



YERBA BUENA
CENTER FOR
THE ARTS

Resource for Educators | 6-8 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 6-8th will answer questions that challenge them to analyze and make connections.***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>Housing is a Human Right</i> ARTIST: JoJo
	TITLE: <i>The Rainbow Road to Revolution - Do the Dirty Bump as if it was Propaganda</i> ARTIST: Violent Alexis Bea
	TITLE: <i>There's No Hell on Wheels like Dykes on Bikes</i> ARTIST: Karishma Johnson



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***CONJURING POWER:
A CLOSER LOOK***

Your Name _____

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

Title of Artwork _____

Artist _____

Examine the image, read the label, and answer the questions below.

1. What system were ancestors fighting in this image?

2. Why do you think protestors who didn't live in the building showed up to protest?

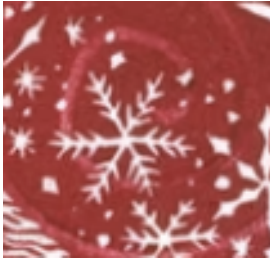
3. What happens when a community is kicked out? What does it mean for the city?

4. What are some ways to fight so people can stay in their homes and neighborhoods?



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Title of Artwork _____

Artist _____

Examine the image, read the label, and answer the questions below.

1. What era do the people in this image seem to be from?

2. Select one of the messages on the image. What is the message and how does it connect with the title of the piece?

3. Why is focusing on love essential for Queer and Trans movements?

4. What are sources of joy and love in your life? How have they moved you to act?



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Title of Artwork _____

Artist _____

Examine the image, read the label, and answer the questions below.

1. Who is depicted in the artwork?

2. How does the subject express and use power?

3. How is existence a form of resistance for this group?

4. In what ways do you challenge stereotypes or ideas of what it means to be “normal”?



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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 have designed a time machine that can transport an artifact either 100 years into the past or into the future. Select a piece of art or an interview that you believe will have the greatest impact. Justify your choice below.

Title:	Describe it:
Artist:	
Why did you select this artifact? What power does it hold?	
<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 society learn about the power of the Queer and Trans community?	
How would access to this artifact impact Queer and Trans people of that era?	
How would it impact society as a whole?	