

VOICES
PEACE • PRIDE • ACTIVISTS • SOCIAL ACTION

MEXICAN MURALS

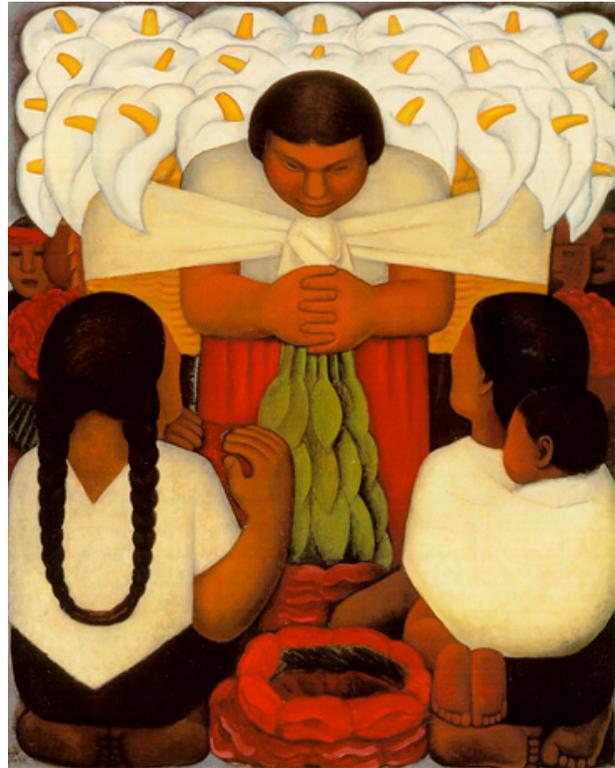
Where are they now,
Where have they gone?

We find fragments of them
Sometimes.
In bone. In stone.

But where are they gathered drumming?
Where are they singing
their song?

Where are they now?
Where have they gone?

My Mexico~Mexico Mio
Pat Mora 1999



Flower Day
Painting by Diego Rivera
Los Angeles County Museum of Art

Grade Level

Grade 3-6

Curriculum Area

Language Arts • Social Studies • Art

Overview

Murals have been a communication tool for communities for thousands of years. In his murals, Diego Rivera, primarily depicts the historical perspective of the Mexican people. In the 1930's, Rivera began creating murals on the walls of hospitals, schools, and government buildings in his native land. He did this so all people could enjoy his artwork. Diego Rivera was a storyteller and used his murals to tell the story of Mexico.

Objectives

To strengthen research skills through the use of technological resources.

To begin to understand that murals can be used to interpret historical perspectives.

To communicate and create community pride through the use of murals.

To read to acquire information on murals throughout the world.

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Key Words

Hardship

Definition-suffering and pain.

Context-Diego Rivera depicted the hardship of the people living in Mexico.

Mural

Definition-a painted wall.

Context-In his murals, Diego Rivera, primarily depicts the historical perspective of the Mexican people.

Muralist

Definition-a person who paints murals.

Context-There are a number of muralists that work in Milwaukee.



Contemporary mural Organization of American States Photograph Linda Krefl 2000

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Activities

Activity

Reynaldo Hernandez and others have created numerous murals within our community. Students will be exposed to these murals via the use of slide shows, the Internet, or field trips.

Activity

The various murals within our community communicate a message. Students will individually choose one mural. The students will then:

A. Compose a critique of the mural including artist's intent and overall message.

OR

B. Put themselves in the place of one of the characters in the mural to compose a first person narrative from that person's point of view.

Activity

Students will create an individual mural focusing on pride in themselves and peace within the community.

Activity

Using the individual mural previously created, the student will compose a letter to the Mayor of Milwaukee to persuade him to use the student's mural. The student will need to pose arguments as to where the mural should be located and why it should be chosen to be created on a wall.

Activity

Students will research on the Internet different murals throughout the world. Students will then work in cooperative groups and choose four to six murals to create a PowerPoint, slide show presentation, or picture gallery. The presentation will include the murals and a short description.

Resources

A Weekend with Diego Rivera. Barbara Braun. New York, New York: Rizzoli International Publications, Inc. 1994.

Diego. Jeanette Winter. New York, New York: Macmillan/McGraw-Hill. 1992. Book and video.

Diego Rivera: Getting To Know The World's Greatest Artists. Mike Venezia. Chicago, Illinois: Children's Press. 1994.

Mexico in Pictures. Minneapolis, Minnesota: Lerner Publishing Co. 1987.

Mexican Muralists. Desmond Rochfort. San Francisco, California: Chronicle Books. 1993.

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Internet Links

Teachers/Students

Diego Rivera

<http://www.diegorivera.com/muralsindex.html>

Murals of Philadelphia

<http://pobox.upenn.edu/~davidtoc/murals/murals.html>

In Spanish

<http://www.sul.stanford.edu>

Teachers

Museo Mural Diego Rivera

<http://www.arts-history.mx/museos/mu/index/2.html>

Students

Some Murals of Milwaukee

<http://www.uwm.edu/people/gray/mkemurals.html>

Mural of Peace-Milwaukee

<http://www.esperanzaunida.org/eu/international/mural.html>

Textbooks

- **Community Ties**
Enjoy
Grade 3 Unit 2
Houghton Mifflin Company
- **Get Involved: Preserve and Protect**
Imagine
Grade 4 Unit 2
Houghton Mifflin Company
- **Community Quilt**
It Takes a Leader
Grade 4 Unit 6
Scholastic, Inc.



Day of the Dead
Painting by Diego Rivera
Ministry of Public Education, Mexico City

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Standards and Expectations

• *MPS Standards Level 3 Reading/Literature A.3.4*

Read to acquire information.

• *MPS Standards Level 3 Social Studies B.3.1*

Identify and examine various sources of information that are used for constructing an understanding of Milwaukee's past.

• *MPS Standards Level 4 Language Arts B.4.1*

Create or produce writing to communicate with different audiences for a variety of purposes.

• *Wisconsin's Model Academic Standards for Social Studies B.4.1*

Identify and examine various sources of information that are used for constructing an understanding of the past.

• *Wisconsin's Model Academic Standards for Reference Materials E.5.3*

Use a variety of methods to obtain materials to support research.

Assessment

Students will work together to create a "Walking Tour" brochure based on four to six of Milwaukee's murals. The brochure will include:

- a map of where the murals are located
- a description/analysis of each mural
- picture of mural
- a cover design promoting Milwaukee as a positive community
- use of desk-top publishing

The students will create the brochure and then present an oral presentation to the entire class.

Teachers will assist using rubrics developed in class with student input on the effectiveness of the brochures produced.