

# Curriculum and Activities to further Exploration and Enrichment for use with *From Generation to Generation: Folk Arts of Illinois*

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This curriculum is aligned with the Common Core State Standards for English Language Arts<sup>1</sup>, (<http://www.corestandards.org/>), a national initiative to align standards to college preparedness that the Illinois State Board of Education has adapted for its current state standards. For your convenience, content here has been aligned with middle school curriculum standards, but we encourage teachers and educators to use and adapt this resource for a variety of grades and audiences.

Using the activities and teacher resource guides for each artist page, students will:<sup>2</sup>

- Integrate and evaluate content presented in diverse media and formats;
- Gain literary and cultural knowledge, as well as familiarity with various text structures and elements;
- Develop the capacity to build knowledge on a subject through writing and research; and
- Increase their vocabulary for describing political, social, or economic aspects of history/social science.

These activities will also help students better understand and identify diversity in our communities and schools. This core value is a goal of the exhibit. It isn't a standard measured through tests, but instead it is discovered in the quality of our lives.

This resource guide provides teacher enrichment pages designed to help you develop your own lesson plans that can thoughtfully make use of the multimedia content, activities, discussion questions, and ideas for classroom projects. You will find curriculum individualized for every artist and panel, and many include notes that will aid you in guiding discussions about cultures or traditions with which you may not be familiar.

We hope that *From Generation to Generation* will inspire to you think about the traditions and stories that can be found in your classroom and communities. The exhibit could be used as an opportunity for a larger research and oral history project, where students create their own panels featuring important people and traditions in their own lives or communities. Also, each panel of the exhibit asks its audience a question. Students could also pose other important or "big" question(s) and then research the diversity of answers that may exist in their classroom or throughout their larger community.<sup>3</sup>

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<sup>1</sup> Some activities also align with History and Social Studies standards for grades 9-10

<sup>2</sup> The standards these goals align to include: [CCSS.ELA-Literacy.CCRA.R.7](#), [CCSS.ELA-Literacy.CCRA.SL.2](#), [CCSS.ELA-Literacy.CCRA.W.7](#), [CCSS.ELA-Literacy.RH.9-10.4](#)

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