



YERBA BUENA
CENTER FOR
THE ARTS

Resource for Educators | 3-5 Curriculum

By Tate Jawdat, for YBCA's Educational Programs

CONJURING POWER: A Closer Look (18-24 min.)

In this activity, students will be provided a small snippet of an image and engage in a scavenger hunt to match their snippet to the larger image. Once they've located their image, students in 3-5th grade will complete a Think/Feel/Wonder activity. ***This activity works best if materials can be printed in color.***

Materials

Activity Key, Graphic Organizers, Clip boards, Pencils/Pens

Notes

- An Activity Key with snippets and Graphic Organizer page numbers.
- Inform students: *"You will probably need to search for a while"*. This will help prevent students from feeling pressured to quickly find their image. Allow 5-7 min. of silent search time.
- Next, allow ~5 min. of talk time to assist students who haven't yet located their image.
- Students will need 8-12 minutes to complete their graphic organizer.

CONJURING POWER: A CLOSER LOOK ACTIVITY KEY

	TITLE: <i>ACT UP and Die In</i> ARTIST: Alan Guttirez
	TITLE: <i>Cooper Donuts Riots</i> ARTIST: Kalie McGuirl
	TITLE: <i>Diasphoric Griefscape</i> ARTIST: Arina Sarwari-Stadnyk



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San Francisco, CA
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CONJURING POWER:
A CLOSER LOOK

Your Name _____

The picture above is a small piece of a larger picture. Search the exhibit to find the big picture that contains your tiny picture. Pay close attention to colors, shades, shapes, and textures for clues. Once you find the image, read the label and answer the questions below.

Title of Artwork _____

Artist _____

This picture makes me THINK....

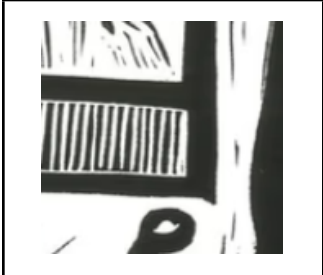
This picture makes me FEEL....

This picture makes me WONDER....



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CONJURING POWER: Transcend Time

Students select an artifact to send either 100 years into the future or into the past then envision the impact it would have on the world.

Materials

Graphic Organizers (Transcend Time), Clip boards, Pencils/pens

Your Name _____

You built a time machine that can send an artifact either 100 years into the past or into the future. Choose a piece of art or an interview that you believe will have the greatest impact. Explain your choice below.

Title:	Describe it:
Artist:	
Why did you choose this artifact? What is powerful about it?	
<i>Will you send it into the past or the future? Circle your choice.</i>	
100 YEARS INTO THE PAST	100 YEARS INTO THE FUTURE
What would people learn about the power of the Queer and Trans community from the artifact?	
If everyone could see or hear the artifact, how might it change life for Queer and Trans people? How might it change life for everyone?	