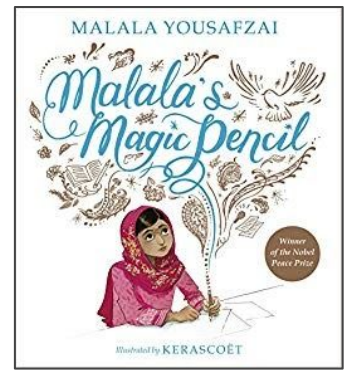
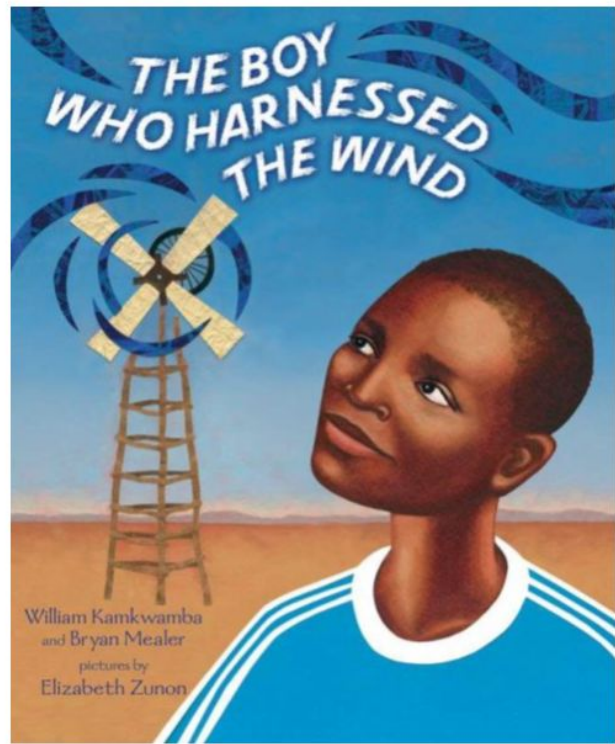


CHANGE MAKERS



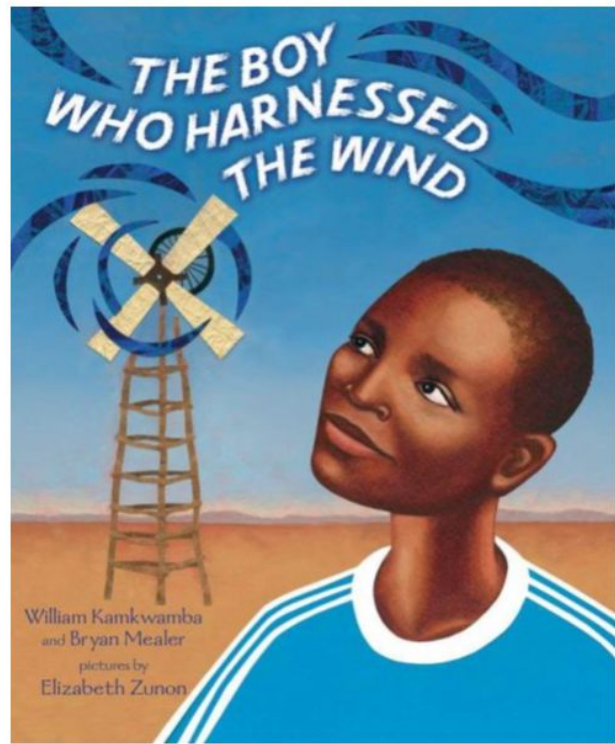
If I Had a
Magic Pencil...





Stage Pictures

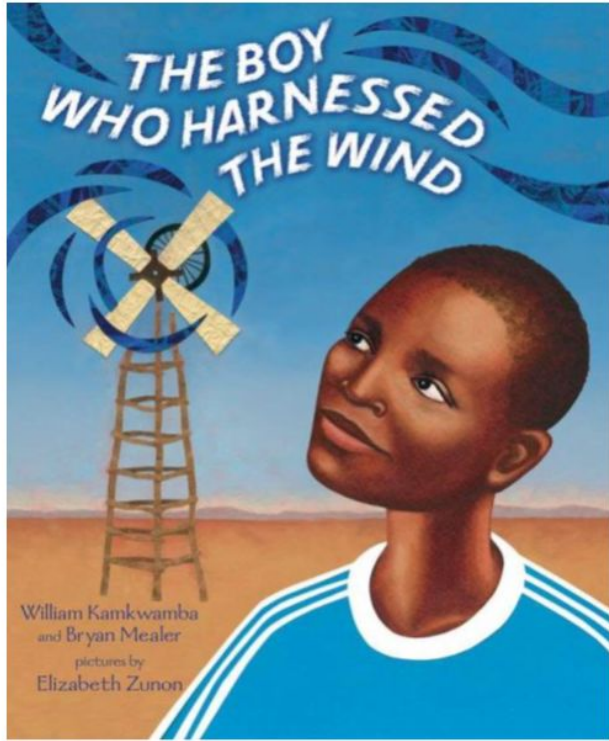




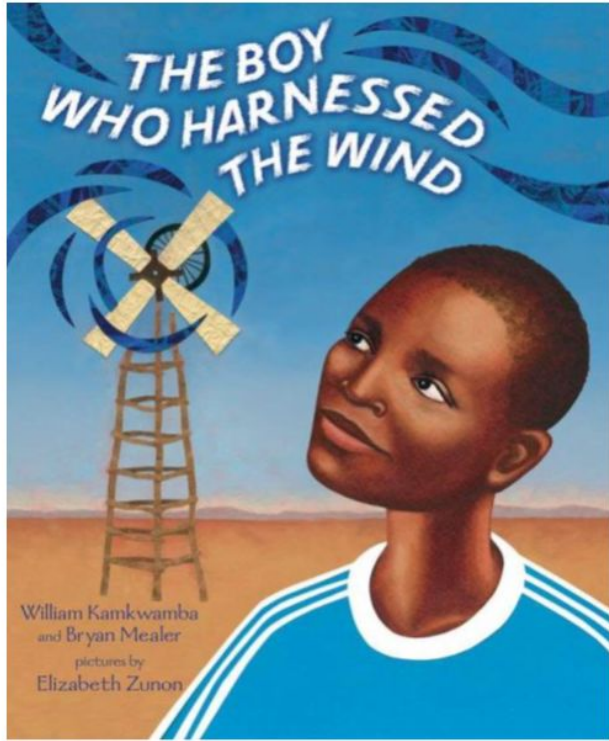
Stage Pictures



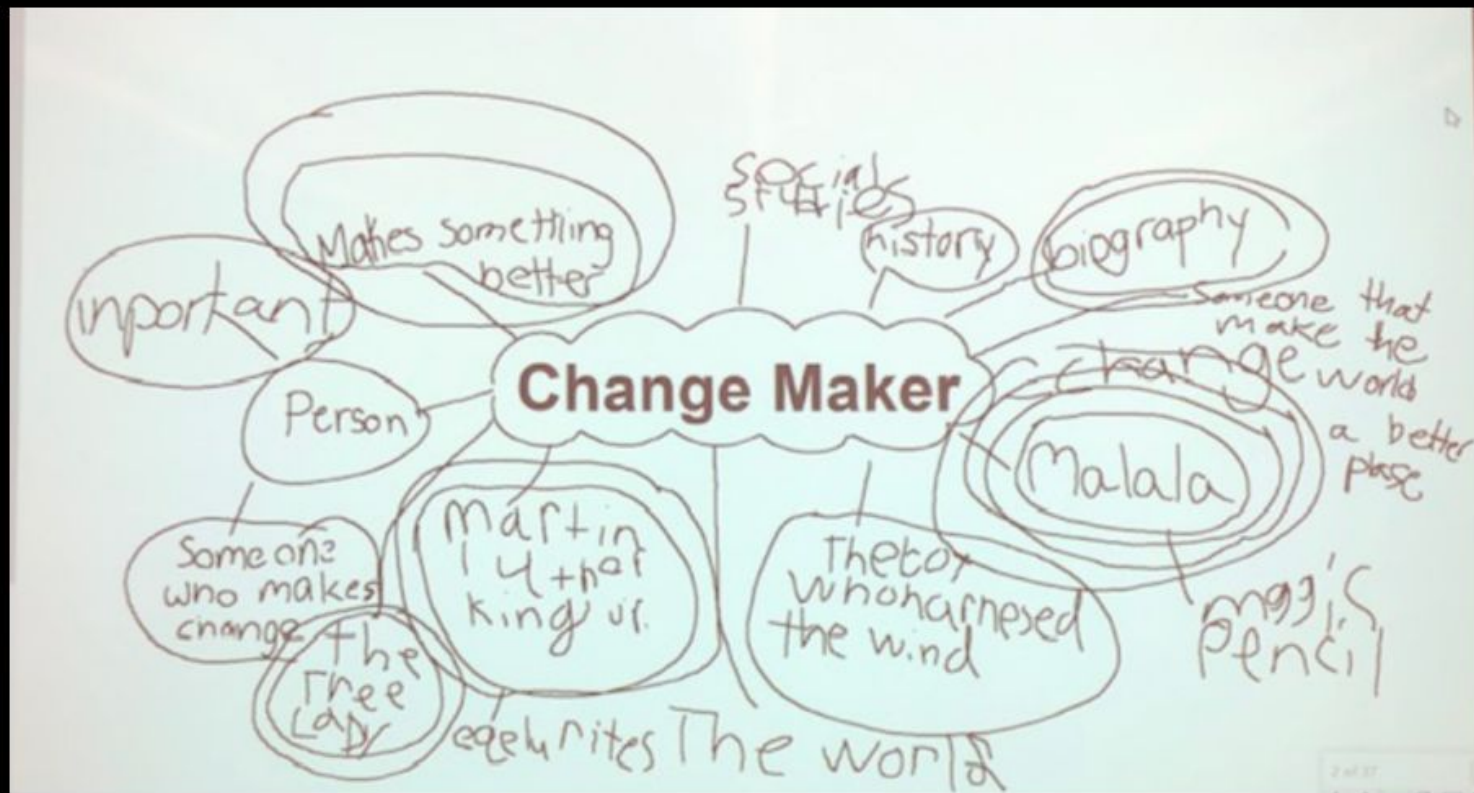
Stage Pictures



Stage Pictures

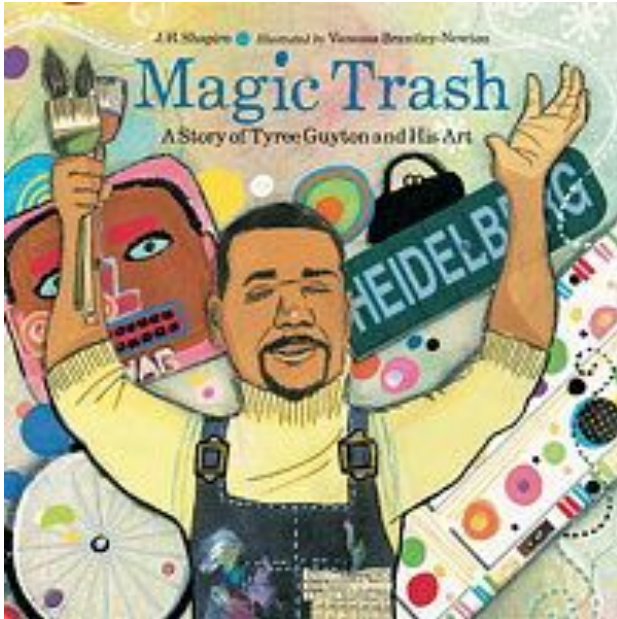


"Chalk Talk"



Magic Trash: A Story of Tyree Guyton and His Art

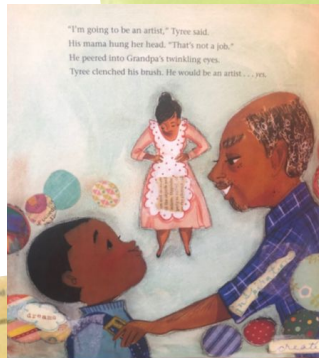
By J.H. Shapiro



(Grade 3 - ELA, Biography)



See, Think, Wonder



- After page 10: *Rioters are people who are part of a riot. In a riot, people are angry and they suddenly become wild and violent. Tyree watched rioters set fire to buildings in his neighborhood. Why do you think people might burn down buildings in their own neighborhood?*



At age twelve Tyree squinted into spiraling smoke as National Guard tanks rolled down nearby Mt. Elliott Street. All his life, neighbors had raced out of town to live in new suburbs. Now some who had stayed exploded in rage, like shaken bottles of Vernors ginger ale. Tyree gawked, teeth chattering. Rioters were burning buildings in his neighborhood.



Tyree's grandpa Sam told him to "paint the world." Did Tyree do that? Why do you think that?

Tyree had help transforming his neighborhood. Who helped him? How did they help and why?

What message or messages do you think the author wants to share with you in this story?

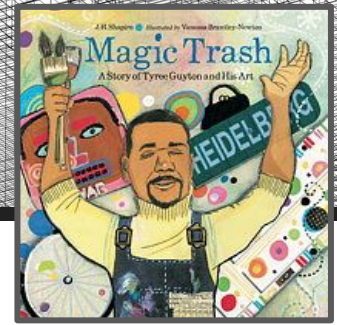
Let's choose an idea to grow!



- Tyree did paint the world because he wanted to be an artist and he did.
- Tyree's neighbors helped because they liked his art. They helped him by doing some art for him.
- The message is always follow your dreams, even if someone throws you down.
- Grandpa said paint the world and that made him more confident. His neighborhood also helped him.
- The author was trying to tell us to follow our dreams and hearts. Even if you think people will think it's trash, still do it.



Changes for Next Year:



1. Activity/activities to generate discussion/thought about each students' own neighborhood/community.
(Art? Writing? both?)
2. Include a **story nuggets** activity before diving into the text (maybe after the see/think/wonder)
3. Social justice education:
 - a. Curate age-appropriate resources for kids to read (or, if none are available, create an informative slideshow myself) about the racial tensions that existed in 1967 in Detroit. (Low-income, overcrowding, police brutality, white flight, automobile industry changes)
 - b. Facilitate discussions and make connections to current events
4. Draw attention back to the story and the artist, and his attempts to make the neighborhood beautiful and raise the spirits of his community.
5. Make a piece of art for your own neighborhood/community