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# After the Rain: Designing Care

CULTURE & SOURCES • context, care & extension

## Why this place, why this lesson?

Investigate drainage, water pathways, and everyday environmental conditions in Louisiana.

## Broader perspectives

Focus on community care and solutions; disaster narratives are optional.

## A culturally responsible teaching protocol

**Name the makers** — Identify artists, communities and cultural bearers by name where sourced and relevant.

**Differentiate study from appropriation** — Students may analyze techniques and contexts without copying sacred, ceremonial, or culturally restricted imagery.

**Avoid a single story** — Offer multiple identities, geographies and points of view, including everyday life rather than only festivals.

**Give students agency** — Students can choose a different relevant subject and retain the same artistic learning goal.

**Check the record** — Distinguish primary testimony, museum interpretation, observation and speculation; cite the actual source.

**Ask permission** — Obtain permissions for interviews, photographs, student work displays and public sharing when required.

## Lesson-specific caution

Do not require storm trauma stories or propose unsafe flood interventions.

## Verified starting points for teachers

• **Pontchartrain Conservancy: Education**
https://www.scienceforourcoast.org/education

• **Louisiana Department of Education, Louisiana Arts Content Standards**
https://doe.louisiana.gov/docs/default-source/academic-curriculum/louisiana-arts-content-standards.pdf?sfvrsn=4

• **Studio Thinking framework: Eight Studio Habits of Mind**
https://www.studiothinking.org/the-framework.html

## Student reference log

Who created the image, object, quote or source?

When and where did the work or event occur?

What does the source actually say or show?

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Which elements are my own interpretation?

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Do I have permission to reuse the material?

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## Extension for advanced or returning artists

Model a rain-friendly garden entrance from recycled paper.

## About the instructional design

This lesson is a free original adaptation of the teacher-provided 2026 Artistic Investigations document. Its ten-stage inquiry structure and reflective goal-setting are preserved. The accompanying author resource, Fostering Artistic Growth: A Teacher's Guide to Instilling Studio Habits of Mind, informs the studio-habit emphasis. The full text of that published book was not supplied or reproduced.

The eight Studio Habits of Mind originate with Project Zero / Studio Thinking research. This independent resource does not imply endorsement by the book publisher, Louisiana Department of Education, cultural organizations, or Studio Thinking.