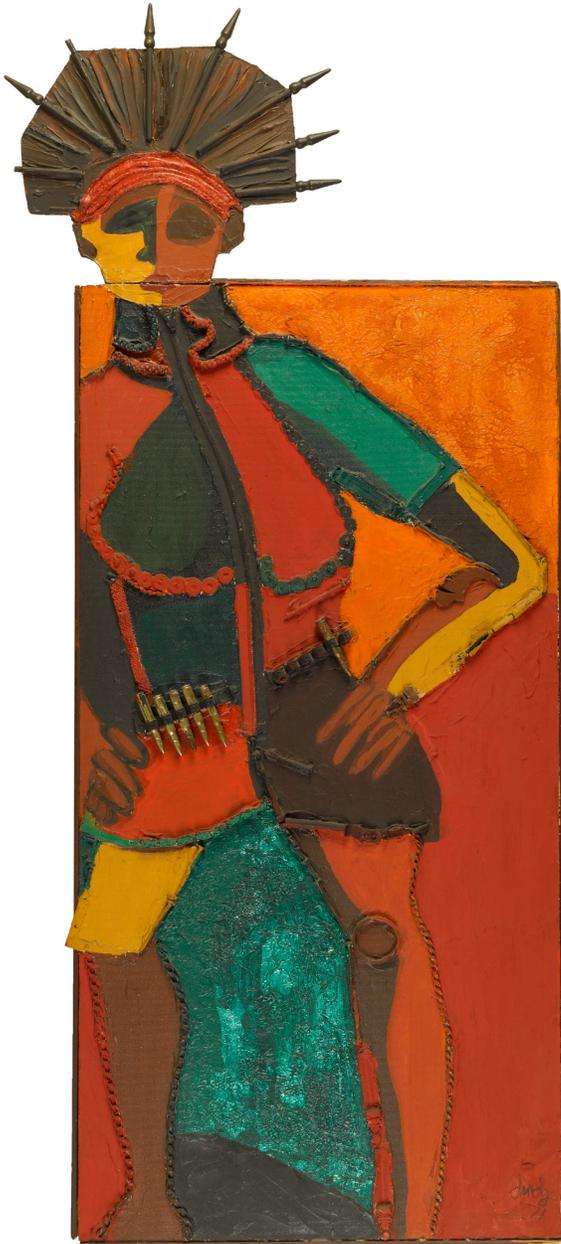




WE WANTED A REVOLUTION

BLACK RADICAL WOMEN 1965–85



Dindga McCannon (American, born 1947). *Revolutionary Sister*, 1971. Mixed media construction on wood, 62 x 27 inches (157.5 x 68.6 cm). Brooklyn Museum, Gift of R. M. Atwater, Anna Wolfrom Dove, Alice Fiebiger, Joseph Fiebiger, Belle Campbell Harriss, and Emma L. Hyde, by exchange, Designated Purchase Fund, Mary Smith Dorward Fund, Dick S. Ramsay Fund, and Carll H. de Silver Fund, 2012.80.32. © Dindga McCannon. (Photo: Jonathan Dorado, Brooklyn Museum).

This exhibition focuses on Black women artists during the 1960s, '70s, and '80s. It was an important, and at times tumultuous, period for those working to increase equality in the art world and in society in general. The works of art and ephemera (a word for historical documents) in this exhibition reflect what the artists did to build and create space for Black women in a field often dominated by white male artists. This pre-visit activity is to get students thinking about these important topics before they take their tour through the exhibition.

Activity

Divide the students into small groups and assign each group one of the following words: Revolution, Radical, Equality, Feminism, Civil Rights.

Ask each group to create their own definition of the assigned term. Once they are satisfied with their definitions, encourage them to think about what comes to mind when they hear that word.

Ask students to conduct online research to find a contemporary article, video, or research paper discussing their topic. Encourage them to look at reliable websites (such as those for museums, universities, trusted news outlets, TED Talks, etc.).

Next, ask the students to compare their online research to their initial responses to their assigned words. Did their definitions resonate with what they viewed online?

Once complete, each group should present their findings to the rest of the class. Ask them to reflect on these topics before they visit the museum.

Additional Activity

Visual Art & ELA connection: Create a concrete poem, also called a visual or shape poem, about their assigned word.



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- Ask the students if any of the works surprised them and why. Which artworks stood out the most to them? Why?
- Encourage your students to make a poster to raise awareness for something they are passionate about, like the women in the photographs by Jan van Raay. This could be made into a printmaking project.
- Create a fashion-design project inspired by Jae Jarrell. Ask your students to make/draw a piece of clothing to represent who they are.
- Go over the definition of the words “revolution” and “radical.” Ask your students why those words would be used in the exhibition they saw at the museum. Ask them if anything that they saw reminds them of movements, events, or protests that are happening in today’s world.
- Assign your students a research project on the artists or one of the collectives in this exhibition. To supplement the research, the students can create a work of art in the style of their assigned artist(s).



Jae Jarrell (American, born 1935). *Ebony Family*, ca. 1968. Velvet dress with velvet collage, 38 1/2 x 38 x 1/2 inches (97.8 x 96.5 x 1.3 cm). Brooklyn Museum, Gift of R.M. Atwater, Anna Wolfrom Dove, Alice Fiebiger, Joseph Fiebiger, Belle Campbell Harriss, and Emma L. Hyde, by exchange, Designated Purchase Fund, Mary Smith Dorward Fund, Dick S. Ramsay Fund, and Carll H. de Silver Fund, 2012.80.15. © Jae Jarrell. (Photo: Sarah DeSantis, Brooklyn Museum).

For alternative printmaking techniques for when supplies are limited, feel free to contact Lindsay Kranz at lkranz@albrightknox.org

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