

## Local Folk Art Brochure

Brochures are a fun and easy way to evaluate many interdisciplinary skills. Further you can collaborate with other teachers, each with their own criteria. This would be a fun culminating project. To show how brochures can be used we will base ours on local Folk Art.

The backbone of the lesson is based on your particular criteria within a matrix. This firmly states which objectives students are to accomplish. In this way their English or Computer Science teacher can similarly form their own matrix for this, touching on different aspects of the brochure. If a student is getting multiple grades for this project you should see an increase of **quality over quantity**.

### Time:

2-3 periods (home work is likely involved)

1/2 period introduce and assign

1/2 period student collaboration

1 class period to put things things together

1 period for presentations (optional)

-this may be part of English teacher's matrix but presentation plays a huge part in what you'll get for quality. The quality of what they want as an expression of themselves to their classmates usually is greater than what they would give if only the teacher were to see it. (see below)

**Student skill level:** written for high school but easily adaptable to middle school

(this would be a poor introductory lesson depending on skill level of students)

### Content

Folk Art

Generally, folk art is ART that:

- May be decorative or utilitarian
- May be used every day or reserved for high ceremonies
- Is handmade; it may include handmade elements, as well as new, synthetic, or recycled components

- May be made for use within a community of practice or it may be produced for sale as a form of income and empowerment
- May be learned formally or informally; folk art may also be self-taught
- May include intangible forms of expressive culture like dance, song, poetry, and foodways
- Is traditional; it reflects shared cultural aesthetics and social issues. It is recognized that, as traditions are dynamic, traditional folk art may change over time and may include innovations in tradition.
- Is of, by, and for the people; all people, inclusive of class, status, culture, community, ethnicity, gender, and religion [https://www.internationalfolkart.org/learn/what-is-folk-art.html]

**Please shorten or add to this list for students objectives**, for example I'm going to add historic buildings or infrastructure to the list.

### **Materials:**

Common classroom equipment (includes internet connection/projector) or media center with computers. If your school is one of the many with 1/1 computers/students you don't have to leave your room.

**Optional:** color printer. I've found administrators, parents, and students always want to have some physical evidence of quality work.

If you are limited to the number of color copies a kind hearted local business or parent with a color printer may help.

### **Steps:**

1. Acquire digital photos of typical types of folk culture or use the powerpoint.

2. Introduce folk culture from other places in the world through pictures (more iconic the better) and ask,

**“From the definition, explain why this is folk art?”**

**IMPORTANT NOTE:** That question is open ended and there is not one “right” answer. That's a feature of what makes it folk art.\*

3. Show examples of typical American (Floridian) folk art, highlighting types you would like to see on brochures. As you show example define the following terms and show on examples:

iconic  
 artifact  
 blurb

**Introduce brochures and assignment:**

4. Find brochures from your local community, or from others parts of the state. (Some good examples from the Florida Memory Project: [1](#), [2](#), [3](#)).
5. Explain that they are to develop, research, document information about their local community, or from others parts of the state. (In large urban areas you can limit the area from which they can pick, in rural realms you will probably have to expand areas).

**Provide matrix, here is an example:**

identification/explanation	picture/drawing/deiscription	background/history	how used: (decorative v. functional v. both/cerimonial/ as a place of exchange or where people gather	proper citation
10 pts each	5 pts. each	5 pts. each	10 pts.	without no points
3 for credit	1 per artifact, structure, etc.	short informational blurb	short informational blurb	
clearly identifies/explains 5 attempts to identify/explain 2	quality of above (1-5)	concise, informational data 5 poorly links artifact/structure to concept of folk art 2	concise, informational data 5 poorly links artifact/structure to concept of folk art 2	

**Note:** you won't have to even grade things like grammar or citations if your English teacher is involved, since they are grading this assignment by their own matrix. Since you are shooting for quality, if a computer science teacher is on board you won't have to grade things like proper use of whitespace, quality of images, etc.

Once brochures are completed find a place on campus, not attached to the classrooms involved to display the printed brochures. At a grade level meeting you can have teachers informally vote for the ones they liked best, try to get these displayed in the front office or any place the public will see them. Display others in places like the lunchroom, corridor they won't get vandalized in, etc. This generally will make quality of projects. This is positive reinforcement you cannot create in your classroom and enhances your chances for **quality** work.



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