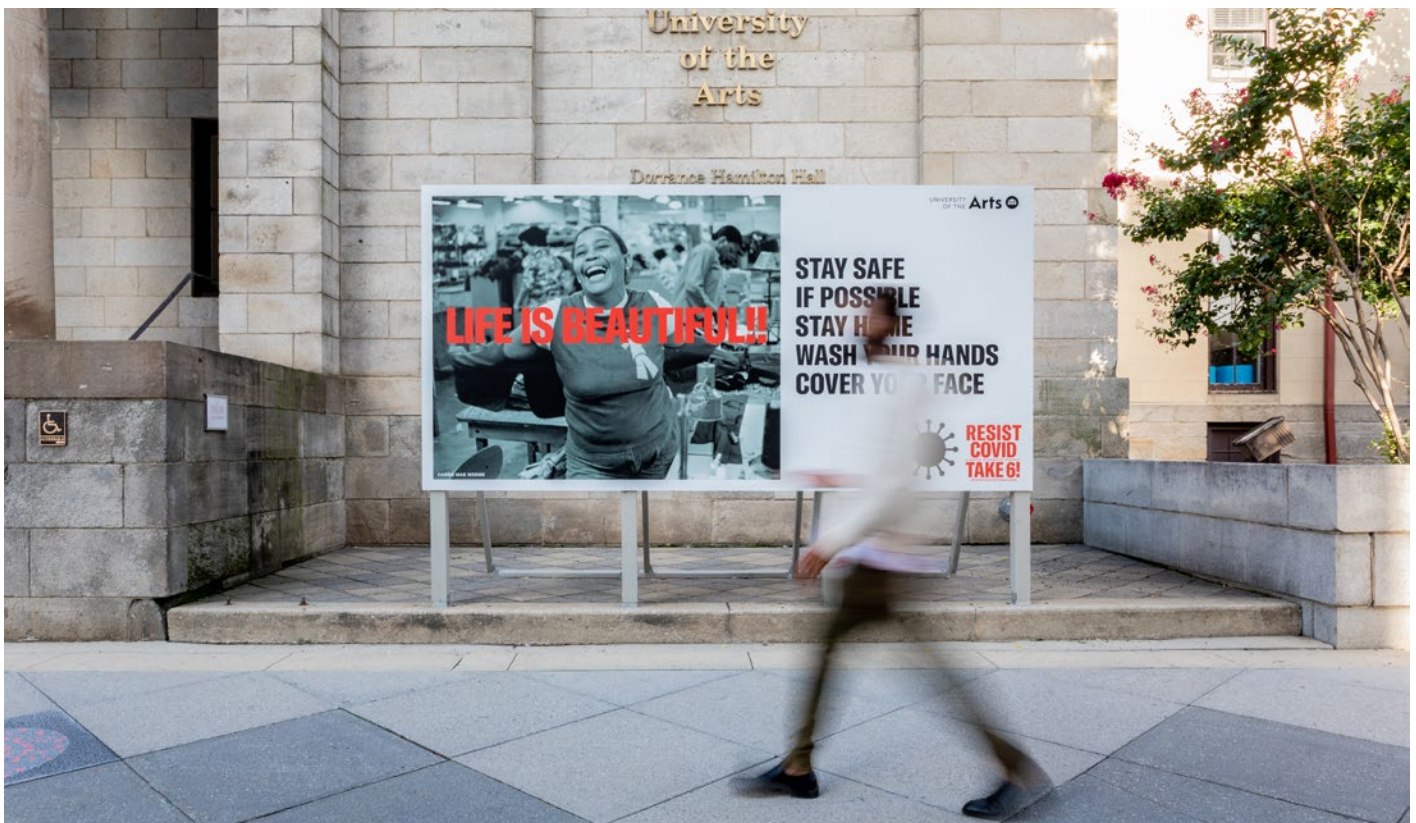


# RESIST COVID TAKE 6!

A SOCIAL IMPACT PROJECT BY  
CARRIE MAE WEEMS  
PRESENTED IN PHILADELPHIA  
BY UNIVERSITY OF THE ARTS

## A TEACHING RESOURCE & LESSON PLAN



[uarts.edu/resistcovid](https://uarts.edu/resistcovid)

UNIVERSITY OF THE **Arts** 



## OVERVIEW & PURPOSE

Conceived by Carrie Mae Weems and Pierre Loving, *Resist Covid Take 6!* is an artist-driven public awareness campaign that aims to educate and enlighten Black, Brown, Latinx and Native American communities about the impact of COVID-19 on their lives. UArts is the exclusive presenter of Weems' project in Philadelphia.

The project encourages the general public to "Take 6" steps to prevent the spread of the virus, including practicing social distancing by maintaining six feet of space from others. Through billboards, creative messaging, public art projects and other creative means, *Resist Covid Take 6!* promotes safety in Black and Brown communities through health education. Since the pandemic affects these communities in large numbers, Weems commented in an interview with [Artnet](#) that the U.S. has an "unprecedented opportunity to address the impact of social and economic inequality in real time."

Phase 1 of the project at UArts is generously supported by the Jessica Hamilton Hardy Visiting Artist Fund.



## ABOUT THE ARTIST

Carrie Mae Weems was born in 1953 and lives in Syracuse, New York. A recipient of the MacArthur Fellowship in 2013, also known as the "genius award," Weems is one of the most influential artists in the U.S. In addition to being the first Black woman to have a retrospective at the Guggenheim Museum in New York, she has received awards such as the Prix de Rome, the Frida Kahlo Award for Innovative Creativity and the W.E.B. Du Bois Medal, among other honors.

[Read Weems' full artist biography.](#)



# HOW TO USE THIS RESOURCE<sup>1</sup>

Use these steps to get started.

## 1.

Engage students with this social impact project by artist Carrie Mae Weems. Visit UArts' gallery of works to select images for discussion at [uarts.edu/resistcovid](https://uarts.edu/resistcovid).

**Draw on students' prior knowledge of the topic. Ask students to closely observe each campaign image.**

- Who created this project?
- Why was it created?
- What message is the artist trying to convey?

**Help students see key details.**

- Where does your eye go first?
- What colors and images are used?
- Who is represented in the images?
- How does the text connect to the image?
- What statistics is the artist using?
- What are the factors that influenced the design decisions in these examples?

**Encourage students to think about their personal responses to the project.**

- What feelings and thoughts do the images evoke in you?
- What do you want to know more about?
- What do you wonder about it?
- How successful is the artist's intention and execution in conveying the message?

## 2.

Promote student inquiry.

**Encourage students to speculate about the images, the creator and the community it is reflecting.**

- What is happening during this time?
- What is the artist's purpose in making this project?
- How does the artist get her point across?
- Who is the audience for this project?
- What biases or stereotypes is the artist trying to break?

**Ask whether this social impact project aligns with what the students already know.**

- Ask students to test their assumptions about COVID-19.
- Ask students to find another PSA that supports or contradicts the message of this project.

## 3.

Assess how students apply critical thinking and analysis skills to *Resist Covid Take 6!*

**Have students summarize what they have learned.**

- Ask for reasons and specific evidence to support their conclusions.
- Help students identify questions for further investigation and develop strategies for how they might answer them.

## CO-CREATION WARM-UP EXERCISES

In order to look at the reasons why community members might or might not wear masks and socially distance, and to identify things that help or hinder this, ask students a prompting question, such as, "How might we encourage more people to wear a mask?" The group can generate a list of positive and negative forces and can add to a shared pros and cons list. This activity will help the students identify and consider pain points in changing behavior.



<sup>1</sup> Adapted from [Ennis Carter's](#) Teaching with Primary Sources TPS-UArts WPA Poster Teacher Resource Guide, 2017.



# COVER STORY<sup>2</sup>

## LESSON PLAN

### ESSENTIAL QUESTION

Can you imagine a future where a social impact campaign creates change in your community?

### OBJECTIVES

Students will brainstorm ideas for a magazine cover story. This is an exercise about pure imagination, to help students to think expansively about their community and the positive impacts of a PSA message. Students should pretend as though this future has already been reported by mainstream media. It will encourage students to “think big” and also plant the seed for a future that perhaps wasn’t possible before they started this exercise.

### MATERIALS

- worksheet
- pencil or pen



<sup>2</sup> Adapted from the Cover Story exercise from *Gamestorming: A Playbook for Innovators, Rulebreakers and Changemakers* by Dave Gray, Sunni Brown and James Macanufo, 2010.

### ACTIVITY

#### 1.

Use the template provided or draw your own. If classes are meeting in person, print enough handouts for each student.

#### 2.

Explain that the object of the activity is to use the Carrie Mae Weems project as inspiration, to fill in the worksheet and generate their own cover stories about how this positive social impact project could have an effect on their own community.

- “Cover Story” tells the BIG story of their community’s success.
- “Brainstorm” documents the initial ideas for the cover story.
- “Quotes” can be from anyone related to the story.
- “Images” support the content; they can include images they’ve searched for or make quick thumbnail sketches to support their story.
- “Headlines” convey the substance of the cover story.
- “Sidebar stories” reveal interesting facets of the cover story, including statistics they research.

#### 3.

Ask the students to imagine the best-case scenario for their community and take that scenario one step further. Ask them to spend five minutes imagining their own stories. Give the students 30 minutes to generate this “story of the year” and fill out their templates with the necessary components.

#### 4.

Reconvene the group and ask for volunteers to present their cover stories. Give each student five minutes to share what they imagined and the supporting details they’ve included on their worksheet.

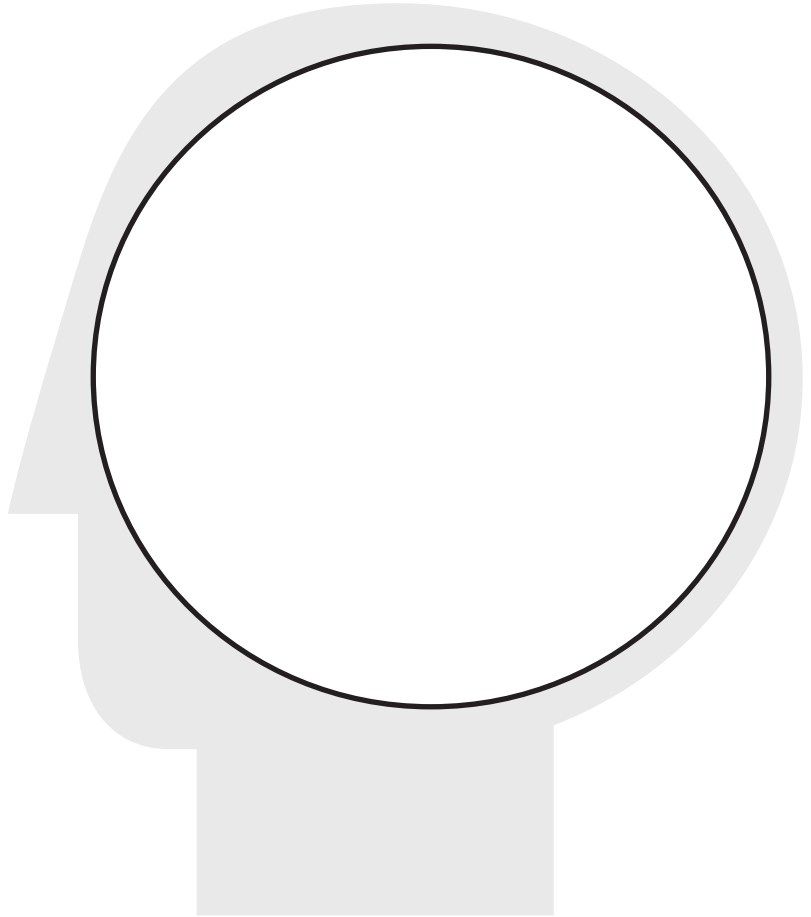
#### 5.

Note any common visions or themes among students. Ask for observations, insights and concerns about the future. Cover Story is an open-ended creative thinking exercise, showing students not to limit their exploration of their ideas—anything could be possible.

# ON THE COVER

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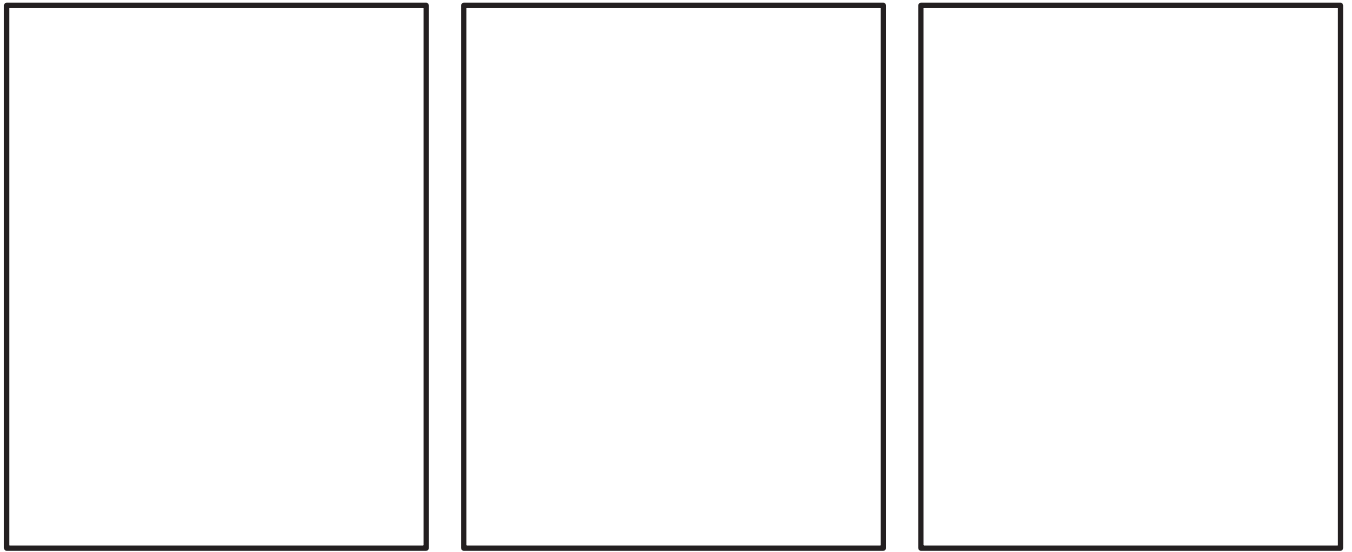
**1** Brainstorm stories.



**2** Generate some quotes.

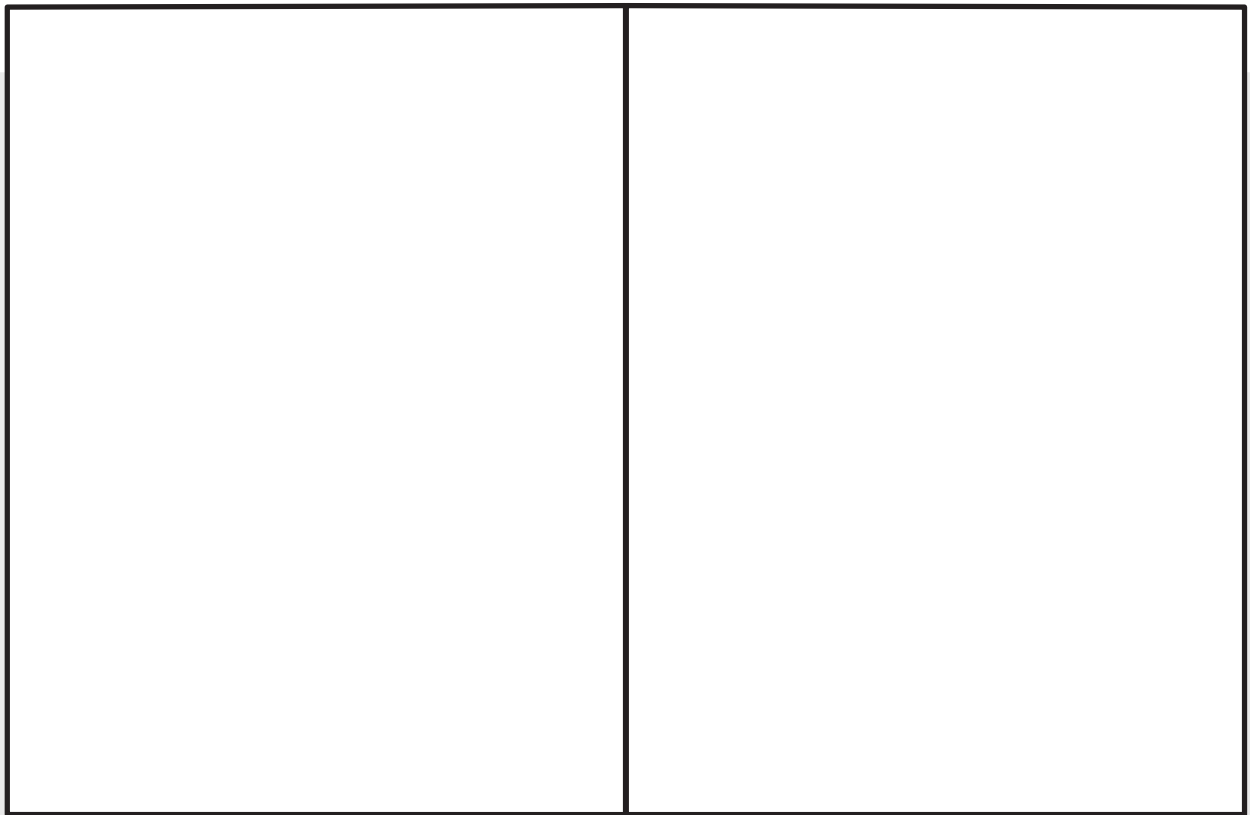


**3** Sketch some images  
you could include.

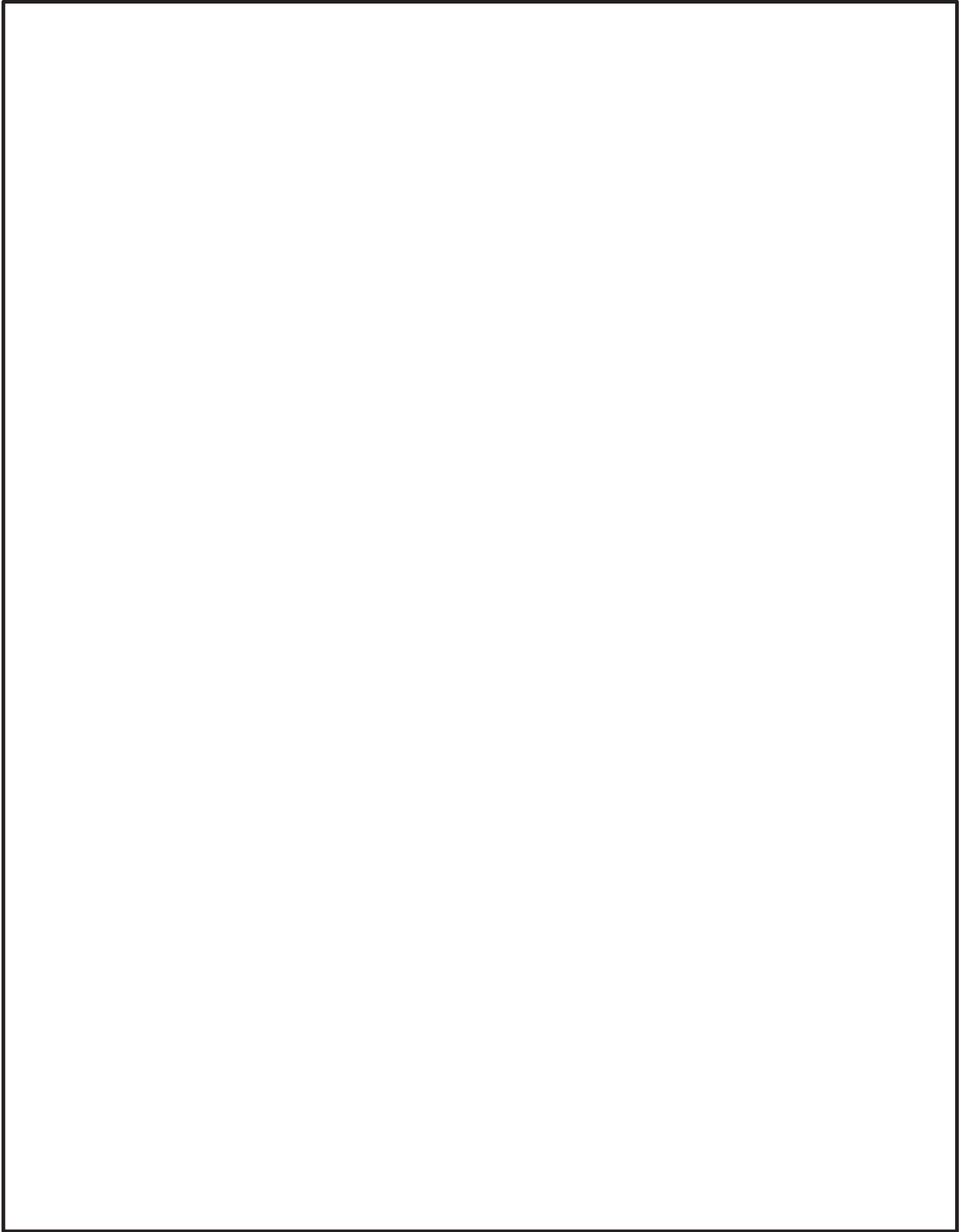
Three empty rectangular boxes arranged horizontally, intended for sketching images.

**4** What are your  
big headlines?

**5** What sidebar stories  
could you include?

Two large empty rectangular boxes arranged horizontally, intended for writing headlines and sidebar stories.

## 6 Make your cover.

A large, empty rectangular box with a thin black border, intended for a student to create a cover. The box occupies most of the page below the header and above the footer.

# TEXT + IMAGE = SOCIAL IMPACT LESSON PLAN

## ESSENTIAL QUESTION

How can impactful text and images be used to convey a message about an issue in your community?

## OBJECTIVES

Students will work to develop a social impact campaign on an issue and its effects on their community. They'll examine the elements of Carrie Mae Weems' social impact project *Resist Covid Take 6!* Students will use their personal styles, voices and designs to create their own content.

## MATERIALS

- This activity uses [padlet.com](https://padlet.com), which allows students to post their selected images and text on boards for conversation; however, use whatever platform is appropriate and comfortable for students. Alternatively, you could use a Google Jamboard or another platform that allows students to post images and text.
- Access the *Resist Covid Take 6!* campaign site for inspiration.

## ACTIVITY

Students will mock up their own graphic ideas inspired by Carrie Mae Weems' *Resist Covid Take 6!* through the following steps.

### 1.

Ask students to brainstorm a list of social, political and environmental issues in their community or some recent changes which have already had a positive impact.

### 2.

Students decide whether they would like to design a piece to advocate for a change in behavior or to celebrate a positive change that has already happened.

### 3.

Students select an image that represents the community members they wish to communicate their message to. Images could include original photographs, images found online, or clippings from magazines or newspapers.







## 4.

Students conduct further research on their ideas, which inspire their designs.

- a** Is your idea relevant to a local or municipal community?
- b** What impact are you looking to have, i.e., social or political?
- c** What symbols and images are associated with the idea you would like to work with?
- d** Is there a color associated with the visual representation you are interested in working with?
- e** What is a meaningful composition?
- f** What elements do I need to include?

## 5.

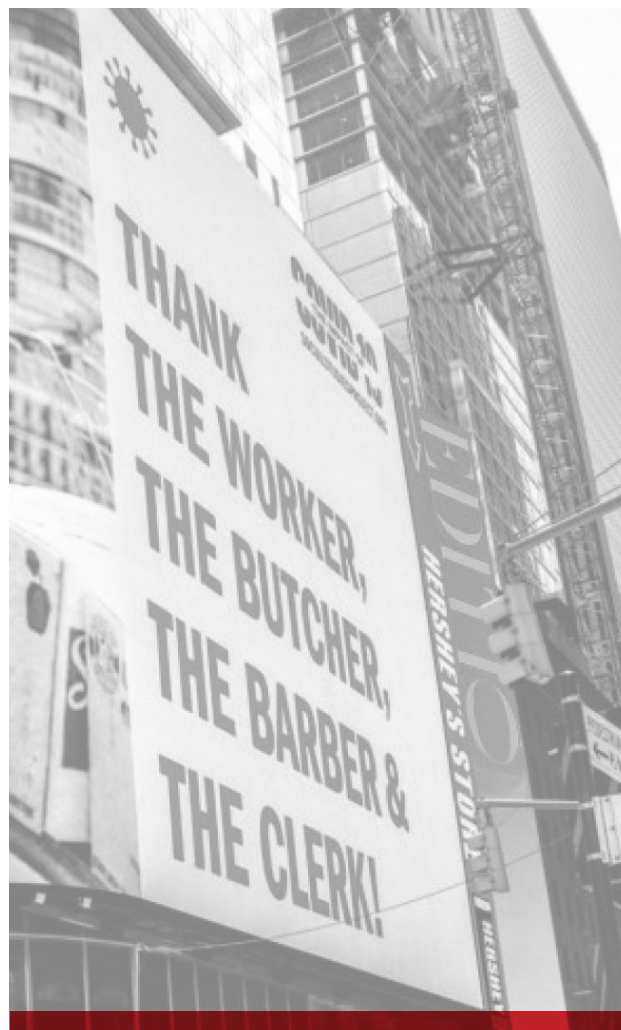
Using their research, students generate a short piece of text to include in their designs. Remember, this should be short and to the point. Tell them to imagine their designs on the side of a bus or on a billboard; the audience might only have a few seconds to read their text.

## 6.

Create an online Post-it board through **Padlet** (or another platform) you can share with your students. Provide them with the unique Padlet link.

Have each student post their image to the shared Padlet wall, and ask them to include their supporting text, which they can also upload and edit.

Students will use a device and start adding sticky notes online. They can see immediately all the ideas gathered on the teacher board.



## PADLET RESOURCES<sup>3</sup>

Instructions on how to sign up and start your padlet account are available at [padlet.com/support/account-createaccount](https://padlet.com/support/account-createaccount).

A video walkthrough of how to post a padlet is available at [youtu.be/-nLzmPfrPB0](https://youtu.be/-nLzmPfrPB0).

**You can post to Padlet in a few different ways.**

- Double-click anywhere on the board.
- Drag in your files.
- Paste from a clipboard.
- Click the + button in the lower right corner.

An article on ways to use Padlet in the classroom is available at [bookwidgets.com/blog/2017/08/30-creative-ways-to-use-padlet-for-teachers-and-students](https://bookwidgets.com/blog/2017/08/30-creative-ways-to-use-padlet-for-teachers-and-students).

<sup>3</sup> These Padlet instructions were adapted from UArts teacher resource materials created by educators Cindy Willits ([cwillits@uarts.edu](mailto:cwillits@uarts.edu)) and Maria Geiger ([mgeiger@uarts.edu](mailto:mgeiger@uarts.edu)).

# I'M YOUR FAN! LESSON PLAN



Hand Fan, Carrie Mae Weems,  
[socialstudiesproject.org](http://socialstudiesproject.org)

# ESSENTIAL QUESTIONS

Who are your heroes right now? Are you a fan of the essential workers in your neighborhood or city? Maybe your mail person or doctor? Make a fan to celebrate your hero!

# OBJECTIVES

Students will create a hand fan inspired by the example on Carrie Mae Weems' **project page**. They will use simple materials and supplies they can find at home and embellish the fans with hand-drawn or collaged imagery.

This activity uses recycled materials.

# MATERIALS

- cardboard (a cereal box, a cracker or something similar—or even a corrugated cardboard shipping box)
- adhesive or tape (what they have available)
  - glue (glue stick or white glue)
  - tape (clear tape or packing tape)
- material for a handle (popsicle sticks, cardboard, a cheap plastic spackle knife, a pencil or a plastic dinner knife)
  - If students are using popsicle sticks or cardboard, they could also use a stapler to attach the handle to the fan.
- magazines or newspapers
- a few sheets of copy paper or notebook paper
- scissors or an XActo blade
- markers, crayons, pens and/or paint

Note: Blank fans are available for purchase in small bulk quantities for less than \$1 each from [online sites](#).

# ACTIVITY

Students will mock up their own graphic ideas inspired by Carrie Mae Weems' *Resist Covid Take 6!* through the following steps.

1.

Explain that the object of the activity is to use Carrie Mae Weems' fan product as inspiration to create their own fans from recycled materials.

2.

Ask students to brainstorm ideas about who their fans will be about, and whether they intend to make a collage from found images that represent their community or draw imagery. (This lesson could be created as a follow up to the Text + Image = Social Impact lesson plan above.)

3.

Students determine the imagery they will use, whether it's a cut collage from magazine pictures or newspapers, photographs, or their own drawings.





#### 4.

First, the students gather their materials they need and set up their work areas. If they are using glue, be sure they cover the work surfaces to protect it.



#### 5.

If they are using cardboard from a cereal box, cut the two larger rectangle shapes from two sides of the box and keep what is discarded. They can be used to patch the fan or create a handle.



#### 6.

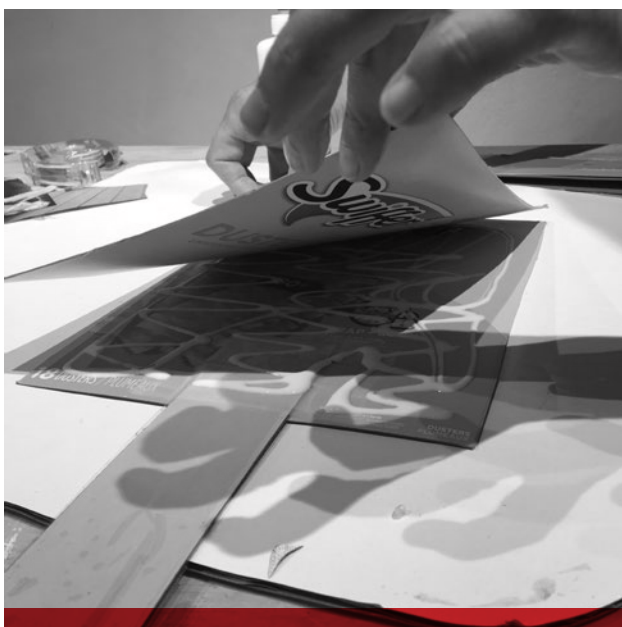
Determine the shape of the fan and cut both sides to the same shape. This could be a circular shape, a rounded-edge rectangle or a trapezoid. The shapes are cut using scissors or an XActo blade. Students can also give their fans unique edge shapes at this point.



#### 7.

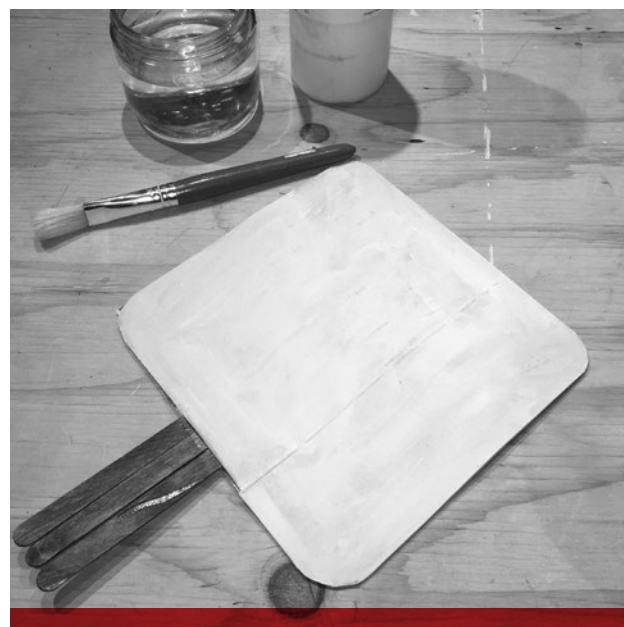
Attach the handle (popsicle stick, layered cardboard or other stick-like handle—even a pencil would work) using tape or glue to the inside of one piece of cardboard, with the plain side facing out.





**8.**

Sandwich the two layers of cardboard wrong-sides together with the handle in between. Use glue or tape to adhere the two layers together. Make sure the plain sides are facing out. This will become the base of the design.



**9.**

Decorate both sides of the fan. The text should be on one side and the image on the other, or some combination of both. Students may also choose to draw on paper and adhere it to the fan, trimming to fit. If students have paint, they can paint their fans.

**10.**

Students clean up their work areas.

**11.**

Reconvene the group and ask for volunteers to present their fans. Give each student five minutes to share who they decided to make their fan for and why they chose them.

**12.**

Note any common challenges with construction, and troubleshoot with them about how they could approach their next project differently.



Other inspiration for products created to support communities include [instagram.com/leavephillyalone](https://www.instagram.com/leavephillyalone).



# HOT TOPIC POSTER DESIGN<sup>4</sup> LESSON PLAN

A graphic design project using Adobe InDesign or Adobe Illustrator.

## OBJECTIVES

Students will design a social impact poster that is inspired by a specific style, design or artist from a selected time period. Through visual communication, they'll find a connection between social impact and design. Students will further their skills in Adobe software and design. Finally, students will complete a poster design to be used as a portfolio piece.

## MATERIALS

- Adobe software (Illustrator, Photoshop, InDesign), pencil, sketchbook
- **Poster design history**
  - On the left-hand menu, click History of Posters (the sixth item from the top).
  - Use this website to choose a style of poster to inspire your design.
- **Resist Covid Take 6!** campaign site for inspiration
- **Design inspiration**
- Free font websites
  - With an Adobe account, students can download free quality fonts with **Typekit** (some other options are **Font Squirrel** and **DaFont**).
- **Free textures**
- **Free high-res images**

## ACTIVITY

### 1.

Students research information about the impact of COVID-19 on their community or another topic they are passionate about. The more information they have about a topic, the easier it is to develop imagery that speaks to their audience. Weems used statistics, short eye-catching phrases and a minimal color palette in her designs. Note how the artist used a very small amount of information to achieve a large visual impact in each poster she designed.

### 2.

Students research the style of the poster they want to use. They may choose to use Carrie Mae Weems' *Resist Covid Take 6!* or another style of design as inspiration.<sup>5</sup>

### 3.

Students find specific artists and at least three examples of their work. They combine them in a file or folder and write what they like about them and why they chose a particular style, artist or design. Students include what part of history influenced this style/artist.

*Note: Replicating work of another artist can increase creativity. It also can be a strong tool to help learn new techniques. **Reference this article** on copying other people's art to understand why other artists inspire designs.*

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<sup>4</sup> This lesson plan was developed by Christine Bailey, graphic design instructor for UArts Pre-College Program, Continuing Education and Professional Institute for Educators, 2020.

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<sup>5</sup> Additional artist suggestions are included in the "Learn More" section of this resource guide.



## 4.

Students then decide what they are trying to convey with their posters. Are they trying to change someone's mind or create awareness? How can they do that visually? Students should consider how the design communicates to their audience.

## 5.

Students create preliminary sketches and a **mind map** for imagery. Sketch note-taking can help.

## 6.

Students work with photos in Photoshop, vector graphics in Illustrator and type in InDesign.

## 7.

Remind students that the fonts should match the styles they have chosen for their posters. If they need more options than what is on their computers, they can check **Typekit** or the free font websites included above.

## 8.

Remind students to consider composition, the use of white space and the text's interaction with the imagery they've chosen. Does the poster have balance, emphasis and rhythm? Is there a specific focal point?

## ASSIGNMENT

Size: 11" x 17"

**Things that should be featured in the poster include**

- a title or large text that grabs your attention (if it's appropriate with the design style you've chosen);
- two to three sentences about the subject (either included in the poster or added in the submission's comment section, depending on the designs you're basing your poster on);
- a self-created image (if you use image components from websites, remember to make sure that it is copyright-free); and
- the final poster can be completed in InDesign or Illustrator.

## FINAL STEPS

Save the file as PosterDesign\_name.indd or PosterDesign\_name.ai, and PosterDesign\_name.pdf.

Don't forget to include your poster, the posters of the artist that influenced you, sketches and the self-evaluation below to the learning management system.

### Write a self-evaluation of your project.

- Do you feel as though you communicated your idea of the topic successfully?
- Did you enjoy this project?
- What do you think would have made this project better?
- What information would you have liked to know in order to complete this project more successfully?
- Did you use the correct program to recreate the design style you chose?

## INSPIRATION AND EXAMPLES

This artist chose to create a poster inspired by graphic artists about honey bee decline.

Inspiration

Final Design





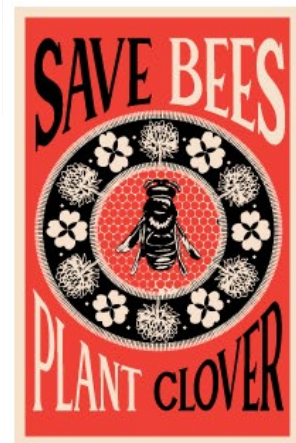
Inspiration – Hannah Hoch

Final Design



Inspiration – Shepard Fairey

Final Design



# LEARN MORE

## USEFUL BACKGROUND INFORMATION ON COVID-19

Read the Philadelphia Inquirer article [“Breaking down the toll of Philly’s coronavirus hospitalizations by race, age and neighborhood”](#) by Frank Kummer and Sarah Gantz, posted July 21, 2020. **Note:** the Philadelphia Inquirer allows local readers to view up to ten articles per month for free without a subscription.

## LEARN MORE ABOUT RESIST COVID TAKE 6!

### News

- [“MacArthur ‘genius’ artist Carrie Mae Weems on why she’s presenting COVID public art in Philly,” the Philadelphia Inquirer](#)
- [“Resist Covid Take 6!: UArts brings Carrie Mae Weems posters to Philly,” WHYY](#)
- [“Artist Carrie Mae Weems Is Planning an Ambitious Campaign to Alert the World About How the Coronavirus Has Hurt Communities of Color,” Artnet](#)

### Web

- [uarts.edu/resistcovid](http://uarts.edu/resistcovid)
- [resistcovidtake6.org](http://resistcovidtake6.org)



## LEARN MORE ABOUT CARRIE MAE WEEMS.

### Instagram

- [Carrie Mae Weems \(@carriemaeweems\)](#)

### Facebook

- [Project Activate - Home](#)

### Web

- [carriemaeweems.net](http://carriemaeweems.net)
- [socialstudiesproject.org](http://socialstudiesproject.org)

### YouTube

- [youtube.com/user/CarrieMaeWeemsVideos](https://youtube.com/user/CarrieMaeWeemsVideos)

### News

- <http://carriemaeweems.net/news.html>
- [“How Carrie Mae Weems Rewrote the Rules of Image-Making,” The New York Times Style Magazine](#)
- Weems previously participated in the [Fabric Workshop and Museum’s Artist-in-Residence program](#). During her time in Philadelphia, Weems completed the notable work “The Apple of Adam’s Eye.”



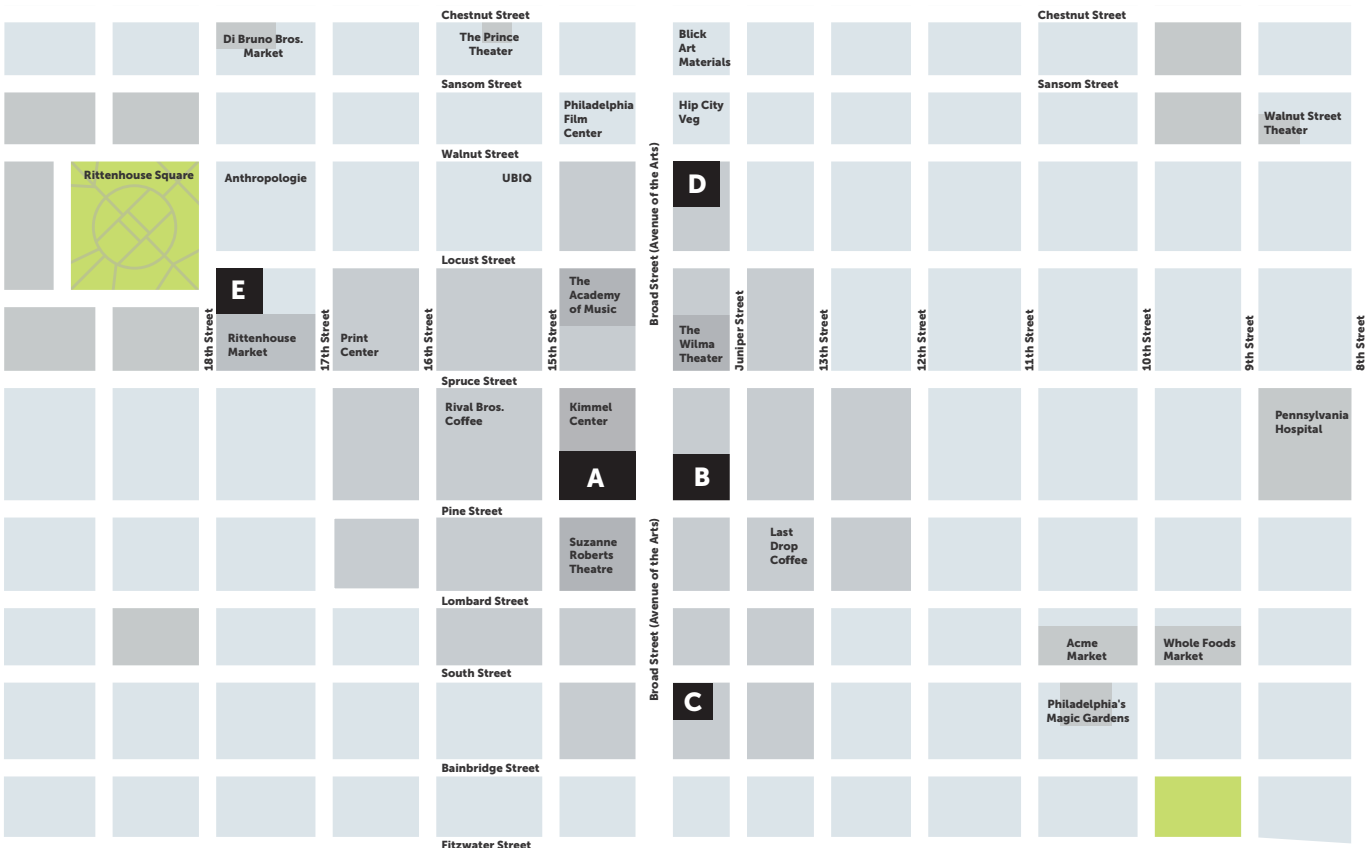
# EXTRA CREDIT



## SEE **RESIST COVID TAKE 6!** IN PERSON ON A SELF-GUIDED FIELD TRIP.

Visit the UArts campus to see *Resist Covid Take 6!*—practicing a safe social distance of six feet—at the following UArts venues, where it can be safely viewed by the public.

- A Hamilton Hall at 302 S. Broad St.**
  - two 6' x 12' billboards on either side of the front of the building
- B Rosenwald-Wolf Gallery window on Broad Street, viewable outside Anderson Hall, at 303 S. Broad St.**
  - three video PSAs that will run sequentially
- C Arts Bank at Broad and South streets**
  - project posters on the Broad Street side
- D Terra Hall at 211 S. Broad St.**
  - a large, street-level window banner (338" x 101.5")
- E Art Alliance**
  - three PSAs on a screen outside the building at 18th Street and Rittenhouse Square



# POST YOUR OWN PROJECTS TO SOCIAL MEDIA AND TAG UARTS!

Use your school's hashtag, **#universityofhearts** and **#uarts** to share your own projects with the UArts community.

## RESEARCH OTHER ARTISTS WORKING IN THE REALM OF TEXT AND IMAGE.

- [Amberella](#)
- [Jenny Holzer](#)
- [Barbara Krueger](#)
- [Nymeema Morgan](#)
- Steve ESPO Powers ([@steveespowers](#) on Instagram)
- [streetsdept.com](#), a photo-blog that discovers art on the streets of Philadelphia
- Hank Willis Thomas (made masks for [Museum of Contemporary Art Los Angeles](#))



# PROJECT EDUCATION STANDARDS

## Grade 9

### **Standard Area Concepts of Health Grade 9 - 10.1.9.E**

Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

**Standard Area Healthful Living - 10.2.9.C** Analyze media health and safety messages, and describe their impact on personal health and safety.

### **Standard Safety and Injury Prevention - 10.3.9.A**

Analyze the role of individual responsibility for safe practices and injury prevention in the home, the school and the community.

## Grade 10

**Standard – CC.8.5.9-10.E** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**Standard – CC.8.5.9-10.G** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Standard – CC.8.5.9-10.H** Assess the extent to which the reasoning and evidence in a text support the author's claims.

## Grades 11-12

**Standard – CC.1.2.11-12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively), as well as in words, in order to address a question or solve a problem.

**Standard – CC.1.4.11-12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately.

**Standard – CC.1.4.11-12.B** Write with a sharp, distinct focus identifying topic, task and audience.

**Standard – CC.1.4.11-12.C** Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Include graphics and multimedia when they're useful to aiding comprehension.

**Standard – CC.1.4.11-12.H** Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

## Grade 12

**Standard – 10.1.12.E** Identify and analyze factors that influence the prevention and control of health problems.

**Standard – 10.2.12.B** Assess factors that impact adult health consumer choices.

**Standard – 10.2.12.C** Compare and contrast the positive and negative effects of the media on adult personal health and safety. Influence the prevention and control of health problems.

**Standard – 10.2.12.B** Assess factors that impact adult health consumer choices.

**Standard – 10.2.12.C** Compare and contrast the positive and negative effects of the media on adult personal health and safety.



# ABOUT UNIVERSITY OF THE ARTS

University of the Arts' mission is simple: to advance human creativity. Established in 1876, UArts believes creativity is the most essential skill for success in today's society and has educated generations of groundbreaking artists, performers, designers and creative leaders for more than 140 years.

After being granted university status in 1987, University of the Arts became the largest institution of its kind in the nation, offering programs in design, fine arts, media arts, crafts, music, dance, theater and writing. It now features 30 undergraduate arts majors, 15 graduate programs, and the nation's first PhD program in Creativity. UArts is also home to innovative centers across disciplines, including the Center for Immersive Media, Lightbox Film Center, Philadelphia Art Alliance and Rosenwald-Wolf Gallery.

Learn more about UArts at [uarts.edu](https://uarts.edu).



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 [vimeo.com/uartsphilly](https://vimeo.com/uartsphilly)

 [youtube.com/uartsphilly](https://youtube.com/uartsphilly)