



Artist Narratives

First Floor Hallway & Elevator Lobby
Numbers 1 – 13

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To purchase students' artwork please contact **Christa Boske** via **ART-C's Instagram @artcart4resistancethruchange** by sending a message and a photo of the artwork in which you are interested. All proceeds go directly to nonprofit organizations selected by artists.

#1

Artists' Names: Kathryn Kidder, Gianna Giannini, Taylor Travis

Title: The Silent Epidemic: Depression and Anxiety in Student Life

Area of Interest: Depression and Anxiety in Student Life

Metaphor: Depression and anxiety are masks that silence youth in schools.

Price: \$100

Organization Proceeds Will Benefit/Contact Information:

<https://www.wellnesstogether.org/giving> [Links to an external site.](#)

What do you do when the weight of your textbooks is nothing compared to the weight on your chest? For millions of students, depression and anxiety mask what is really going on in the lives of the students we serve. First, we share statistics regarding this mental health epidemic. Second, we explore how this epidemic emerged. Third, we uncover the effects depression and anxiety have on youth. Next, our artmaking addresses the lack of social emotional resources in schools. Finally, our call to action urges decision makers to put policies in place for resources to support youth and their social emotional needs.

Statistics Regarding Anxiety and Depression

Many teen students experience anxiety and depression, and it's a growing concern that impacts their overall well-being and development. According to Mental Health America (2024), approximately "20.17% of youth aged 12-17" reported experiencing at least one major depressive episode in the past year. This alarming statistic is compounded by data from the CDC (2021-2022), which indicates that "10% of children aged 3-17 had current, diagnosed anxiety." These figures underscore the importance of mental health awareness and intervention among adolescents. The rising rates of anxiety and depression among teens suggest a need for improved mental health resources, support systems in schools, and open conversations about emotional well-being. It's crucial that parents, educators, and healthcare providers work together to create environments where teens feel safe and supported in seeking help for their mental health issues.

The Epidemic Emerges

Many students experience anxiety and depression due to various reasons. According to Medical News Today, "teenagers with a family history of mood or anxiety disorders may be at higher risk of developing them," and "a teenager's social, school, and home environments can have an impact on their mental health" ("Teen anxiety and depression: Causes, symptoms, and more"). These factors, along with academic pressure, social media influence, and family issues, contribute significantly to the mental health challenges faced by teens today. Additionally, the constant pressure to perform well in school, maintain social status, and plan for the future can create a highly stressful environment for teenagers. Social media platforms can exacerbate these issues by exposing teens to cyberbullying, unrealistic body images, and the pressure to constantly compare themselves to others. Addressing these issues requires a comprehensive approach

involving support from parents, educators, and mental health professionals to ensure that teens have the resources and guidance they need to navigate these challenges.

The Effects of Depression and Anxiety

Anxiety and depression can have serious effects on students' academic performance and social interactions. According to the IBCCES (2019), "students with anxiety and depression that goes unnoticed can lead to social and behavioral problems, poor performance and learning, neglected hygiene, poor self-care practices, and low self-esteem." These issues can make it difficult for students to focus on their studies and engage with their peers, leading to a cycle of worsening mental health and academic struggles. Additionally, Steare et al. (2023) note that "there is evidence that levels of academic pressure have risen among adolescents over a similar time period to the increases in depression, anxiety, self-harm, and suicide." These statistics demonstrate a trend in the correlation between more academic pressure occurring in adolescents and the increase in mental health problems.

Artmaking

As a group we created a moving piece about the disconnect between schools and students with anxiety and depression. We started slashing paint on a blank canvas, blue to represent depression, red to represent anxiety, and the mixing of the two colors which created a dark purple to represent how anxiety and depression can clash and mix in a student's brain. We then drew a mask with a hand covering its mouth with the words anxiety and depression peeking through the eyes to show that anxiety and depression is a mask that covers how a student is truly feeling. We also drew a school to put on top of the mask that shows the disconnect between schools and students with anxiety and depression. The materials we used for this project were papers, pencil, a canvas, acrylic paint, modge podge, and hot glue. Gianna did the red and blue paint splashes. Gianna also put the negative words facing normal and some facing upside down to show some students aren't in control. This was also Gianna's first time doing an art project and she was very happy with the outcome. Taylor cut out the negative words and sentences individually that were going to be placed around the mask. Among them the phrase "I'm stuck" stood out to her most. It was the only word that was orange, giving it a stronger visual impact and deeper personal meaning within the art piece. Kathryn drew the mask, brain and school that was placed in the center of the canvas. We chose to have the drawings small and not take up a lot of space because students with anxiety and depression feel small. All girls were weary about doing this art because we've learned that we are not artistic, however, when we were actually given the chance to be creative we produced something amazing and something we were all proud of. This art piece is supposed to be overwhelming and out of control as a whole because that's how our students who struggle with anxiety and depression feel. Even the paint seeping through the negative words and phrases shows how the emotions (represented by red, blue, and purple) can control their thoughts and words.

Call to Action

Incorporating more therapy into schools is essential for fostering the mental and emotional well-being of students. As academic pressures, social challenges, and the effects of social media continue to grow, students are facing increasing levels of stress, anxiety, and

emotional strain. By offering access to therapy within schools, we can provide students with the support they need to navigate these difficulties in a safe and familiar environment. Therapy can help students develop better coping mechanisms, improve self-esteem, and enhance their emotional intelligence, all of which contribute to their overall success both academically and personally. Integrating therapy into schools helps to reduce the stigma surrounding mental health, making it more accessible to all students, regardless of their background. By prioritizing mental health in schools, we create a more supportive, productive, and compassionate educational environment for all.

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#2

Artists' Names: Taylor Ober, Fiona Ruane, Taryn Brady, Christina Haycox

Title: Naputol. 斷開連接. Desconectado. Disconnected.

Area of Interest: Loss of Native Languages caused by School Systems

Metaphor: A child's loss of language when learning in America is a tree whose roots are slowly being pulled from the soil. The tree will still grow and flourish, but it is heavily disconnected from its foundation.

Price: \$50

Organization Proceeds Will Benefit/Contact Information: [DLI Foundation](#) [Links to an external site.](#)

Entramos en clase hablando el idioma que conocemos. El idioma que hablan nuestras madres y abuelas mientras cocinamos nuestras comidas favoritas. El lenguaje que nos ha mostrado amor y conexión humana genuina. Nuestro profesor blanco nos lanza miradas sucias. Sabemos que ella no entiende y la mayoría de las veces no la entendemos. La diferencia entre nosotros y ella es que lo intentamos. Todos los días, después de terminar la escuela, vamos a casa y practicamos mejorar nuestro inglés para construir amistades con nuestros compañeros estadounidenses, pero principalmente para complacer a aquellos que nos enseñan. En medio de nuestra conversación, antes de que comience la clase, nos hace a un lado. "Hemos hablado de esto antes y he llegado a mi límite con cada uno de ustedes. Estamos en América y América, hablamos inglés. Esto, de nuevo, significa que en mi clase, hablarás inglés. ¡Después de clase, haremos un viaje a la oficina del director para que todos finalmente entiendan lo que sucederá si continúan hablando galimatías!" Su voz es severa y aterradora. Le obedecemos y así, después de clase, terminamos en la oficina. El director tiene ojos muy amables, pero sus palabras son agudas y cada una se siente como otro corte en nuestra piel. "La Sra. Smith ha venido a mí varias veces con el mismo problema una y otra vez. Estoy decepcionado, por decir lo menos, de todos ustedes. Nuestra escuela se basa en el hecho de que todos y cada uno de los estudiantes leen, escriben y hablan en inglés. Todos ustedes no son la excepción que creen ser. Tan pronto como tus pies pisen este campus, debes hablar el idioma correcto. Cada vez que todos ustedes van en contra de esta regla, están excluyendo deliberadamente a sus compañeros y maestros que no hablan español, lo cual es francamente irrespetuoso y resultará en consecuencias extremas". Salimos de la reunión sintiéndonos vacíos. A partir de ese día, no hablamos el idioma que amamos. En casa, respondemos a nuestras familias en inglés con la esperanza de que nunca volvamos a hablar español accidentalmente. Funciona, ni una sola palabra en español sale de nuestras bocas por el resto de nuestras carreras académicas.

Couldn't read the first time around? Students who speak a different language face school consequences for not speaking English. What's your consequence?

We come into class speaking the language we know. The language that our mothers and grandmothers use while cooking our favorite meals. The language that has shown us love

and genuine human connection. Our white teacher shoots dirty looks at us. We know she doesn't understand and most of the time we don't understand her. The difference between us and her is that we try. Every day after school ends we go home and practice bettering our English to build friendships with our American peers, but mainly to please those we are getting taught by. In the middle of our conversation, before class begins, she pulls us aside: "We have talked about this before and I have reached my limit with each of you. We are in America and America, we speak English. This, again, means that in my classroom, you will speak English. After class, we will take a trip to the principal's office so you all might finally understand what will happen if you keep speaking gibberish!"

Her voice is stern and frightening. We obey her and so after class, we end up in the office. The principal has very kind eyes, but his words are sharp and each one feels like another cut to our skin. The principal states, "Mrs. Smith has come to me multiple times with the same issue repeatedly. I am disappointed, to say the least, in all of you. Our school is built on the fact that every student reads, writes, and speaks in English. You all are not the exception that you believe to be. As soon as your feet step onto this campus, you must speak the correct language. Every time you all go against this rule, you are purposely excluding your peers and teachers who do not speak Spanish, which is downright disrespectful and will result in extreme consequences."

We leave the meeting feeling empty. From that day on, we do not speak the language we love. At home, we respond to our families in English in hopes that we will never accidentally speak Spanish ever again. It works, not a singular Spanish word leaves our mouths for the rest of our academic careers.

A Child's First Language

A child's first language is a reflection of their family, culture, and identity. When they are stripped of their first language, they are also stripped of those things. Children should be taught to embrace their identities, not be forced to remove themselves from their culture to fit the American cookie-cutter lifestyle. Many children's abilities and talents are overlooked because of the language disparities in their classrooms, because of their lack of fluency in the English language. When these children struggle in their most vulnerable years, they are more likely to struggle their entire lives due to falling behind their English-speaking peers. Furthermore, students whose first language is not English feel discouraged from speaking their native language because of their fear of becoming "less American". America is known as the melting pot of the world, but when diversity is displayed in the classroom, it is ripped away from children's identities and families. The loss of language harms not only the child's ability to learn and communicate but also the child's culture and family. Language is a part of a country's heritage and history. Without connecting with their roots, students may feel distanced from their family and heritage.

Language Suppression

Language suppression began in the mid-nineteenth century when many American Indian children attended boarding schools that were operated by the government or church.

Typically, families had no choice but to send their children to these schools, where they were forbidden to speak their Native languages. These children were often forced to cut their hair and give up their traditional clothing. Furthermore, they were punished for speaking their language, and their religious practices were forcibly replaced by Christianity. These extreme measures cause children to feel like they don't belong where they are and that they need to change themselves to become acceptable. Sadly, this issue is still seen today. More than 150 years later, we are still forcing the English language and traditions upon indigenous children. Linguistic discrimination can be seen in classrooms today by teachers discouraging the use of children's native tongue. This creates a negative environment where students feel pressured to abandon their cultural identity and language in favor of the dominant one (English).

Benefits of Bilingualism

When people come to America, at any age, it is commonly expected for them to learn English. While learning to speak English is helpful in America, it should be known that speaking your native tongue does not make you less American. Instead, being bilingual has many benefits in America and around the world. Being bilingual is a brain exercise. You are constantly switching between languages, deciding when to speak one or listen to the other. Possibly because of this, research shows that bilingual people have more gray matter in their anterior cingulate cortex, which is involved in executive functioning skills. So those who are bilingual have an upper hand when it comes to decision-making, problem-solving, memory, and other executive functions. Bilingualism has also been shown to correlate with increased math and reading comprehension skills. The constant switch between languages can also make those who are bilingual great at multitasking in other areas of their lives. Bilingualism also opens up job opportunities such as being a translator or teaching a language. If those aren't interesting paths, being bilingual still benefits people in any job and studies show that employers prefer those who are bilingual over those who are not.

Artmaking

Our group created a piece representing the disconnection from native languages and traditions that people feel when moving to the United States. We created a person whose head is being torn away from their body by an American flag, showcasing roots being broken off from each other. Their hair is made of flowers, some alive, colorful, and flourishing, while others are dying and falling from the head. Our person resembles a tree being torn from its roots. We related this to how the loss of a native language tears people away from their roots; their culture, traditions, and personal connections. We chose to put an American flag across the mouth of the person to show how America often takes away the voice of people whose first language isn't English. The flag also is seen tearing the head from the body to symbolize how coming to America is the reason that people are torn from their roots. The words "Speak English" are seen covering our background to show one example of the harmful words people can say to those speaking their native tongue in America. Those words, and others, cause bilingual Americans to be ashamed of their native language and begin to stop speaking it. Another symbol is our head of flowers. Some

of our flowers are alive, representing how bilingual Americans can still flourish in this country while suppressing their native language. However, some of our flowers are dead to represent the loss of a native language killing, and disconnecting people from, their culture.

We used a canvas and paper with printed words on it to create our background. The words filled the blank space in our art while showcasing the impactful words. The person and American flag is a drawing that was made on paper and glued to our background. We used fake flowers to create the hair and painted some of them black to show that they were dead. We also used dirt and fake roots on the neck of the body to separate the head from the body. We chose to add these pieces on top of our canvas and drawing to add texture and make the art seem more tree-like.

It was a great educational experience to research topics to create our art project. While figuring out what topic we wanted, we were able to also learn about other topics such as banned books in America. We chose our topic because we hadn't ever heard much about it before and wanted to showcase the topics to others to educate them. Conducting research, making a claim, and converting it into our art was challenging, but informative. We all learned a lot of information about the loss of native languages and how to combat it as future educators. Choosing our materials and bringing the art together wasn't as challenging. We knew we wanted our person to resemble a tree, and thus choosing the fake flowers and real dirt as added texture seemed like great ideas, which we all agreed on. Bringing the art together was a bit stressful, as we wanted it to look amazing so that viewers would take our art and topic seriously, but everything worked out great. Going back and reflecting on this experience has made us able to further grasp what we have learned and positively impacted our experience and depth of understanding.

Christina Haycox

I enjoyed this experience a lot and I felt like I have opened my mind to topics I have never thought about before. I was unaware of how many people go through language suppression. I'm curious to see if there will be changes made and to hopefully see changes in the positive direction. I have experienced art-based assignments, but not like this. Normally, it was just creating a poster, but I enjoyed creating a more in-depth piece. The experience throughout this project was great. I learned a lot and was able to have fun while informing others of the issues.

Taylor Ober

This artmaking project was challenging but enjoyable. I had a great group and we all worked well together, which was so helpful in creating our piece. Since this topic was fairly new to me, I had many initial questions. For example, I questioned how the loss of a native language impacts children's connection to their family, culture, and identity. I also wondered about the benefits of being bilingual. As an aspiring teacher, my greatest question was how could teachers and school systems help to combat the loss of native languages. While doing this project, I learned many things that teachers can do or use to

keep bilingual students speaking their native language, which I will take with me throughout my teaching career.

I have never experienced an art-based project in my academic career before. I have experienced projects that contain a little bit of art, like creating a poster to display my work. However, art is not the main point for those projects, my words are. This project conveyed a message without using any words. The art speaks for itself and that made this project interesting, meaningful, educational, and fun!

Taryn Brady

For me, the art-making process was difficult at first but soon became both educational and enjoyable. Trying to exactly figure out what we wanted to convey through this art piece was the most challenging part. Each of us had great ideas, and we wanted to make sure everyone was heard and felt seen. Taylor was the one to put all our ideas together and it resulted in our meaningful final product. I feel very accomplished and also proud of each of us. I had never had to complete an art-based assessment to demonstrate my understanding before so this was a new experience for me. I am super grateful that I was able to contribute to this project about something that I feel is not talked about enough.

Fiona Ruane

The art-making process for this project was an enjoyable experience for me. I enjoyed collaborating with my peers and connecting our research to making the artwork, not only because it allowed us to dig deeper in learning about the disconnection between students with diverse backgrounds and their education, but also because it allowed us to amplify the voices of those children who struggle with that disconnect through the artwork. I had a lot of fun making this artwork with my group, especially since I've never done an art-based assessment like this one before; I've only done simple poster drawings or whatnot. Being able to construct an art piece that brings attention to such an important issue in schools meant a lot to me and I'm glad I was able to use my creativity to spread awareness.

Activism

The purpose of our art piece was to spread awareness about the loss of languages in schools and how that affects the students. People should engage in addressing/supporting the need for education in a democratic society as it is how our children grow and flourish. In regards to language loss, children should be encouraged to learn and speak both their first language and English in American schools. We all have grown as aspiring teachers through this project by learning the disadvantages that children whose first language is not English face in schools in America. On top of this, we learned about ways to better support our future students who may face this issue in our classrooms.

The [DLI Foundation](#) [Links to an external site.](#) was the most important organization that aligns with our project. We discuss more about this foundation and its programs in our call to action. On a state level, you can contact English Learners through the Ohio Department of Education at (614)-466-4109 or lau@education.ohio.gov. If calling, you can say something such as "Hi my name is (y/n) and I recently came across an art piece that is

spreading awareness of the loss of first languages in schools. Are schools in Ohio being provided with Dual Language Immersion programs? If not, what ways are we as a state making sure students are speaking both their first language and English in schools.” By calling and emailing our local education departments, we can collect more information about this ongoing issue and also push for more public schools to provide better help for our bilingual students.

Call to Action

Schools around America can help combat the loss of native languages in many ways, big and small. One way to help keep students well-versed in their native language is through Dual Language Immersion (DLI) programs. DLI programs teach students core subjects in two languages, one of which is English. Some programs teach 50% English and 50% of the other language, while others teach up to 90% of the other language and only 10% English. DLI programs typically go from kindergarten or pre-k till 5th grade, but some go until 8th grade. As of 2021, there were 3649 dual language programs in the United States, 80% focusing on Spanish. Dual language programs are typically free to students, but some districts may have minor additional fees. Schools may have additional costs due to hiring staff that are qualified to teach in the second language. If schools do not open DLI programs, there are less dramatic ways that they can help combat the loss of native languages. Teachers can show bilingual students they value their language by incorporating it into their lessons and classrooms. For example, when teaching vocabulary lessons, teachers can ask bilingual students to share with the class how they would say words in their language. Teachers can also include books in the bilingual students’ language in their classroom libraries. When putting students in groups, teachers can strategically place students who speak the same language together. This may encourage students to speak in their native languages with one another. Another important aspect to consider when teaching students whose native language is not English is that their parents or guardians may not speak fluent English. To be more connected with students’ families, teachers should figure out what language students’ parents comprehend best and send home pamphlets and information in that language.

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#3

Artists' Names: Taylor Sordi, Mady Colangelo, Mary Chiofolo, Kadence Keichel

Title: Visual Violence

Area of Interest: School shootings and the lack of gun control in the United States

Metaphor: American classrooms are a shooting range with students as the target.

Price: \$199

Organization Proceeds Will Benefit/Contact Information: Sandy Hook Promise: 1 (203) 304 – 9780. <https://www.sandyhookpromise.org/contact-us/Links to an external site.>

Bang.

Bang.

Two teachers.

Bang.

Bang.

Two students, 14.

Bang

Bang

Eight injured students.

Bang

Bang
Bang
Bang
Bang
Bang
Bang
Bang
One injured teacher.
Bang.

We made this poem to help people visualize the violence that truly goes on in schools. We examined the last school shooting in the United States: Apalachee High School in Winder, Georgia, experienced trauma on September 4, 2024. Our artmaking informs and brings attention to the government's lack of gun control laws that contributes to the large number of school shootings that take place in the U.S.. School shootings have only increased in the US in the past 20 years, and the government is really doing nothing to stop it. First, we identify school shootings as an increasing problem in the United States. Second, we focus on the government's role in legislation gun control. Next, we describe our artmaking and the power behind the symbols. Lastly, we call people to action. We need people to educate themselves about the realities facing school communities. The group decided on the poem to put school shootings into perspective. From this art piece, we want the government to pass a law requiring states to have people to have background checks and a permit to own a gun. We also need schools to start educating people again on civics and the impact of voting.

Gun Violence

Death caused by gun violence is the leading cause of death among minors. On average, 12 children lose their lives every day due to gun violence. Since the [Columbine High School](#) shooting in 1999, more than 338,000 students in the U.S. experienced gun violence at school. School shootings have dramatically increased in the U.S. in the last 20 years (Statistica, 2024). School shootings are a prevalent issue. Students and teachers constantly prepare themselves for school violence. For example, administrators implement school shooting drills as often as once a month. These types of drills were nonexistent before the 1990's (Statista, 2024).

How Legislation Works

The act of passing a law is a lot more complicated than most people think. There is a whole legislative process that it must go through before it can be put into action. In order for gun control laws to be passed, they first have to go through a committee and if they vote in favor of the bill it then goes to the house of representatives and then the senate, both having been passed with a majority vote. After that, it goes to the president, and if he/she vetoes the bill it must go through the house and senate again, passing with a $\frac{2}{3}$ majority vote. After this, the bill is then officially a law and can be put in place. (The White House, 2021). If you want this broken down even easier, then you can access the School House Rock video,

“How a Bill Becomes a Law”, on youtube, and it is easily explained for anyone to access. With all of this being said, it is very hard and complicated for a bill to become a law in our government. *The Legislative Branch*. The White House. (January 15, 2021). <https://www.whitehouse.gov/about-the-white-house/our-government/the-legislative-branch/#:~:text=In%20order%20to%20pass%20legislation,each%20body%20voting%20in%20favor>. [Links to an external site.](#)

Education

People need to be educated on civics and their right to vote. Today most high schools do not teach civics. They do not teach the way the government works so many children growing up don't understand how our government works. Close to 90 million Americans did not vote in the 2024 Presidential election. According to data from the University of Florida Election Lab, approximately 245 million Americans were eligible to vote in the 2024 general election. (U.S News 2024). Civics must be taught in school so children grow up learning about their rights and civic duties. Many people also don't have the time to research the candidates and decide not to vote all together. Information about presidential candidates should be more easily accessible. *How Many People Didn't Vote in the 2024 Election?* U.S. News (November 15, 2024). <https://www.usnews.com/news/national-news/articles/2024-11-15/how-many-people-didnt-vote-in-the-2024-election> [Links to an external site.](#)

Artmaking

People need to be educated on civics and their right to vote. Today, most high schools do not teach civics. Children do not understand how the government works. What are the results? Over 90 million Americans did not vote in the 2024 Presidential election. According to data from the University of Florida Election Lab, approximately 245 million Americans were eligible to vote in the 2024 general election (U.S News, 2024). Civics must be taught in schools in order for children to better understand their rights and civic duties. Furthermore, people also do not seem to have the time to research the candidates and decide not to vote all together. If people do not understand how policy making works, then they will not participate in local politics such as school board elections, mayor, and/or city council. Change begins at the local level. People have a voice, but if they do not realize the power they possess, nothing changes.

Activism

To be educated on their right to vote and the impact it makes when they don't. The group decided on the poem to put school shootings into perspective. From this art piece, we want the government to pass a law requiring states to have people to have background checks and a permit to own a gun. We also need schools to start educating people again on civics and the impact of voting.

Our artmaking informs and brings attention to the government's lack of gun control laws that contributes to the large number of school shootings that take place in the U.S.. Why

should they engage in addressing/supporting the need for education in a democratic society? To what extent, if any, have you grown as an aspiring teacher through this project?
(b) Provide the audience with a list of organizations/names of decision-makers/contact information so they in turn can become involved

The Ohio House of Representatives Higher Education Committee

<https://ohiohouse.gov/committees/higher-education>Links to an external site.

The Ohio Senate Education Committee

<https://ohiosenate.gov/committees/education>Links to an external site.

Ohio School Boards Association Legislative Platform

<https://www.ohioschoolboards.org/legislative-platform> Links to an external site.

We want them to reach out to their local representative and give any ideas they have with gun control that can help protect our children, so we can hopefully finally get some bills passed in our government. What do you want attendees to do with this information? Be specific. We want them to be able to make change in the world of education and make students feel safe at school.

Sources:

[School Shooting Graph](#)Links to an external site.

[Ohio Gun Laws](#)Links to an external site.

[US mass shootings in 2024](#)Links to an external site.

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https://www.secretservice.gov/sites/default/files/2020-04/Protecting_Americas_Schools.pdfLinks to an external site.

<https://www.premierwireless.com/blog/tips-for-a-successful-school-lockdown-drill/>Links to an external site.

[List of schools-](#) Links to an external

site.[https://en.wikipedia.org/wiki/List_of_school_shootings_in_the_United_States_\(2000%E2%80%93present\)#2020s](https://en.wikipedia.org/wiki/List_of_school_shootings_in_the_United_States_(2000%E2%80%93present)#2020s)Links to an external site.

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<https://www.statista.com/statistics/1463594/number-of-k-12-school-shootings-us/#:~:text=As%20of%20November%204%2C%20288,escalate%20into%20shootings%2C%20and%20accidents.>Links to an external site.

School shooting map

<https://www.cbsnews.com/news/how-many-school-shootings-2024-apalachee-winder-georgia/>Links to an external site.

<https://www.usnews.com/news/national-news/articles/2024-11-15/how-many-people-didnt-vote-in-the-2024-election>Links to an external site.

#4

Artists' Names: Eve Skala, Abby Sullivan, and Hailey Allen

Title: Censoring Love and Identity

Area of Interest: LGBTQ+ Banned Books

Metaphor: LGBTQ banned books are seen as dangerous, censored by caution tape and a lock unable to be seen by the public.

Price: \$45

Organization Proceeds Will Benefit/Contact Information: LGBT Community Center of Greater Cleveland 6705 DETROIT AVENUE CLEVELAND, OH 44102 ([216\) 651-5428](tel:2166515428)

There are currently over 10,000 banned books in US public schools. Many of these books are LGBTQ+ focused and celebrate diverse identities. These stories of love and identity are silenced and hidden from students with growing knowledge. Many of these books are safe spaces for students who are finding their identity. These books not only educate students but also can make them feel secure and comfortable with themselves. Censoring these books not only encourages students to not be themselves but also can be an outlet for them. First, we talk about the history of banned books in public schools. Second, we explore why books are being banned. Third, we address the effects of banning books about the LGBTQ+ community. Next, our art addresses the banning of books as a crime. Finally, we encourage you to educate yourself on banned and interrupt the movement.

History of Banned Books

Banning books is a form of censorship that occurs when books are removed from libraries or bookstore shelves because people object to the ideas in the books (Webb 2024). The first book was banned in 1637 in Massachusetts. Children's and teen books are the largest targets of banned books because people believe that the content in the books will be able to sway the young children. Besides Texas, book bans are most prevalent in Florida, Missouri, Utah, and South Carolina (Bouranova 2023). Censorship is a violation of the first amendment, the first amendment gives everyone, especially students the right to obtain information and ideas. Banning books can not only decrease student's interest in reading by limiting their freedom but can also reduce their critical thinking. This also affects their point of view and understanding of diversity and inclusion.

Why are Books Banned?

Deeming what is appropriate for students in our school system is often driven by political, cultural, and religious opinions from people in the school system. It has been argued that when it comes to books involving the LGBTQ+ community, Children are exposed to ideas that contradict with their religious or personal beliefs. Banning books is an attempt to silence voices and ideas that the masses do not agree with (Yale LGBTQ Center 2024). People that support the bans of these books claim that these are too "explicit" though many of these books only portray and support LGBTQ relationships and identities in an affirming way. This is only a part of broader efforts to suppress diversity in students and

control the education system, ending other perspectives and taking away students' representation by the books that they read.

LGBTQ+ Banned Books

Why are LGBTQ+ books being targeted for book bans you may ask? The reason many LGBTQ+ books are challenged is because of sexual content; however, many people say they want to stop children from reading about the lives of LGBTQ+ people (Perfas 2023). Taking these books off the shelves is very damaging for young children who are finding their identity, it not only makes them embarrassed of who they are but can also cause them to feel more alone. One of the most popular LGBTQ+ banned books is “Gender Queer” by Mia Kobabe, this book is a memoir about the author coming out as non-binary (Arkin 2024) Being able to have these books on the shelves can also help friends of LGBTQ+ who want to be supportive and show their friends they care.

Banned books used in our art:

All Boys Aren't Blue – George M. Johnson (2020)
Being Jazz – Jazz Jennings (2016)
I am Jazz – Jazz Jennings & Jessica Herthel (2014)
Sex is a Funny Word – Cory Silverberg (2015)
This Book is Gay – Juno Dawson (2014)
Gender Queer – Maia Kobabe (2019)
The Perks of Being a Wallflower – Stephen Chbosky (1999)
Let's Talk About it – Erika Moen & Matthew Nolan (2021)
Be Gay, Do Comics – The Nib (2020)
Flamer – Mike Curato (2020)
Pride: The Story of Harvey Milk and the rainbow Flag – Rob Sanders (2018)
Red, White & Royal Blue – Casey McQuiston (2019)
Drama – Raina Telgemeier (2012)
Beyond Magenta: Transgender Teens Speak Out – Susan Kuklin (2014)
George – Alex Gino (2015)
Fun Home – Allison Bechdel (2006)
2 Boys Kissing – David Levithan (2013)
The Heartstopper Series -Alice Oseman (2019-2023)
Let's Talk about Love – Claire Kahn (2018)
Trans mission: My Quest to a Beard – Alex Beritie (2017)
Male Female none of the above – I.W Gregorio (2015)
Tango Makes Three – Justin Richardson & Peter Parnell (2005)
Heather Has Two Mommies – Lesléa Newman (1989)
Jack not Jackie- Erica Silverman (2009)
The Rainbow Parade – Emily Neilson (2022)
Obie is Man Enough – Schuyler Bailar (2021)

Artmaking

Our group created a painting about how LGBTQ+ books are banned. We painted a bookshelf with different books about sexuality with a pride flag draped over it. Then we wrapped caution tape around the canvas securing it with a lock. The materials we used for this project were a 16x20 canvas, acrylic paint, caution tape, cardboard, clear spray paint, and hot glue. We all worked together as a group to create this piece. Abby has experience with painting and art in general and was able to bring that to our group. Eve was able to do lots of research for this project to learn more about the lgbtq books before painting them. Hailey was able to also learn more about art and the books to help our group run smoothly. The art making was very fun and we were able to work well together and create artwork for this important topic. We chose this topic because we felt like it was a prominent issue happening in schools. We think that kids should be free to read whatever books they want and not be restricted from learning about the topics discussed in banned books. The different symbols in this project are the pride flag which is used to show what the books on the shelf are about. The caution tape and the lock symbolize banned books being hidden and locked away so children cannot see them.

ACTIVISM

There are many things you can do to get involved with banned books. People can remove the books, but they cannot erase the stories (Barber 2024). First educate yourself and research what books are banned and why they are banned. You can write letters to your school principal or local libraries about your freedom to read and why reading is so important. You can also even start a book club outside of school and read some banned books, being able to read is a first amendment right that is important and needs to be protected. Lastly you can even donate to support banned book week at <https://ec.ala.org/donation/OIF-0600-BNBKWK>Links to an external site..

We want to convey the message that LGBTQ+ banned books are seen as dangerous we want people to see how the books are seen as negative and harmful to the children. In order for students to become well informed and educated they need access to all types of books and materials. We have learned that students need to be able to have the freedom to learn about what they are, and all have their own unique understanding and experiences. If you want to become involved and donate to support banned books, please visit The American Library Association <https://ec.ala.org/donation/OIF-0600-BNBKWK>Links to an external site.. Please educate yourself about banned books and educate the children as well as the community around you.

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#5

Artists' Names: Riley, Morgan, Jake and Ahna

Title: Shocked to the core

Area of Interest: Banning books

Metaphor: Burning of books, The government fuels the fire below banning the books

Price: 100\$

All Boys Aren't Blue
Perks of Being a Wallflower
To Kill a Mockingbird
Michelle Obama
Political Icon
Adventures of Huckleberry Finn
and
Nineteen-Eighty Four

What do these books all have in common? These books have been challenged and banned throughout the United States. What does this mean? Our children no longer have access to these books in school. Our art addresses the movement to ban books from public schools. This is significant because access to literature affords students opportunities to understand, analyze, reflect, debate, and explore issues pertinent to their development as culturally responsive citizens. First, we discuss the history of this movement. Second, we address the effects of banning books on school communities. Third, our art emphasizes the role organizations have played in banning books across the country. Finally, our call to action urges each of us to start at the local level with your school board, and other steps to take to ensure our children have access to “real life” issues to books.

History of the Banning Books Movement

Banning books is not a new phenomenon. However, banning books prohibits youth from learning about important issues in our history, culturally conditions students to believe specific groups are inferior and others superior, and global issues. The United States is a divided nation. Organizations are deciding what can and cannot be read in school. This is censorship. Access to books in schools is a student's First Amendment right. What does this mean? A child's parent/caretaker cannot decide what their own children can and should read. According to Take Action on Banned Books(Fighting against book bans and censorship in schools. National Women’s Law Center. (2024, October 10).

<https://nwlc.org/resource/fighting-book>

bans/?gad_source=1&gclid=CjwKCAiA0rW6BhAcEiw

AQH28ItXDw-Rz0soOYh8LcdN-zksgP-t20o59Hbe1MILzQHLzCCqblwWlpBoCfH4QAvD_BwE), the United States has a long history of book banning. Banning Literature dates back to the 17th century. The first banned book in the U.S. was New English Canaan, which focused on criticizing Puritan customs. During the Civil War, communities witnessed an increase in book banning, including stories regarding denouncing slavery, like Harriet

Beecher Stowe's Uncle Tom's Cabin. This trend continued with little to no mention of slavery in 19th-century children's stories and magazines. In other words, the lived experiences, personal truths, and "real" history was silenced.

Effects of Banning Books on School Communities

Most book banning targets content related to sexuality, race, and gender identity. This effort censors topics young adults deal with in the real world like substance abuse, suicide, depression and mental health concerns, and sexual violence. From July 2023 to June 2024, PEN America's index for book banning (association, american library. (2023). Banned & Challenged books. American Library Association. <https://www.ala.org/bbooks>) recorded 10,046 instances of book bans across 29 states and 220 public school districts. The act of burning books has a detrimental effect on student learning. Children may be less engaged because they are not learning something that directly impacts their lives. The idea of critical thinking has plummeted and students are decreasing in creativity and ideas on the real world. Many students have felt they are silenced and not heard by their communities not having books that help represent who they are or their culture. And not only the students but the teachers are afraid to come to work and say the wrong things at the chance of having their career on the line.

Artmaking

We created a piece that shares the idea of books being banned which we explained in the idea of a hand dropping matches and fire on these books being banned. The hand is covered in organizations that are trying to cancel these books from schools and the books have been burned and are being dropped into a fire. Materials used were a canvas, mod podge, clay to create the hand, paint and printed out images to share the images of banned books. These projects made many of us in the group feel shocked about what is happening in our school systems. Many of us have read these books that are getting banned and we are ashamed that these opportunities of learning are getting taken away from our youth. We were wondering why these books were allowed in our past years of schooling but now they are seen as unacceptable and what has changed? Making this art we hope it can open the eyes of outside viewers and change their stance on these so called "unacceptable book".

Call to Action

We hope that our art will get the attention of viewers to make them have the courage to use their voice and make a change in our school systems on this issue of banning educational books in our country. As aspiring educators we feel the importance of sharing these books is beyond important for the knowledge and growth of our youth. If your school or schools around you are struggling with this issue you can go to your local school board and use your voice to make a difference. Check out the school board website. Look for "Citizen Participation." Once you select this option, you will see a button or link to register to speak at the meeting. Once you attend, you will be called up to speak by the board. You will have 2-3 minutes to make your case. One strategy to make your case heard is to bring a group of

people who are supporting your cause. This way, 50 people speaking for 2-3 minutes becomes a movement.

After speaking at the board meeting, you could make the next jump and contact your state governor or even higher up in government. There are many websites and organizations you can donate to help stop this movement.

American Library Association (ALA) (resources to help in stopping censorship)<https://www.ala.org/bbooks>

Banned and Challenged Books (includes data about banned books, censorship, and a defense to support these books in schools)<https://bannedbookweek.org/resources/References->

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#6

Artists' Names: Zoey Herbster, Makena Roberts, Elaynah Toncar

Title: The Impact of Social Media

Area of Interest: Mental Health Struggles Behind the Addictions of Social Media

Metaphor: Social media is the tornado that sucks teens into the winds of loneliness and depression.

Price: \$125

Proceeds Benefit: The National Alliance on Mental Illnesses (NAMI)

*Phones.
Social media.
Loneliness.
Scrolling.
Innocent?
Comparing.
Like a drug.
Addicting.
Draws us away from people.
Promises "individuality"?
Trapped.
Spiraling.
What's really going on inside?
Dangerous.
Drawing me away.
Ding.
Buzz.
Another notification.
Back at it again.
I am around people,
but I do not interact with them.
Hours of my day.
Screen time.
Life is happening out in the real world, they say.
Takes all of my time.
It can be fun.
It can be draining.
I will be left out.
I won't be in the know.
Being "connected"?
Everyone has it.
Everyone "needs" it?
Brainwashed.
The makers are winning.*

We wrote this poem together and exemplify our experiences with social media/technology and the possibilities of leading us to depression. The purpose of this piece is to inform those around us about the dangers and stigma around social media and its undeniable links to mental issues such as depression. This piece is significant to our generation, and to the generations to come. Social media is a huge part of everyone's lives, nowadays, and this project can explain the negative effects of this. As a group, we tried to accurately portray our thoughts through an extensive research and artmaking process. First, we conducted online research to help us back up the claims we wanted to make through our art. Second, we wrote this abstract to explain what our piece meant to us and why we felt it was important. Third, we started the artmaking process, which included gathering materials, painting, taking pictures, etcetera. Finally, we were able to present our piece to the class, explaining what it meant not only to us but also the surrounding community. This process altogether lasted about a month, and culminated into the art piece and abstract that is shown here.

In today's world, it is almost an undeniable fact that teens are increasingly susceptible to addiction to social media. Ever since its invention in 1997, social media has impacted the lives of each person it reaches (Maryville University, 2020). Originally created to help people connect, social media became one of the most compelling addictions people of all ages face today, especially teenagers. The image of the teen in this day and age is most commonly associated with consistent, almost obsessive social media use. According to the Boys and Girls Club of America, thirty-five percent of teens regularly use popular social media platforms, and when surveyed about their thoughts on the difficulty of "quitting" social media, fifty-four percent of these same teens said it would be rather difficult (Boys & Girls Club of America, 2024). There is no denying that social media is an addictive drug that today's younger generation cannot seem to get enough of. Researchers at Yale believe

That exposure to social media can overstimulate the brain's reward center and, when the stimulation becomes excessive, can trigger pathways comparable to addiction. Excessive use has also been linked to sleep problems, attention problems, and feelings of exclusion in adolescents—and sleep is essential for the healthy development of teens, according to the advisory (Katella, 2024).

Social media, especially on young, underdeveloped brains, not only compels teens to overuse it with its irresistible charm, but also has a negative impact not only on teen mental health, but can also lead to physical health problems such as lack of sleep.

Moving forward, because of this addiction, there is a higher risk for mental health issues in the lives of teens. A study done by Yale Medicine explains that due to the addictiveness of social media, "those who use [it] over three hours each day face twice the risk of having negative mental health outcomes, including [depression](#)Links to an external site. and [anxiety](#)Links to an external site. symptoms." (2024). Not only this, but according to UC Davis Health, the more time you spend on social media leads to the more you may feel

“sadness, dissatisfaction, frustration, or loneliness” (2024). The build-up of these negative emotions can eventually lead to the weighing effects of mental health struggles, which is prevalent in the lives of this generation. Plus, from a study done by the Boys & Girls Club of America (BGCA), “social media can open doors to negative influence on youth, with 64% of adolescents saying they are ‘often’ or ‘sometimes’ exposed to hate-based content” (2024). Moreover, having hate impacting your life can cause struggles for those involved; more specifically, mental health struggles. Ultimately, having the addictive and negative effects of social media can lead to the users having increasing rates of mental health struggles.

Because of this, there are higher rates of isolation, leading to depression and loneliness among teenagers. Instead of making social connections through real-life experiences, teenagers rely on social media to engage with others (Miller, 2024). Jean Twenge, psychologist and lead author at San Diego State University, found that with the introduction of smartphones in teens and young adults came with a rise in depressive symptoms that correlated clearly with the acquiring of smartphones during this period (Miller, 2024). Between the years of 2007 and 2017, depressive symptoms among teens increased by 59 percent (Geiger & Davis, 2019). This means that over the course of ten years, depression among teens skyrocketed by over double the amount that was present before smartphones and social media were introduced. These symptoms among teens are only expected to rise in coming years. It’s important for parents and teachers to help teens balance screen time with real-life connections. This can make a big difference in improving their mental health and reducing feelings of loneliness.

Artmaking

As a group, we created an art piece that resembles the weighing effects of social media and the use of phones. On our canvas, you will see a picture of the three of us looking up at a phone (larger than real life scale, to portray the drastic impact it has on teens, like us). Also, you will see there is a hectic pattern in the background to represent how social media scrambles your mental health. Lastly, you will see phrases within the swirling background that come from our poem that we wrote to exemplify our experiences with social media (seen at the top of this abstract). The materials we chose to use for this project are a canvas, markers, mod podge, a picture we took of us, a picture from online, a printer & printer paper. We decided to go this route because we felt that we were most confident with these materials and they were the most realistic for us to use. We chose this challenge because as we looked at a list of topics, it stuck out to us because of how prevalent it is to teens in schools. Then, as we conducted our research, we gathered information to support our claims that relate to this topic. Because our research supported the mental health struggles behind social media, we decided to incorporate specific symbols to represent this. Our symbols are 1) the swirling background—portraying the never-ending thoughts that are constantly swirling around and consuming people’s minds, 2) the large phone—conveying the very large impact that technology has on us, 3) the picture of us looking up at this phone—used to explain the addiction and reliance to this device by not just ourselves, but by millions of school-aged teens across the globe, and 4) our poem—which symbolizes the stigma around social media and its links to depression in teens.

Activism

Our purpose in writing this is to inform those around us of the dangers and stigmas around social media and its links to mental issues such as depression. Awareness of the drastic effects social media has on today's teenagers can help make a change for our future generations. To address this growing issue, it is crucial for parents, educators, and policymakers to promote healthy digital habits and encourage more face-to-face interactions. By fostering environments that prioritize real-life connections and mental well-being, we can help mitigate the negative impacts of social media and smartphones on teenagers' mental health. Looking within, we as a group realize that social media creates a deep problem within our modern twenty-first century society. Since the majority of teenagers' time is spent in school, we realized it is important to implement social media policies within school districts so that students' learning can be further enhanced. If you feel empowered to make a difference when it comes to social media use within your school, there are steps you can take to make a difference. Contact local school districts, talk to administrators, start the conversation with others, and speak at your local school board meetings about what social media use looks like within the context of education are all things you can do to help. To get this started, you can visit your school district's website to find meeting times and dates of school board meetings. To speak at a meeting, you will have to fill out registration (on the district's website), and then be prepared to speak your opinion for 2-3 minutes. To have more of an impact, get a group together, and start a movement! The more people there are, the more change we can pursue. Here's what you could say: "Because of the high rates of depression, loneliness, and other mental health struggles correlated to social media intake, I am interested in making a change in the policies of phone and social media usage in schooling. Because teenagers spend so much time in school, I believe that there should be new social media policies that can help minimize mental health struggles from these platforms. Teenagers are our future leaders, and to support them all, it's time to take the battles they deal with (coming from social media comparisons and pressures) seriously. It's time for our schools to take a stand for the rising rates of mental illnesses in the lives of teenagers."

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#7

Artists' Names: Taylor Callahan, Campbell Klingensmith, Kasia Miller, Will Holland

Title: Beneath the Surface

Area of Interest: Preteen suicide prevention

Metaphor: Derogatory words that come from bullying follow children like a shadow.

Price: \$50.00

Organization Proceeds Will Benefit: Sammy's Tree Foundation

14.

15.

Attempted.

It was bad.

Unnoticed.

Didn't have anyone to talk to.

Couldn't share out.

We got closer after.

We were becoming friends.

They needed someone to be close with.

Really hard.

Unexpected.

*I don't know.
It felt really shocking.
I felt I couldn't do anything.
I couldn't do anything.
22.
Always an empty space there.
In my life.
In my heart.*

This is personal. When we see articles about younger children thinking about suicide, it was extremely shocking to read about it. This could be one of our children. For us, it was uncomfortable to share this because it's personal. People don't really talk about this, but of course it's depressing; however, it's REAL and IT HAPPENS EVERY DAY. Let's imagine 11 minutes...one...two...three. Four...five...six...seven...eight...nine...ten...and eleven. One suicide just happened (Center for Disease Control and Prevention, 2024). How many more children must die by their own hand before their schools take action? Let's look at Sammy Teusch, say his name. Remember Sammy. Sammy was only 10 years old. He faced inescapable bullying. It began when his school day started and even followed him the rest of the day online at home. Constant bullying for two years straight and 20 plus phone calls from his father to the school. Nothing. Our art brings awareness to increase mental health resources and awareness to this epidemic. Mental health issues are often overlooked in elementary students because they are so young. First, we explore the effects of bullying on children and families. Second, we discuss the relevance of suicide prevention in elementary schools. Third, we share our artmaking process and what each detail means. Finally, we call to action for each of you to play your part in preventing suicide in elementary schools.

The Effects of Bullying on Children and Families:

When a child is bullied by peers, it affects every aspect of their life. Bullying affects their mental health, their self-confidence, and their sense of security. Nowadays, bullying even follows children home in the form of technology and online bullying. The child may begin to lose interest in the things they used to enjoy, experience a loss of appetite, and changes in sleeping patterns.

Statistics on the Effects of Bullying on Children:

One out of every five students report incidents of bullying (Pacer, 2023). That is over 20% of students but think about the bullying that is never reported. Most bullying can and will go unreported. Students face the fear that if they tell an adult about their mistreatment that it will become worse. Studies show that 57% of bullying does not get reported (WestEd, 2019). Bullying in children leads to immense depression and a lower rate of academic achievement.

The Relevance of Suicide Prevention:

Today mental health is a very important topic nationwide. Mental health suicide is the 11th leading cause of death in the U.S. (Center for Disease Control and Prevention, 2024). Young people are particularly vulnerable to mental health issues. According to the National Library of Medicine, nearly 20% of children and young people ages 3-17 have a mental health disorder. It's important to raise awareness to try and prevent suicide, especially in younger children in schools. Asking people how they are doing, being there for them in times of crisis, and helping them find the help that they need can all be ways to help.

Our Artmaking

We created a piece of art to raise awareness about suicide prevention in elementary schools. Our group chose to use two separate canvases. The top canvas has a child with two pathways painted on. The bottom canvas is painted completely black with bold hateful words drawn on. If the canvases were to ever be separated someone would see that the canvas underneath is completely covered with hurtful words, they are not just shown in the cutout shadow. We asked the members of our group to share their experience on this project. Campbell said "personally, I enjoyed the fact that this project allowed us to use our creativity. I have never done a project like this, we got to create art that gives a great impact". Taylor said "for me, the artmaking process went smoothly. I enjoyed contributing to the painting and learned a lot through this project". Kasia said "I think the project went well and I think we all worked well sharing our creative ideas. I liked growing closer with my group members and creating an art piece that will raise awareness and help kids". Will said "I think that it went well overall. I enjoyed this project a lot and I surprised myself with my creativity. This project was eye opening".

Overall, this experience was quite meaningful.

We chose this issue because suicide is a very prevalent issue and there's not enough awareness of young students with suicidal thoughts. Through our research, we learned that better resources in elementary schools is a crucial preventative action. The bottom black canvas is covered with derogatory and hateful words that bullied children hear daily. Behind the child on the top canvas is a cutout shadow. The cutout shows the awful words that follow the child around. The top canvas is painted a gray murky color to show the daily gloominess these children feel. The child on the top canvas is faced with two pathways. One pathway is directed towards a school, but it is blocked off. The roadblock is there to show that the school does not have the resources to aid the mental health of a bullied child. The other pathway leads to cutouts of Sammy Teusch's story. Since the school did not have the means to provide for him, he took this path, the path towards suicide.

Activism

In creating this art, we hope to bring more awareness to mental health in elementary students. Mental health is a very large issue today, but people tend to overlook children when discussing mental health. People think that children should not be mentally distraught since they are so young. Middle schools and high schools have programs about mental health, while it is not talked about in elementary schools (National Center for

Education Statistics, 2024). We hope our artwork makes people think about how big this problem truly is and encourage them to help in any way possible. They can donate to programs to help, talk with their own children about their mental health, or even just talk about it with other people to bring more attention to the problem. As a future elementary teacher, this project has made me think about my future classroom. When I think about my future students, I would already do anything for them. This project has made me realize how I need to address this in my own classroom one day.

We want all attendees who read this to sign this petition urging congress to enact the Sammy Teusch Bullying Intervention and Prevention Act.

The Sammy Teusch Bullying Intervention and Prevention Act would:

1. Require school districts to establish a plan to handle bullying reports from school personnel, parents, students, and community members.
2. Require school districts to establish a comprehensive anti-bullying policy policy that prohibits bullying, prohibits cyberbullying through the use of school devices or school internet systems, outlines ways for schools to identify and intervene in bullying incidents, and includes reporting systems and disciplinary guidelines. These policies must involve community input and be updated on a regular basis.
3. Require school districts to create a uniform bullying reporting form that is publicized among the community.
4. Require schools to investigate and act on any reports made. Parents must be informed after any incidents occur or after post-report investigations are completed and action is taken.
5. Codify parents' rights to any evidence and files related to these cases, in compliance with FOIA.
6. Require districts to compile data on incidents and report them to the public and the US Department of Education.
7. Establish a federal definition of bullying which includes cyberbullying.
8. Requires school climate surveys focused on bullying and student education sessions on bullying, cyberbullying, school policies, and compassion.
9. Establish a K-12 Anti-Bullying Task Force under the Department of Education composed of various stakeholders including students, parents, educators, and experts.
10. Establish a grant program for schools to pilot training programs for school personnel to be trained in bullying identification and intervention.
10. Establish a grant program for schools to pilot training programs for school personnel to be trained in bullying identification and intervention.
11. Require a report from the FCC and the administrator of the 988 Lifeline on the feasibility and need of a bullying related call line under the 988 Lifeline.

Petition Link: <https://chng.it/JwW5DDZXSh>Links to an external site.

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#8

Artists' Names: Danielle Drake, Madi Parrotto, Alexa Bartoss, Meigan Smith

Title: Inaccuracy of Standardized Testing

Area of Interest: How Standardized testing doesn't accurately measure knowledge of students with learning differences.

Metaphor: Standardized testing for students with learning differences is like using a ruler to measure the height of a plant in a forest. While the ruler may give a precise measurement, it doesn't account for the fact that some plants grow in the shade, others by the river, and still others in the wind, each with different conditions and ways of thriving.

Price: NFS

Throughout our thirteen years of public education we, as students, were required to take many standardized tests. These standardized tests are not an accurate measure of knowledge for all students. Many students interpret information differently and are labeled with learning differences. These learning differences can affect how students learn. Standardized testing doesn't accurately measure knowledge of students with learning differences, so why do we only use this method of testing for examining students' knowledge? In this narrative we will first explain how standardized testing was implemented within our school systems, we then will discuss how this isn't a fair system for students with learning differences, and finally we will explain how our abstract will portray this idea.

All students are required to take standardized tests. The main goal of students taking these tests is to enhance student performance. But what about students with cognitive learning differences? Students with learning differences are also required to take these tests. Students with these differences are more likely to fail large-scale tests compared to their peers. Students with disabilities do not get taught the same material in the classroom that someone would see on a standardized test. According to the article, Implications of high stakes testing for students with learning disabilities, "only 57 percent of special education teachers said they are 'very' familiar with their state's academic content for the subjects they teach." This lack of learning these subjects is causing students to overall have an inadequate and unfair understanding of what is on these tests and therefore not measuring knowledge comparatively to the students who are getting the adequate teachings.

Students with learning differences are not always accommodated when it comes to standardized testing. While they are given some accommodation like additional time, or a more private space can be provided, all students are taking the same test even though they were not taught the same material. There are options to take an entirely different exam, but this is only an option for students with severe learning differences. These accommodations also don't help any students who struggle with ADHD, dyslexia, and so much more. As a result, these tests can unfairly measure students' scores who may excel in other learning environments but struggle with rigid test formats that don't reflect their full potential. In

addition, the article reflects that when we do enforce standardized testing that students struggle tremendously. [OB]

The idea of standardized testing not being fair for all students is not a new idea, this has been being researched and challenged for years. To show the impact this topic has we have created an abstract art drawing to represent this concept. This abstract is of a female student who is facing the pressures of standardized testing. She has standardized testing sheets coming out of her head, showing the idea of cramming information into your head for testing. Around the student on the canvas there will be lots of swirls and colorful designs to display a sense of chaos that the student is feeling on the inside. Inside these swirls there are hidden statistics that explain our concept further that standardized testing doesn't accurately measure knowledge of students with learning differences. Lastly the sheets of paper that are coming out of the students' head will be labeled with learning differences. Some examples being dyslexia, language processing disorder and more. Overall, this art piece demonstrates the struggles that students face when taking standardized testing.

#9

Artists' Names: Desmond Boyd Jr, Kali Tasker, & Lindsey Nottingham

Title: Missing Pieces of The Mind

Area of Interest: Mental Health Effects on Freshman in Highschool

Metaphor: "A puzzle with missing pieces"

Price: \$200

Organization Proceeds: NAMI Ohio

Depression

I am afraid of what I might face?

I want to be alone.

Please don't go.

Anxiety

This is too much.

I feel sick.

Pit in my stomach.

Suicidal Thoughts

I can't do this.

I am wearing my mask.

Eating Disorder

I am too fat.

I didn't look okay before?

Coping with Food

Bipolar

*Why is this happening to me?
Am I good enough?
Constantly comparing myself
Why don't I look like them?
Maybe I deserve this?
One in a million.
I am an outcast.
Why don't I look like them?*

This poem expresses our personal experiences with mental health. Each of us either knows someone or personally experienced these thoughts, feelings, and trauma. It was uncomfortable to write this poem, but it felt good to express ourselves, and for others, it was comforting to know other people struggle with these issues. For some of us, we often do not share our thoughts and emotions with others because our lives are moving a million miles an hour, have safe spaces, or people may use personal truths against us. The American social work profession was established in the late nineteenth century and has paved the way for developing private and charitable organizations to help people in need. Today they continue to address the needs of society. In schools social workers help with challenges that might challenge a student's learning, provide counseling, and can also assist teachers in many ways. This role benefits all students with having someone to go to and also assists teachers with issues they may have. With this being said the question becomes why are social workers not required to be in schools in every state. There is no state that requires social workers in every school and this can lead to kids not having anywhere to go for their issues.

Our art brings awareness to realities first-year high school youth face in K-12 public schools. First, we examine statistics around the topic of depression for youth entering high school. Second, we emphasize the effects of anxiety on young people. Third, suicidal thoughts and implications for mental health services are further explored. Fourth, we share the symbolism in our artmaking. Finally, our call to action includes steps to take to support someone in need of mental health services as well as a means to change legislation.

Depression

Depression is a common problem in the U.S., and many teenagers experience it. About 20% of teens will go through a time when they feel really sad or hopeless by the age of 17. Girls are more likely to feel depressed than boys, and 15.1% of teens have a serious episode of depression. For high school students, feeling depressed can happen because of stress about schoolwork, sports, or trying to fit in with friends, both in person and online. Depression can make young people feel so bad that it sometimes leads to thoughts of suicide. It can also cause problems like using drugs or alcohol, gambling, or playing video games too much, as teens may try to escape their sad feelings by doing these things. The COVID-19 pandemic made a lot of people feel more sad and stressed, and this has caused more people to feel depressed—about 6% more than before. But why does this happen? Well, think about high school. When you're in high school, you have to deal with a

lot of new things, like making friends, learning new stuff, and figuring out who you are. This can be fun, but it can also be stressful and tough at times. For some students, it can feel lonely or hard to ask for help because they want to seem strong and independent. During the pandemic, many people were stuck at home and couldn't go to school or see their friends like usual. This made it even harder to feel connected to others. Even though everyone was going through similar problems, it can still be hard to share feelings or ask for help, especially when people want to feel like they can handle things on their own. This mix of stress, loneliness, and the desire to be independent is one of the reasons why more people are feeling depressed.

Anxiety

Anxiety plays a pivotal role in the child's early stages of high school. Not only do students go through changes physically, but they also experience changes mentally as well. When we say that we are speaking on the fact that the child's thought process changes and they think about new things. For example, every student is always wondering what someone else is thinking about them or "If I'm good enough to be friends with them" or "Lastly if I don't do good on an assignment, I'm a failure".

According to the Compass Health Center(YEAR), the most people with anxiety are teenagers who are 17 or 18 years old. Girls are more likely to have anxiety than boys. Also, 38% of girls are more likely to have anxiety while only 26.1% of teen boys have been diagnosed accordingly.

Suicidal Thoughts & Implications

Suicide is one of the top 5 reasons teenagers, ages 15 to 19, die. About 45% of lesbian, gay, bisexual, transgender, and queer teens have thought about hurting themselves on purpose. Furthermore, 15.7% of teens make plans to hurt themselves, and 8.9% of teens have attempted suicide. Studies show that about 13% to 17% of teenagers hurt themselves on purpose, usually starting as early as age 11. Teens attempt to take their lives because they often feel overwhelmingly sad, worried, and/or stressed. If these feelings aren't helped or talked about, the behavior can get worse over time.

Signs

Parents/caretakers, teachers, and doctors need to watch for signs that someone might be thinking about hurting themselves. These signs may include changes in behavior or talking about harming themselves. Some signs to look out for include, but are not limited to: 1) spends less time with friends and family; 2) act in dangerous ways; 3) experience big mood changes; 4) eat or sleep too much or too little; 4) give away prized possessions; and 6) lose interest in personal appearance or hygiene, etc. If you think a friend or family member might be in trouble, talk to a mental health professional for help. If someone is in danger or has tried to hurt themselves, stay with them and call 911 or take them to the nearest hospital right away.

Artmaking

As a group we are designing an outline of a face but the actual skin is going to be puzzle pieces that say different quotes from our poem such as "I'm not good enough" "Why is this

happening to me". We are using paint, sharpie markers, blank wooden puzzle pieces, a canvas, and a hot glue gun. We felt these materials gave us the best ability to portray our thoughts in art. Making this art was very eye opening for me and also felt good to put thoughts I had held in. This raised questions of really just how many people go through these issues and why do people not do more about it when it is so serious. As a person who has struggled with many mental health issues themselves, it felt peaceful making this art piece. While mental health does have its downsides, it also has upsides. Creating this art piece was an upside for those who struggle everywhere. It was a little difficult though when it came to writing positive words on the puzzle pieces. The negative thoughts and feelings came much easier than the positive. Throughout the creation of the piece, I often found myself questioning how other people would perceive our art. If they would find it helpful and comforting, or if they'd find it hurtful and offensive.

Identifying a challenge to promote a democratic education through research came to us pretty easily when it was something all of us or someone we know goes through or has gone through. Making a claim also came pretty easily once we had our topic because it is something we all felt needs more attention in our world today. Writing and reflecting on our experiences came with more of a challenge since these are not light topics to talk about and things that people often do not want to share. Translating it into art gave us a sense of power we did not know we had. Using our experiences to create something with this much meaning feels powerful. Choosing materials and having our art come together flowed easily after we created our poem at the beginning which we used as a base for our whole project. Overall it was a very enlightening, fun, and moving experience that we are glad to have had.

Many of the symbols we used have an important meaning. First, the background fading from darker colors to rainbow represents dark and self deprecating thoughts fading into positive thoughts. This goes along with the puzzle pieces that portray our metaphor. These puzzle pieces show how our mind is like a puzzle that is not always put perfectly together as well as showing the transformation of thoughts from negative to positive along with the colors. Inside of the outlined head which represents any human, our poem from the beginning is circled throughout showing how these are thoughts people have on an everyday basis and how controlling they can be on the mind. The last piece of symbolism in our art is the green ribbon in the center of the head which is the national symbol for mental health.

Our Call to Action

If you are struggling with any of these issues or any other mental health struggle please reach out to a family member, guardian, or trusted adult. You can also reach out to any of the hotlines below. If you know someone struggling with these issues, be open when talking to them and listen to what they have to say, be reassuring, do not make any judgements, and ask them what would help them. You can ask them if there is someone they would like you to reach out to and encourage them to seek help.

You can also advocate for social workers being in schools by contacting your local school board or administration, support legislation that mandates funding for school social workers, and participate in school meetings to talk about the need for this.

Hotlines:

- Call for a toll free twenty-four hour crisis counseling and mental health referrals. 1-800-273-TALK (8255)
- Call or text 988 for 24/7 crisis support or chat online at: <https://chat.988lifeline.org/Links to an external site.>
- 911 is always available as well for immediate assistance.
- Mental Health Hotline is a confidential twenty-four hour hotline for anyone struggling with depression, anxiety, or a mental health crisis. 866-903-3787

Student Mental Health Research Sources:

<https://mhanational.org/issues/2024/mental-health-america-youth-dataLinks to an external site.>

Fast Facts: Mental health services in public schools (1130)Links to an external site.

<https://blog.compasshealthcenter.net/teen-mental-health-statisticsLinks to an external site.>

Mental Health and Suicide Risk Among High School Students and Protective Factors — Youth Risk Behavior Survey, United States, 2023 | MMWRLinks to an external site.

<https://www.cdc.gov/media/releases/2024/p0806-youth-mental-health.htmlLinks to an external site.>

Promoting Mental Health and Well-Being in Schools | CDCLinks to an external site.

Mental Health Challenges Facing High School Students | Top 5Links to an external site.

https://3rdmil.com/facts_about_bullying_you_need_to_know/Links to an external site.

<https://www.napab.org/Links to an external site.>

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<https://www.mentalhealth.org.uk/explore-mental-health/articles/how-support-someone-mental-health-problem>

Links to an external site.<https://www.socialworkers.org/News/Facts/Social-Work-HistoryLinks to an external site.>

#10

Artists' Names: Caitlin Erskine, Morgan Blazek, Ben Zubkousky, Avalei Ressler

Title: Eye of the Storm

Area of Interest: Impact on teachers and students from school shootings.

Metaphor: Bite the Bullet.

Price: \$150.00

Organization Proceeds Will Benefit/Contact Information: Sandy Hook Promise- Make the promise by providing your first & last name, your email, your zip code, and your phone number. You can even donate, volunteer to help, as well as buying an action kit on social media.

<https://www.sandyhookpromise.org/take-action/get-involvedLinks to an external site.>

Bells should mean the start of a new class period, not in remembrance of a lost soul. A shot sound should be from the start of a cross-country race, not from a body dropping. Shouts of cheer should be heard from the halls, not from terror. We are here today to bring awareness to the teachers and students that are lucky enough to live through such tragic experiences. Still, we cannot forget those who tragically did not. Being aware of our past and preparing for the future is the best way to protect our children from having to experience a school shooting. First, we plan on bringing attention to known facts on school shootings. Second, we will share the impacts that students are facing due to shootings. Lastly, we will share the impacts that teachers face. Finally, we will go into our activism.

Gun violence causes about twelve children to die each day (Lee, 2022). This statistic alone should cause change among gun control. There are many shocking statistics that are almost unbelievable. Approximately 4.6 million children in America live in a home with a loaded and unlocked gun (Azrael, 2018). This statistic is important because 68% of gun-related incidents at schools were taken from home or a relative (Washington, 2004). Gun control is needed for the future of America to protect innocent lives. School should be a safe place for children to learn and make friends, not worry about possible attacks. Another important statistic that stood out: The Secret Service and Department of Education determined that 93% of school shootings were planned and thought out (Washington, 2004). This leads us, as teachers, to learn the warning signs to prevent such horrific actions. Despite these stunning statistics, there has been little reform to prevent these actions from being repeated again and again.

School shootings have a profound and lasting impact on students, extending far beyond the immediate tragedy. In 2018 and 2019 alone, over 100,000 children attended schools where shootings took place, and research shows these events lead to increased mental health issues, including a higher rate of antidepressant use in the years following the violence (Rossin-Slater, 2022). Students exposed to shootings experience significant disruptions in their education, including drops in enrollment, lower test scores, higher absenteeism, and a greater likelihood of needing to repeat a grade (Rossin-Slater, 2022). In the long term, these students are less likely to graduate from high school, attend college, or secure stable employment, with lower earnings in their mid-20s (Rossin-Slater, 2022). School shootings were associated with increased spending, an additional \$248 per student, on average (Ordway, 2021). Schools spent this money primarily on capital projects such as building repairs and security upgrades and on student support services such as mental health and psychological services. This cumulative toll on their academic and economic futures highlights the need for urgent action to support survivors and prevent further harm.

School shootings have devastating effects on teachers and staff, fundamentally altering their sense of safety and well-being. The trauma from incidents can lead to long-term psychological issues, including Post Traumatic Stress Disorder, anxiety, and depression, which can hinder their ability to teach effectively and provide a nurturing

environment for students (News, 2022). From a recent survey, it was said that 6 in 10 teachers say that large-scale school shootings are a key safety concern (Huberty, 2022). Along with, 73% of teachers said they do not believe their school districts are doing a good job addressing gun-related violence (Huberty, 2022). After each shooting that takes place in a school, it impacts not only the students, but the family, the teacher and the surrounding community. Mass shootings have a ripple effect on educators worldwide. This understandably leads to more teachers leaving the profession and fewer people wanting to become teachers. These reasons are why having teachers feel supported enough and taught for what to do for an incident like a mass shooting and to raise situational awareness for these tragedies.

Artmaking

Our group created a mixed media art piece depicting a tornado shooting out of a gun, surrounded by circling bullets and adorned with ripped newspaper articles. The artwork aims to convey the chaos and destruction associated with shootings, using 3D elements and captivating details to engage viewers and prompt reflection on the impact of such tragedies. In our project, we used modge podge, acrylic paint markers, and we used a styrofoam tree. We started by painting the canvas black to make everything else that we put on stand out. We decided to put articles of school shootings across the country to help bring more information to the public. Ripping the articles symbolizes the chaos and destruction that comes with shootings. Our tornado is made from foam to make it more 3D. We modge-podged more articles to the foam to keep the audience captivated and get them to look at it from different angles. We wanted the tornado to shoot out of the gun for a destructive meaning. The bullets are circling the tornado to give motion to the piece. Our hand written words are common phrases that are said after one experiences a large tragedy like a school shooting.

Activism

It's the first day of school, and teachers are setting up their classroom for the upcoming year! They are planning on an exciting year... but in the back of their mind they are planning their best options in case of an active shooter. Educators should not have this horrific event in the back of their minds as they prepare for the school year. We are begging for change! This should not be a reality children, teachers, staff, and community members fear daily. We researched how change can be started so you don't have to.

- Support the STOP School Violence Act of 2018

[H.R.4909 - 115th Congress \(2017-2018\): STOP School Violence Act of 2018 | Congress.gov | Library of Congress](#)[Links to an external site.](#)

- Support the Save Students Act

[Suicide Prevention, Violence Prevention, Social Inclusion and School Safety Requirements | Ohio Department of Education and Workforce](#)[Links to an external site.](#)

- Make the Promise through The Sandy Hook Foundation

[Make the Promise - Stand with us — Sandy Hook Promise](#)[Links to an external site.](#)

- Support the Bipartisan Safer Communities Act

[S.2938 - 117th Congress \(2021-2022\): Bipartisan Safer Communities Act | Congress.gov | Library of Congress](#)[Links to an external site.](#)

- Educate yourself on common signs of school shooters - [Know the Signs](#)[Links to an external site.](#)
- Support expanded background checks for firearm purchases- expanded background checks are one of the most proven policies to prevent gun violence

There needs to be change among gun violence in schools. Our future children should not have a fear of shoots or threats while in school. Schools are many for learning and creating lifelong connections rather than creating fear and anxiety. Please take the time to create a safe learning space for our children!

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#11

Artists' Names: Miranda Wallace, Stephanie Meyer, Abbigail Thomas

Title: The Weight of a School Day

Area of Interest: The impact school shootings and drills have on the mental health of students.

Metaphor: Stress is a heavy backpack, loaded with worries and responsibilities that weigh down the journey.

Price: \$50

Organization Proceeds Will Benefit/Contact Information: Sandy Hook Promise, 1 (203) 304 – 9780

*Anxiety
Dread
Hearing whispers.
Panic.
Get on the ground.
Open the windows.
Help each other out.
Run to the field!
Run to the field!
Thinking of my siblings.
All windows.
Is he dead?*

We wrote this poem together. Here are some of our thoughts:

“It was chaotic. We were all digging into our memory banks. We all blurted out our experiences from when we were students.”

“The process made me realize this did have an impact on me. I was trying to think of this as a ‘no problem kind of thing’ and should not have had to mentally think about what rooms were safer than others.”

“For me, it made me think of how I would be able to get out of the building. Would I be safe in the classroom? I was brought back to that fear I felt whenever I was in school.”

We bring awareness to the mental toll that school shootings and gun drills put on school communities. The threat of school shootings may increase students' anxiety and mental health issues, which may result in students paying less attention to their academic studies. First, we examine general statistics regarding school shootings. Second, we explore the role anxiety plays in the lives of school community members. Third, together, we explore the significant role school drills play in a child's mental health. Next, we discuss our

artmaking and symbolism. Finally, we call each of you to action to reach out to decision-makers to make meaningful change.

Overview of School Shootings

Majority of students in the United States have experienced active shooter drills, and these drills can range from high school students all the way from preschool students. “Active shooter drills are widely used in schools throughout the United States, with more than 92% of public schools having an active shooter plan” (Biber & Redinger, 2024).

How often do these drills occur and to what extent do they affect future generations? Are there better ways these drills can be conducted to lower the mental toll students face?

According to *Active Shooter Drills in the United States: A National Study of Youth Experiences and Perceptions (2020)*, the impact of gun violence manifests most commonly as fear. Children are often afraid to attend their own schools or show up in public places. School shooting drills often cause heightened levels of anxiety that remain with students for the rest of their education, or even, the rest of their lives. "It is possible that due to the younger age of students undergoing lockdown drills compared to police officers in training, stress responses from lockdown drills could be not only acute in nature, but have chronic and lasting responses (Riggs et al., 2023)".

The Threat

The threat of a school shooting causes heightened levels of anxiety, and school shooting drills are a factor in the decrease in mental wellbeing of students. Research from the Georgia Institute of Technology's Social Dynamics and Wellbeing Lab suggests these drills are linked to a 42% rise in stress and anxiety among youth (Silcox, 2024). Heightened levels of stress and anxiety often lead to decreased performance in school along with deficiencies in other key factors of development. Childhood anxiety is an increasing public health concern. Anxiety can delay healthy development by interfering with children's ability to reach social, emotional, cognitive, and academic milestones. The chronic anxiety students face from the threat of school shootings creates an extra burden for students to carry.

The Drill

American public schools do not facilitate similar school shooting drills. Some schools have children sit quietly in a dark room for several minutes, while others take a more realistic approach. According to Jackson Joyce, a reporter for NBC news written on September 3rd of 2020: *On Jan. 4, 2019, a Twin Lakes elementary school hosted a training. . . Deputies shot teachers at point blank range with airsoft guns during a mock execution, leaving staff bloodied and welted.*

While this method is believed to have students more prepared for the worst, it also heightens the mental health effects of the very real threat of a shooter. While their intentions may center on preparing children for the worst, these practices may also heighten the mental health effects of the very real threat of a shooter. This is only one example of an intense school drill. Another example is when an administrator directs children to escape out of the window and run into the nearby forest or parking lot. Other

schools go as far as to offer simulations to test teachers' and students' capacity to keep doors locked while hearing recordings of children's screams, knocking on classroom doors, and false all-clears. This suggests that while students who directly face a school shooter undoubtedly suffer the most, they are not the only victims of this increasing epidemic in America.

Lessening the Mental Toll of School Shooting Drills

With the overwhelming number of schools that conduct shooter drills, there must be guidelines in place that prevent the stress and anxiety placed on students. Creating, developing, and nurturing supportive school environments; being aware of and attentive to warning signs of potential gun violence; and passing and enforcing policies such as background checks on all gun sales, is just the beginning (Blad, 2022). Intentional precautions may lower the mental toll students face. Lowering the stress placed on students may create a school environment where students feel safe.

Our Artmaking

This art piece highlights a painting of a silhouetted child carrying a bookbag in front of the American flag. The flag has bullet holes in it and the child is burdened by the backpack which carries articles of school shootings.

The materials we used were canvas, paint, lollipops, stickers, and paper. Lollipops were utilized because teachers are often advised to use these to distract students during drills. We traced stickers to create the stars because stickers are often associated with school children and belong in schools unlike the constant worry of a shooting. The canvas and paint are materials often found in art classrooms. The crumpled notebook paper utilized to fill up the backpack symbolizes the ideas and stories lost to these events. A guided paint-by-numbers canvas covers the bookbag. We printed headlines of famous school shootings in America and placed these on the students' backpacks to show the constant weight of these events on all school children. The most infamous school shootings with the most deaths are all included. Such as Sandy Hook which causes immediate name recognition and had a heavy impact on our protocols towards school shootings and drills today. The experience of creating this artwork was an impactful one as this is a topic many people born in our generation have an abundance of experience with and will continue to directly impact us as we are future educators. It was also eye opening to the impacts of something that has been normalized to us. The questions raised in this process were how these drills impact students and what can be done to make students feel safer. And while all of us have experienced art assignments before but never ones that were intended to carry out a message, especially one of such importance.

In picking an issue to cover the group tried to find something we had all personally been affected by and we quickly found an issue every child in the American school system faces. It was difficult to reflect upon our experiences and realize the true impact they had upon us. We were all able to effectively collaborate to find the perfect materials for our message and create our art piece.

In our artwork the silhouetted child is meant to display that every single child is impacted by this in America. The American flag with bullet holes is meant to convey that it is America

where this is such a huge problem. The lollipops are meant to convey the pacifications and distractions from this issue. The large backpack plastered with articles of school shootings to show the constant weight and stress from the anxiety of knowing school shootings are a very real and constant threat.

Call to Action

We call on you to take action. Imagine, just imagine the mental effects school shooting drills have on our children. Stay informed about schools and gun violence. What is happening in your district? What are your state's laws towards this matter? Safe spaces for children are crucial and a classroom is supposed to be one of these spaces. Statements can be added into a syllabus to make students feel better. Including a diverse group for images in presentations or classroom movies can make everyone feel included. Pronouncing names correctly, addressing bullying, not expecting students to represent their demographic, and validating emotions can all make children more secure in a space.

Additionally do whatever you can to decrease these incidents, so school shooters will not be such a common fear. Vote for legislation to protect school children and donate to organizations dedicated to stop this. Sandy Hook Promise, United Against Gun Violence, Students Demand Action, and Protecting Our Students are organizations that work hard to prevent this sort of tragedy and would be good places to donate or find further information on how to help.

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#12

Artists' Names: Makayla Miller, Justin Habig, and Emily Chikosky

Title: Stan Can't Speak

Area of Interest: Children's picture books that are banned.

Metaphor: Looking through a rose-colored glass.

Price: \$50

Organization Proceeds Will Benefit/Contact Information:

Unite Against Book Bans; UniteAgainstBookBans@ala.org

*The American dream...
White is right.
Money matters...
Brand names are status symbols...
Dinosaurs are for boys.
Loud.
Aggressive.
Destroy.
Dolls for girls.
Pretty.
Ideal body.
Take care of children.
Serve our husbands.
Preferred demographic.
Straight.
Two children.
A boy.
A girl.
A white picket fence.
Suburbs.
Erasing rights.
Erasing history.
An ideology drilled into our brains.*

Outside of that "standard"...

*Frowned upon
You don't fit,
Then you are belittled.
Powerless.
"They" make sure
"We" know "we" are not equal.
Can't be liberated,
if we have unsaturated lenses.
Children trust.
They see pictures.
Those pictures tell children what the world should become.*

Are you surprised to see what books were banned? It was eye-opening to learn about this. Why are books being taken away?! We realized this country is slowly erasing "history" in schools. The "new" policies are indoctrinating our youth to believe there is a "right way to think" and a "wrong way to think" about living. Writing this poem together was eye-opening. When we heard Justin say the American family is "one boy, one girl," that intrigued us. We realize these "beliefs" and "values" are "drilled" in our heads. Our art brings awareness to the movement to books. This is significant because many people are not aware of this movement, the relationship between this movement and Project 2025, or the implications of banning books. First, we discuss the history of book banning. Second, we explore the effects of book banning on youth. Next, our art addresses being indoctrinated to believe certain people are superior and others are inferior. Finally, our call to action urges you to educate yourself and contact your local school board to make meaningful changes.

HISTORY OF BOOK BANNING

Book bans are a form of censorship that allows certain institutions to remove books from classrooms, libraries, and bookstores. Throughout American history, there have been many examples of book censorship that aim to suppress equity movements as a way to reject minorities. The first book banned was in 1852, *Uncle Tom's Cabin* by Harriet Beecher Stowe. This book was very powerful and shed light on the abolitionists all around the world. The book explains how slavery was a legal injustice in the Constitution, but plantation owners were able to get this book pulled from the South so there would be no loss in their economy. In 1982, the Supreme Court ruled that school boards "cannot remove books from school libraries just because they dislike the ideas contained in those books" in the *Island Trees Union Free School District v. Pico* court case. This school district removed books that it deemed "anti-American", "anti-Christian", etc. Over 1,600 books are banned nationwide. Most of these banned books illustrate the lives of the LGBTQ+ community and People of Color. (Muduim, 2023)

EFFECTS OF BOOK BANNING ON YOUTH

Banning books can have negative effects on children. Book banning plays a significant role in children's schooling because children's books are banned about history and understanding of differences. Banning these books isn't allowing our children to learn

about different cultures and perspectives. It can cause gaps in learning due to the banning of certain topics that people don't want to be talked about in schools. This issue impacts children who have the right to learn about their heritage and it doesn't help them learn anything they need to know about their backgrounds. It lets kids only have one perspective on the world and doesn't let them see the world through more than one point of view. The authors of the books that get banned are being targeted because the books they wrote are not suitable for certain audiences when in reality they just speak the truth. (Spilka, 2022)

ARTMAKING

A school book ban can be taken against a book based on the content that parents or communities believe need to be challenged or in a response to threatened action by government officials. This then leads to books being completely removed from students. (PEN America, 2022). Our group created a piece of art displaying our stance against book banning in K-12 schools. This aims to raise awareness about book censorship and information indoctrination in our country.

We used casting material to construct a head, modeled by Justin, and made a three-dimensional piece where the head breaks through a canvas. We wrapped components of Project 2025 into a drill shape, drilling through the top of the head. We also used makeup to paint the head and give it a face. We printed out covers of banned books and scattered them around the canvas. We painted the cut pieces that symbolize the head breaking through the canvas with black paint to show darkness.

Justin: Making this was fun for me. Being the model of the head, sitting there with the material on my head was funny. It was also a very eye-opening experience in that I didn't know how big of an issue all of this was. In the past, I have not done an assignment like this. I have taken classes like ceramics and art, but I never had to think about world issues in my art, it's always been just a creative assignment.

Emily: Doing this project was very mind-blowing. The amount of books that are banned because they aren't up to the traditional standards is crazy. Making the project was very fun. I got to use plaster and I haven't used it before. We used it on Justin's head and I have never made a sculpture of someone else's head before so that was a very cool thing to do and experience for the first time. Being able to convey the problem of banned books through this piece of art was a very awesome experience.

*Makayla: This project was a big eye opener for me. I did have knowledge about books being banned for an older audience like *The Handmaid's Tale* and *Fahrenheit 451*. But looking at all the children's books that are to be banned and have already been banned is very scary for our future generations. There are books being banned about important parts of history almost like we are erasing the past.*

This whole experience was very interesting but challenging, nonetheless. It was hard to decide what topic we wanted to speak out about because of the implications of the

assignment being presented in public. Although it was challenging, it was cool to learn about this issue, put it into words, and then use those words to make a creative piece of art that can impact the world around us. Choosing materials was difficult just because there were so many different things to choose from. All in all the experience we've gained from this project is quite impactful and we had a great time assembling it.

Project 2025 drill represents our current government system trying to “drill” ideologies like those in Project 2025 into our heads to affect the way we think and what we believe in. “Breaking through” the canvas symbolizes our desire to “breakthrough” the current system and advocate for change. The black paint on cut-up canvas represents a state of darkness that we are subject to when we are restricted from information and history like civil rights and equality. The scattering of banned books over the mouth symbolizes how people are unable or scared to speak out against these issues. We wrote around the canvas to explain the benefits of allowing people to access these books and information as well as the drawbacks of restricting them.

CALL TO ACTION

If this book-banning issue is as disappointing and angering to you as it is to us, we strongly believe you can make a change. We encourage you to do your own research on this topic and take a look at some of the books that are banned. PEN America has recently identified a minimum of 50 groups that are operating at a national, state, or local level to campaign what is seen as dangerous books to use in the education systems. (Jensen, 2022). Sit down and read them and think about how beneficial it could be to the general public if they were educated on these topics. As a country, we could move on from being so divided and become one again. We advocate for everybody to take it upon themselves to take this issue up to your local school board on a mission to get these words out to our children. The 2023-2024 school year now has the record of the highest instances of book bans. 10, 000 books have already been banned, help us make a change. (PEN America, 2024)

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#13

Artists' Names: Adeline Grether, Jacob Roth, Kayla Garcia

Title: Impact of School Shootings- Before & After

Area of Interest: How Mental Health is Affected Before (Drills and Scare Tactics) and After (PTSD, Impact of Losing Friends and Family, and Other Mental Health Struggles)

Metaphor: You can peddle away from the pain as hard as you can, but you'll never forget the fear.

Price: \$25

Organization: Volunteer or Donate to Sandy Hook Promise, sandyhookpromise.org, or run for local school board.

Impact of School Shootings- Before & After

Have you ever been sitting in class working on your schoolwork, and out of nowhere a blaring siren starts wailing out? If not, imagine there could be a shooter in the building and lives may be at risk. Even if it is just a drill, this can cause extreme distress and leave lasting mental health effects. In our art and our abstract, we illustrate how gun violence and even preparation for shootings at school can cause a lot of issues when it comes to mental health. First, we discuss how the mental health of school community members and students can be affected while doing drills for active shooter situations. Second, we examine how students experience a school shooting and how it affects their mental health. Next, we describe our artmaking. Finally, we call to action.

The horrific Sandy Hook shooting of 2012, the Columbine shooting of 1999, and the 23 school shootings in 2024 have become our nation's norm. Students who experience these traumatizing events struggle with an array of mental health issues from Post Traumatic

Stress Disorder (PTSD) to depression, and some can turn to substance abuse (Rossin-Slater, 2022).

Alert, Lockdown, Inform, Counter, and Evacuate or ALICE drills and other preparations can cause a lot of anxiety when coming to school, and the aftermath of experiencing a school shooting can lead to a lot of mental health conditions like PTSD, depression, and increase in the use of antidepressants (Rossin-Slater, 2022). According to the National Center for Education Statistics (2024) from 2000 to 2022, there were 328 casualties (i.e., 131 killed and 197 wounded) in school shootings across the country. Those who endured casualties and injuries are not the only ones affected by school violence. Students, staff, and community members are also impacted as witnesses and/or family members. They are affected by these tragedies (Rossin-Slater, 2022).

Mental Health and Active Shooter Drills

Some schools across the U.S. require drills for active shooter situations. These drills became a standard practice after the Columbine school shooting of 1999. Drills can be conducted without warning students and staff, which can be a scary situation not knowing if it is real or not (Treisman, 2021). According to Rachel Treisman, a journalist for National Public Radio (NPR), these drills can cause emotional distress, especially for students. Treisman (2021) talked to Dr. David Schonfeld, who is a director of the National Center for School Crisis and Bereavement at Children's Hospital in Los Angeles, and stated "He recalls instances of children thinking they might die and scribbling notes to their parents to say goodbye" (Treisman, 2021). For younger children, it is more upsetting and scary but it can be traumatizing for older kids and teenagers. "For example, he said a 7-year-old may be capable of understanding what the drill is meant to try to prevent but may be less able to cope with their feelings, while a 17-year-old may have a greater sense of vulnerability and fear" (Treisman, 2021). Students and teachers need to be prepared for these drills so that no emotional impacts are doing these drills, rather than only doing these active shooter drills. Schools should try to include behavioral health and invest in social-emotional development for students to help prevent school shootings from happening. Helping students learn to identify emotional stress and struggles from their peers can help prevent situations from happening rather than just preparing for something tragic to happen (Treisman, 2021).

Impact on Mental Health After a School Shooting

"School shootings have a traumatic effect not only on the children in the school, but also their teachers, families, and community as a whole. This trauma can cause long-term harm to youth mental health and well-being." (Center for Homeland Defense and Security, 2022) Surviving a school shooting can lead to many mental health struggles and issues in school. This includes PTSD, survivor guilt, decline in grades, and being absent from school (*Surviving a School Shooting: Impacts on the Mental Health, Education, and Earnings of American Youth*, 2022). Victims of school shootings have a fear of returning to school and due to this they become absent more frequently and their grades can decline. According to Maya Rossin-Slater who wrote an article about how school shootings affect students

“Students exposed to shootings at their schools are less likely to graduate high school, go to college, and graduate college, and they are less likely to be employed and have lower earnings in their mid-20s” (Rossin-Slater, 2022). These horrific effects dramatically change students' lives and can harm students' futures.

The mental health of students is greatly impacted by school shootings. Experiencing these shootings can lead to major issues with depression. Rossin-Slater continues in the article talking about the impact of the Columbine shooting in 1999. She talks about how in Jefferson County, where Columbine is located, there was an increase in deaths in the ages of 14-18 after the 1999 shooting (Rossin-Slater, 2022). Continuing on the topic of depression, after the Columbine shooting in 1999 there was a 21.3 percent increase in the use of antidepressants in people 20 and under for 2 to 3 years after the shooting (Rossin-Slater, 2022). Students and people who experienced this tragedy and others struggle with mental health after and it isn't surprising. Experiencing a school shooting or any shooting is a very traumatic experience and it is important to bring awareness to this issue and offer help to people who experience shootings.

Artmaking

Our group decided to focus on how mental health is affected by school shootings. We created a brain with the mental side effects that victims can suffer from after school shootings. We used poster boards, cotton for thought bubbles and the brain, paint, paper, broken pencils, and paint brushes to remind us of the classrooms. We also used newspaper headlines from different school shootings to show how the communities felt after these tragedies. The pencils and paintbrushes symbolize the classrooms affected by school shootings. They are broken because they symbolize the impact of shootings on students and school communities. The thought bubbles have different ways that mental health can be affected inside them with the definition to bring an understanding of what these students and communities go through.

Adeline-It was tough coming up with an idea for our art. School shootings are a tragic and awful thing and at first we were not sure how to capture it as an art form. We all had many thoughts and brought them together for this project. This is my first art based project since sophomore year of high school, so it has been a while. None of my project topics have been quite this heavy.

Jacob- *The art making process for me was very fascinating as we tried to figure out how to symbolize our topic and tie everything all together. I have always known how big of an issue this was, but this project helped me realize I wasn't fully aware of all the things that go on. I have never done an experience based art assignment like this to demonstrate my understanding, however I really thought it was a good way to end the semester by tying in the things we have learned.*

Kayla- *The art-making process was interesting. Trying to find ways to symbolize such an awful topic as school shootings was difficult, but it did help me realize just how big of an*

issue this is. I already knew about the issue but trying to find ways to represent the struggle that many students and communities go through is hard. It is not easy to try and represent their pain with art cause we will never know what they have gone through and experienced. I have never had to do an art project for a class since high school so it was an interesting way to finish out the semester instead of just doing a test or an essay.

There are lots of issues in education but one that everyone knows about is school shooting violence. We hear about it in the news every year and it is devastating. It is a very important issue to discuss when discussing promoting democratic education. Each year thousands of schools and communities suffer through these tragedies but not a lot of people know the effects that it can have on mental health. So, we decided that it was important to bring awareness to the issue of mental health surrounding school shootings. Researching and trying to understand what people go through after a school shooting is hard. Reading through extremely sad stories and experiences people had to endure. Discussing the issue of gun violence in schools is so important and discussing the mental health that surrounds it is equally important so that people who experience a school shooting or know someone who has can help them through their experience. It's hard to translate how people feel into art-making because it is such a heavy topic. We used cotton to make a brain in the center of the artwork to represent mental health and then used words and definitions that relate to mental health around it to bring awareness to what these people who experience this go through each day. We decided to use cotton because it was easy to move around to create the shape of the brain and the different aspects of it. We then painted it with red and pink to show that it is a brain. We then decided to use broken pencils and paintbrushes to represent the schools and communities feeling broken and hurt after a school shooting. We decided to use pencils and paintbrushes because they are school supplies and can represent a school or classroom. We then used more cotton for thought bubbles around the brain with words and definitions to show and represent what people go through and that they can be thinking about the trauma they experienced all the time. Finally, we used newspaper headings from different school shootings to show the effect on the communities and how tragic and life-changing these school shootings can be.

Call to Action- Sandy Hook Promise & School Board

The purpose of this art making is to bring awareness to school shootings and victims of these tragedies. People should engage and step up by supporting students by running for local school boards to change policies and make schools more secure for students and staff. Throughout this project, as an aspiring teacher, I have grown more aware of the situations and injustices that are occurring and how they need to change. One of the organizations that is the most helpful for running for school boards is the Ohio School Board Association. It talks about the importance of what it means to be a school board member. According to the Ohio School Board Association, "It is important that the board serves as a positive and responsible liaison between the school district and community. School boards adopt policy and oversee the district's policy manual. The board's most important role is to employ the superintendent and treasurer and work closely with them to establish and set policy, vision, and long-range goals and be accountable for the fiscal

health and opportunities provided to the district's students and families.”(*Ohio School Board Association: Running for a School Board, 2023*). You can go learn more information on their website on what it means to be a School Board Member and the requirements on how to run. As stated above it is important to have strong leaders in these positions. This website takes you through a whole bunch of helpful information that is resourceful if you want to make a change. Just look up the website ohioschoolboards.org to learn more information and their phone number is also listed for any questions at (614) - 540 - 4000 or (800)- 589 - OSBA. With this information provided, we hope that you consider making a change in your local school by giving students and staff the resources that they need. There are a lot of different organizations and groups that offer support and bring awareness to victims of gun violence. Sandy Hook Promise is a national nonprofit organization that was created after the shooting at Sandy Hook Elementary School in 2012. The goal of their organization is to honor victims of gun violence. On December 14th, 2012, 26 students and educators were killed at Sandy Hook Elementary. After this tragedy families who were affected started to meet up and discuss how to prevent a tragedy like this from happening again (*Our History- Sandy Hook Promise, 2024*). Sandy Hook Promise started call-to-action movements throughout the years. In 2014 they started No One Eats Alone to address social isolation which was the first part of their see something, say something movement. In 2016, the Sandy Hook Promise Action Fund rallied to support the Mental Health Reform Act, which provides reform in mental health resources to make sure people who need help can get the help they need (*Our History- Sandy Hook Promise, 2024*). Most recently in 2024, Sandy Hook Promise advocated to address gun violence in Washington D.C. They also helped pass the Students Safe at School Act which ends mandatory active shooter simulation drills for K-12 students and teachers annually. Sandy Hook Promise and other organizations across the United States are constantly talking about the issue of school shootings and bringing awareness to the mental health of survivors and ways to end these tragedies. You can read more about Sandy Hook Promise and even volunteer or donate at sandyhookpromise.org.(*Get Involved- Sandy Hook Promise, 2024*)

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Here's what one expert advises. *NPR*. <https://www.npr.org/2021/12/08/1062400408/some-lockdown-drills-can-harm-students-mental-health-heres-what-one-expert-advis>

[Links to an external site.](https://www.npr.org/2021/12/08/1062400408/some-lockdown-drills-can-harm-students-mental-health-heres-what-one-expert-advis)



Artist Narratives

Second Floor Hallway
Numbers 14 -47

Gallery Copy

Please do not remove

To purchase students' artwork please contact **Christa Boske** via **ART-C's Instagram @artcart4resistancethruchange** by sending a message and a photo of the artwork in which you are interested. All proceeds go directly to nonprofit organizations selected by artists.

#14

Artists' Names: Lexi Dever, Kali Henninger, Emily Macik, and Morgan Travis

Title: Silencing Stories

Area of Interest: Book banning: Targeting stories of People of Color

Metaphor: Silenced history is an open-door inviting repetition.

Price: \$75

Organization Proceeds Will Benefit/Contact Information: American Library Association

Imagine your most traumatic experience. When you try to speak out about it, your words are silenced, shunned, and ignored. Knowledge is power. Who decides whose stories matter? Book banning is ambushing access to culturally responsive literature. First, we address the significance of the book banning plays on students' freedom of thought. Second, we examine the banned book movement in public schools. Third, we provide examples of banned books and the implications of perpetuating these policies and practices. Next, our art portrays book banning as an act of silencing youth. Finally, our call to action encourages you to take initiative and buy these stories before they are silenced. Enrich your minds with these perspectives. Before you are forced to read books that only fit the government's approval.

Students and Freedom of Thought

Book banning is an assault on the ability to think, to wonder, to question, and to envision freely. Throughout recent history People of Color have been oppressed and their stories silenced. It has been a continuous fight for them to be treated kindly, respected thoroughly, and seen as a human being and as equal to other white Americans. Furthermore, some have put their stories on paper and have published them. Banning these stories directly attacks their culture, heritage, and experiences. Silencing these voices and this history leaves the world uneducated about what all people in America went through to stand here today. If America is not educated on the history of people of color, history has the opportunity to repeat itself.

In the past few years, there have been an astounding number of attempts by schools to ban books in school libraries. The American Library Association confirmed that most of these books are written about members of the LGBTQ+ community and People of Color. Schools and educators are banning these books to shield and control historical material available to students. This is extremely dangerous because the history of our ancestors explains how we as Americans got to our present day and it explains the trials and tribulations certain people went through. Understanding the past is crucial for us as humans to correct our harmful actions, and to not repeat the past. Education is power. Our project focuses on the banning of books that cover African American history and personal experiences dealing with racism, which is an extremely important and significant part of American history. Gilbard, M. (2023, September 6). *What you need to know about the book bans sweeping the U.S.* Teachers College – Columbia

University. <https://www.tc.columbia.edu/articles/2023/september/what-you-need-to-know-about-the-book-bans-sweeping-the-us/>Links to an external site.

Books that are banned and continue to be banned, in our schools today, are essential to learning the complex and important stories of our history. These books address systemic racism and lived experiences that people of color have endured. These books challenge perspectives and highlight the experiences that are ignored in mainstream education. When these books become banned we are silencing the voices, struggles, and history crucial to our world's history. The people who are banning these important books are manipulating our students' education and stripping them of their rights to learn about crucial stories and their history whether that be positive or negative. These school administrators, parents, right-wing activists, and lawmakers are uncomfortable with the topics of racism and the lived experiences of people of color. By erasing these books we are stripping students from learning their heritage. Literature is a utensil for self-empowerment, perseverance, and self-expression for people of color. These books are becoming banned because they challenge the status quo and confront uncomfortable truths about race, gender, and sexuality.

Pendharkar, E. (2022, September 28). *Who's behind the escalating push to ban books? A new report has answers*. Education Week. <https://www.edweek.org/leadership/whos-behind-the-escalating-push-to-ban-books-a-new-report-has-answers/2022/09>Links to an external site.

Some important books that are being banned so far are *The Hate U Give*, *The Color Purple*, *Beloved*, *Hood Feminism*, *All Boys Aren't Blue*, *The New Kid*, and *How to Kill a Mockingbird*. What do all these novels have in common? They discuss topics like race, gender, and sexuality, especially among those who are people of color. One summary, "*The Color Purple* by Alice Walker, published in 1982, is a groundbreaking novel that explores the experiences of Black American women in the early 20th century. The story is presented in the form of letters written by Celie, an uneducated and oppressed woman, to God, and later to her sister Nettie." (Walker).

In addition, *Beloved* is another novel that is banned. "Sethe, its protagonist, was born a slave and escaped to Ohio, but eighteen years later she is still not free. She has too many memories of Sweet Home, the beautiful farm where so many hideous things happened. And Sethe's new home is haunted by the ghost of her baby, who died nameless and whose tombstone is engraved with a single word: Beloved. Filled with bitter poetry and suspense as taut as a rope, *Beloved* is a towering achievement by Nobel Prize laureate Toni Morrison" (Morrison). Morrison, T. (1987). *Beloved*. Vintage.

The Novel *Hood Feminism* explores the idea that traditional feminism only seeks to improve life for white women and not all women, arguing that true equality and inclusivity means seeking to lift all women, including those of color. (Four Minute Books).

The Novel *All Boys Aren't Blue* is *All Boys Aren't Blue: A Memoir-Manifesto* (2020) is a young adult [memoir](#)Links to an external site. written by activist George M. Johnson about their

experience growing up Black and [queerLinks to an external site.](#). The chapters are collected in four acts (referred to as “parts” in this guide). Each chapter is a self-contained essay; the memoir progresses through Johnson’s life from childhood to college graduation. Two letters addressed to their mother and brother appear alongside the chapters. (Super Summary).

The Novel *The Hate You Give* is about a Sixteen-year-old [Starr CarterLinks to an external site.](#) begrudgingly attends a party in Garden Heights with [KenyaLinks to an external site.](#), a childhood friend with whom she shares an older half-brother, [SevenLinks to an external site.](#). At the party Starr reconnects with [KhalilLinks to an external site.](#), a close childhood friend. When shots ring out, Khalil and Starr run from the party together and Khalil offers to drive Starr home.

While in the car, Khalil explains rapper Tupac Shakur’s definition of the phrase Thug Life as “The Hate U Give Little Infants Fucks Everybody.” A police officer pulls Khalil over. A terrified Starr implores Khalil to do whatever the officer, whose badge number she notes is one-fifteen, says. [One-FifteenLinks to an external site.](#) demands Khalil get out of the car, searches him, and then tells him to stay where he is while he walks back to his patrol car. When Khalil opens the car door to ask if Starr is okay, One-Fifteen shoots and kills him. One-Fifteen tells Starr not to move and points his gun on her until other officials and an ambulance arrive. (Lit Charts).

Both summaries are examples of some of the novels being banned based on people's controversial opinions. They are important parts of literature that speak on topics of our history and heritage as well as novels that broaden new perspectives.

Gilbard, M. (2023, September 6). *What you need to know about the book bans sweeping the U.S.* Teachers College - Columbia University.

<https://www.tc.columbia.edu/articles/2023Links to an external site.>

Artmaking

We have created an abstract art piece to represent these ideals and these harsh truths. Our art piece represents the silencing of authors and their stories at the hands of the government. When these important stories get banned from the shelves of our schools and libraries, we are stripping history, which is being represented by the fire. The bodies are representing the authors and their lived experiences. The hand shows the white American values forcing their hand on these authors while setting fire to the words of these authors. We can prevent this attack on our freedom of speech by purchasing these books and continuing to teach these important authors’ legacy.

Our art piece is about the books being banned. Which is symbolized as them being burnt by the abstract fire at the bottom. There are five silhouettes which are covered by the five books summarized above. These covers are being banned currently, so we are showing that by having them burned by the abstract fire. There are article clippings in the background that are current articles about the book banning. We have a hand covered in an American

flag that is holding the match. The hand represents Donald Trump, the presidency, and project 2025 creating these book bans.

Resources

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#15

Artists' Names: Leah Petrowski, Chelsey Hare, Lily Stewart

Title: The Glass Ceiling

Price: \$120.00

Area of Interest: Treatment of Boys and Girls in Schools- High School (gender, race, sexual orientation, zip codes)

Metaphor: Breaking the Glass ceiling - as women continue to go up and succeed they are stopped by an invisible barrier to becoming the “best”

Price: \$100

Organization Proceeds Will Benefit/Contact Information: Miller Community House in Ravenna, Ohio 330-673-0034 millerstaff@fcsohio.org

Breaking Barriers

Do you have what it takes to break the glass ceiling? There is no question that there is gender inequality in our world today, it is very present in our schools and is an issue that must

be addressed. The purpose of this piece is to expose the unfair gender discrimination that happens in schools and to encourage others to do their part in putting an end to it. Women have been held down by a variety of invisible barriers for many years and this begins the day they are born, it is time to make a change. Throughout this paper we will discuss the stereotypes ingrained into the school system that are holding us back as a society. First, we cover a brief history of women being faced with injustice. Secondly, we will cover the effect that traditional gender roles within the school system on men, women, and the LGBTQ+ community. Thirdly, the response that we need in order to see results. Next, we will share a little bit about our art piece and how we created it. Lastly we ask you to take action and be one to speak up.

Historical Perspective

Throughout U.S. history, women have faced many systemic barriers in accessing education and within everyday life. Women did not have the right to vote in the United States until 1920 and black women did not have the right to vote until 1965. This was not an overnight, obvious decision either, in reality it took over 70 years for white women, over 100 for black women with the first U.S. women’s suffrage conference held in 1848. This seems like a long time ago, but what was 100 years ago for some was less than 20 for others. Many

countries continued to develop equal voting rights for women throughout the 20th century and the latest development was Saudi Arabia granting women equal voting rights in 2011. "A brief history of gender (in)equality" is a Future Learn article that discusses the history of women's inequalities. After reviewing a brief history of women's voting rights, the author states, "This is a reminder that whilst many of us may feel that formal equality has been in place for a considerable period of time, for many countries this has not been the case. Furthermore, the persistent nature of this inequality worldwide indicates that the assumptions underpinning gender inequality are often resistant to change" (University of Exeter, 2024). While a lot of progress has been made in the fight for equal gender rights, there is still a standing barrier.

There are many areas in which progress can still be made and this includes deep systemic issues as well as everyday discriminatory language. Starting at a young age, there is a clear distinction between fields that women are encouraged to go into versus men. Traditionally female jobs include teachers, nurses, cosmetologists, childcare services, and generally positions that do not require lots of manual labor or knowledge of science or math. Because of this expectation and association, women generally get paid less than men. According to the article "What You Need to Know About the Gender Wage Gap" by Erin George and Gretchen Livingston, published by the U.S. Department of labor, "On average, women working full-time, year-round are paid 84% of what men are paid. In other words, the typical woman working full-time would need to work from January 1, 2023, until March 12, 2024, to make what the typical man working full-time made in 2023" (George & Livingston, 2024). While the main reason for the wage gap is that female dominated occupations tend to make less, even if women work in male dominated fields there is still a strange inequality. In many cases women must receive a higher level of education than a man to make the same amount of money. A woman with a masters degree often makes the same or less than a man with a bachelor's degree. The wage gap is just one of the many injustices that hold women back today.

In the 18th and 19th centuries, educational opportunities for girls were limited to basic literacy and domestic skills, reflecting societal beliefs that their primary role was within the home. Even with the establishment of public education systems, coeducational spaces often sidelined women, relegating them to "appropriate" subjects like home economics while men were encouraged to pursue science, mathematics, and leadership roles. Higher education was even more exclusionary, most colleges and universities outright barred women until the mid-19th century, and those that admitted them often imposed quotas or segregated classes. This history of exclusion entrenched a legacy of inequality that persists in subtle but significant ways today. In 1978 the decision was made by the Supreme Court that colleges should be allowed to consider race in relation to admissions with the purpose of giving minorities equal access to higher education. In June of 2023 the Supreme Court decided that affirmative action (allowing colleges to consider race in admissions) was no longer allowed, despite the majority of Americans considering it helpful and it being ruled constitutional throughout the 2000s-2010s. According to an article from The 19th News shortly after the decision was made, "The end of race-conscious college admissions will have a particularly outsized impact on women of color"..."with Black women earning 64

percent of bachelor's degrees, 72 percent of master's degrees and 66 percent of doctoral, medical and dental degrees for Black students overall" (Nittle,2023). These numbers are likely going to decrease because of this decision, people of color, specifically Black women and Latinas, have faced discrimination within the education system at an extreme level for many years. The decision to overrule affirmative action was made by a majority conservative Supreme Court that does not accurately represent minorities. This is a huge setback for women of color in the modern age.

In the Schools

Despite legal advancements like Title IX, modern education still perpetuates traditional gender roles and stereotypes, affecting students of all genders. Women are underrepresented in STEM (science, technology, engineering, and math) fields, a disparity influenced by implicit biases and a lack of encouragement from teachers. Meanwhile, boys are often discouraged from pursuing interests deemed "feminine," such as the arts or caregiving professions, reinforcing rigid ideas of masculinity. An article published by the American Association of University Women titled "Early Gender Bias" focuses on the effect that stereotypes pushed by the school system at a young age have on men and women as they grow up and continue to pursue an education. The article states, "Generally, girl and boy students are treated differently and expected to behave in distinct ways. Subtle messages like "be a good girl" (which reinforces compliant behavior) and "boys will be boys" (which tolerates aggressive behavior) signal to children that there's an appropriate way to for each gender to act" (Early Gender Bias – AAUW : Empowering Women Since 1881, n.d.). The unequal expectations and treatment depending on gender has proven to have negative side effects as children grow up. Pushing gender normative stereotypes can negatively impact student's social lives, academic performance, career paths, and self-esteem.

These expectations do not only affect cisgender people and straight people. LGBTQ+ students face compounded challenges, as heteronormative curricula and environments often exclude their identities or reinforce binary gender roles. These biases limit opportunities and stifle personal growth for all students, perpetuating cycles of inequality and reducing diversity in professional fields and leadership positions. LGBTQ+ concepts are not touched on by the schools until middle of even highschool, with a lack of proper education even at those levels.

The lack of education from a young age for students can serve as an issue, developing an understanding for the LGBTQ+ community not only helps develop a baseline respect for the community, but it can help students feel more comfortable in their own skin. When discussing the use of LGBTQ education into elementary schools GLSEN, a modern human rights organization, states in their article "LGBTQ-Visibility and Integration in Elementary Schools" that, "elementary students typically begin to develop an understanding of themselves and the world and people around them. As such, the social environment of classrooms and schools provides the opportunity for children to initiate and develop relationships and navigate increasingly complex peer relationships. That complexity can

often lead to incidents of name-calling and use of hurtful and biased words. If left uninterrupted by educators and other adult role models, these behaviors can take root in children's hearts and minds" (LGBTQ-Visibility and Integration in Elementary Schools, 2019). With a growing population of LGBTQ+ people, it is essential that the youth is equipped with proper education and understanding of the community. A lack of education is a gateway into hatred and discrimination in later years.

In the context of high school education, gender inequality persists in a number of subtle and overt ways that shape students' experiences, opportunities, and outcomes. The policing of gendered behavior, especially in high school, remains a significant factor contributing to gender inequality. The enforcement of dress codes, for example, disproportionately affects girls, who are often subject to more stringent rules about modesty and attire. The article "School dress codes, Title IX, and the Equal Rights Amendment" by V. Ochoa covers the negative effects the dress codes have on education stating, "The sexism within these policies is further evident in the disproportionately punitive measures applied to female students. They may face disciplinary actions, like suspension or detention, for perceived dress code violations more frequently than their male counterparts, reinforcing harmful stereotypes and fostering an environment where gender-based discrimination is normalized and learning for female students comes second to the comfort of men" (Ochoa, 2023). These policies can reinforce harmful messages about female bodies, placing the burden of responsibility on girls to regulate their appearance rather than addressing the broader societal expectations that shape how both boys and girls should behave. Boys, on the other hand, are rarely subjected to similar scrutiny, which further reinforces the gendered divide in how students are treated. While dress codes are a good concept, they have been pursued in a fashion that targets young women and discourages self expression.

Putting an End to Discrimination

Achieving gender equity in education requires a collective effort from governments, schools, and families. Policymakers must enforce and expand anti-discrimination laws like Title IX while allocating resources to promote equity in underrepresented fields. Books and curriculum should be looked at in detail in order to assure there are no harmful stereotypes being pushed. Starting in elementary schools there are books read that perpetuate traditional gender roles, continuing into highschool textbooks that do not portray women and men equally. "Do Teachers Treat Boys and Girls Differently" by Halimeh Salem covers this concept stating that, "To facilitate gender-responsive instruction, curricula and textbooks should be free from gender bias and promote equality in gender relations. How students perceive themselves and how they project their role in society is shaped to some extent by what they experience at school, including by how they are represented in textbooks" (Salem, 2023). Books and curriculum enforce stereotypes on a deeper level because they are meant to be trusted, studied, even dissected by students. The integration of gender stereotypes into these areas prohibits progress being made for gender equality. School administrators should implement inclusive curricula that challenge traditional

gender roles and highlight diverse contributions to all fields of study.

Curriculum is not the only downfall in gender equality, many teachers perpetuate stereotypes without even realizing it. Teachers should receive training to recognize and combat their own biases, fostering classrooms where all students feel empowered to explore their interests freely. In elementary school, I remember the teachers would always ask for a “big strong man/boy” to help move things around. This always left me wondering why a woman wasn’t asked. “How Gender Disparities Affect Classroom Learning” by Kieran Nduagbo discusses many issues in the classroom that lead to gender discrimination. When discussing teachers' role, Nduagbo states, “Teachers sometime unconsciously influence gender role differences through the responses and choices they make for and on behalf of their students” (Nduagbo, 2020). It is essential that teachers are properly educated on how to avoid pushing personal gender bias in the classroom. If these changes are implemented, we can move away from the current outcomes where many students feel limited by societal constraints toward a future where schools are spaces of empowerment and opportunity for all, enabling individuals to achieve their full potential.

Our Artmaking

Our art piece is a visual representation of “breaking the glass ceiling”. We chose this as our topic because as a group of female university students, it was something that we could all relate to. We took pictures of ourselves breaking the glass because we thought it was important to include a personal touch. Since we have all dealt with the issues that many women face throughout their education, it was very personal for us. We edited the pictures into a black and white collage with pink splattered on top to represent feeling unseen. The pink splatter represents the barrier that is being a woman, people often only see you for your gender and may not take you seriously. The photo is behind a broken picture frame to show us breaking out and making progress, but the frame shows that we are still held back to a certain extent. The had made out of plaster is reaching out to show the breakthrough that has been made as well as to represent us reaching out to the viewer for assistance.

Call to Action

Administrators may need to take action to become more knowledgeable about the realities facing those they serve. Please take the necessary steps to evaluate personal bias and take the time to correct it. To be better, we each need to take the time to research the problem. We need to gain a better understanding and arm ourselves with the correct tools to solve the problem.

Administrators may not be the only people supporting gender equality in schools. Students and families may also need to consider how they were raised and the role society played in shaping their understanding of gender. Oftentimes, these values are coming from generations before this one and the values are extremely outdated. It is up to the parents to enforce the ideals of kindness and non discrimination towards women rather than idolizing the male gender. From there on students need to be shown that discrimination based on gender identity is wrong and should be stopped.

Conclusion

In conclusion, there needs to be a massive change systematically and as a society that pushes towards gender equality. Let historical challenges act as a constant reminder of the change that is left to come, think about the gender stereotypes pushed on us from a young age, consider your personal experience with gender bias, and always fight for what you believe in even when it may not seem realistic. I'd like to finish with a quote from Hillary Clinton when she was the first woman to run for president, "There is no ceiling too high to break".

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#16

Artist: Jalan (Big J)

Title: Important People

Cost: \$100

I met 17 people from Cleveland and Akron. We met them to get to know them and to find out about people we don't know. Not just our family and friends. They either had their own businesses and built up or they did things for their communities. Everybody was kind. Everybody was different. They all did different things.

The three people I wanted to focus on were El' Jay'em and Mr. Jim and Miss Marilyn. I felt very sad for Mr. Jim. He was so nice. He taught me how to put a tie on. He was very funny. He had sons. His favorite food was friend chicken. He did important business. He did important things. He was elderly and looked good. He didn't have any wrinkles. He dressed so nice. And then, he was so nice to us. He let people try on his watch. He trusted us. What if one of the kids would have ran off? He trusted us. He even took time to talk to us and spelled things out. He waited for us to write things down. He started a business. He helps people learn to be nice to each other and talk to each other. That is what his company does. They celebrate good things, like instead being negative, they celebrate good things about people. They celebrate getting cool with each other. He does things like be nice to everybody. I bet he is always happy. I bet he is happy a lot. I bet he doesn't show no negativity. I really like that about him. We could have gone to him to help us with our neighbor who kept yelling at us. I could call on him. This is why I think Mr. Jim is important.

El' Jay' em. I liked her. She does all kinds of different things. She helps people. She encourages people not to be nervous. She was like, "It's alright. We are just here to talk." I really liked seeing her at the radio station. I had never done that before. She had a kid in her stomach. She is pregnant. I feel the kid will be so pretty, so beautiful because she is so beautiful. She was very cool. She remembered my name. That's when she was up at the radio station. I know she has Speakezie. It is a safe place for you and your family and you can speak what is on your mind and what your art really means to you and why you did what you did in your art and it is all about you and what is going on...and then my family is a traditional family. I can talk about what is on my mind, my great granny's house, and all the things that I think about and I put all this in my story. El' Jay' Em is calm and cool. I didn't feel pressure. I was able to read a little bit. I liked the radio studio. It was very cool.

Miss Marilyn. She is special. She took time out of her day to come to the school. That was very nice of her. She has many important jobs. Her mom used to walk up to people's doors and asked what they needed...she gave diapers to people who needed them...she helps lots of people in her neighborhood...she owned a home and it burnt down...Miss Marilyn said that her mom passed. I was sad for her. I felt bad. My mom is my best friend and that was her best friend. Her son passed away too. She said her son and mom passed away. I am happy she had time to share with us and trusted us. It is kinda hard when it is your only son. She has two daughters. It's like losing your favorite thing In life. She is still positive after all of this. She had her hair done, her nails done, and I gave her a hug. Her nails were on fleek. When people are sad, I am sad for them. She was so positive and stays that way.

Artmaking

I decided to make my art about Mr. Jim. He has a tie...I liked his tie...I made the tie out of paper towels and modpodge. I painted the tie. I also made a cast of my hands. I brought the hands together because that is what he does. He owns a company that works with people so they can be nice to each other. The hands come together because that is what he does for people. He brings them together so they work nicely with each other.

#17

Artist: Morgan

Title: Art is Life

Cost: \$100

In art, we got to talk to a lot of people from the community. We met 12 people. All of these people told us about themselves. We got to ask them lots of questions. It was fun. I chose to do my art on Mr. Cofield and Miss Jada.

Mr. Cofield. He is a great person. And, the things that the things he made like oils and he has been doing that since last year. He was my substitute since last year. He makes lotions and hair oils and he wants everybody in the community to experience how this helps their hair.

Artmaking

Mr. Cofield has a store...all his oils are in it and essentials he makes up...I will take a photo and put me in the store with Mr. Cofield. He is making all of us healthy. I made a cash register and a store and flowers all around. It is a beautiful neighborhood.

#18

Artist: Jonathan

Title: I am FAMOUS!

Cost: \$100

We met 17 people. I asked questions. Other kids asked questions too. I got to talk to a lot of people. They talked to us about themselves. It was fun. I dressed up. It was fun. I put on a tie and a jacket and a shirt and a hat. I picked Mr. Trey and El' Jay' Em to do my art on.

I liked Mr. Trey. Mr. Trey is a beekeeper. I learned that a beekeeper gets honey from the bees. He sells it in containers. The company's name is Hood Honey. He looked like a beekeeper. He showed us that he put that stuff on. All that clothing and hood. We need bees. We will die if we don't have bees.

I decided to do my art about El' Jay' Em. She is on the radio. She helps people read their poems. She started Speakezie. That is a place you can read your poems. She was nice. She let people go one at a time. I think she is a good person.

*Smart
Funny
Crazy in every way.
Supportive.
Kind.
I felt good.
Sharing my poem.
Met her the first time.
I was amazed.
When I saw her,
the way she presented herself.
I was so happy.
I loved being on the radio.*

Artmaking

El' Jay' Em: Picture of her. I put her in a chair. She has a microphone and the headphones. I took a photo of me and put me in the studio sharing my poem. I mod podged my poem about her in my canvas. I found a picture of her. She is at the studio interviewing me. I am famous!

#19

Artist: Londyn

Title: Art is Creative and Ideas Come from My Mind

Cost: \$100

We met so many people. I think it was like 17 people. We learned about them and asked them lots of questions. I wanted to do my art on Miss Jada. Because she likes art and she did everything she tried her hardest of what she wanted to do. She drew a car and she didn't care if people drew on it. And I like her because she was nice. She was funny. She dressed good. And she was a good drawer. I think that is amazing that she bought her grandma's house...she did what she wanted to do in her own space. I hope she continues to do good in her life. She wanted to do something so everyone could see her art. She teaches people to do art. She goes to schools and talks about her art.

Artmaking

I was going to make pictures of her painting on a canvas with art coming off the page. I decided to make hearts on the canvas to show that art is love. I love to share my art just like Miss Jada does with her grandma's heart.

#20

Artist: Morgan

#21

Artist: Zoe

#22

Artist: Lyric

Title: Sweet and Kind Principal

Cost: \$100

We had 17 guests come to our school. All of these people make a difference in our city. They look like us. I didn't know all of these things were happening. We got to interview them. We asked lots of questions. We were journalists. I wore a tie, a suit and a mustache. We had fun.

Mr. Walker. Oh, I have a lot of things about Mr. Walker and they are all good. He is our principal. He gives us the golden spoon. He gives us some things that we want. I like Miss Regina and Mr. Dakota. He gives us Takis, a kind of chip and gives us like other kids McDonald's. He really didn't need to feed them but he used his money out of his pocket to feed them. I like everyone here and all the teachers. Miss Regina would help me through all my drama. He is a good principal. He takes us on good field trips and takes us everywhere.

Artmaking

Mr. Walker. Like me and him taking a picture and he is putting it on his desk...we will have a picture frame around us on his desk...I will be holding the golden spoon

#23

Artist: King

Title: Missing Mr. Cofield

Cost: \$100

I didn't get to meet everyone. We got to talk to lots of people. We dressed up. I was a journalist. I wore a shirt and a tie and a hat and a jacket. I wanted to do my art on Mr. Cofield. He was hear last year. He was one of my teachers. He left the school. He was nice. He tells us about all of his products. He made like tea and hair growth. He has his products at stores in Cleveland. I never met anyone who started their own business. I was sad. He left the school to this work. I would like him to come back.

Artmaking

I was going to make a picture of my face...red sky...sunrise...because sunrise is making me feel better...it's a new...new start...tears...coming down one cheek...left side...circles off the top of King's head and what he is thinking about...missing Sir William...I decided to make a broken heart. I put his photo in the middle of my broken heart. I know he is doing good things at stores, but I miss him and wish he was still my teacher. The red is my love and the blue is my sadness about him having to leave our school.

#24

Artist: Alex

Title: Little Magic Bottles

Cost: \$150

We met 17 people from the area. All of these people do things to make the world better. All of them were Black. We don't get to meet people like that. We got to ask them questions about what they did. We were journalists. I wore a mustache and a tie. I liked it.

I did my art on Mr. Cofield. He is calm. Mr. Cofield is kind. He worked here last year. Mr. Cofield. He made his own hair stuff, oils, and things to drink. He was my teacher last year. He was a good teacher. Mr. Cofield started his own business. He sells his stuff online and in stores. He made arm sleeves for the basketball players last year. Mr. Cofield also makes tea for people too. He does this to make people healthy. I miss him.

Artmaking

I put little jars on my canvas. The poems go above or below each one. I painted stripes on my canvas for each jar. Oil-light brown. Tea-black and brown mix. Drinks-yellow. Calm-blue. He is kind: red.

Oil

Hair to be healthy.

Helps hair grow.

Keeps it not dry.

I hope everyone buys his products.

Tea

Helps people get healthy.

Herbs

Makes people feel better.

That's good.

Drinks.

Healthy.

Vegetables.

Fruit.

These are in stores.

Everyone should drink them.

He is kind.

Made hearts.

Not broken.

Whole.

Because he is kind.

And he has a BIG heart.

He is calm.

Blue.

Blue means calm to me.

Bright.

It helps me when teachers are calm.

If I do my work.

It helps me when teachers are calm.

#25

Artist: Lyric

Title: Having Fun!

Cost: \$100

We had 17 guests come to our school. All of these people make a difference in our city. They look like us. I didn't know all of these things were happening. We got to interview them. We asked lots of questions. We were journalists. I wore a tie, a suit and a mustache. We had fun.

Miss Jada.

I like how Miss Jada was really creative. She told us about her lifestyle. When I was afraid to say what is your sister's name and I still asked and she still helped me. You are going to be afraid the rest of your life if you don't just try. I liked her sister's name and her name. She took her own money and bought her grandma's house. If she wasn't playing basketball, then she was doing art. If she wasn't doing art, then she was doing basketball. She was nice to us. I would like to show my art at her studio. I used to go to an art school. It had all of

my work and it was all beautiful. I want Miss Christa to go to that museum and see my art. Once in a while I like to go there and see my art.

Artmaking

There is a picture of her and me...and we are doing art together...like we are painting the sky...the sun...the clouds...together. It's beautiful.

#26

Artist: Tshaka

Title: Learning to Love Me

Cost: \$150

I loved meeting with all of these people at our school. We dressed up in suits and shirts and hats and ties. We talked to a lot of people from here. We asked them questions. It was fun.

Miss Marilyn. I felt love when I met her. She was kind. Miss Marilyn gives love to the universe. She helps people around her. I think about the future. I get scared sometimes. I asked Christa when she thought she might die. I told her I want her to be infinite. I told her I want her to live to 103. I get scared about dying. I think I am going to get shot or die young. I don't want to grow up.

Nothing.

I don't know.

Even though Miss Marilyn said to love yourself,

I can't think of anything.

My shoes is nice.

I listen to gospel,

just like Miss Marilyn.

She is kind.

I can be kind.

I am scared.

I am scared of being shot and dying.

I don't want to die.

Christa told me I am generous.

She told me I have a big heart.

It is hard for me to think of nice things to say about me.

Artmaking

I have picture of Miss Marilyn and me on my art. I want you to know that even though we didn't ask Christa questions, I wanted her in my art. She is in my heart. She is part of my art too. I made the heart out of paper towels and modpodge. Christa helped me use the hot glue gun to make the protective fence around my heart. My heart is red. We made a hole in the heart. It's a black hole. I learned that a black hole isn't forever. There is an end. So in my heart I have the love from Miss Marilyn and Christa in my heart...Miss Marilyn is pouring her love into my heart. The love poured into the middle of my heart. I hot glued diamonds in the middle because diamonds are special...they are worth a lot...just like this love...the love comes through my heart and then it goes onto me. I am at the end of my heart. You can see the love come into me. I am full of love now. I feel good about being me when I am around them. I know I can do bad things, but Christa still shows me I am a good person...that I am special...I am working on myself and need that love to do better...to feel better about myself...to love myself...but I have the fence around me..I have to protect my heart. I don't want it to break.

#27

Artist: Lyric

Title: Speakezie, Go Hard

Cost: \$100

We had 17 guests come to our school. All of these people make a difference in our city. They look like us. I didn't know all of these things were happening. We got to interview them. We asked lots of questions. We were journalists. I wore a tie, a suit and a mustache. We had fun.

El' Jay' Em.

I really like her. She told us she was 93. She was playing us. We knew she couldn't have a kid at 93. We knew she was telling a funny story. She didn't have to come to this specific school. We asked her why she chose her hair style. I asked her about her childhood. She said she had a great relationship with her mother and father and her sister. She didn't really have to do this and invite us to Speakezie. I liked her God daughter. The whole family is pretty. I liked how we all went to Speakezie and shared our poems and art in front of

everybody. I liked it when my grandfather went up there. He said he was proud of me and really liked going there.

Artmaking

El' Jay' Em. She is next to me with my paper in front of me at the radio show...microphones in front of us...we are talking on the radio...I made the microphones out of paper towel and modpodge.

#28

Artist: Zayden

Title: Learning Different Things

Cost: \$100

We met 17 people from the community. We met them and got to know them better. We didn't know them before. Everyone did something for people. They were all very nice. They all did different things.

Mr. Trey

He was a beekeeper. I never met a beekeeper before. He didn't look like a beekeeper. I thought he would have had honey all over his shirt. I thought that because the bees would be all over him because he was trying to get their honey. He was cool. He made honey. His company is called Hood Honey.

Sir William. He used to be a teacher here. He was funny and kind. He was fun. That's what I liked most about him. Sir William makes his own products. He makes them and he sells them. He believed in himself. He did it. That's what it takes. You have to believe in yourself. I want to do football. I want to play it. I want to be a wide receiver. I have not done that for a while. That is something I want to do. I like to be a quarterback. I watched a lot of football games and learned how to throw a ball.

Artmaking

I decided to make my art about Mr. Trey. I made a beehive and put bees on there. I made it out of paper towels and modpodge. I even went outside to pick out a branch so I could hot glue it on there. Bees make their hives in trees. I learned that.

#29

Artist: Vincent

#30

Artist: Kyngstyn

Title: Mr. Jim was so Nice

Cost: \$100

We talked to 17 people. We were interviewing them to learn about them. They all did good things. Everybody was nice. I really like Mr. Jim.

Mr. Jim. He looked familiar. He reminded me of someone at OH Perry. He was nice. He wasn't mean to people. People noticed him. He likes basketball. He has a company. He works with Amazon and stuff. He tries to help them not be racist and stuff and not to be mean to people and stuff and not to be a bully to people. If everyone gets along, they won't be fighting. They can make the company a little better when people get along with each other.

Artmaking

I thought of the American flag. Mr. Jim is America. Everyone should be like him. He is kind. He talks nice to us. I thought he was gentle. I made the stars in the American flag white flowers because flowers grow....they are beautiful...and they are gentle like him. He is a star!

#31

Artist: Cle

Title: About What I Might Do in My Future

Cost: \$100

People from Cleveland came to our school to meet us. I liked meeting all of them. We asked them questions that we wrote on the board. We took notes. We got to choose who

we liked the most and then we made art about them. I liked meeting them at our school. I am glad they came.

Miss Jada. I liked that she was creative. And um, she kept pushing for herself and to make her life better. Miss Jada turned her grandma's house into like an art museum. She taught me some things I might do in the future. Like uh maybe do art. And, maybe make my own art museum. We are both creative. I like to color. It makes me calm down and feel. I feel I am in my safe place and let it all out on my coloring. I learned from Miss Jada that I can do anything I put my mind to. And, thank you for teaching me new stuff.

Artmaking

I created my own art museum. I wanted it to pop out. I wanted it to pop out and made of cardboard. Inside, some of the pictures I have drawing. I painted pictures of art. I made them smaller. We put those pictures in my art museum. I will be in the art museum hanging up one of my pictures/drawings. I made my dream come true.

#32

Artist: Demi

Title: Bee What You Want to Bee

Cost: \$100

We got to be journalists in art. We talked to so many people. There were 12 people we met. We would have met even more, but Miss Christa was sick one week and she had to cancel those people. They weren't able to come back to our school, but that's okay. We got to meet people like Miss Jada and Mr. Trey.

Mr. Trey. His workplace is called Hood Honey. He makes lipstick out of honey. People try it. I bet they get to eat it. He makes bee hives. He makes the honey. He puts honey in jars and sells it to a lot of people. He offers a lot. He owns his own business. He teach people how to be a beekeeper. And he teachers a lot of people like everyone in the world if he can get to them. I don't want to be a beekeeper, but I like honey. I tried the honey. It was really good. He said when you keep chewing the honey thing...I ate the honeycomb. It was like gum. You can't make a bubble out of it though. It was weird at first, but it turned out good. I normally don't eat honey, but when I was little I ate a lot of it at my old daycare.

Artmaking

Mr. Trey-I put his face in the honeycomb...a few...and some bees..photos of bees and put some in the combs-make the honeycomb stand out...and put things inside...so it pops out. I put myself in the hive too. I thought this was cool. I made it out of paint and paper towel and modpodge.

#33

Artist: Demi

Title: You Can Be Whatever You Want

Cost: \$100

We got to be journalists in art. We talked to so many people. There were 12 people we met. We would have met even more, but Miss Christa was sick one week and she had to cancel those people. They weren't able to come back to our school, but that's okay. We got to meet people like Miss Jada and Mr. Trey.

Artmaking

Miss Jada. I liked that she loved everything and loved being an artist when she was little. And she loved a lot of people. She loved being a good artist. She used her grandma's house and turned it into an art studio. She is really creative. Miss Jada has the art studio because she likes a lot of music and microphones and a lot of stuff like that. Anybody gets to come and see it. It is really special because everyone can come...she loves a lot of things...she loves everything...and she loves stuff about herself...she has a lot of confidence. Miss Jada does a lot. She paints a lot. She designs clothes. Miss Jada asks people if she can do art work for them.

Artmaking

Miss Jada-Her face-put my face next to her face...I have been doing art a long time...she is an artist like me...

#34

Artist: James

Title: Pollination Saves the Nation

Cost: \$100

We met 17 people from the community. We were journalists. We asked lots of questions so we could learn about them. All of these people told us about themselves. I put on a tie, a dress shirt, a suit, and a hat. It was a lot of fun. I chose to do my art on Mr. Trey.

Mr. Trey. He is a beekeeper. He takes honey from the bees. He gives shelter to bees. If you think about it, he takes honey from the bees and in return he gives them a safe place to stay. He sells honey. He makes bees wax candles. The name of his company is Hood Honey. I think it is amazing that he is doing this work. He is amazing. He is helping bees and the community because we need bees. If we didn't have bees, any fruit or vegetables, anything with pollen, we wouldn't have fruit and vegetables. Any insect or bug that needs nectar to live is a pollinator. They pollinate fruits and vegetables so we can have fruit and vegetables. They would all die out if we didn't have bees. Mr. Trey is concerned about the bees dying. If they die, we die. Maybe they would evolve over time or adapt to not having bees. We don't want to find that out though, because if they don't evolve, then our diets will change over time. Maybe more processed food...we won't even have salad. There would have to be artificial fruit...and that vegetable meat couldn't exist either. We could wake up one day and there might be robots instead of humans...if normal people in their garages can make robots, then what can scientists do?

Artmaking

I made flowers out of mod podge and paper towels. I painted the flower with glittery paint. The colors mean something to me...yellow (sunflowers, sun, bees, lemons, joy, happiness)...lime green (grass, limes, stems, leaves, disgust, vegetables, broccoli, lettuce)...blue (sadness-because the bees are dying, sky, water, blueberries, fruit)... black (depression, sadness, nothingness-because we won't have a world without the bees...we will all die)

#35

Artist: Damyah

Title: Speak the Truth

Cost: \$100

We met all these people. They were all different. We got to see what they do. We had a lot of fun interviewing them. They all make a difference.

Mr. Tanis. He is behind the podium speaking like the president...people...guards just in case...so he is going to speak to the whole world about lead poisoning...rays of sunshine...put words all around regarding the stats and effects of lead poisoning.

#36

Artist: Karenia

Title: Honey

Cost: NFS

We go to meet 17 people from Cleveland and Akron. All of these people make a difference in our city. They do amazing things. We learned about what they do and we got to interview them. We were journalists. We even had clothes to feel like news writers. We had suits, ties, hats, shirts, and we wanted mustaches. I put on a shirt and a suit and a mustache. I wore a tie another time. It was fun!

I did my art about Mr. Trey. He is a bee keeper. He is trying to teach Black people about bee keeping because he said this was lost over the years. He wants us to be able to raise bees so we can have gardens. When we have gardens, then we can grow our own food.

I tasted real honey from a honey comb. I never tried that before. It was sticky and good. He was very kind to share with us.

Artmaking

I made a bee hive out of paper towels and modpodge. I also found pictures of bees to modpodge on my art.

#37

Artist: Zoe

Title: I Feel Great After Meeting All of These People

Cost: NFS

I really liked dressing up and asking people questions. We were journalists. We go to meet so many people and ask them so many questions. We wanted mustaches and shirts and hats and ties and jackets to wear. We had fun. We talked to 12 different people. I learned all about them and what they do. I wanted to talk about Miss Jada, Mr. Trey, and Miss Shirley.

Miss Jada. I liked about her hair. I liked her locks are so cute and tight. I liked her clothing. She made the world great for people. She makes clothing. She bought her grandma's house and turned it into an art studio. I liked her art. And, she changed her grandma's house and I like that. And I liked the paint she put on the walls. And, I liked the little picture she made. And, she made shoes that were painted.

Mr. Trey. His bees were nice. I didn't know what a beekeeper was. He gives a lot to the bees. I learned how bees make honey. They make it in their house. Then we scrape it off their house and put it in a jar. I learned honey is made from pollen and nectar. It is stored in the bees and in their stomachs. They do that...pass it to another bee and then that bee passes it back. I saw a honeycomb. I went to a honey farm. We drove hours and hours to eat honey. I was scared they would sting me. He teaches people about bees because we need them. We need them because we need to eat and live and have pollen. I don't want to be a beekeeper. I would try it if I didn't get stung.

Miss Shirley. She was nice to us. She let me see some pictures of her gardens. I grew oranges. I did this at a farm. Miss Shirely teaches people to make their own gardens and put art in there. She gives the vegetables to everyone in the neighborhood. She wants to make sure everyone has food and that's a good thing.

Artmaking

Miss Jada-I am going to make a house on the canvas and make little paintings in each room.

Miss Shirley-A picture of Miss Shirley and modpodge it on the canvas and put vegetables all around her because she is feeding us

#38

Artist: Kaden

Title: Being Zen

Cost: \$100

We met 17 people who were not in our school. We got to talk to more people who came to our school. They were adults. Everybody was so kind. I met a teacher from China.

I really liked the Chinese teacher. I think you spell it Zenda. She was cool. I liked talking to her. She listened to me. She likes spicy food. I should have asked her if she liked Ramon noodles. She was super confident. She is learning to be a teacher. I think she will be a math teacher. I think she is kind and funny and strict. All in one. She was positive.

Artmaking

I made the Chinese symbol for “hello” because I felt so welcomed by her.

#39

Artist: Damyah

Title: The Art of Amazing

Cost: \$100

We met all these people. They were all different. We got to see what they do. We had a lot of fun interviewing them. They all make a difference.

Miss Jada. She likes art. She made an art house. She bought her grandma’s property and did it. She made the house into an art studio. Everybody can go. It’s free. She wants everyone to believe in what they want to do. I liked that she is kind and stuff like that...she is brave. I liked her art. I liked her confidence. I like her favorite colors...red and green.

#40

Artist: Kyngstyn

Title: Kind to Her Grandma

Cost: \$100

We talked to 17 people. We were interviewing them to learn about them. They all did good things. Everybody was nice.

Miss Jada. I liked her personality. She is kind. She sounded calm. We liked the same sport and the same drink. She bought her grandma's hzayouse. She made it into an art gallery. She painted it and made it more beautiful.

Artmaking

I painted Miss Jada's face. I learned about Basquiat from Miss Christa. I wanted to paint like him.. The stars represent the kindness toward her grandma...like she is a star for doing that.

#41

Artist: Dinozzo

Title: A Story of Mr. Mateo

Cost: \$100

A bunch of people came to our school like a barber, a radio person, a chef...so many people. It was nice to meet all of these people. We got to ask them questions like what were you like as a kid or what is your favorite food or what would you like to see in the world...or what do like about what you do...I was happy to meet all these people.

Mr. Mateo. He was a barber. He can cut people's hair. He can talk to them. He is his own boss and owns his own company. He gives people good haircuts. He gave Mr. Cofield a haircut. He can go anywhere in the world and cut hair. I want to be a barber when I get older.

Artmaking

Mr. Mateo. He is a barber. He cuts hair all the time. He has his own businees. He can go anywhere with his job. He makes people feel good.

I learned about the colors on a barber poll when I did my art. I didn't know barbers used to do so many things besides cutting hair. In my art I put Miss Christa in one chair and Mr. Walker in the other. Miss Christa works with us all the time and helps us learn how to say things that are on our mind and then we do art together. I really like it.

I found a barber chair. I put Mr. Walker in one chair and Miss Christa in the other one. I have a shaver in my hand, but it's not a real one. I am doing their hair in my art. I painted red, white, and blue in the background because those are barber colors.

#42

Artist: Damyah

Title: The Art of Amazing

Cost: \$100

We met all these people. They were all different. We got to see what they do. We had a lot of fun interviewing them. They all make a difference.

I really liked El' Jay' Em. I liked that she was so confident. She likes kids. She is going to have a baby. Speakezie actually helps people. You can actually hear from people all around. Her nonprofit is about taking everything out and not have to go to far to say it...they can say what they need to say and do what they need to do to get it out. She is pretty. I liked being on her radio show and saying my poem. I liked having pictures of me and putting that up. I was very very shy. I think I did a good job. I felt more confident when I was done. I heard my mom listened to the radio show. My mom said she was proud of me. I am proud of me too.

Mr. Tanis. He was actually kind. He told us about the environment and like it is. He told us the truth about the lead. Lead makes our brain so we can't learn. Lead is in houses in Cleveland. It's in our water. It's in our bodies. It can be in paint too. It flakes off of a house and you need to know that is dangerous. Don't drink the water with old pipes. This happens in neighborhoods where we are...there are poor neighborhoods...why would this happen in poor neighborhoods? This is what I want to know. I think that Mr. Tanis is doing the right thing. We need to make people give money and help the poor people with their pipes. When he does that he is going to be famous...cuz he will cure the world. I think he is doing a good thing by doing this.

Artmaking

I decided to do my art on Miss Jada. I made a house. She bought her grandma's house and made it a gallery. Anyone can come. It's free. She is trying to bring art into her neighborhood she grew up in. I made the house out of cardboard. I am standing...my arms up smiling...confidence is what I have.

#43

Artist: Robert

Title: Lead is Poison

Cost: \$100

We met 17 people in art. We were journalists. We dressed up in suits and shirts and hats and ties. We talked to people from the community. All of these people talked about themselves. We asked questions. It was fun. I chose to do my art Mr. Tanis. He helps people learn about lead in our pipes and in old paint in Cleveland.

Mr. Tanis. I like that he told kids what to watch out for. He said to look out for lead in paint and lead in your school, windows, dust, and in our pipes. I liked also that he was cool and funny to the other kids. He joked around with them. If we have lead in our bodies, it can make us less smarter and slower. It does something to our brains. It's basically poisoning your brain. Mr. Cofield, my old teacher, used to tell me the same thing. I think we need to tell people to get new pipes. They should try to avoid getting near the old paint and old pipes with lead. The mayor should tell the people to get new pipes...and if they can't afford it, then he should do it...people should give him a letter and tell him they need new pipes and maybe new paint.

Artmaking

I made the lead pipes into monsters. They are doing bad things to our water. I painted old pipes...dust and lead...pipes telling you that they are bad and need to be fixed. The person is telling himself not to drink the water because it has lead in it. Cup of water is talking to the person. The paint brush also talking to them while I paint this. It's telling the pipes to be careful and get fixed. Lead does bad things to our brains and our bodies.

#44

Artist: James

#45

Artist: Londyn

#46

Artist: Wisdom

Title: Monster House is a Bad House

Cost: \$100

A lot of people came to our school. All of these people told us about what they do to make a difference. All of them were Black. We met someone who runs a business...a man who brings people together to be nice to each other...a bee keeper...a lady who makes gardens in neighborhoods...a barber...someone who makes healthy food and sells it in stores...a radio person who also works with kids in schools and I got to be on her radio show! I met a chef...a older person who does so much for people in her community...so many more people. I met a guy who tells everyone about the lead in our water. I didn't know anything about this. I was happy to meet all these people.

Mr. Tanis. He looks like he knows about lead poisoning. He seemed like a professional. He told us that it can get in your windows and it might be in your house. It could be in the pipes where we get water and it can be in the paint in the paint chips. It can on your roof or anywhere around your house. It can make you not know anything. It changes your brain. You might act like you were born yesterday. It can also make people more violent...lead poisoning. Mr. Tanis should go to Speakezie too. I want him there because he looked like he could speak pretty much.

Artmaking

Mr. Tanis. I will make a house with white stuff on it. It hides in pipes, sinks, roofs, and paint on your home. Signs used like "danger" and "caution." Make it an old scary house. Coffins around the house to show that you can die from lead poisoning. Make the house come alive.

#47

Artist: Wisdom

Title: Save the Bees

Cost: \$100

A lot of people came to our school. All of these people told us about what they do to make a difference. All of them were Black. We met someone who runs a business...a man who brings people together to be nice to each other...a bee keeper...a lady who makes gardens in neighborhoods...a barber...someone who makes healthy food and sells it in stores...a radio person who also works with kids in schools and I got to be on her radio show! I met a chef...a older person who does so much for people in her community...so many more people. I met a guy who tells everyone about the lead in our water. I didn't know anything about this. I was happy to meet all these people.

Mr. Trey. He is a beekeeper. He let us eat honey. That is a good thing cuz most people wouldn't let us eat honey. They would have asked permission first, but they wouldn't feel like someone would say yes. I have never met a beekeeper before. If he didn't have his suit on, I would not know he was a beekeeper, but he told us he was. I was surprised to taste the honey. I never tried it in a honeycomb. I put the whole thing in my mouth. It was kinda hard. I ate the whole thing. It was hard like not cooked rice...when you suck all of the honey out of it. I never bit into anything like that before. I would tell a friend to tell a friend to work for Mr. Trey and try to earn money or to try the honey. The company he started is called Hood Honey. He sells in honey in jars. He sells candles made by the bees. He teaches people to be beekeepers. I think he should go to Speakezie and speak like I did. I want him to do that who could speak on a microphone like that and tell people what he thinks about. He is a parent. I think he has two or more kids. Bees pollinate. They take the pollen out of flowers. It's like a little backpack that collects it. They take it home. If we don't have them, we have fruit or vegetables. Then we don't have anything to eat. And then animals and people will starve and die. This is why it is so important that we have bees and flowers.

Artmaking

Mr. Trey. I am going to make a beehive. Mr. Trey and me will be coming out of the beehive. Bees will be around it.



Artist Narratives

Third Floor Hallway
Numbers 48 –75

Gallery Copy

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To purchase students' artwork please contact **Christa Boske** via **ART-C's Instagram @artcart4resistancethruchange** by sending a message and a photo of the artwork in which you are interested. All proceeds go directly to nonprofit organizations selected by artists.

#48

Artist: DJ Chatmon

Title: The Black Panthers

The Black Panther Party was an African American revolutionary organization that started in 1966. They were fighting against drug use in Black neighborhoods, police brutality, wanted money for Black students in school to get the best education and needed to be fed, not getting money to start a business or buy property, And when I looked up Black Panther it was blocked. That's crazy. It's crazy how when I look up videos about the Black Panther the video was blocked because I think they don't want us to know about history and about the Black Panther. But when you look up White people it's blocked.

What good things did the Black Panthers do? In addition to challenging police brutality, the Black Panther Party launched more than 35 Survival Programs and provided community help, such as education, tuberculosis testing, legal aid, transportation assistance, ambulance service, and the manufacture.

In 1966 the Black Party was founded. All kids get free breakfast and lunch at public schools because of the Black Panthers. The Black Panthers wanted more Black people in positions where they make the laws, like The House of Representatives and the Senate. They also wanted more money in Black communities by having more grocery stores, businesses, restaurants, and stores.

In conclusion, the Black Panthers were good because they helped children with their schools. And, they just helped all around so Black people could do better for the Black community. And, for little Black kids because some Black kids are starving. I never heard of the Black Panthers before. I don't think schools wanted us to know about them or study them. Teachers might think we are just dumb and don't want to learn. The White community needs to know this. We should learn about Jim Crow laws, racism, KKK, the prejudice, and the good things the Black Panthers do. There is a new party. It's called the New Black Panthers. It is still here today because there is still racism today. I think they are trying to fight against Donald Trump because he is racist. I want racism to end.

Artmaking

I decided to find photos of the Black Panthers. I put them on the canvas. I mod podged them on. I decided to pretend like their faces were being erased by taking a photo of an eraser and making it bigger. I tried to erase some of the white faces to show that schools try to make sure we don't learn about the Black Panthers or racism or all the great things Black people do to make sure we have rights. I wanted to show that the eraser is trying to get rid of racism. I found photos of Black leaders and Black power because that is what we need. I also wanted to show that the eraser, which represents what the Black Panthers were trying to do-erase racism...they were trying to make sure Black children had good schools, food, and resources so they wouldn't be poor.

#49

Artist: Brian McKinney

Title: The Life of Jim Brown

Black history month plays a big role in African American history. Every year in February African American idols like Martin Luther King Jr and Rosa Parks are talked about because they played important parts in the Civil Rights Movement in order to get equal rights for Black people. In my narrative, I talk about the life Jim Brown lived, and being a civil rights activist.

Jim Brown was born in 1936 in St. Simons Island in Georgia. He was born and raised in Georgia. Jim passed away on May 18, 2023 he died at the age of 87 (see <https://www.wikipedia.org/>). St. Simons is an island off the coast of Georgia. The island is known for their salt marshes and sandy stretches. While growing up, Brown lived with his great-grandma, who was an alcoholic. His father abandoned him at two weeks old. I don't think that's good. He was barely even born and the role of a father is to stay there and raise his son and take care of his family. Brown went to school in a racially segregated two-room shack. I didn't know what a shack was until I saw it. It is a run-down, dirty, often dirt floors building. When Brown was eight years old, his mother wanted him back to live with her. They had not seen each other since he was two years old (see <https://www.britannica.com/biography/Jim-Brown>).

Brown was a talented athlete. He attended a mostly White high school. Brown earned 13 letters for playing football, basketball, baseball, lacrosse and track. As a senior, Brown was a running back that averaged 14.9 yards a carry. He also averaged 38 points a game as a forward in basketball. Brown and his friends created a gang called The Gaylords. and Brown was elected president. Brown said the gang was involved in a few fistfights, but nothing big and nobody ever got arrested. Brown played for Colgate in college. He rushed 197 yards, scored six touchdowns, and kicked 43 extra points. During one game, Brown blocked an extra point after Syracuse's third touchdown, and TCU won 28-27. He became a legend. Brown was drafted into the NFL. He was Cleveland's first-round draft choice at number six. Brown was also the NFL's Rookie of the Year in 1957. He led all running backs with 942 yards.

Jim Brown was considered one of the greatest Black running backs in the history of the NFL. He was recognized because of his stats throughout his career. The NFL identified him three times as the most valuable player. Later, he won a championship in 1964 with the Cleveland Browns.

Not only was Jim Brown a great football player, he was actively involved in the Civil Rights Movement. He had really made noise as an activist. He helped small groups of people who were in need of help. He tried to get people to stop gang violence so the children around him could be in a safer environment. Brown also tried to give gang members life lessons

and inspiration. He did that by giving speeches to the gang members in hope of getting them to change their perspective. Brown wanted them to move away from violence and realize they didn't need to be in a gang to be successful.

The life that Jim Brown had lived was legendary. I say that because he made a big difference in the civil rights movement, and he played a big role in the NFL. Jim had taught life (<https://www.espn.com/>) management skills and shared personal growth techniques to inner-city gang members and prison inmates. So by doing that, it had helped the prison community, and the city community, and the Black community in general. He is clearly trying to help the younger generation because they were not taught that while growing up so he tried to help out by teaching them about ways to better themselves and try to show them that they don't need to commit crimes so they could be proud. In conclusion, Jim Brown had clearly made a huge and recognizable impact on both the NFL and the Black community and the Civil Rights Movement.

Artmaking

I found a picture of Jim Brown catching the ball as a running back. The football says, "Power." This is about Black power. He is on the football field. He runs to the in-zone. The in-zone symbolizes ending racism.

#50

Artist: Mackenzie Williams

Title: No One Ever Told Me About Fred Hampton

It is Black History month, but we wanted to identify Black people who were invisible in our history books. The person I wanted to look up was Fred Hampton. I never heard of him before. We learned about a lot of Black people who made a difference and we could learn more about who we wanted to know. In my abstract. I want you to learn about Fred Hampton, his life, and his tragic death.

I want to tell you about his life and all the nice things he did. He was the Chairman of the Black Panthers in Chicago. He noticed the children in Chicago schools could not pay for lunches and breakfast. So, that's when he wanted the Black Panthers to give out food for free lunches and breakfasts.

Fred Hampton was born on August 30, 1948. The school that Fred Hampton went to was Proviso East high school and Triton College. Fred Hampton lived in Maywood, Illinois. Fred Hampton did good things for Black people. He had founded the Rainbow Coalition. The Rainbow Coalition was a anti-racist, working class multicultural movement founded April 4, 1969.

Some of the things the coalition did included taking action against poverty, corruption, racism, police brutality, and substandard housing. The participating groups supported each other at protests, strikes, and demonstrations where they had a common cause. Fred Hampton was looking after the kids in Chicago because many of them didn't have money, went to school hungry, and were being followed by the police.

Fred Hampton preached to Black people that they needed more rights. He brought Black people together. The police and FBI were upset. They didn't want him telling Black people this. In the middle of the night in Chicago, Fred Hampton was shot. Over 90 bullets were fired by the FBI in Fred's apartment on December 4, 1969.

In conclusion, Fred Hampton was a person who did what he felt he had to do for Black people. I don't know where Black people would be today without Fred Hampton and what he did. He made free breakfasts and lunches, something everyone can have in schools today. Fred Hampton should be in our books at school. Everyone needs to know about him and everything he did for Black people.

Artmaking

On my artmaking, there are Chicago buildings and there is paint on it too and the color of the paints is blue, pink, yellow, and red. I put Chicago buildings in the background because I felt like it would be good like that because he lived in the city. He started the Black Panthers there. The Black Panthers took care of Black people and protected them. They are the people who came up with the free breakfast and lunch programs at schools. I had to find pictures of Fred Hampton so I can put it on the paint so it look like me and him is passing out food in Chicago so after I had find a pictures of Fred hampton to use. I had to take a picture of myself so It look like we both are pasting out food to the kids in Chicago just like the Black Panthers did.

#51

Artist: Colin Floyd

Title: I Know Now and I am Proud

I discuss Anthony T. Browder because I never heard of him before. I never learned about him in school. I think schools don't teach us about good things that Black people do. I don't know why schools are like that. I am trying to tell you about someone you should know. Anthony T. Browder is an author, publisher, cultural historian, artist, and an educational consultant.

Anthony T. Browder grew up in Oak Park, Illinois. This is right outside of the city of Chicago. He is a graduate of Howard University's College of Fine Arts and has lectured extensively

throughout the United States, Africa, Caribbean, Mexico, Japan and Europe, on issues related to African and African American History and Culture.

He moved to Washington D.C. and started an institute. Dr. Browder is the founder and director of IKG Cultural Resources. He has devoted 30 years researching ancient Egyptian history, science, philosophy and culture.

Dr. Browder used his own money to travel and do his work in Egypt. He has traveled to Egypt 54 times since 1980 and is currently director of the ASA Restoration Project, which is funding the excavation and restoration of the 25th dynasty tomb of Karakhamun in Luxor, Egypt.

Browder is the first Black person in the United States with African roots to fund and coordinate an archeological dig in Egypt and has conducted 23 archeological missions to Egypt since 2009. His daughter was a teacher and now she works with her father. She also wants to bring the truth to Black people. Dr. Browder's three decades of study have led him to the conclusion that ancient Africans were the architects of civilization and developed the rudiments of what has become the scientific, religious, and philosophical backbone of mankind. It is from this framework that IKG has concentrated its research and disseminated its findings.

Dr. Browder's work makes a difference. Through IKG, Dr. Browder sponsors lectures, seminars, cultural field trips of Washington, D.C., publishes his research, and has conducted study tours to Egypt, West Africa, South Africa and Mexico since 1987. He is the author of six publications (including the best sellers, *From the Browder File* and *Nile Valley Contributions to Civilization*) and the co-author of six publications, including two written with his now 35 year-old daughter, Atlantis Tye. All of Mr. Browder's publications are currently being used in classrooms around the world.

In conclusion, Dr. Browder speaks truth to power. He uses his trips to Egypt to find new facts. He brings what he learns back to people in the United States. Dr. Browder wants everyone to know they are African. This is where all life started. I didn't learn that in school. I learned it from Anthony T. Browder. I feel great about that! I am not saying I am racist. I want White people to know they were not first, we were! It helps me to know my history. It helps other people know their history too.

Artmaking

I put my art on a canvas. On the canvas I have two pictures of my face, one in the bottom left and one in the bottom right. I also put Anthony T. Browder's face in the top right corner. I put my face in the bottom left and right so people know that the artwork is mine and it is my thoughts displayed on the canvas. Browder is an archeologist so I put the pyramids, hieroglyphics, and the faces that were discovered. I put this because Browder was the first Black man to coordinate an archeological dig in Egypt.

#52

Artist's Name: Marilyn Burns

Title: Community Must Be Recognized

Price: NFS

I think in this community people have been unrecognized. People don't get it or people don't respect what you do. I think it's very important for people to know that even though I'm not a big figure head in the community, I still matter. I'm just an everyday resident but I think it's important for people that's everyday people to be recognized and you know.

Most everyday people are not part of an organization or an academic institution. They always get a lot of accolades. I guess it's because they have a degree or whatever, but often times everyday people in the neighbourhood who have their boots on the ground like forever and ever go on notice. I think that narrative should change.

I try to go by the thing of fruit to the spirit and I look at just what the fruit of the spirit are and I give with love, patience, empathy...all the things that are listed under the fruits of the spirit. I want to encourage, empower, and help people know that they don't have to be stuck in a situation. They can move forward. They need to know that it's going to be okay.

Hearts bulging out because of all of my experiences in the past...I turned that into love.

I could have been resentful. I could have been homeless or a drug addict. Instead, I am grateful. You know? But I didn't want to be that, you know.

Artmaking

I looked into different goddesses that were worshipped. I found this goddess and decided to make it. I made a goddess because I spent most of my life with people who didn't find me worthy. My Father tells me I am made in his eyes...I am worthy. I do His work. I work with people in my community...I reach out...I care about them. I put jewels around the goddess's wrists and in her crown. They are rubies and diamonds. This is to show I value myself. I find myself worthy.

I made the goddess out of paper towel, jewels, hot glue, modpodge, and the items listed below:

I am grateful-I couldn't find praying hands, but I found a cross with jewels inside to place in one of the hands of the goddess.

I have love for my community-I have a silver heart in a hand.

I have patience-this reminds me of a flower...it is a miracle that a single seed finds its way in the soil and is able to grow...I have that patience.

I have empathy for others-I put a pair of shoes/sandals in one of my hands (goddess).

I am generous-I have a tree I found...the roots have made their way into the community...I branch out and share whatever I have to offer.

I want to empower people-I believe in my community. I have black jewels to represent Black power and power to the people.

I encourage people to work together to make a difference in our community-I found some little people. I painted them brown to represent my community. They are in my hand. I protect them,.

I feel enlightened-I put a candle in one of my hands.

I put hot glue running down the back of the canvas. This and the blue show sadness. However, I EMERGED from the rain...sadness.

#53

Artist: Duane Lumpkin

Title: Why Didn't I Hear of Him? Frederick Douglass

The month of February is Black History Month and it is important because it celebrates history culture of the black community. The person I have chose to write about is Frederick Douglass. The reason im writing about Frederick Douglass because he became the most important leader of the movement for African American civil rights in 19th century.

Frederick Douglass was born into slavery Douglass himself was never sure of his exact birth date. Frederick mother was enslaved black woman and his father was white and of european descent. Douglass was however the age of six when he was moved away from his grandmother to live and work on the wye house plantation (History.com).

In new bedford Douglass began attending meetings of the abolitionist movement. During the meetings he was attending he was exposed to the writings of abolitionist and journalist william Lloyd Garrison. 1843, Douglass had become part of the American anti-slavery and also he had a hundred conventions and project a six-month tour through the united states.(History.com)

Douglass help the women's rights movement on the underground railroad, and he also supported anti-slavery. And he also recruited black men to fight in U.S. Army. And two of his sons and Douglass continued to write a speak against slavery, arguing for a higher purpose to the war. Douglass freed over at least 400 people (Study.com).

In conclusion, the reason i wrote about this because i can learn alot and you can learn alot from this and i think it mean a lot for me because i really never learned about Frederick Douglass.

Armaking

I learned he wrote the first Black newspaper. When I read some of the headings, I realized these things are still happening. I found news titles from today and mod podged them on his newspaper to show nothing has really changed.

#54

Artist: Jaden Smith

#55

Artist: Nyja Walker

Title: What a Wonderful World

I learned about Louis Armstrong. He was a legend in jazz. Some of his best songs were "What a Wonderful World," "La Vie En Rose," "Hello," Dolly," "On the Sunny Side of the Street," "Dream a Little Dream with Me," "When You're Smiling," and "When the Saints Go Marching In." His music will live on forever. In this abstract, I talk about Louis Armstrong and his life.

Armstrong was born on August 4, 1901, into a poverty-ridden section of New Orleans nicknamed "the Battlefield." His father abandoned the family when Armstrong was a child, and his teenaged mother was often forced to resort to prostitution to make ends meet. Young Louis spent much of his boyhood in the care of his grandmother, but he also found a second home among the Karnofskys, a local Lithuanian-Jewish family who hired him to do odd jobs for their peddling business. The jazzman would later write that the Karnofskys treated him as though he were their own child, often giving him food and even loaning him money to buy his first instrument, a \$5 cornet (he wouldn't begin playing the trumpet until 1926). As a sign of his gratitude to his Jewish benefactors, Armstrong later took to wearing a Star of David pendant around his neck.

He collaborated with Ella Fitzgerald, producing three records together with Ella and Louis (1956). Ella and Louis again (1957) and Porgy and Bess (1959). I got this information from wikipedia, which is a world wide page where you can look up information about different people and it has lots of articles. The information I got about Louis Armstrong is that makes many popular songs.

On New Year's Eve in 1912, when Armstrong was 11 years old, he fired his stepfather's gun in the air during a celebration and was arrested on the spot. He was then sent to the Colored Waif's Home for Boys. It proved to be a pivotal time in his life. There, Armstrong received musical instruction on the cornet and fell in love with music. In 1914, the home released him, and he immediately began dreaming of a life making music.

He was known as America's Jazz Ambassador, but Louis Armstrong's scope reached far beyond the music he so epitomized. No other jazz artist has towered so high above all others in his musical field, not even Duke Ellington, John Coltrane, Miles Davis or Charlie Parker. In terms of influence, Armstrong's importance to jazz exceeds Beethoven's to European music, Shakespeare's to English literature and Chuck Berry's to rock & roll. "You know you can't play anything on the horn that Louis hasn't played," Miles Davis once remarked. "I mean even modern."

In most of Armstrong's movie, radio, and television appearances, he was featured as a good-humored entertainer. He played a rare dramatic role in the film *New Orleans* (1947), in which he also performed in a Dixieland band. This prompted the formation of Louis Armstrong's All-Stars, a Dixieland band that at first included such other jazz greats as Hines and trombonist Jack Teagarden. For most of the rest of Armstrong's life, he toured the world with changing All-Stars sets; indeed, "Ambassador Satch" in his later years was noted for his almost non stop touring schedule. It was the period of his greatest popularity; he produced hit recordings such as "Mack the Knife" and "Hello, Dolly!" and outstanding albums such as his tributes to W.C. Hardy and Fats Waller. In his last years ill health curtailed his trumpet playing, but he continued as a singer. His last film appearance was in *Hello, Dolly* (1969).

Artmaking

I made two canvases for my art. I found a photo of Louis Armstrong playing his trumpet. I wanted his trumpet to pop out of the canvas and “blow” up the music industry. I made the end of his horn out of paper towel and mod podge. I hotglued it on the bottom canvas. I wanted to show how he transformed music his horn coming out. The yellow symbolizes strength and joy. That’s what his music did for people. I found a quote by him and mod podged it on the canvas peeling back. I found articles about his talent and racism he faced. Despite these challenges, he was legendary.

#56

Artist: Peyton Fryer

Title: My Mom Sang Her Songs

If it wasn’t for my mom playing her at home, I never would have heard of Nina Simone. I just love her music. She was a legendary performer. Nina Simone sang jazz, blues, and folk. The purpose of this abstract is to tell you about her life and my art that honors her.

She was born February 21, 1933 and died April 21, 2003. Nina was born in North Carolina. She was named Eunice Kathleen Waymon. Nina started in music early. At three years old, she started to learn how to play the piano and sang in her church choir. She is known as the first major Black concert pianist. Nina’s music teacher made a special fund to support Nina’s education. She finished high school and was able to use some of the funds to play piano in New York City at the Juilliard School of Music.

When she was 12 years old, she gave a piano recital in a library where her parents had to stand back because they were Black. That was wrong to do to her parents. Nina was a singer, songwriter, pianist, composer, arranger and civil rights activist. Her biggest hit was “Mississippi Goddam.” Her first song was “I Love You, Porgy.” She was also known for the songs “Young, Gifted and Black,” and “Four Women.”

Racism continued to impact her life in the 1960s. In 1965, Nina met Dr. Martin Luther King to discuss the civil rights of Black people. Nina was neighbors with Malcolm X and Betty Shabazz, so she had people to talk about the racial discrimination she faced. She eventually lived in France. She struggled with mental health, money, and recording studios.

Nina was also an actress. She was in 39 movies, but most of them were her playing as a co-star or background.

Even though she died, Nina left a legacy. Her songs are powerful. She spoke her truth in her music. Nina inspired performers like the Queen of Soul, Aretha Franklin, Laura Nyro, Joni Mitchell, Lauryn Hill, and Meshell Ndegeocello.

In 2003, Nina Simone died from breast cancer.

Artmaking

I found a photo Nina Simone. I decided to make a portrait of her. I made her hair from paper towels and mod podge. I painted her hair black. I also put the African American flag behind her. The red represents the blood shed by Black people who fought for liberation. The black symbolizes Black power and community strength. The green symbolizes the wealth of Africa. This continent has rich resources like minerals and vegetation. The green also symbolizes our desire to belong to African land.

#57

Artist: Isabella Charlton

Title: We Can't Just Hear About Black People in February

I never heard about Sophia B. Jones before. I don't think I heard people don't talk about her unless it's Black History Month, but I never even heard of her during Black History Month either. People might think it's only supposed to happen in February, but we should be talking about Black people being creators and inventors all year long. Black people have made lots of accomplish-ments. Sophia was the first Black female doctor. Most doctors are White and she broke through that barrier.

In 1885, Sophia B. Jones became the first Black woman to graduate with a medical degree from the University of Michigan. She served Black institutions and went on to be the first faculty member at Spelman College, which is a Historically Black College and University (HBCU). She became a nurse. In 1913, there was an article about the 50 years of the "public Negro life." She shined a light on the challenges facing Black communities such as resources, healthcare, and money. Sophia and her sister Anna worked together to make real changes in Black communities.

Artmaking

I made my art focus on Sophia helping people as a Black doctor who attended a Historically Black College or University or called an HBCU. I found this photo online with all these Black nurses. It's an old photo. I put the faces of other young Black women over these faces to show that Sophia left us a legacy. In the background, I wrote down what I think of her...

I was surprised that I never learned about her before.

I learned what an HBCU is.

She was the first Black female doctor.

She was really smart.

She was the head of her class.

*I wonder why I never learned about her in school.
Most people don't talk about people like her.
We only talk about Black people during Black History Month.
I think that is bad.
This is why we are doing this.
Black people need to be talked about more.
To learn about history and amazing things and most things are here because Black people
started them and if they weren't here, then we wouldn't have all of these amazing things
Schools need to talk about Black people and all of our accomplishments more.*

I found an old photo of nurses. I mod podged that on my canvas. I painted the background the colors of the Canadian Province of Newfoundland flag. They are pink, white, and green. She lived in Canada and the United States.

#58

Artist: Jada Griggs

Title: I Broke Through the Cage

I chose to write this essay about Maya Angelou because she was a truth-teller. She told the truth about racism, sexism, and more in her books. She used her books as a way to express herself and her feelings. She was born on April 4th, 1928. She was a woman of many jobs like being a poet, author, activist, singer, dancer, actress, composer, and Hollywood's first female black director. In my essay, I will be following the life and Legacy of Maya Angelou. She lived to be 86 years old and sadly died in 2014. Even though she died she'll always be remembered. She impacted the world with her writings. While Maya Angelou was alive she worked with Dr. Martin Luther King Jr. and Malcolm X as an activist.

In the late 1950's Maya Angelou joined the Harlem Writers Guild with the help of James Baldwin. She began to work on her book "I Know Why the Caged Bird Sings." This book was banned in many schools because of Maya Angelou being open to being sexually abused. "I Know Why the Caged Bird Sings" would become a course adopted at college campuses all around the world because of its serious topics.

Maya Angelou is known for her seven autobiographical books. One of her books was nominated for a Pulitzer Prize in 1959. The book that was nominated was "Just Give Me a Drink of Water 'fore I Diiie" this book was written in the year 1971. Maya Angelou wrote this book about the oppression of black people and sexual exploitation.

Maya Angelou turned down a chance to have a lead role in a show to travel Europe. She traveled in the years 1954 to 1955. While in Europe she performed in a production of George Gershwin's Porgy and Bess that toured through Italy. This United States-sponsored initiative brought African American performance to European stages to combat Soviet propaganda about American racism.

I wrote this essay to talk about the wonderful life of Maya Angelou which ended in 2014. She left behind her writings and she impacted the world with her activism. She stood against racism and even if bad things were happening in her life she would push past it.

Artmaking

I based my art on the book "Why Does the Caged Bird Sing?". I learned that coal miners used little birds to find out if the air was toxic or good to breathe. If the little bird died in the cage, the coal miners wouldn't go in the mine and if the bird lived the coal miners would go in the mine. I am not that bird. I'm not that bird because my life has a purpose and I won't let others play with my life for their own sake. I won't be sacrificed. I am free.

I painted the background of my canvas black, dark blue, and gold. The black and dark blue symbolizes the darkness the bird experiences in the coal mines. The gold symbolizes the light the bird is flying to. After I painted the background, I made a cage out of modge podge and paper towels. I made the cage gray to try to show an actual cage the bird might be in. The cage symbolizes what the coal miners used to do to the small birds they put in cages. I opened up the cage, which would not have happened in the coal mine. I didn't want the bird to be sacrificed. The bird is valuable, just like me. I matter. I opened up the cage to set the bird free. That's me. I'm free. I modge podged a poem I wrote about what this book means to me and for how I feel about the birds being sacrificed and under valued. I wanted to use a bird to fly out. There is a glowing gold light behind the bird. I hot glued a bird to the cage right in front of the opening so she can be set free.

#59

Artist: Honor Yarbrough

Title: Breaking Through

Black History Month, also recognized as African American History Month, is memorialized in February. It originated in the US. It was founded to honor and celebrate the achievements and struggles of African Americans throughout history. What began as a week-long celebration over time expanded into Black History Month. February Significance was chosen as Black History Month because of clashes with the birthdays of Abraham Lincoln, (February 12) and Frederick Douglass (February 14) the two figures played a significant role in African American history. In my essay, I will be discussing the life and

outcome of Kamala Harris, one the first Asian American, black, and woman vice president of the United States. And focusing on her strengths, accomplishments, and controversy. Throughout Kamala Harris's career, her accomplishments as the first Asian American, Black woman, and woman vice president of the United States, have broken through several barriers. Harris has had a lasting impact on American history through her political dedication to public service. She has encouraged numerous people to follow their dreams regardless of their gender or ethnicity. The elevation of Kamala Harris to the second-highest position in the US is a historic moment that will have a long-lasting effect on future generations and signal a big step for politics.

Kamala Harris controls the strength that has gone into her success in politics and public service. Kamala Harris's exceptional strength and communication abilities have contributed to her amazing success in politics and public service. She is well known for her ability to interact with individuals from all walks of life and articulate her beliefs clearly. She has been able to inspire and bring together a variety of people by using her strong public speaking skills, and she has also been able to start significant change in her neighborhood and beyond. It makes sense that she has grown to be such a significant figure in politics and public service. She has been able to inspire and bring together a variety of people by using her strong public speaking skills, and she has also been able to start significant change in her neighborhood and beyond.

Kamala Harris has faced several controversies during her time in public office. Sparking debates and discussions. One controversy is about her being in the second highest position as an Asian American, Black woman being as a VP. Another controversy is her record as a prosecutor or attorney general. People argue that she was too harsh on certain criminal justice issues. Such as her stance on drug-related offenses and her handling of cases involving police misconduct. The people were accusing her of being overly aggressive and lacking empathy. She cannot get her purpose inside people's heads, due to her race and gender. Due to her skin complexion, they treat her and see her differently as a Vice President.

In conclusion, this essay discusses the significance of Black History Month and Kamala Harris. It emphasizes her strength, communication abilities, and her ability to bring people together through her public speaking skills. However, it also acknowledges the controversies surrounding Harris, including debates about her role as an Asian American Black woman in the second highest position of power and critiques of her record as a prosecutor or attorney general. Overall, she is a positive woman and a great role model for the country.

Artmaking

A Black woman going through struggles....Black woman navigating through hate and racism. White people didn't want her to be successful. She pushed through. I put a photo of Kamala Harris pushing through the struggles. I layered the racism she faced from White people to become the powerful Black woman she is today. I have White men yelling at her

saying she can't do these political positions. I painted red crosses on them to show their discrimination did not stop her from being successful.

#60

Artist: Jaden Griggs

Title: A Complicated Hero

Black history month was created to celebrate people learning more about the truth about Black people. Black history and celebrate the lives of people like Rosa Parks, Martin Luther King (MLK), Malcolm X, and Jackie Robinson may be people they heard of. People I didn't hear about are like William Tucker, Anthony Benezet, William Wells Brown, Arthur Ashe, Gordon Parks, or Matthew Henson. I don't know as much as I thought I knew. I learned that there are Black people who fight for Black people all around the world and fight for equal rights and civil rights. In my essay I will be talking about Mike Tyson. I think he was the greatest boxer of all time. I learned about him when I was six, but I wanted to learn more about him.

Mike Tyson was born in Fort Greene, New York. His full name is Michael Gerard Tyson. Known as the baddest man on earth and the dynamite kid for how fast he would knock out his opponents. He was the most dangerous heavyweight of all time. He holds the record for the youngest boxer to win the WBC, WBA, and IBF heavyweight titles.

One of his daughters died before he could meet her. He was crushed about it. If I was a father, I would feel horrible, mad and sad. I understand why he was crushed.

Mike Tyson attended Catskill High School and went on to be the greatest heavyweight of all time. Tyson was inspired by Muhammed Ali after watching hours of Ali's moves and fights. Tyson went to jail for rape in Indiana. I feel like he is less of a man for that. Tyson was sentenced to six years and four years of probation that affected his boxing career.

He was a complex person. He was a great boxer, but committed rape. He gave lots of money to programs around the world. He donated money to people who were homeless. He also gave money for schools, fighting injustice, and helping reform prisoners.

Artmaking

I made Mike Tyson like a puzzle. He has different parts to him. People are more complicated than we might think. Each of us might have parts of our lives that we are not proud of because we made mistakes. I thought about this when I read about Mike Tyson. One part is knowing he was the greatest heavyweight champion in the world. Another piece is being a father to his children. And the final piece has all the generous donations he made to schools, communities, fighting injustice, and prison reform.

#61

Artist: Kennis Talton

Title: Three-Time Heavy Weight Champion Breaks Through Discrimination

Muhammad Ali, born as Cassius Marcellus Clay Jr, Clay was a three-time heavyweight boxing champion with an impressive 56-win record. He was also known for his public position against the Vietnam War. Ali had a successful career in the ring, winning the heavyweight title three times, and becoming the first boxer to win the championship at least three times. However, his legacy extends far beyond his achievements in boxing. In my essay, I explain the life and legacy of Muhammad Ali, who was a professional boxer with other roles as a philanthropist and social activist

The early life of Muhammad Ali was acknowledged by hardship and determination. He grew up in Louisville, Kentucky, on January 17, 1942, which was back then the segregated South. At the age of 12, Ali discovered his talent for boxing through an odd twist of his fate when his bike got stolen. (Britannica.com) When Ali found his interest in boxing, he became an amateur boxer and was trained by a white officer named Joe Martin. (Biography.com). In 1960, Ali went up against Zbigniew Pietrzkowski in Rome, Italy, and got rewarded with the Olympic Golden Medal (alicenter.org).

In Ali's later life, he accomplished many things such as his boxing career which skyrocketed in the past couple of years, For instance, In 1964, Ali went up against Sonny Liston who was the toughest opponent that Ali faced in his entire boxing career, (Britannica.com). When Ali went up against Liston, he relied on his speed and agility, which knocked Liston out in a solid punch. After he knocked out Liston, Ali yelled at him saying "Get up and fight, sucka!"(nytimes.com). In 1966, Ali returned to the United States to fight Cleveland Williams, (aclu.org). Ali won against Cleveland with a knockout in the third round.

Around the same time, Ali went up against Liston and Williams, Ali showed awareness of the civil rights movement which made him change his name to Muhammad Ali, his birth name was Cassius Clay which he claimed was a slave name and he didn't choose to have that name. (google.com). When Ali joined the civil rights movement, he met Malcolm X at the Nation of Islam rally in June 1962, (washingtonpost.com). After Muhammad Ali joined the civil rights movement, he was dared to against political policy to help people in need. He urged black men and women to stop relying on acceptance from whites. Which meant that he stopped black people from depending on the white people's approval.

Black figures like Rosa Parks and Martin Luther King Jr. are mostly talked about which makes other black figures covered, such as Muhammad Ali and Langston Hughes. Muhammad Ali's life and career have been played out as much on the front pages of national and international newspapers as on the inside sports pages. His early experience of the Nation of Islam and his insistence on being called Muhammad Ali instead of his

“slave name” Cassius Clay indicated a new era in black pride. Muhammad Ali was a three-time heavyweight champion who was also a philanthropist and social activist.

Artmaking

I wasn't sure how to capture him and his fight for civil rights in my art. I took two canvases and hotglued them together. On the bottom canvas, I found a photo of Muhammad Ali giving a punch. I enlarged the black and white photo. I mod podged that image on the bottom. I made a very large boxing glove out of paper towel and mod podge. I painted it red. On the top canvas, I decided to make cuts so it would look like he is punching through the canvas. This symbolizes how he punched his way through the racism he faced. I made the background black for darkness and racism the faced and put a red glow around him. That represents the power of pushing through the discrimination. The articles I mod podged on the top canvas are about him and his accomplishments. I made the breakthrough red, green, and black to honor the African American flag colors. The red represents the blood shed by Black people who led the fight for liberation. This is also the blood that connects us. The black symbolizes the power and strength within the Black community. The green symbolizes the wealth of Africa with access to resources like minerals, vegetation, and our desire to belong to African land. I also painted a large red X across the top canvas to show that Muhammad Ali was not going to let racial discrimination stop him from making a difference in this world. He broke through.

#62

Artist: Aaryn Walker

Title: Do You Know Alice Coachman?

Did you hear about Alice Coachman? She was the very first Black woman from any country to win an Olympic gold medal, and the first Black female athlete to endorse an international consumer product! Coachman's stunning achievements were revolutionary, but a lot of people have never even heard her name. I know I didn't hear about Alice Coachman until a month or so ago. This Black woman's amazing tale needs to be told! In my essay, I tell you the story of the astounding achiever, Alice Coachman.

Alice Coachman was born in Albany, Georgia in 1923 on November 9. At this time, Albany, Georgia was a segregated state in the South. Raised as 1 of 10 children, Coachman worked to make income for her family and was an athletic child. During Coachman's childhood, many people, including her father, thought women shouldn't compete in sports. As a result, Coachman would sometimes get whipped by her father for pursuing athletics. Coachman still participated in sports though, and was the best athlete in Albany, girl or boy, by Grade 7. Unfortunately, because she lived in the era of segregation, the young Coachman had to train on her own because she wasn't allowed to use White training athletic facilities. As a result, Coachman trained on her own. Her D.I.Y. training consisted of

running barefoot on dirt roads to improve her stamina and using other objects to practice the high jump.

Later, Coachman caught the attention of the Tuskegee Institute, now Tuskegee University, and trained with the Institute's high school track-and-field team during the summer. She also ended up transferring there during her Sophomore year of high school. In the year 1943, Coachman entered the Tuskegee college division while still competing for the school's track-and-field and basketball teams. She also attended Albany State in 1946 and graduated later. Coachman succeeded in winning national championships for sprinting and high jumping while being a member of the Tuskegee Institute track-and-field team. People started to push Coachman to try out for the Olympics, and she was one of the best track-and-field competitors in the U.S.! Unfortunately, the 1940 and 1944 Olympics were canceled as a result of WWII. Then there was the 1948 Olympics in London.

Coachman came to the Olympics as a member of the American Olympic team with a back injury! Despite this, Alice Coachman cleared the high jump bar at 5ft 6 ½ inches and became the very first Black woman from any country to win an Olympic gold medal! She was also the only American woman to win a gold medal at the 1948 Olympics! King George VI gave her the medal and Albany, Georgia had an "Alice Coachman Day." The celebrations were in the segregated South though, so in the Albany auditorium where she was honored, Black and White people sat separately and the White mayor refused to shake Coachman's hand on stage. Coachman retired from athletic competitions after the Olympics and accomplished something else amazing when she became the first Black female athlete to endorse an international consumer product, Coca-Cola, a few years later. She became a schoolteacher and had two kids as well. She died in 2014, at 90 years old.

Alice Coachman's legacy lives on. This amazing female athlete broke through barriers and hardships during her life, yet achieved great things! This Black woman went from facing segregation and the disapproval of pursuing athletics by people and her father, to going to the Tuskegee Institute, being a member of the Tuskegee University track-and-field AND basketball teams, winning Olympic gold, and endorsing Coca-Cola! I hope Alice Coachman's story will inspire you to achieve your goals no matter the challenges. This was the story of the astounding achiever, Alice Coachman.

Artmaking

My art is about the first Black woman in the Olympics to win the gold, and yet, she was not recognized. I decided to honor her and make sure she is known. I put two canvases together. I mod podged them together after I designed the bottom canvas. I mod podged some photos and part of an article about her accomplishment on the first canvas. I decided to make a cast of my hand and arm. I did this so it would look like a young Black woman is peeling back the truth to let her shine. I painted my casting the same color as my skin. I positioned it to hold the canvas back. I cut the canvas and hotglued it in my hand. I painted the inside of the cover with Olympic rings to show her accomplishment as a Black athlete. On the top canvas, I mod podged white Olympic athletes who were celebrated and

known for their achievements. I hope you take time to learn more about her and share her legacy.

#63

Artist: E'Laysia Rucker

Title: Rocket Science: Katherine Johnson

February represents Black History Month, a yearly event in the US. It is a time to recognize and celebrate the important contributions that African Americans have made to the country's history, culture, and society. Katherine Johnson was an incredible mathematician and physicist who made significant changes to NASA's space missions. In my essay, I discuss how Katherine has proved Women of Color can excel in STEM fields and how her story has inspired many People of Color to do the same.

Katherine Johnson was born on August 26th, 1918. She died on February 24th, 2020. Johnson was born in White Sulphur Springs, West Virginia. Katherine G. Johnson was the physicist and mathematician whose calculations were critical to NASA missions sending astronauts into orbit and to the moon and whose story is chronicled in Margot Lee Shetterly's *Hidden Figures*. Katherine's intelligence became apparent when she was a child, by the time she was 10 years old, she started attending high school. "kids. national geographic".

One of Johnson's most significant contributions was her work on the calculations for the Apollo 11 mission, which sent the first humans to the moon in 1969. Her knowledge of celestial physics made it possible for the spacecraft to follow an exact path, and her calculations were important to the mission's accomplishment. Despite facing discrimination as an African American woman, Johnson then influenced many women and people of color in the fields of science, technology, engineering, and mathematics. "<https://www.twinkl.com/teaching-wiki/katherine-johnson>"

In 2015, Katherine was awarded the Presidential Medal of Freedom by President Barack Obama for her benefaction to the space program. She was also rewarded with the Silver Snoopy Award in 2016. She worked on the Apollo moon missions and other key NASA projects, earning numerous awards and honors for her work. Katherine's legacy is an inspiration to future generations of mathematicians and scientists. Many young people interested in STEM fields were motivated by her space program achievements and what she accomplished as a woman of color in science and mathematics. "<https://www.twinkl.com/teaching-wiki/katherine-johnson>"

Katherine was an outstanding mathematician. Her calculations and contributions were essential to the NASA space mission's success. Katherine Johnson is a remarkable example of what can be accomplished when we refuse to let other people hold us back. She is dedicated, persistent, and brilliant. She will always be regarded as a real hero and an inspiration to future generations.

Artmaking

I decided that because she was involved with the first rocket being launched, then I would put a rocket taking off in my art. I found a photo of Katherine. I mod podged that on the canvas too. I painted the background purple because that is the color for women, especially strong women. I made the cloud of smoke the mathematical equations for the rocket to take off. I also was able to put regular clouds in there too to make sure you could see the symbolism with the equations.

#64

Artist: Stephen Jr. Goldwin

Title: Good, Fast, and Skilled

Muhammad Ali interested me because he is good, fast, and a skilled boxer. I am a little bit interested in boxing. I like that it is a physical sport.

I learned that he spent his money to help others. It wasn't just about him. He was helping Black people. It was important to him to help Black people because of all the racism going on. There was a lot going on against Black people at that time.

He was born Cassius Clay. He was considered the greatest boxer in the world. He participated in the Olympics in 1960. Cassius was not the first Black boxer in the Olympics, but he was the first 4 title winner and the youngest gold medalist in boxing. He became Muslim and a member of the Nation of Islam. He became Muhammed Ali in 1964.

Muhammad Ali did good things for the world. He did not support the Vietnam War and the draft. Ali went to prison for not going to war.

He donated his money to help the Black community. Little Black kids saw him and became a champion. They realize they can do it to.

Artmaking

Boxing ring and Ali is knocking out White people surrounding him in the ring who are supporting racism. White people in the audience on one side supporting White people and the other side with Black people supporting Ali.

#65

Artist: Brian Jr. Robinson

#66

Artist: Aalayah Brown

Title: Dreaming About Possibilities Together

In my abstract, I talk about Marvin Gaye, his life, and what he experienced. He loved music. He was a Black song writer and musician whose music changed the world.

Marvin Gaye was an American singer and songwriter. His father influenced him. He was a preacher and Marvin was impressed with his father's sermons at church. His music was spiritual.

He talked about peace and questioned war and violence. He used music to tell the world how he felt about political situations and made protest music. He wanted police brutality to end.

He also used music to talk about environmental issues, drug abuse in his community, anti-war, and the importance of Black power. He shaped Motown in the 1960s. He was considered the prince of soul music.

Marvin Gaye played the bells, bongos, box drums, and finger cymbals. He also played the piano.

He was in the U.S. Air Force. He was in a boy band called the New Moonglows.

The day before his 45th birthday, his father shot him. Later, it was discovered that his father had a brain tumor. They are not sure if his father's brain tumor somehow made him act this way.

Artmaking

Marvin Gaye wrote songs like "Mercy, Mercy Me" and "What's Goin' On." These songs are about life, about possibility and he questions why the world is the way it is. I wondered if we could create a different world like a world where we all get along...where there isn't racism or putting people down because they don't have money...or where or how we live. I took a photo of Marvin Gaye looking up. I took a photo of myself doing the same. I painted a beautiful sunset with Marvin and I looking into the sky. We are singing his songs and dreaming about a world where everyone is valued. I was moved by his music. I learned that he wrote music like that to get people to feel this way. That was amazing to me. It worked. I hope you see and feel that in my art about him.

#67

Artist: Terrance Chambers

Title: Muhammad Ali's Early Life

Black history is one of the most important things that everyone should learn about. Most people have learned about black figures like Frederick Douglass, Maya Angelou, Jackie Robinson, and Martin Luther King Jr. But not most have taken the time out of their day to learn about Muhammad Ali. Muhammad Ali was an African American boxing figure who not just changed boxing, but Black history as a whole.

Muhammad Ali, real name Cassius Marcellus Clay Jr, was born on January 17, 1942, in Louisville, Kentucky. His mother, Odessa Grady Clay, was a housewife and a domestic worker, and his father, Cassius Marcellus Clay Sr, was an American painter. As he was growing up, Muhammad Ali showed that he wasn't afraid of any interaction inside or outside the ring. When Ali turned 12, he learned how to fight from an interaction he had with the police. When his bike was stolen, Ali told the police that he wanted to "beat up the thief" who had taken his bike. The police responded, "Well you better learn how to fight before you start challenging people". The police officer, named Joe Martin, also happened to train young boxers. At 12 years old, Ali started boxing with Martin and soon began his boxing career.

In Ali's first amateur bout in 1954 Ali came victorious due to a split decision. Ali went on to win the 1956 Golden Gloves tournament for novices in the lightweight class. 3 years later, Ali won the National Golden Gloves Tournament of Champions, and also the Amateur Athletic Union's national title for the light heavyweight division. Ali went to mostly black public schools including Central High School in Louisville from 1956-1960. Ali often daydreamed in class and shadowboxed throughout the halls. At that time, he was training for the 1960 Olympics. But Ali's grades were so bad that some of his teachers wanted to hold him back from graduation. But the principal, Atwood Wilson believed in what Ali was doing, and jokingly stated, "Do you think I'm going to be the principal of a school that Cassius Clay didn't finish?"

In 1960, Ali won an opportunity on the U.S. Olympic boxing team and traveled to Rome to fight. Ali was 6 feet, and 3 inches tall, he was a good fighter in the ring but was really known for his speed and his fancy footwork. After winning his first three bouts, Ali defeated Zbigniew Pietrzowski representing Poland to win the light heavyweight Olympic gold medal. After his win, Clay was branded as an American hero. He soon after turned professional with the sponsorship of Louisville Sponsoring Group and continued pushing through all enemies in the ring.

With a career of 56 wins, and five losses, 36 knockouts, and winning the world heavyweight championship on three different occasions, Muhammad Ali retired in 1981 at the age of 39. Ali referred to himself as "the greatest". And also told reporters that he could "float like a

butterfly, sting like a bee” in the boxing ring. Ali was married four times and had nine children. Later, in 1984, Ali announced that he had Parkinson’s disease, a disorder of the central nervous system that affects movement, often including tremors. Ali lived the final decade of his life in the Phoenix suburb of Paradise Valley, Arizona. A few years before his death, Ali had surgery for spinal stenosis, limiting his mobility and his communication. In early 2015, Ali battled pneumonia and was hospitalized due to an infection. Ali passed away on June 3, 2016, In Scottsdale, Arizona. Ali was 74 years old. Muhammad Ali was an African American boxing figure who not just changed boxing, but Black history as a whole.

Artmaking

I was surprised at how quick he was as a boxer. He was important to Black history. He went beyond being a boxer. He worked with Civil Rights leaders and fought for civil rights. He even changed his name to show his Black pride. I made a boxing ring on my canvas. Ali is in the middle boxing discrimination and racism.

#68

Artist: Kamyah Hunter

Title: Swinging Through Racism

Jackie Robinson was not only an American professional baseball player, but he broke the color barrier when he started playing first base for the Brooklyn Dodgers in 1947. In this abstract you will learn more about Jackie Robinson and his life.

He was born on January 31, 1919, in Cairo, Georgia. Jackie Robinson was the youngest person of five children. He was raised in poverty by a single mom. His brother encouraged him to go into baseball. Jackie Robinson went to John Muir High School in Pasadena, California, and Pasadena Junior College. He was a great athlete and played football, basketball, track, and baseball. He was named the region’s MVP in baseball in 1938.

Jackie went to the University of California Los Angeles. He became the university’s first student to win varsity letters in four sports. In 1941, Robinson was forced to leave UCLA because he could not longer afford to. I don’t understand why no one helped him out knowing what a great athlete he was.

Robinson moved to Honolulu and played football for the semi-professional Honolulu Bears. His season with the Bears was short because the United States entered into World War II. From 1942 to 1944, Jackie Robinson served as a second lieutenant in the U.S. Army. He never saw combat. During boot camp at Fort Hood, Texas, Jackie Robinson was arrested. He was also court-martialed in 1944 because he refused to give up his seat and move to the back of a segregated bus.

Robinson's excellent reputation and position helped the NAACP and newspapers tell people what was really going on in this country with injustice. He was acquitted of the charges and received an honorable discharge. Jackie Robinson's courage and moral objection to racial segregation helped him have a huge impact in Major League Baseball.

After his discharge from the Army in 1944, Robinson played baseball professionally. At the time, the sport was divided with Black and white people playing in separate leagues. Robinson began his pro career in the Negro Leagues in Kansas with the Monarchs. He was chosen by Brooklyn Dodgers President to integrate Major League Baseball. He joined the all-white Montreal Royals, which was a farm team for the Brooklyn Dodgers in 1946.

From the beginning of his career with the Dodgers, Robinson was tested. Some of his white teammates objected to having a Black man on their team. Even some white people in the crowds booed at Robinson. His family even received threats. Even though he experienced this racism on the field, Robinson had an outstanding start with the Royals. He averaged .349 for a batting average and .985 in the field.

His successful year in the minors got him to the Dodgers. But the racism and harassment continued there too. The manager from the Philadelphia Phillies shouted derogatory terms at Robinson from their dugout! Many players on other teams even threatened not to play against the Dodgers. Even some of his own teammates threatened to sit out. The Dodgers manager informed them that he would trade them versus Robinson. This loyalty set the tone for the rest of Robinson's career with the team.

The National League President Ford Frick, Baseball Commissioner Happy Chandler, Jewish baseball star Hank Greenberg, as well as Dodgers shortstop and team captain Pee Wee Reese supported and defended Jackie Robinson. One time, while fans said horrible things to Robinson, Reese walked over and put his arm around his teammate. This gesture has become legendary in baseball history.

Robinson put the prejudice and racial harassment aside. He showed everyone his talent and love for the game. He led the National League in stolen bases and was selected as Rookie of the Year. He also led in stolen bases and earned the National League's MVP Award. This is a summary of his baseball career:

From 1947 to 1956, Robinson had a .311 average over 4,877 at-bats and recorded the following stats:

- 137 home runs
- 1,518 hits
- 734 runs batted in
- 197 stolen bases
- .409 on-base percentage
- .883 on-base plus slugging

Robinson helped the New York Yankees win one more National League pennant the following season. In December 1956, Robinson was traded to the New York Giants. He never played a game for them. He retired on January 5, 1957. Five years later, in 1962, Robinson became the first Black player to be inducted into the National Baseball Hall of Fame in Cooperstown, New York.

After baseball, Robinson became active in business and continued his work as an activist. He worked as an executive for Chock Full O' Nuts and helped make the Black-owned Freedom Bank become a reality.

Robinson was a civil rights activist. He testified in 1949 to the House Un-American Activities Committee. He called out the New York Yankees for being racist. Robinson could not break the color line after playing for the Dodgers. In his later years, Jackie Robinson decided to work with legislators for more racial integration in sports.

Here are some of Jackie Robinson's quotes that inspired me:

- *There's not an American in this country free until every one of us is free.*
- *The way I figured it, I was even with baseball and baseball with me. The game had done much for me, and I had done much for it.*
- *A life is not important except in the impact it has on other lives.*
- *Baseball is like a poker game. Nobody wants to quit when he's losing; nobody wants you to quit when you're ahead.*
- *Not being able to fight back is a form of severe punishment.*
- *A Black man, even after he has proven himself on and off the playing field, will still be denied his rights.*
- *I'm grateful for all the breaks and honors and opportunities I've had, but I always believe I won't have it made until the humblest Black kid in the most remote backwoods of America has it made.*
- *I had learned that I was in two wars: one against the foreign enemy, the other against prejudice at home.*
- *I want to thank all of the people throughout this country who were just so wonderful during those trying days.*
- *I like friends just as much as other people. But if it comes down to the question of having a choice between the friendship of some of these writers and their respect, I'll take their respect.*
- *I'm going to be tremendously pleased and more proud when I look at the third base coaching line one day and see a Black face managing in baseball.*
- *Black America has asked so little, but if you can't see the anger that comes from rejection, you are treading a dangerous course.*
- *If I had to choose tomorrow between the Baseball Hall of Fame and full citizenship for my people, I would choose full citizenship time and again.*
- *The right of every American to first-class citizenship is the most important issue of our time.*
- *Above anything else, I hate to lose.*

- *I'm not concerned with your liking or disliking me... All I ask is that you respect me as a human being.*

Artmaking

I used two canvases. On the bottom canvas, I found a black and white photo of Jackie Robinson coming up the bat. I decided to make a bat out of cardboard tube covered with paper towel and mod podge. He is swinging the bat out of the canvas to show how he broke through the color barrier. Nothing would stand in his way. I made the breakthrough red to show power. Red is a power color. I found photos of his life, times he was discriminated against, and career in baseball. I mod podged those on the top canvas to show what he was trying to overcome by using baseball to send a message about equity.

#69

Artist: Damonta Davis

Title: The Lifelong Legacy of Walter Payton

In my essay, I discuss Walter Payton's accomplishments and activism and his life and legacy. Walter Jerry Payton was not just a running back, but did good work for the community. I never heard of him before. I never learned about him in school. I wanted to know more about Black football players who made a difference. I think young people should know about him because he was a hero, and if they want to, they can be just like him.

Walter Payton was born July 25, 1953 in Columbia, Mississippi. He was very active as a kid. He went to church a lot and joined the Boy Scouts. Walter was in a marching band and sang in the choir. He played football in high school. He also played at Jackson State University in Mississippi.

Walter was drafted by the Chicago Bears in their first-round. He was also the fourth player selected in the 1975 National Football draft. Walter Payton played professional football, he was 5 foot 11 inches tall. He weighed 200 lb. Walter played 13 seasons with the Chicago Bears. His nickname was "sweetness." His rushing average was 16,726 yards. His rushing average was 4.4. His rushing touchdowns were 110. He had 492 receptions and 4,538 receiving touchdowns.

Before Payton died of Primary Sclerosing Cholangitis (PSC). This is a type of cancer that hurts someone's liver. It is very painful and many times people need a liver transplant. Payton ultimately wanted the best for each person on earth. He tried giving his best for certain issues from segregation to organ donations. That is a good person right there.

At the end of all this, I noticed that Walter Payton was a kind person who loved to care for those in need unlike some wealthy people who I think only care about themselves. Walter

Payton was not only a great football player, he is a hero to me now even though I never had a chance to know him in person. He cared about those on the verge of dying because he raised money to help those in need. He saw the positives in people. I know he cared about people.

Walter Payton was a good man he donated to the Walter and Connie Payton Foundation. The foundation is called WCPF. They did this out of kindness and he wasn't stingy with his money. He used it for people who didn't have the money for what they needed he always had. God was on his side. He used money for people to eat and sleep and live. I feel that he should of stayed on this earth, but it was his time sadly.

Artmaking

In my art, I put a picture of Walter Payton at the top. I found pictures to show how he left a legacy. All the things he did or was famous for are below him because those are like steps or bricks. This is what he built. I painted a football field in the background using the Chicago Bear colors of orange and blue. There are pictures of his family, playing football, and of the money he gave away to people in need.

#70

Artist: Angel Cunningham

Title: The Harlem Hellfighters

Originally founded in New York in 1913. The group originally started by loading boats and helping with supplies during the war. The Harlem Hellfighters were originally the 15th New York National Guard regiment. when they were originally brought into the war, white soldiers didn't want to serve with them.

The Harlem Hellfighters were war heroes, but they didn't get that recognition till after the war. Actually, during the war, the Harlem Hellfighters spent more time on the front lines than any other American unit of its size. While on the front line, they suffered 1500 casualties during their time serving. They spent 191 days in the trenches and once again spent more time there than any other American unit of its size. The Men Of Bronze was another nickname the French gave them after witnessing them fight in the trenches.

Before getting drafted they trained at Camp Wadsworth in South Carolina. While they were there they experienced extreme racism and discrimination. William Henry Johnson was a war hero who fought off a German raid, killing multiple Germans, and rescuing a battle buddy

all while suffering from 21 wounds. He earned 2 purple hearts, a medal of honor, and a Croix de Guerre. He was the first American to earn the Croix de Guerre in World War 1.

After the war, The Harlem Hellfighters had grown fame in America and Europe. The medal Croix de Guerre was awarded to around 170 members of the unit. When they returned home their fame didn't last long. Once again they were being denied things and services because of the color of their skin. They were even denied a spot in the "Rainbow Parade" because "Black isn't a color in the rainbow".

In conclusion, They are very important people in history but were drowned out and not taught during Black history month. I also feel that they made a big impact in removing specific laws that target Black people. The Harlem Hellfighters are a big inspiration to African Americans who may want to join the Army.

Artmaking

They are in the middle of the canvas. Their faces are covered. They should have been awarded for their service. However, they were dismissed. This is a crime.

#71

Artist: Tyrell

Title: First Black Major League Player

African American history is celebrated during the month of February every year. I never learned about a lot of Black people in school, and I never learned about the person who interested me. I wanted to learn more about Jackie Robinson. People such as Malcom X and Martin Luther King may have fought for civil rights and inequality to get equal rights for Americans Black citizens, but Jackie Robinson was important too. In my abstract, I talk about how Jackie Robinson was an influence on the world as the first Black person to play Major League Baseball (MLB).

Jackie Robinson was born in Cairo, Georgia and moved shortly after his birth to Pasadena, California. His middle name, Roosevelt, was named after president Theodore Roosevelt. Not only was Robinson a baseball player, he also played tennis, basketball, track, and football (WorldStrides).

He did not graduate due to financial hardship problems. After he dropped out due to financial problems, he later joined the Army in 1942. He served as a second lieutenant. After protesting because of racial discrimination during his military service, Robinson was later discharged in 1944 (California Community College).

Jackie Robinson was the first Black player to play major league baseball in the United States. On April 15 1947, he broke the decades-old "color line" in Major League Baseball.

He was also one of the most visible Black people to fight for civil rights because he was a role model for Black people. He provided a blueprint for the future.

In conclusion, Jackie Robinson inspired more Black people to make their dreams to come true by playing baseball in a White-dominated sport. Black people could see him play and know that this could be them someday. Jackie Robinson inspires me. I respect the courage he had to speak up and not allow White people to stand against him.

Artmaking

For my art project I painted a blank canvas blue. I painted it blue in connection with the team that Jackie Robinson played for, the Brooklyn Dodgers. Then I glued a picture of Jackie onto the blue canvas. Jackie is holding a baseball bat. I then printed off faces of white fans and coaches who are yelling and screaming negative things at Jackie. This represents the hate that Jackie had to go through while he was playing. I used symbolism by showing Jackie hitting a baseball. The baseball represents "hate". The ball flying away after Jackie hits it represents Jackie tuning out and pushing the hate away, just as he had to do when he was playing.

#72

Artist: Santanah Morton

Title: A Civil Rights Leader

Have you ever had a one-letter last name? Malcolm X did. Malcolm X is a very famous Black history figure. Martin Luther King Jr may be more famous, but Malcolm will become even more famous as people learn about him. In my essay, I talk about how famous and how he struggled, but overcame his troubles. I will also talk about his life achievements and awards.

Malcolm X was born in Omaha, Nebraska. (PBS). Malcolm struggled during his life because he did not have a father figure since his father was killed by the Ku Klux Klan. At the age of 20, Malcolm is sent to jail in Charlestown, Massachusetts, and assigned prisoner number 22843. He remained behind bars until 1952. He had stolen a watch and was put in jail. This is significant because he had struggled during the earlier years of his life but he kept going and trying to be a good person. (PBS)

Malcolm X spoke to the Black community in the US during the 1960s civil rights movement in a way that connected them with their fellow African Americans who had long suffered injustices. This is significant because he spoke out to make his people stronger and wiser so they could help others and black people would be known for having a good influence on

each other. He argued for black power, black self-defense, and black economic autonomy, and encouraged racial pride.(PBS)

Malcolm was shot multiple times and died from the wounds. He was shot in Manhattan, New York. Thomas Hogan was the person who killed Malcolm because he disagreed with him. This is also significant because Malcolm X was doing the right thing but somebody did not like it and wanted to end him short.

Malcolm X was a good person because he helped influence his people and he got killed doing what he wanted for his friends and family. He overcame his troubles by keeping on trying to help himself and others.

Artmaking

I decided to mod podge Malcolm X's picture and put some of his famous words. I made the background red since red is my favorite color. The color red also represents his sacrifice, courage, and passion. He shows sacrifice from his life, Courage is him speaking up, and passion represents his love for Black people. This represents what he believes about Black rights. The painting means alot to me because it is very similar to my other artwork I did. We need more people like Malcolm X and we need more Black mentors. I also put a big Black X to represent his last name. I put the X on the background behind his face since you know his name is Malcolm and then his last name is X.

#73

Artist: Aryana Major

Title: Unknown Stories: Alice Walker

Black History Month is a month to recognize African Americans and what history they have made. Usually, this month is about really known people like Martin Luther King, but some unknown stories out there need some light to shine on them. Alice Walker is an African American activist whose story is unrecognized. Alice has written many award-winning books. In this essay, I will show you the history of Alice Walker and explain the impacts she made on society.

I chose Alice Walker because of her background and history. She was a Black activist and a strong Black woman. Her story started after her brother shot her in the eye accidentally with a BB gun. Alice's mother didn't want her to do chores, so instead, her mother gave her a typewriter. Alice typed and wrote poems, which then got her into Spelman College with a scholarship (National Museum of African American History & culture).

For two years, before she transferred to Sarah Lawrence College. After Alice graduated she moved to Mississippi where she started getting involved in civil rights movements. Alice later got married to her husband, a Jewish white man who was also an activist. They were the first interracial couple to get married in Mississippi. They later had a daughter named Rebecca Walker. Their life in Mississippi was starting to get lonely and isolating(Britannica).

Alice Walker and her family were receiving threats from the KKK, Which caused her and her husband to get a divorce. Alice started working harder after the divorce making her book "The Third Life Of Grange" in 1970. Alice later came out with her first short story collection. " In Love and Trouble of Black Women", talks about abuse in the African American community in 1970. When Alice later moved to New York she started working as an editor for Ms. Magazine, continuing to write novels and short stories.

Alice's story finally started getting attention after she moved to California and wrote her most famous novel " The Color Purple". In conclusion, Alice has written many books and has been an activist for many different causes. Alice has helped many causes like blindness awareness showing kids that just because they are blind doesn't mean they can't accomplish many things. Also the cause of interracial couples. Alice's novels have changed many lives of many communities and society, with her writing and will continue to.

Artmaking

I found a photo of an old type writer. I mod podged a photo of it on the canvas with her photo. I mod podged her photo next to the type writer. I also found other pictures of Alice throughout her life. I decided I would put the words I wrote on her typewriter because I may want to be writer someday too. She is an inspiration to young Black women.

#74

Artist: Jaylen Chatmon

Title: Jackie Robinson

Black History has been celebrated since 1926 in February every year since then. Figures like Martin Luther King and Malcolm X are seen for their big contributions to society and the world everyone lives in. Jackie Robinson is the first African American to play major league baseball and break the race barrier for professional sports. This was a huge step in the fight for racial equality in the United States. In my essay, I will prove that Jackie Robinson playing baseball helped the equality for African Americans and civil rights.

Jackie Robinson was born on January 31, 1919, in Georgia, U.S., and died on October 24, 1972, in Stamford, Connecticut, and went to Cleveland Elementary School, Washington Middle School, Muir High School, Pasadena City College, and UCLA. And was the first Black baseball player to play in the American major league during the 20th century. He was an infielder and outfielder for the Dodgers from 1947 through 1956. On April 15, 1947, Robinson broke the race barrier of major league baseball (MLB) when he appeared on the field for the National League Brooklyn Dodgers ([Jackie Robinson | Biography, Statistics, Number, Facts, & ...](#)). Robinson joined the Montreal Royals, the Dodgers top farm, in 1946 and led the International League with a .349 average and 40 stolen bases. He earned a promotion to the Dodgers and made his National League debut on April 15, 1947, as Brooklyn's first baseman." It was the most eagerly anticipated debut in the annals of the National pastime ([Baseball Hall of Fame](#)).

Jackie Robinson changed the way Americans think. When Robinson went on [the field for the Brooklyn Dodgers](#) more than 60 years of racial segregation in major-league baseball came to an end. He was the first known black player to perform in the major leagues in the twentieth century and went on to be the first to win a batting title, the first to win the Most Important Player award, and the first to be inducted into the Baseball Hall of Fame. He won Major league Baseball's first official Rookie of the Year award and was the first black or white player to be featured on a U.S. postage stamp ([Society for American Baseball Research](#)).

From 1942 to 1944, Robinson served as a second lieutenant in the U.S. Army. However, he never saw combat. During military training camp at Fort Hood, Texas, Robinson was arrested and court-martialed in 1944 for refusing to give up his seat and move to the back of a segregated bus. Robinson's perfect reputation combined with the labor of friends, the NAACP, and various Black newspapers shed public light on the injustice. Ultimately, he was acquitted of the charges and received an honorable discharge. His courage and challenge to racial segregation were one precedes and indicate the impact Robinson would have in Major League Baseball([Biography https://www.biography.com](https://www.biography.com) > ... > [Baseball Players](#)).

In conclusion, Jackie Robinson had an impact on racial segregation and broke the race barrier in the major league by playing baseball for the Dodgers and more. He was a very inspirational figure and athlete because he played baseball for the Dodgers and helped with racial equality. I think Jackie was important because he played baseball changed the way Americans think and fought for civil rights.

Artmaking

He changed the minds of White society about Black people. White people did not believe Black athletes should play with White athletes. I painted the background blue because it's the color of the sky. Jackie Robinson is on the field hitting the ball. I found White faces and mod podged them on there with a light bulb above each of their heads. They finally get it. Black athletes matter.

#75

Artist: Casey Goldwin

Title: Never Heard of Him Before This...That's Wrong

Huey P Newton. I never heard of him before. Not in school, for sure. This only seems important during the month of February, Black History Month. And still, his name didn't hear his name. People like Harriett Tubman and Dr. Martin Luther King are the names I kept hearing, not Huey P. Newton. In this essay, I discuss Huey P. Newton and his role in the Black Panther Party.

The Black Panthers were led by Huey P. Newton and Bobby Seale in Oakland, California. Together, they created over 60 community partnerships to help support Black people.

Huey was born in Monroe, Louisiana on February 17, 1942. He was the youngest child in his family, His father was a sharecropper. He was a very smart man. He taught himself how to read. Huey's father witnessed 37 people from his parish getting lynched just because they were Black. Huey wanted to fight against this.

In 1966, the Black Panther Party was born. Huey co-led the Black Panthers with Bobby Seale were the leaders. This organization was for "self-defense." Black people were dealing with segregation, police brutality, poverty, drugs in neighborhoods, poorly funded schools, and limited or no access to healthcare. They wanted to protect the Black people that lived in their community. The Black Panthers wanted to change the community in a good way. Everything was free: clothing, housing, healthcare, supplies, and protection. They started the free breakfast and lunch programs we know about in schools across the country.

Huey was killed on August 22, 1984 by someone from the Guerilla Gang. There was a lot of tension between Huey Newton and the Guerilla Gang for over 20 years. He was only 47 years old when he died. Even though Huey died, the Black Panthers continued. They are still around today. I think Huey would have joined up with the Black Lives Matter movement to make more changes to improve the lives of Black people.

In conclusion, Huey P. Newton was a man who just wanted to save our Black community. He didn't mean any harm to anyone else. His legacy of leading the Black Panthers continues because they still exist today. However, the Southern Poverty Law organization said they are really a hate group. The new Black Panthers believe they should have their own nation. They do not support Jewish people, encourage violence against White people, and harming police officers. I understand where they are coming from, but I understand how they feel about White people and why they want to be around all Black people. But, I don't really agree with them because all White people may not be like that and I want to be around other people too.

Artmaking

I put a Black Panther sign in the background. I have a photo of Huey P. Newton as a Black Panther in the middle of the canvas. I put him in the middle of my art because he was one of the people who started the Black Panthers. I put pictures of free breakfast/lunch, clothing, housing, healthcare, supplies, and protection. Why? These are all of the things Black Panthers offered their community. This is important to me because they were trying to help Black people.