

## **Supplemental Activities and Lesson Ideas**

*Note to Educators: The following are suggestions for additional classroom learning activities. Please use the **Alabama Courses of Study** (Mathematics, English Language Arts, Science, Social Studies, Arts Education, Technology) in locating standards that correlate with these materials. Also, please reference the Partnership for 21<sup>st</sup> Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)) for skill maps that can deepen student learning across subjects.*

### **Partnership for 21<sup>st</sup> Century Skills: Life and Career Skills – Social and Cross-Cultural Skills**

1. Several of the craft artists profiled in the documentary talk about “sharing” their art with others. They even discuss how family members or friends “shared” the craft process with them. Think about something important in your own life that you would be willing to share with others. (It can be anything you are truly interested in or are excited about doing, such as writing, cooking, dancing, singing, etc.) In small groups, discuss your ideas. Why is “sharing” your interests with others important? Why should we share and teach others about our interests and activities? How does this process impact our cultural heritage?

### **Partnership for 21<sup>st</sup> Century Skills: Learning and Innovation Skills – Critical Thinking and Problem Solving**

2. In the documentary, Gene Ivey speaks about using curly maple in the creation of his fiddles. Research the properties of this particular tree. Review the documentary materials and additional film links for Gene’s discussions about the wood and its use in instrument making. Analyze and outline your discoveries.

### **Partnership for 21<sup>st</sup> Century Skills: Learning and Innovation Skills – Creativity and Innovation**

3. Both potters in the documentary (Jerry Brown and Charles Smith) create Face Jugs. They both agree that the art form came from Africa and was used by the African slaves as a means by which to communicate, non-verbally. Think about how you could create and communicate an idea without “telling” what it is in words. Produce your creation and share your idea non-verbally with the class. Have classmates guess what you are communicating.

### **Partnership for 21<sup>st</sup> Century Skills: Life and Career Skills – Initiative and Self-Direction**

4. Both quilters profiled in the documentary (Mozell Benson and Bettye Kimbrell) discuss the use of a variety of materials in creating their quilts. They emphasize that nothing is “thrown away;” everything finds another use (flour and feed sacks, shirts, old blankets, etc.). By contrast, our society is often referred to as a “throw away” society. What does this term refer to and how is it different from what the two quilters were taught as children? How are the ideas of conservation and recycling reflected in the master quilters’ attitudes and creations? Think about alternate uses for materials that are

normally discarded in your home. Create a craft using some of those materials and share your creation with your classmates.

**Partnership for 21<sup>st</sup> Century Skills: Life and Career Skills – Productivity and Accountability**

5. Each artist in the documentary takes great care and demonstrates great patience in the creativity of their works. They reflect upon the need for lots of time in bringing an object to fruition. Why is this an important element of the creative process for them? What is something you have done that required lots of time and attention? How did you benefit from this? What did you learn about yourself in the process?

