

# *Christie Pits*

## **RIOT**

**90<sup>TH</sup> COMMEMORATION**

Protest & Advocacy Through Art  
Teacher's Guide: Grades 8 & 10



## Pre-Lesson Discussion

1. These questions are very big ideas that are to get the class thinking about the important issues in their lives and to connect those to the larger issues that were present during the riot at Christie Pits.
2. It is important to note that there is no right or wrong answer, and no one needs to have an answer to these yet, they are more food for thought.
3. Questions can be discussed in a group, in pairs, or as independent reflection.

## Activity 1 – The Riot at Christie Pits Through Art

4. These slides discuss what advocacy is, the role that art can play, and how we can analyze art through the critical lens of advocacy.
5. The power point also features examples of art that was inspired by the Christie Pits riot and their featured themes.
6. The questions featured in the slide show are useful tools for later activities as well as good leading questions to encourage students to reflect on their art and other examples they may have.
7. Students are welcome to contribute their own examples of similar art, these are meant to get students thinking about art they interact with daily.

## Activity 2 – Primary Source Analysis

Students are to:

1. Research an issue to learn more about the key points and messages that are connected to that issue.
  - Students should be looking at what significant figures and organizations are saying about these issues, as well as media outlets.
  - Students should be keeping in mind bias and whose perspective is being shared when doing research on their chosen issue to ensure they have a more complete background on the issue.
2. Create a piece of art that advocates for action to be taken on their issue.
  - Their art should encourage further education on the topic, as well as have a call to action.
  - The art could be anything from a story to a song to a work of visual art, or even a play. Creativity is welcome!
  - Their pieces should reflect on the questions that students asked when assessing the examples in the “Christie Pits and Art” power point.
3. Share their art with the class.
  - Students are encouraged to start a conversation about their issue and share their call to action with the class.



## Post-Activity Reflection

- Students are to reflect on the call to action they advocated for in their art, as well as the call to action by their peers to inspire ways they can be active citizens.
- These activities are meant to illustrate that students can become active members of their communities and work towards making change.
- Students are encouraged to be critical of their environment and look for creative and meaningful ways to make change.

