

# THROUGH THE EYES OF AN IMMIGRANT



*The Artist's Parents*, 1963 Raphael Soyer. Print, etching on paper, Canton Museum of Art Collection, 77.61

## APPRECIATING DIVERSE ORIGIN STORIES THROUGH REFLECTIVE JOURNALING

Canton Museum of Art's *Museum To Go* program is funded in part with grants from:

## LESSON OVERVIEW

### Lesson Description:

The process of reflective journaling can provide students with an appreciation of diverse stories of personal origin that are different from their own. In this lesson students will gain an understanding of the immigrant experience through a cross-curricular approach to art and reflective journaling.

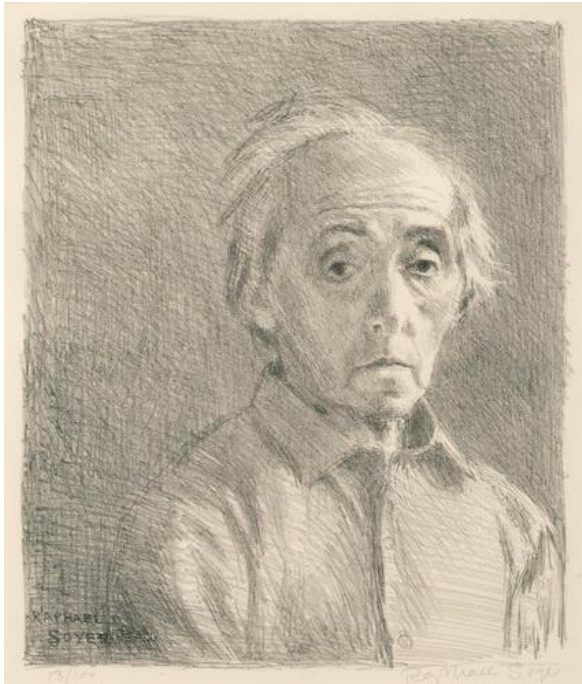
### Artist Connections:

## 1. Exhibition utilizing CMA Permanent Collection: *Borderless - Artist Migration from the CMA Collection*

<https://cantonart.org/exhibits/borderless-artist-migration-cma-collection-may-2-2023-july-23-2023>

Focal Artist from *Borderless*:

## RAPHAEL SOYER





### **Raphael Soyer Overview**

Born in Russia, Raphael Soyer was considered a social realist because of his interest in the common man. His father, a Hebrew teacher and writer, encouraged artistic and intellectual pursuits. Because of his father's popularity with his students and his liberal ideas, the family was subsequently deported by the Tsarist regime. They relocated to New York City in 1913.

Soyer's experience of immigrant life provided him with a rich source of imagery for his art; he often observed his fellow New Yorkers from his studio in Manhattan's Lower East Side. His common themes were intimate studies of solitary women, often nudes, portraits of fellow artists and himself. He did not accept commissions for portraits because his interest was in the private person rather than the public façade. Soyer's brothers, Moses (Raphael's identical twin) and Isaac were also artists.

### **Raphael Soyer Interview**

<https://www.youtube.com/watch?v=L3VAHsgWiuw>

## 2. Exhibition Utilizing Travelling Show from Norman Rockwell Museum: *Finding Home - Four Artists' Journeys*

Information About Finding Home Exhibition at Canton Museum of Art

<https://cantonart.org/exhibits/finding-home-four-artists%E2%80%99-journeys-may-2-2023-july-23-2023>

Information About the 4 Artists - Norman Rockwell Museum "Finding Home"

<https://www.nrm.org/2020/04/finding-home-four-artists-journeys/>

Focal Artists from *Finding Home*:

### YUYI MORALES





### Teaching Suggestions from a Literary Perspective

<https://childrenslibrarylady.com/dreamers-by-yuyi-morales/>

### Yuyi Morales Quick Talk

<https://www.youtube.com/watch?v=iYrGdUsO8wU>

### Yuyi Talks About Her Book Dreamers

<https://www.youtube.com/watch?v=DltC93iIVHs>

# FRANCES JETTER



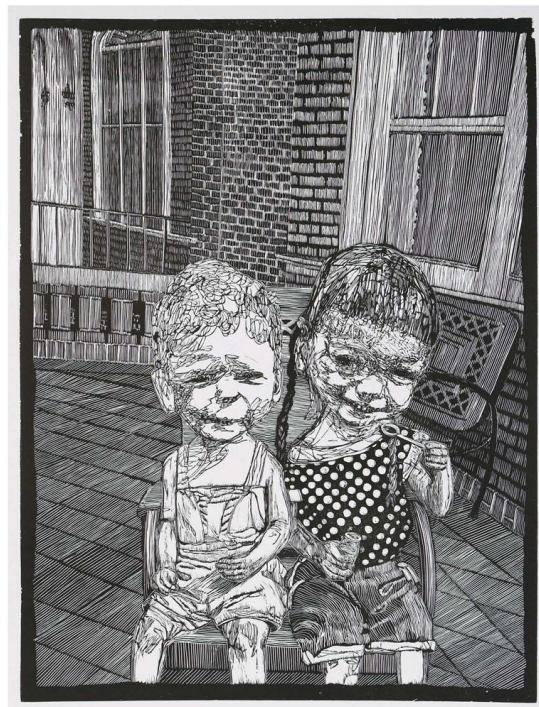
The facade belied a plebeian interior, where three generations in four cramped apartments lived in relative peace.

Aunt Lillian and Uncle Norman, who had three children—Len, Matthew, and Leslie—slept in the living room of their first-floor apartment, next door to my grandparents.

Uncle Murray asserted his independence by moving eleven blocks away with his family—Aunt Anne, Bruce and Donnie—so the apartment intended for them went to Uncle Norman's sister, Theda.

This is where Rose and Joe, my parents, ended up.

This is me— I was called Franny—with my brother Andy. We lived upstairs. We shared the same little room and sometimes, even the same chair.



## Frances Jetter Overview

<https://www.nrm.org/2020/02/frances-jetter-amalgam/>

## Additional On-Line Teaching Resources:

### Teacher's Perspective on Teaching About Immigration in the Classroom

<https://reimaginingmigration.org/when-no-place-is-home/>

### How to Talk to Kids About Immigration and the Notion of Home

<https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories>

### Helping Students Understand Their Family History

<https://www.edutopia.org/discussion/getting-know-students-through-their-histories>

### Ice-Breaker for Discussion Diversity in the Classroom

<https://sites.lsa.umich.edu/inclusive-teaching/name-story/>

## Materials:

Pencils

Black permanent markers

Scissors (decorative edge optional)

Glue

Paper lunch bags

Drawing paper and collage elements related to travel

Large rubber bands

Access to *Dreamers* book by Yuyi Morales, CMA website/virtual tour of Finding Home/Borderless exhibitions, and images related to immigration

Additional Props: Sample boarding ticket, world globe, backpack, passport, postcard

## Lesson Plan

### Introduction:

Begin by asking the students what they know about immigration. Discuss different reasons why people may immigrate to a new country, such as seeking safety, better opportunities, or reuniting with family. Introduce the concept of empathy and explain that through this lesson, they will gain a deeper understanding of what it's like to be an immigrant.

### **Step 1:** Reading and Research (Language Arts and Social Studies)

Initiate a class discussion while reading passages from Yuyi Morales's book,

*Dreamers*. Focus on what the statement, "You are what you bring with you" means to different people in different situations. Ask students what they already know about immigration. Talk about how people travel from one place to another and point out geographical deterrents. Encourage students to partner with a classmate to discover/share their own family story of traveling, moving, going on an adventure, etc.

**Step 2: Artistic Expression (Art and Social Studies)**

Students create a reflective origins-of-self journal that reflects their personal experiences with being part of a larger story. Basic materials will be used to create a journal that explores past self, present self, and future predictions about self. Instruction will be focused on creating a journal cover and title, a page with a hidden pocket, a page with a reflective mirror surface, and a pop-up element on another page. Students write postcards, read maps, imagine both tangibles and intangibles they would take with them, to tell a story. Encourage students to think about the emotions that they have felt or family members before them may have felt, and to think about how an immigrant might feel coming to a new place.

**Step 3: Reflective Writing (Language Arts and Social Studies)**

Provide each student with a journal and ask them to write about their artwork and what they learned about the immigrant experience. Encourage them to think about how they would feel if they were in the shoes of an immigrant and to express empathy in their writing.

**Step 4: Sharing and Discussion (Language Arts and Social Studies)**

Provide students with the opportunity to share their artwork and reflective writing with the class. Ask students to discuss what they learned and what surprised them. Encourage empathy and understanding among the group.

**Conclusion:**

Wrap up the lesson by asking students what they can do to help immigrants in their community. Encourage them to think about ways they can be welcoming and supportive to those who are new to the area. Remind them that empathy and understanding are important qualities to have in life.

**Assessment:**

Students will be assessed based on their artwork and reflective writing. The artwork should demonstrate an understanding of the immigrant experience and the emotions involved. The reflective writing should show evidence of empathy and understanding towards the immigrant experience.



**Extension Activities:**

Have students create a map of their own family's immigration story.  
Research the immigration policies of different countries and compare them.  
Discuss the importance of Wayfinding. (see visual references, next page)  
Watch a documentary about immigration and discuss it as a class.  
Help kids learn the difference between “fitting in” and “belonging”


**LEARNING TARGETS**

**LEARNING EVIDENCE**

Create a journal using ready made objects	Make a journal with paper lunch bags that opens and closes with a rubber band hinge
Learn about the connection between self-history, reflective writing, and artist/illustrators	Identify physical and emotional factors that shape who we are as individuals and sacrifices that families sometimes make
Gain deeper insight and understanding into how it feels to find one’s place in the world, how it feels to walk in someone else’s shoes, and how the definition of “home” is unique to different students	Through 1-to-1 partner interactions and group discussion, peers respond to questions about the emotional process of leaving a place you’re familiar with and finding a place where you fit in
Explore the meaning of the word “immigrant” and provide examples of stories students may already know	Through thinking about one’s own story of origin, students will identify content to form a narrative about their past, present, and future

RESOURCES FOR COPING WITH ANXIETY

 [How We Cope With Anxiety & Stress | MTV's Teen Code](#)

 [Overcoming Anxiety | Jonas Kolker | TEDxTheMastersSchool](#)

[Teen Stress: 10 Stress-Management Skills for Teenagers](#)

[Art & Anxiety — Google Arts & Culture](#)

[Artists Are More Anxious Than People in Other Professions—But They Are Also Better at Coping With Challenges, a New Study Finds](#)

[How Making Art Helps Teens Better Understand Their Mental Health | KQED](#)

[The art of mental health | Voices of Youth](#)

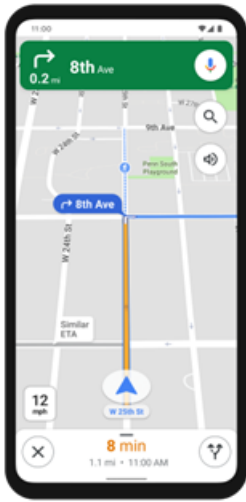
[Help kids learn the difference between “fitting in” and “belonging” - MSU Extension](#)

# VISUAL REFERENCES FOR HELPING STUDENTS UNDERSTAND WAYFINDING



DEPARTURES		
Time	Destination	Flight
19:30	BEIJING	R4 4509
19:30	ATLANTA	EB 7134
19:45	LONDON	DN 0045
19:40	NEW YORK	OD 7158
19:50	FRANKFURT	NP 6890
20:05	DUBAI	UC 1207
20:10	CHICAGO	EB 3436
20:20	TOKYO	R4 4581
20:45	PARIS	NP 1976







## PRE-ASSESSMENT (Sent in advance to students)

Classroom Teacher \_\_\_\_\_ Student \_\_\_\_\_

What do you think the difference is between “fitting in” and “belonging?”

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## POST-ASSESSMENT (to be dispensed/collected by instructor)

### Finetune Your Acceptance of Others:

Write down 3 tips for helping someone feel accepted and important, regardless of their past story.

- 1.
- 2.
- 3.



## **TEACHING STANDARDS**

### **Literature: Craft & Structure**

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text  
RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.

### **Fine Arts/Theater: Creating**

3PR Impvise, create and perform an exchange of dialogue in response to prompts.

### **Fine Arts/Visual Arts: Perceiving/Knowing**

1PE Use sensory details and descriptive language to identify and describe universal themes, subject matter and ideas expressed across arts disciplines.

2PE Notice and describe different visual effects resulting from artmaking techniques.

3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.

### **Fine Arts/Visual Arts: Producing/Performing**

2PR Experiment with art materials by using them in unexpected and creative ways to express ideas and convey meaning.

3PR Generate ideas and employ a variety of strategies to solve visual problems.

### **Fine Arts/Visual Arts: Responding**

2RE Develop and share their ideas, beliefs and values about art.

3RE Recognize and describe the relationship of artworks to their social and cultural contexts

5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

6RE Give/use constructive feedback to produce artworks that achieve learning goals

### **Technology: Use digital tools to construct learning**

3-5.ICT.3.b. Interpret images, diagrams, maps, graphs, infographics, videos, animations, interactives, etc., in digital learning tools and resources to clarify and add to knowledge.