

# (Re)membering and (Re)imaging: Incorporating Street Art in Social Studies Curriculum and Teacher Preparation

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## Introduction

This project-in-progress used a community-based research methodology (Collins et al., 2019) and brought together a community of activists to design lessons for how street art can be used in social studies teacher preparation.

## Sanctioned or Unsanctioned?



## Project Summary

1. Self-toured street art in Sweet Auburn District (Atlanta, Georgia);
2. Conducted a self study using the street art I captured in the Sweet Auburn Area (see results section);
3. Reached out to Sweet Auburn Mural Project Team;
4. Wrote a community engagement grant to collaborate with Sweet Auburn Mural Team;
5. Conducted listening sessions with the Sweet Auburn Mural Team;
6. Drafted lesson plans/scaffolds with Street Auburn Mural Team;
7. Modeled the drafted lesson plans/scaffolds in social studies methods.

## “Sweet Auburn”



## Why Street Art?

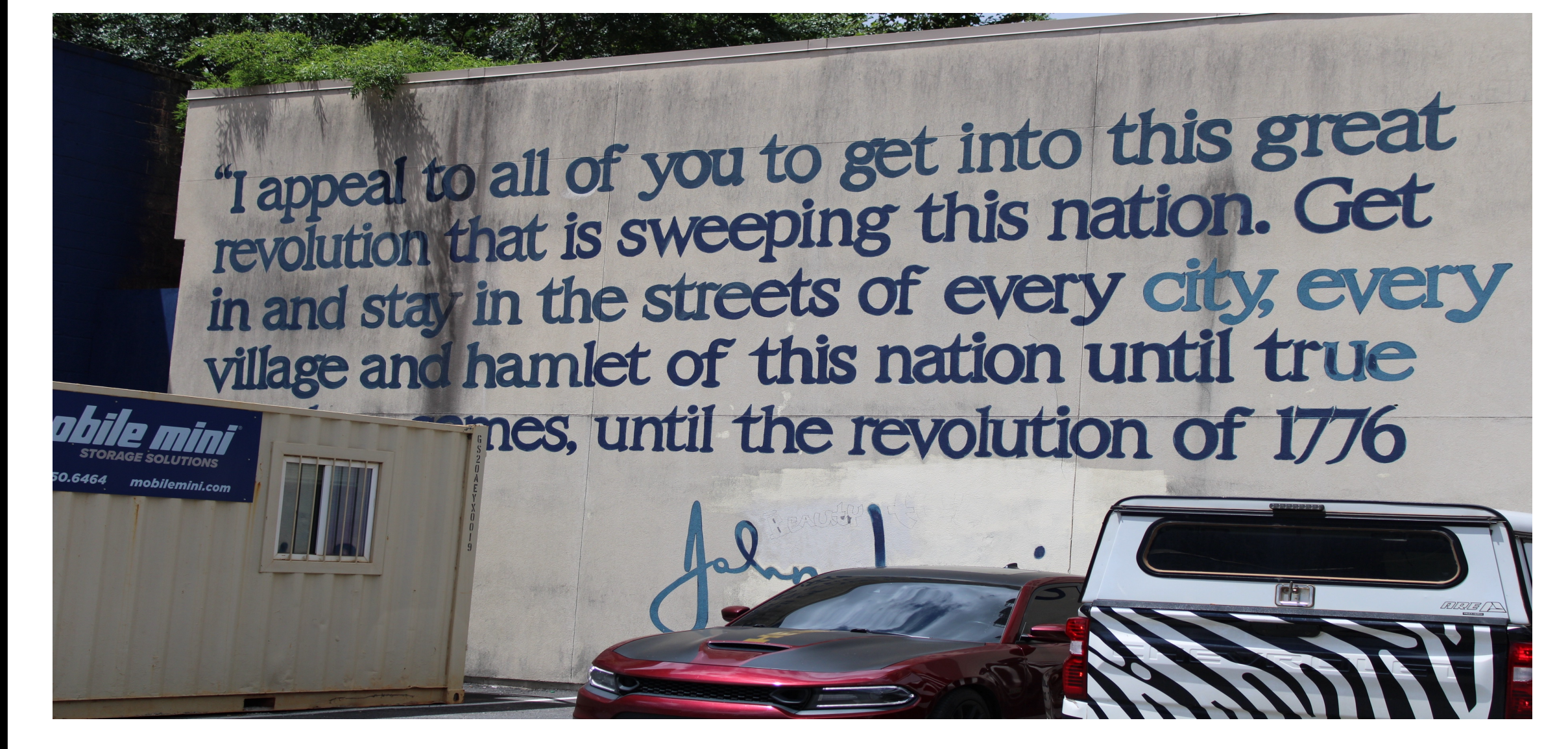
“The other street art I encountered throughout the Sweet Auburn District provides a site of education that transcends formal schooling and offers a public pedagogy that can be used to work toward needed change within local communities and greater society (O’Malley et al., 2020)... murals that offer a pedagogy to not only remember the “what was” but that also imagines the what can be is what I argue encapsulates the fullness of street art” (Lewis, In Press).

## Offering

Figure 1

Curricular Exercises Using Street Art

Theme	Definition	Supporting Questions
Remember	Any direct or indirect experience(s) or the formal or informal knowledge of what is depicted in street art.	<p>What do I already know about what is depicted in the street art?</p> <p>What does my personal experience(s) with what is depicted in the street art cause me to remember?</p>
Research	An intentional study of or engagement with sources to understand what is being depicted in street art.	<p>What do I not know, but want to know about what is depicted in the street art?</p> <p>What formal or informal sources can I use to learn more about what is depicted in the street art?</p>
Reflect	After engaging with street art, an intentional self-interrogation of one’s positionalities and position within society, especially as it relates to race, gender, socioeconomic status, sexuality, and an acknowledgement of how one can perpetuate oppression and other forms of harm.	<p>What role does my positionality play in how I made meaning of what is depicted in the street art?</p> <p>How did my engagement with street art help me interrogate prior personal or professional experiences that might have perpetuated or resisted societal oppression?</p>
Respond	Any action(s) after engaging with street art that disrupts, challenges, or critiques forms of oppression that threaten humanity.	<p>What can I do to respond to what I have learned from street art?</p> <p><b>Possible responses:</b> Create more street art, create music, vote, write a legislative leader, contact local radio stations, write an editorial, protest, speak up and out, reflect, collaborate with community groups, and/or change one’s perceptions.</p>



## References

(Collins et al., 2019); “Community-based participatory research (CBPR): Towards equitable involvement of community in psychology research,” (O’Malley et al., 2020); “Public pedagogy theories, methodologies, and ethics,” (Lewis, In Press); “If These Walls Could Talk: The Lessons We Can Learn From Street Art”.

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