

Recommended
Grade Levels:
1-3

Educate. Inspire. Connect.

ARTS INTEGRATION LESSONS



Juneteenth for Mazie

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Who is Arts for Learning WNY?

Formerly Young Audiences of Western New York, Arts for Learning WNY is the leading arts education organization in Western New York seeking innovative ways to integrate the arts into learning. For more than 60 years, Arts for Learning has empowered teachers to inspire young people through meaningful creative experiences, seamlessly integrating the arts into the classroom.

WHAT IS ARTS INTEGRATION?

Arts integration is an approach to teaching where the arts (e.g., music, dance, drama, or visual arts) are woven into lessons from other subject areas such as math, science, language arts, or social studies. The goal is for students to learn both the art form and the academic content at the same time.

WHY IT WORKS!

Arts integration is a powerful educational tool because it unlocks how kids naturally learn. This type of instruction utilizes the whole brain and hands-on experiences connect academic content to real-life. It supports different learning styles, bolsters relationship-building skills, and naturally boosts motivation.

How to Use this Arts Integration Guide

THE ARTS ARE ALL AROUND US and everyday moments can become creative adventures when we pause to look, listen, and imagine together.

Whether you are dancing in the kitchen, drawing your favorite story characters, or acting out scenes from a book, you are using the power of the arts to make learning stick in joyful, meaningful ways.

This guide is designed to help you and your family dive deeper into the story, beyond just reading the words on the page. With this book, the suggested art supplies, and a little imagination, you will explore the characters, setting, and themes in a whole new way.

You do not need to be a trained artist or teacher – just be willing to play, create, and explore. Along the way, you will support your child's learning, build memories, and maybe even discover your inner artist!



Visit our website to explore more arts integration ideas!



Visual Arts meets Social Studies

In 1997 the first Juneteenth flag was created by activist Ben Haith to represent freedom and the end of slavery. Let's make freedom flags inspired by these same ideas.

SUPPLIES NEEDED

- ▶ **Juneteenth for Mazie book**
- ▶ **Paper**
- ▶ **Pencil**
- ▶ **Crayons/Markers/Colored Pencils**

INSTRUCTIONS

1. In the story, there is an illustration of marchers on a bridge; some are carrying an American flag. These marchers are peacefully protesting the unequal treatment of Black Americans, fighting for the right to vote, the end of segregated schools, and other equal rights in the law. Think about other times you have seen flags. Where do you typically see them? How are they used?

2. As you may have observed, flags continue to be used in many ways including celebration, pride, and protest. In 1997, activist Ben Haith designed a Juneteenth flag using colors and symbols that represent freedom and the end of slavery. Ben Haith chose red, white, and blue to convey that all enslaved people and their descendants are American, an arch to symbolize a new horizon, and a bursting star to celebrate freedom. What are some other symbols or colors you can think of that represent freedom?

3. Using your paper and crayons, create your flag to represent freedom. You can use some of the same symbols that Ben Haith used in the Juneteenth flag or the ones you came up with on your own! Share your flag with your friends and family and discuss what freedom means to each of you.

VOCABULARY

Activist – A person who works to make things fair for everyone.

Freedom – The power to make your own choices and be treated equally.

Symbol – A picture or object that stands for something else.

Protest – When people speak out or come together to show they want something to change.

Illustration - A drawing or picture that helps to explain or tell a story in a book, magazine, or other text.

EXTENSION ACTIVITIES

Artists are often activists and use their art as a form of peaceful protest. With the help of an adult, use the internet to find examples of how some people have used art to fight for change in the community. Are any of these examples in your community?

Talk to your family about what freedom, fairness, and equality mean to them. How do each of you express these values in your actions?

Dance meets English Language Arts

Dancing is one way people celebrate Juneteenth and express their emotions during the celebration. Let's use creative movement to create a tableau that expresses the emotions felt while reading the story!

SUPPLIES NEEDED

- ▶ *Juneteenth for Mazie* book
- ▶ Dance Scarves (optional)

INSTRUCTIONS

1. Reread the book and discuss the different emotions the characters might have felt during different parts of the story.

How do you think Mazie felt being told “no” at the beginning of the story? How do you think Grandpa Mose felt making plans to seek freedom? How do you think Mazie felt at the end of the story after learning about the history of Juneteenth?

2. Practice expressing these emotions using facial expressions and body movements. Consider level and space while exploring emotions. For example, jumping high and stretching your arms might express joy while crouching low to the ground might express nervousness.

3. Have an adult reread the story to you. On each page move your body to express the emotions you feel. Freeze in a tableau at the end of each page in an expression of the strongest emotion felt while reading.

VOCABULARY

Emotion – The feeling you have (e.g., happiness, sadness, anger).

Expression – Showing how you feel through your face and body movements.

Level – How high or low your body moves.

Space – The area you move in; it can be big or small.

Tableau – A freeze-frame of a scene.

Character – A person, animal, or being in a story that has personality traits and furthers the plot.

EXTENSION ACTIVITY

Add dance scarves to your movements. How can they help you increase your space?

Mazie learns that dance can be a celebration. With the help of an adult, use the internet to look up some freedom songs. How do these songs make you feel? Can you express this while dancing along?

Music meets Social Emotional Learning

Mazie's great-grandfather would not have had access to traditional instruments. He likely would have used various found materials to create shakers, drums, or other instruments to help keep rhythm while singing. Let's make shakers and create a rhythm!

SUPPLIES NEEDED

- ▶ *Juneteenth for Mazie* book
- ▶ Empty Plastic Egg
- ▶ Rice, Beans, or Other Filler
- ▶ Tape

INSTRUCTIONS

- 1. In the story when Grandpa Mose hears the proclamation of freedom, the crowd erupts in celebration - cheering, dancing, and singing.** The music would have been joyful and hopeful. What type of music brings you joy? What tempo is this music - fast or slow?
- 2. Let's create a shaker to create your own joyful music.** Start by opening your plastic egg, it should easily pull apart into two pieces.
- 3. Fill one half of your egg with rice, beans, or another filler.** Carefully snap the other half of our plastic egg together.
- 4. Add tape around the seam of the egg to help keep it sealed.**
- 5. Shake your egg to hear the sound it makes!** What happens when you shake the egg fast - is the sound loud or quiet? What about when you shake it slowly - how is the sound different from when you shake it fast?
- 6. After experimenting with different tempos and rhythms with your shaker, think about the emotions you felt with the different pitches.** Use these observations to create music for each page of the story.

VOCABULARY

Tempo – How fast or slow the rhythm is.

Rhythm – A steady beat or pattern of sounds or movements.

Vibration – When an object shakes or moves quickly to make a sound.

Pitch – How high or low a sound is.

Proclamation - A special, important announcement that someone in charge, like a president or a mayor, makes for everyone to hear.

EXTENSION ACTIVITIES

With an adult, visit a local festival in your community, it could be a Juneteenth festival or another celebration. Bring your shaker with you and help create music as you celebrate with your community.

Make additional musical instruments like a drum or tambourine. With your friends or family, use all of your instruments to create a song together.

In the Community

Mazie learns that Juneteenth is about remembering the struggles and victories of Black Americans who fought for freedom and equality. Let's learn more about Black leaders in our community by visiting community spaces celebrating these individuals.

SUPPLIES NEEDED

- ▶ ***Juneteenth for Mazie* book**
- ▶ **Paper**
- ▶ **Crayons/Markers/Colored Pencils**

INSTRUCTIONS

1. In the story, future generations continue to fight for freedom and equality after Grandpa Mose hears the proclamation. Communities across the country celebrate the contributions made by these leaders during the civil rights movement and beyond in many ways including Juneteenth festivals, heritage sites, murals, and museums. With the help of an adult, find a site in your community that celebrates Black History.

2. Make a plan with your adult to visit a local site in person or explore it online to learn more about its history and impact. While you are exploring, talk about themes you see (e.g. courage, community, change, freedom, etc.). Write down the themes you observed so you don't forget them.

3. Using paper and crayons, markers, or colored pencils, create a drawing that represents the themes you experienced while exploring the community site. You could draw a scene you learned about or draw what the themes mean to you in your own life. Share your drawing with your family!

VOCABULARY

Community leader – Someone who helps guide and organize people to improve their neighborhood or community.

Heritage Site – A special place that helps us remember important people, places, and events of the past.

Civil Rights – The right that every person has to be treated fairly and equally.

Theme – A big idea or message.

Mural – A big picture painted on a wall that tells a story or shows something important.

EXTENSION ACTIVITIES

With the help of an adult, scan the QR code below or go online and explore The Freedom Wall, 2017 in Buffalo, NY.

Talk about the leaders that are represented in this mural as well as the leaders who painted the mural. Write down one word that you feel when looking at each of the portraits in the mural. Use these words as inspiration to create another drawing.



Education ▶ For over 60 years, we have been the leading arts education organization in Western New York seeking innovative, equitable, and inclusive ways to integrate arts into learning.

Inspiration ▶ We are committed to empowering local artists to teach and inspire young people and educators through new and meaningful creative arts experiences.

Connection ▶ By serving as a reliable connector between artists and organizations and providing high-quality education, we seamlessly fill a need to integrate arts into the classroom.



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Affiliated with the national Young Audiences Arts for Learning