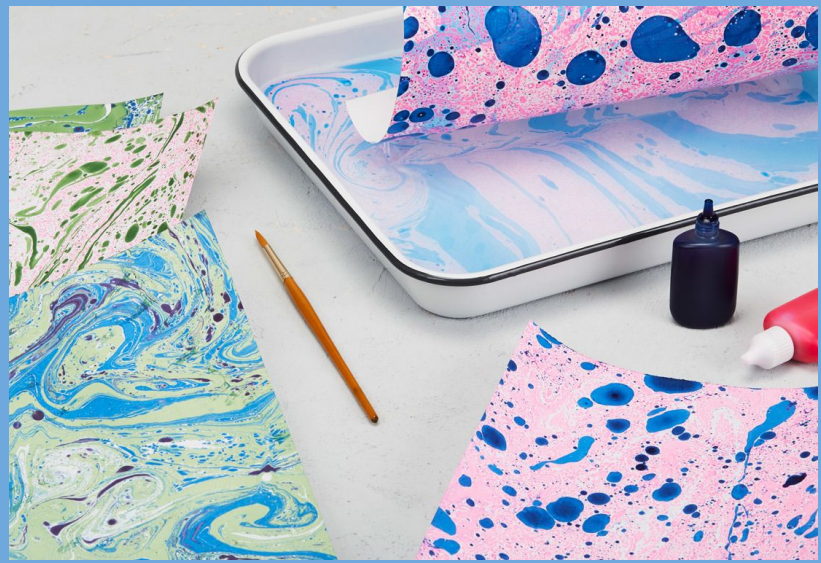














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