

GEOMETRY AS PUBLIC ART: TELLING A STORY September 2024

Inspired by the design of Armenian Heritage Park on The Greenway and geometric features that tell the story of the immigrant experience, this innovative curriculum is building common ground, all that unites and connects us.

The curriculum has been developed by the 4th grade teachers, The Eliot K-8 Innovation School, Boston Public School in partnership with educators among the Friends of Armenian Heritage Park. During Fall of 2024, with funding from The Columbus Foundation | Stephen H. Barmakian Fund to support round trip bus transportation to/from School to Park, twelve 4th grade classes, Boston Public Schools will be implementing the curriculum.

The purpose of curriculum is to:

- Spark awareness of geometric shapes, and their creative expression of ideas and thoughts, and
- Engage students in sharing their own, families' or ancestors' immigrant experience and in doing so, celebrates what unites and connects us, build common ground.

The multi-disciplinary curriculum creatively integrates geometry, art, language and social studies while promoting cross-cultural understanding and respect.

The three-lesson curriculum includes:

Lesson One: Classroom: Discover Geometric Shapes Surrounding Us.

Introduce Curriculum and About My Family, the questionnaire to guide students in speaking with a family member to learn about the first person in their family to come to this country.

Lesson Two: Park: Geometric Features Telling the Story of the Immigrant Experience.

Students experience first-hand at the Park how the geometric features: Abstract Sculpture, split rhomboid dodecahedron (solid, Euclidian geometry) and Labyrinth (plain) and Reflecting Pool (circle) tell the story of the immigrant experience, except for indigenous peoples, Native Americans.

Students are introduced to the benefits of walking the labyrinth, meditative walking to reduce and manage stress. All walk the labyrinth together, taking a moment at its center to reflect on the experience with their teacher.

Culminating Activity: Students form a circle to Play *One Step Forward* Game. Ultimately all will arrive at the center of the circle, *all coming together, celebrating what unites and connects us, building common ground.*

Lesson Three: Classroom: I AM Poem with Portrait & Geometric Illustration

Students create their *I AM Poem* told in the voice of the first person to come to this country. They incorporate information from their *About My Family* questionnaire (first lesson).

Students illustrate their poem with portrait of the individual and a geometric illustration. Students share their work.

"This curriculum is an exciting and engaging way for students to learn more about their family heritage and reflect on the American immigration experience. The curriculum is a wonderful way for teachers to learn about and better understand their students and for the students to learn about one another." - Brianna Greene, 4th Grade Teacher

"The pride just exudes from my students as they draft and revise their 'I AM' poems; being able to dive deep into their family's arrival to America is so worthwhile." - Roxanne Emokpae, 4th Grade Teacher