

<b>LESSON PLAN: BIG IDEA TWO SYRUS MARCUS WARE</b>	
<b>GRADE LEVEL</b>	Grade 6
<b>LENGTH OF LESSON</b>	~45 - 60 minutes
<b>STUDENTS' IDENTITIES &amp; BACKGROUND</b>	Include a description of students' identities as a Grade 6 class (including their cultural identities)
<b>LEARNING GOALS</b>	<p>With this lesson plan, you can engage in the curriculum's Big Idea: "Exploring stories and other texts helps us understand ourselves and make connections to others and to the world."</p> <p>Connect with the curricular competency to <b>comprehend and connect</b> (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</li> </ul> <p><b>create and communicate</b> (writing, speaking, representing)</p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking</li> </ul> <p><b>curricular content</b></p> <ul style="list-style-type: none"> <li>• Story/text techniques of persuasion</li> </ul>

	<ul style="list-style-type: none"> <li>Strategies and Processes oral language strategies, metacognitive strategies</li> </ul>
<p><b>LAYERED TEXTS/RESOURCES</b>          *Teachers please make sure to pre-watch the videos prior to showing them in your class.</p>	
<p><b>VIDEOS</b></p> <p>Queer (Self) Portraits: Syrus Marcus Ware (3:42 minutes)  <a href="https://www.youtube.com/watch?v=MMsr6ukWKBA">https://www.youtube.com/watch?v=MMsr6ukWKBA</a></p> <p>Syrus Marcus Ware - Transgender Archives Visitor (3:53 minutes)  <a href="https://www.youtube.com/watch?v=cyeuNpa_28A&amp;feature=emb_logo">https://www.youtube.com/watch?v=cyeuNpa_28A&amp;feature=emb_logo</a></p>	<p><b>RESOURCES</b></p> <p>About Syrus Marcus Ware  <a href="https://syrusmarcusware.com/about/">https://syrusmarcusware.com/about/</a></p> <p>Images:          Activist Portrait Series <a href="https://www.syrusmarcusware.com/art/activist-portrait-series">https://www.syrusmarcusware.com/art/activist-portrait-series</a></p> <p>TSG: Exhibition Curated by Syrus Marcus Ware <a href="https://syrusmarcusware.com/past-projects-exhibitions/thats-so-gay-on-the-edge/">https://syrusmarcusware.com/past-projects-exhibitions/thats-so-gay-on-the-edge/</a></p> <p>More about these artworks:          Since 2016, <i>Activist Portrait Series</i> has celebrated activists’ culture and lives and has been a way of understanding the choices made — small and large — in making the world a better place. One where we all have self-determination. One where we all get to be free.          Creating these large-scale portraits of activists, revolutionaries, and community mobilizers has been an act of reverence; a celebration of life and choice and of action(s). By using the methods and modes of painting and portraiture, community — specifically Black, Indigenous, Queer and Trans, the disability community — is documented as a lived reality and painted into art history. Lives are rendered visible through this large format and use of a style and medium previously reserved for dignitaries and wealthy patrons. The artistic tradition of painting is impacted by re-enforcing systemic structures such as class hierarchies, racism, and defining which humans are valuable. This body of work attempts to interrupt this process by re-entering the frame around “unintelligible bodies” — those on the margins.</p>

<p><b>VOCABULARY &amp; CONCEPTS</b></p>	<p>Trans Archive</p>
<p><b>STUDENT SPARK</b></p>	<p>Show Queer (Self) Portraits: Syrus Marcus Ware (3:42 minutes)  <a href="https://www.youtube.com/watch?v=MMSr6ukWKB">https://www.youtube.com/watch?v=MMSr6ukWKB</a>  <a href="#">A</a></p> <p>and</p> <p>Syrus Marcus Ware - Transgender Archives Visitor (3:53 minutes)  <a href="https://www.youtube.com/watch?v=cyeuNpa_28A&amp;feature=emb_logo">https://www.youtube.com/watch?v=cyeuNpa_28A&amp;feature=emb_logo</a></p>
<p><b>BODY OF LESSON</b></p>	<p>Introduce Syrus Marcus Ware</p> <ul style="list-style-type: none"> <li>• Syrus Marcus Ware is an artist, activist, and scholar. As a visual artist, Syrus works within the mediums of painting, installation and performance to challenge systemic oppression. Syrus’ work explores the spaces between and around identities; acting as provocations to our understandings of gender, sexuality and race. <a href="https://syrusmarcusware.com/about/">https://syrusmarcusware.com/about/</a></li> <li>• Ware is a trans man. He joined McMaster University’s School of the Arts in September 2020, teaching courses in theatre and film studies and working with SOTA faculty to develop the iArts program. <a href="https://dailynews.mcmaster.ca/articles/making-the-revolution-irresistible/">https://dailynews.mcmaster.ca/articles/making-the-revolution-irresistible/</a></li> <li>• Syrus Marcus Ware, artist, activist, and scholar says: “Art can help us to imagine things and picture a future that is hard to just articulate using words or even... direct action”.</li> </ul> <p>Show the Activist Series Portrait images</p> <p>Watch Queer (Self) Portraits: Syrus Marcus Ware (3:42 minutes)  <a href="https://www.youtube.com/watch?v=MMSr6ukWKB">https://www.youtube.com/watch?v=MMSr6ukWKB</a>  <a href="#">A</a></p>

	<p>Ware states,</p> <ul style="list-style-type: none"><li>• “What does it mean to paint or draw a portrait of a 12-foot tall black trans woman and have that sort of reverence that’s usually reserved for popes or university presidents?”</li><li>• “I have chosen to create an entirely separate archive, a different set of ancestry of heroes I would like to see.”</li><li>• “We spend so much time thinking about what’s wrong and we need to because there’s a lot that’s wrong that needs to change. But, in addition to pulling down walls, we also have to be planting the seeds. All of my work has been about watering the seeds.”</li></ul> <p>Reflection questions:</p> <ul style="list-style-type: none"><li>• Consider Ware’s words in relation to the power of art to honour and represent individuals. Ware states that he is choosing to “create an entirely separate archive, a different set of heroes I would like to see.” Who are your heroes? What do they represent for you?</li><li>• Why is it important to Syrus Marcus Ware to create large portraits of his heroes?</li><li>• Why do you think it was difficult for Ware to find his heroes in art or in the archives?</li></ul> <p>Next, watch Syrus Marcus Ware - Transgender Archives Visitor (3:53 minutes) <a href="https://www.youtube.com/watch?v=cyeuNpa_28A&amp;feature=emb_logo">https://www.youtube.com/watch?v=cyeuNpa_28A&amp;feature=emb_logo</a></p> <ul style="list-style-type: none"><li>• The artist is speaking about how he is interested in archives as a fertile space to learn from and future activism in dramatic and exciting new ways. He came to the archives to learn more about trans people of colour in this part of Turtle Island (North America).</li><li>• “it’s so important to have spaces like this, accessible and open to the public...there is</li></ul>
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	<p>a lack of intergenerational memory... places like this are important for people to come and find”</p> <p>Reflection questions: Why did Syrus Marcus Ware go to the archives? What did it help him learn? How does he use this information in his artworks?</p>
<p><b>UNIVERSAL DESIGN FOR LEARNING</b></p>	<p><b>Engagement</b> Provide video transcripts/verbal &amp; written instructions/ American Sign Language/closed captions for video clips</p> <p>Provide options to partner activity - groups of 3 or partnering with a Peer Tutor, Educational Assistant (EA) or teacher/ written response on personal whiteboard/ online platform for participation - discussion board (eg Padlet) video recording (eg. Flipgrid - has multiple options for input) audio recording (eg. Vocaroo).</p> <p><b>Representation</b> Provide options for verbal/written/scribed participation in ChalkTalk</p> <p><b>Action &amp; Expression</b> Provide options for 3-2-1 written assignment - speech to text technologies/partner or EA scribe/ online platform (eg. Padlet or Jamboard)/ verbal response live or recorded in online platform (eg. Flipgrid or Vocaroo).</p>
<p><b>CLOSURE</b></p>	<p><b>3-2-1 Exit Slip</b> see the multimodal tools below for more resources and information</p>
<p><b>ASSESSMENT</b></p>	<p><b>3-2-1 Exit Slip</b> - is the formative assessment. Students should complete the slip during class time and post the slip to a classboard. Option: students can post their questions on a sticky note to make a parking lot of questions to address in the next classes.</p> <p><b>Dialogue</b> - a formative assessment piece from conversations students are engaging in during class time.</p>

**MULTIMODAL TOOLS**

**[CHALK TALK](#)**

A chalk talk is a routine that encourages students to consider ideas, questions and problems by silently responding their contributions. Press the button for more information.

**[3-2-1 PROMPT](#)**

The 3-2-1 response helps students structure their responses to a lesson by asking them 3 things they know from the lesson, 2 things they want to learn, and 1 question they still have. Select the button to learn more about this resource.