

FUNDRED

Classroom Unit Lesson Overview

**“The survival of my own ideas may not be as important as
a condition I might create for others’ ideas to be realized”**

— Mel Chin

This is an activity guide to the Fundred Project, an ongoing collective art project to call attention to the danger of childhood lead poisoning and remind us that every child’s future has value.

Artists use a wide range of materials, formats, subjects, sounds, and images to express themselves. This Classroom Unit Lesson Overview includes several visual arts activities that you can adapt to your local community and use to examine lead poisoning, from increasing awareness to advocating for environmental and social change. Videos are incorporated in each lesson to engage visual learners in grades K-12, with supplemental articles for more advanced students.

Through the creation of a Fundred, participants engage in a creative form of philanthropy and collaboratively contribute to positive change.

This Unit overview will help participants:

- Learn about lead poisoning
- Identify local environmental issues at school and in the community
- Engage in critical thinking and creative problem solving
- Collaborate in a participatory art project that represents collectively united voices
- Develop ways to positively impact social change

National Core Arts Standards: Visual Arts Addressed

- VA: Pr6.1.3a** Identify and explain how and where different cultures record and illustrate stories and history of life through art
- VA: Cn10.1.5a** Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- VA: Cn10.1.6a** Generate a collection of ideas reflecting current interests and concerns that could be investigated through art-making
- VA: Cn11.1.5a** Identify how art is used to transform or challenge beliefs, values, or behaviors of an individual society

Vocabulary

- **Lead** = a metal that can be found in things like gasoline, paint, and even toys
- **Neurotoxin** = a poison that harms brain function and overall health
- **Philanthropy** = to promote health and happiness of others through an action, such as generous donations of money
- **Empathy** = to understand and share someone else's feelings
- **Environmental** = the impact human activity has on the air, water, soil, and other living things
- **Advocacy** = an activity by an individual or group of people to influence decisions about political, economic, or environmental issues
- **Social Change** = transformation of behaviors and relationships in a group of people

Thematic Overview/Context

Lesson 1: What is lead poisoning and where can it be found in the environment?

Learning Objective

Students will understand their personal connection to lead and identify the impacts of lead poisoning

Invite students to share what they know about lead. What is it? What does it look like? What does it feel like? Where can we find it? This will identify what students know and don't know about the topic, as well as any preconceptions students have about lead.

To help students understand the issue and impacts of lead poisoning as a class watch one or more of the following short films.

- [Now You See It Pt. 1](#)
- [Now You See It Pt. 2](#)
- [Sesame Street: Lead Away](#)
- [Cosmos, Season 1 Episode 7: The Clean Room](#)

To dig deeper, have students read one or more of the following articles.

- [Green & Healthy Homes Initiative: About Lead](#)
- [EPA: Lead](#)
- [USA Today: Lead in Your Drinking Water](#)

Invite students to react to the issue of lead poisoning. What are the harmful effects of lead poisoning? How would you feel if you found lead in your home? Your school? Ask students to research water, paint, and/or soil contamination in their community.

Technical/Formal Instruction

Lesson 2: How can art-making be a form of activism for creating positive change?

Learning Objective

Students will identify ways art contributes to and influences a community

To help students understand how art-making can become a form of activism for creating positive change, as a class watch one or more of the following short videos.

- [Art21: Mel Chin 'Paydirt'](#)
- [Open Door Interview: Mel Chin](#)

To dig deeper, have students read the following article:

- [Charlotte Observer](#)

Invite students to brainstorm how artists can be advocates. How did Mel Chin identify a problem and use art to develop a creative, collaborative solution? How can art increase your awareness of an issue? Using the information students learned in the previous lesson, ask students to create a drawing or collage of an issue connected to lead. Artwork can include what lead is, where it can be found, who it impacts, and/or how it effects people and the environment.

Practice

Lesson 3: What is the meaning and role of currency in society?

Learning Objective

Students will identify how art influences and reflects personal and cultural meaning.

Invite students to think about cultural symbolism, the symbols in the world around them. What is a symbol? What symbols do we see everyday? What symbols do we see on currency or money?

Ask students to draw a dollar bill from memory. To compare their drawings to real currency and to reveal the meaning behind each symbol, as a class watch the following short film.

→ [What do the symbols on a dollar bill mean?](#)

Does the addition of the people and symbols on money say something about us as a society? Explain to students that understanding the importance of symbols on money and the messages that they convey can help us better understand what was important to people when the United States was founded on July 4, 1776.

To dig deeper, have students read the following articles.

→ [Symbols on American Money](#)

→ [The Power of Money](#)

Invite students to reflect on the value of money. Lead students in a think-pair-share with one or more of the following prompts:

- If I had a million dollars, I would...
- If the government had an extra million dollars, they should...
- Money is...
- What I think is truly valuable is...

Ask students to compare and contrast what they think is valuable with what our society values.

Application

Lesson 4: How can artists identify, research, and develop awareness and support for solutions to important social issues?

Learning Objective

Students will demonstrate how collective action and creation can create momentum toward finding a solution to a problem.

As a final project, all students will create a unique Fundred Dollar Bill that will be contributed to the Fundred Collection. To prepare students, as a class visit the [Fundred Project website](#) or watch one or more of the following short videos.

- [Fundred Dollar Bill: PSA](#)
- [WHYY Young Journalists - Lead Awareness](#)

Invite students to think about the images and symbols that represent them as an individual. What things are important to you? What are you interested in and like to do?

Ask students to draw and color a Fundred Dollar Bill. Remind students that they should only submit one Fundred, as each bill represents the voice of one student.

Inform students that the Fundred Reserve in Washington DC will add your classes Fundreds to their collection to continue to spread awareness of lead poisoning and advocate for positive social change.

Mail Fundreds to:

The Fundred Reserve
P.O. Box 27327
Washington , DC 20038-7327

"I really fell in love with the idea of a socially engaged project geared towards bringing awareness and providing a safe place for kids to express their creativity."

— Maps Glover

To dig deeper and extend the reach of the Fundred Project, take additional actions to help end lead poisoning once and for all.

- Initiate a community Fundred drive to share information about lead with family, friends, and community members. Ask them to contribute their voice by completing a Fundred Dollar Bill template.
- Contact your local representatives with your Fundred story and advocate for what you would like to see happen in your community.
- Identify a social issue or concern that is important to you and develop a plan of action.
- Collaborate with friends and family to create artwork that brings awareness to an issue important to you, and share it with your community.

Encourage students to post images of your story on social media with **#Fundred**. Follow Fundred on newsletters and social media to see where their Fundreds are exhibited, learn about other's Fundred stories, and be updated on the progress of our collective efforts to end lead poisoning nationwide.

If you take any of these actions, let us know!

You can reach us on Facebook, Instagram, and Twitter @FundredProject, or email us at info@fundred.org

Assessment

Lesson 5: What did participants learn from the Fundred Project

Learning Objective

Students will be able to define lead, the impacts of lead poisoning, and identify how their community can collectively work towards a common goal.

Invite students to reflect on what they learned about lead and an artist's role in social change through one or more of the following activities.

- Lead a discussion with our [Reflection Focus Group Guide](#)
- Play a quiz game with students to review vocabulary and reinforce their learning
- Conduct a follow-up art-making activity of lead poisoning and compare it to the art they created from Lesson 2
- Ask students to write journal entries to reflect on the Fundred-making experiences and lessons learned.

Did students learn how art exhibited inside and outside of school contributes to the community, identify how art influences and reflects both personal and cultural meaning, and demonstrate how collective action and creation can build momentum toward finding a solution to a problem?

Teacher reflection

What did students learn from participation in these activities?
What other activities can students do to contribute to positive social change in your community and nationwide?

Share your feedback at info@fundred.org to help us improve our ability to engage students on critical issues through art-making!