**ACTIVITY AT A GLANCE**

**Goal(s):**
- Learn and Use Visual Thinking Strategies with contemporary art
- Learn how to use contemporary art to spur conversation in other subject areas or topics other than visual art
- Learn about three artists who use the newspaper in their artwork
- Learn to make artworks inspired by the three artists: Lorraine O'Grady, Fred Tomaselli, and Elissa Levy

**Materials:**
- Visual of Lorraine O'Grady’s 1977 text work *I hear my Sister Speak My Name* from her series Cutting Out the New York Times image printed or projected on screen or smartboard
- Projected Image of Elissa Levy’s sculpture *Power Structures*
- Newspapers with headlines and photos
- Scissors
- Glue or double-sided tape
- Paper of any quality for the artwork
• Notebook or notepaper and pencil to make notes and plan artwork
• Paint
• Ruler
• Painter’s tape
• Paintbrush or brushes
• Sharpie Marker
• Paper of any quality for the artwork support
• White gel pens
• Cardboard or foam board
• Glue
• Pencil and notebook/notepaper
• Scissors
• Markers
• Magic Sponge in case the sharpie bleeds on the desk. You can also use a stack of newspapers to protect the working surface.
• Photocopier and color photocopier (preferably not an inkjet printer because the color will smear with paint and some markers. OK with Sharpie Markers)

**New Word(s)**

In each separate lesson.

**NYS Arts Learning Standards (select no more than 2 - student audiences only)**
I hope that these lessons can give a teacher the experience of working with an artist in the classroom. Teaching Artists can inspire play and creative risk-taking—erasing the fear of trying—in a safe space and can help build, directly or indirectly, a teacher’s capacity to teach through the arts, especially contemporary art. Contemporary artists draw on various sources in their artwork and make connections across boundaries and subject matter. For this reason, a work of contemporary art can dovetail into subject areas and lend itself to an integrated or interdisciplinary project in the classroom. It can introduce participants to another way of understanding themselves and the world through experiences and emotions beyond a language’s grasp. Idea-driven artwork requires idea-driven teaching.

The following lessons are an Instructional Resource for High School Teachers. An Art Teacher, Social Studies, or Language Arts teacher or collaboration among teachers could use them directly as a lesson plan or, as an inspiration for their lessons. The mini-lessons look at how three artists use the newspaper as an art material and catalyst to edit, transform, and tell their version of the story in a compelling artwork.

Using Visual Thinking Strategies, teachers can use artworks to frame discussions in various subject areas depending on the artwork chosen and especially so with artists who use the newspaper. Topical subjects such as the pandemic, monuments, bias in journalism, global warming, fake news, the defund the police movement, poetry, etc that are covered every day in newspaper journalism could be the subject of an artwork in the classroom. See appendix for hyperlinks to downloadable resources on fake news and disinformation and how to spot it, background on included artists, and reference lists of other artists who use the newspaper in their artwork. The lessons align with
culturally responsive-sustaining pedagogy and social-emotional learning because teachers can
choose artworks to reflect the individuals in the classroom. There is an opportunity for honest
discussion and collaboration among students. The assignments and discussions are welcoming and
inclusive and can dovetail into other subject areas making the project more rigorous. Because of the
range of stories and newspapers available globally, there is a breadth of examples to see a story
from another person’s perspective, develop empathy, and cultivate community, including multiple
opportunities to discuss one’s own identity and those of others in news stories.

Newspapers set current events in writing printed on cheap, low-quality paper called newsprint. They
are cheap and readily available or shared. You can create an artwork on a newspaper itself, take a
photo of the newspaper on an iPad, photocopy it—change its size or scale or shape and make
multiple copies of the same story—cut it apart and reassemble it or, make a sculpture. Use a limited
range of materials to transform your newspaper or use all of the materials in your toolbox. Your
artwork can be a political riff on the headlines, decorative, or both.

While T.V. and the internet have eroded the need to subscribe to a paper broadsheet to consume the
news, some still prefer it. Because humans write the information and are inherently biased, a story
can be "fake" or "true," depending on how one interprets it. Many people come together to make the
news—fact-checkers, writers, editors, photographers—a team of people who highlight what they
want you to see and underplay what they don’t want you to see—POV [point of view]. This process is
similar for an artist—especially one who uses the newspaper as a material—they are free to edit and
change the meaning or emphasize another meaning—the one they would like you to see. Artists use
newspapers to create art and to reconstruct newspaper meanings. Once we understand how
images, news, and disinformation works, we can make an artwork that plays with the news story to
change it, challenge it, or use it to tell their version of the story. When kids learn to recognize false information or misinformation, they think critically about who benefits, what their motivation is, and how they might use and share it differently. This is true of art and life.

I have chosen a few examples to offer a range of connections, processes, and issues. I encourage you to use them or to seek out your own.

Appendix:

Links and Resources:

History of Text-Based Art

https://textarthistory.com

Artists and Newspapers:


https://flagartfoundation.org/exhibitions/the-times/

Art in the Newspaper:


Newspaper Art:

https://www.washingtonpost.com/lifestyle/style/exhibit-shows-how-newspapers-can-be-art/2012/10/02/abcfc604-0418-11e2-9b24-ff730c7f6312_story.html

https://www.moma.org/magazine/articles/344


Loraine O’Grady Cutting Out the NYTimes/Cutting Out CONYT


Loraine O’Grady on Loraine O’Grady

https://hyperallergic.com/589872/notes-on-living-a-translated-life/
Lorraine O’Grady NYTimes

https://www.nytimes.com/2021/02/19/arts/design/lorraine-ogrady-brooklyn-museum-retrospective.html

ARTIST’S QUESTIONNAIRE
Both Sides Now: In Conversation With Lorraine O’Grady:
On the eve of her first major retrospective, the artist talks about her past, her process and the benefit of criticism. https://www.nytimes.com/2021/02/22/t-magazine/lorraine-ogrady-retrospective.html

Biden’s Campaign Video: Art Is


Alexander Gray Review:

Lorraine O’Grady in Vulture:
https://www.vulture.com/article/lorraine-ogrady-profile.html


Lorraine O’Grady in Conversation with Jarrett Earnest on Artists Who Are Also Serious Writers for David Zwirner Dialogues:


—Audre Lorde, “Age, Race, Class, and Sex”

“The future of our earth may depend upon the ability of all women to identify and develop new definitions of power and new patterns of relating across difference. The old definitions have not served us, or the earth that supports us. The old patterns, no matter how cleverly arranged to imitate progress, still condemning us to cosmetically altered repetitions of the same old exchanges the same old guilt, hatred, recrimination, lamentation, and suspicion. “

https://www.colorado.edu/odece/sites/default/files/attached-files/rba09-sb4converted_8.pdf

_____________Fred Tomaselli


Mini-documentary about Fred Tomaselli from the James Cohan Website:

In Teen Vogue (https://www.teenvogue.com/story/5-steps-to-improve-your-media-literacy), Rebecca Pitts looks at how to become skilled in media literacy. She asks us to ask ourselves the following questions:

- How did you get the article? "Try to trace how the information MOVES. A social share doesn't qualify an article as inherently true or false—..." (Revkin in Pitts).

- What was your response? Fake or biased news makes you angry or upset because unscrupulous media outfits design the post or article so that you will click through the title and read more (clickbait).

- Who benefits? Who wrote it, and why? Who makes money when you read the article? A reputable news outlet or media company will make it clear what has been purchased or sponsored.

- Have you checked your bias?

  It is harder to dig out lies when the article supports your opinions or bias.

- Have you checked in with others?

  Learn to cross-reference. How are other news outlets reporting on the same news story? Among sources that you trust, is there agreement? Are multiple views considered?

The Times Adapts its “Truth is Hard” Brand Campaign for a New Audience: Kids:

Media Literacy BoosterPack at the NewseumED:
https://newseumed.org/edcollection/media-literacy-booster-pack

Online Fake News Detection Game from the American University Game Lab:
http://factitious.augamestudio.com/##/
AdFontes Media, Static and Interactive Media Bias Charts
https://www.adfontesmedia.com/intro-to-the-media-bias-chart/

Believe It or Not? Putting the Consumer's Questions to Work.
https://newseumed.org/tools/lesson-plan/believe-it-or-not-putting-consumers-questions-work From Media

Literacy Booster Pack at the NewseumED: https://newseumed.org/edcollection/media-literacy-booster-pack

Lee, T. (2016, November 02). Print newspapers are dying faster than you think.


Pitts, R. (2020, November 17). How to Teach Kids about Fake News
https://www.rebeccaapitts.com/articles/how-to-teach-kids-about-fake-news

https://medium.com/@revkin/to-see-how-information-flows-online-try-a-backtrack-journal-e5e65e56bf6c