# Hispanic Heritage: Frida Kahlo (Intersectionality of Ableism, Creativity and Feminism)

# Lesson title: Hispanic Heritage: Frida Kahlo (Intersectionality of Ableism, Creativity and Feminism)

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## Subject and topic:

ELA, Social Studies

## Grade level:

6-8

## Duration:

4 weeks

## Lesson summary:

Frida Kahlo (1907 - 1954) was a Mexican artist who was influenced by the Mexican Revolution. She experienced a disability at two times in her life. Her determinism helped her cope with the pain of overcoming polio, a difficult marriage and bus-trolley accident. Frida Kahlo's curiosity and love for nature were often the subjects of her paintings. Known as the "mother of the selfie," Frida also created more than 200 paintings of herself. This unit of lessons is to recognize the creativity and imagination of Frida Kahlo.

## Standards:

- CC.1.2.6.C - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- CC.1.2.7.B - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.F - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- CCSS.ELA-LITERACY.RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- CCSS.ELA-LITERACY.SL.7.1.A - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring

to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- CCSS.ELA-LITERACY.W.7.1.C - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

## Objectives:
- SWBAT cite evidence from research about Frida Kahlo IOT develop a biographical sketch of a Latinx person
- SWBAT provide at least 3 details from the text IOT determine the central idea of the passage/multimedia.
- SWBAT discuss how Frida Kahlo's relationships impacted her art IOT to analyze how events, individuals and ideas influenced culture
- SWBAT make an oral presentation about the life of Frida Kahlo IOT explain the intersectionality of discrimination and ableism.

## Essential Questions:
- What are different points of view about different topics?
- Is this a window or a mirror?
- What defines culture?
- How does conflict shape culture?
- What is worth fighting for?
- How do beliefs influence action?  How does action influence beliefs?

## Vocabulary:
- Culture
- Identity
- Conflict
- Mexican Revolution
- Polio
- Disability
- Intersectionality
- Stereotypes
- Beliefs
- Apprentice
- Window v. Mirror
- Mural

## Materials:

### Books
- Me, Frida by Amy Novesky illust. David Diaz
- Frida Kahlo by Czeena Devera illust. Jeff Bane
- Frida Kahlo and Her Animalitos by Monica Brown illust. John Parra
- Frida Kahlo & Diego Rivera by Carol Sabbeth

### Videos:
- Little Frida by Anthony Browne (available on www.getepic.com)
- Frida Kahlo: The woman behind the legend https://youtu.be/B9XYtPqWLB4
- Frida by Jonah Winter illust. Ana Juan https://youtu.be/9X8UhjnSETU

### Websites:
- https://www.fridakahlo.org/
- https://www.commonlit.org/en/texts/frida-kahlo
- https://www.readworks.org/find-content#!q:frida%20kahlo/g:/t:/f:0/pt:/features:/
- https://www.museofridakahlo.org.mx/en/the-blue-house/

## Lesson procedures

### Week One:  Who is Frida Kahlo?
- Students watch a biographical video about who Frida Kahlo is and take notes on a Lumio by Smart Graphic Organizer
- Students record details about events and interests that are associated with Frida Kahlo
- Discussion about what influenced Frida Kahlo (window or mirror?) - then record details about her on Graphic Organizer
- Students focus on the demographics of Frida Kahlo (i.e. birth/death dates, country of origin, education, influences within the family, events that influenced her, accomplishments, etc.)

### Week Two:  Mexican Revolution
- Students focus on the cultural aspects of Frida Kahlo and continue to record details on the Lumio by Smart graphic organizer
- Students learn about the Mexican Revolution and Independence Day
- Discussion about the influence of Mexico on Frida Kahlo's art; students will note what is a mirror or window then record details on graphic organizer
- Students focus on the history of Mexico and the perspectives that are considered about conflict and resolution

## Week Three: Ableism and Creativity (Intersectionality)
- Students focus on two specific events that created disability in Frida Kahlo and continue to record details on the Lumio by Smart graphic organizer
- Students will explore the terms and stereotypes associated with ableism and analyze these to the life of Frida Kahlo
- Students will compare and contrast Frida Kahlo's life with their own lives. Using personal experiences, students will begin to discuss and write essays, citing evidence from the stories they have heard

## Week Four: Frida and Diego
- Students will learn about the complex relationships that Frida Kahlo had and will finalize their graphic organizers
- Discussion about the marriages between Frida and Diego (window or mirror?)
- Students will analyze artwork and will explain their meaning based upon Frida Kahlo's life (window or mirror?)
- Students will draft a presentation that explains the culture of Mexican-born but America-celebrated artist, Frida Kahlo

## Evaluation:

Students will present their presentations (Google Slide or other media form) sharing at least 3 details that they have learned about Frida Kahlo.
- Rubric - Text Dependent Analysis
- Rubric - Presentation
- Rubric - Speaking

Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting our evaluation page to assess this lesson. You will find an evaluation both for you and your students to complete there.