



## Diversity Fingerprint (45-60 min.)

Created by Carol LaVallee

### Standards / SEL Connections:

**Standards:** LAFS.68.RH.1.2, LAFS.68.RH.2.6, LAFS.68.RH.3.7, LAFS.68.RH.3.8, LAFS.68.RI.2.4, LAFS.68.RI.2.6, LAFS.68.RI.3.7, LAFS.68.RL.1.2, LAFS.68.RL.2.4

**SEL Component:** Self-Awareness

### Essential Question:

What does diversity look like?

### Objective:

Students will understand the idea of diversity by incorporating EOD artwork and quotes, along with other educational sources.

### Resources / Materials Needed:

- Artwork Analysis Worksheet (The National Archives): [click here](#) / See Attached, Page 6
- *What Are Fingerprints?* Article: See Attached, Page 3
- *Diversity Fingerprint* by Sergio Naranjo Segura: [click here](#) / See Attached, Page 4
- Large Fingerprint Handout: See Attached, Page 5

### Before Instruction:

- Students need to know the meaning of the word diversity.

### Direct Instruction:

#### Slide A:

- Provide each student with an electronic or hard copy of the *What are fingerprints?* article (page 3).
- Read the article as a class.
- Check for understanding by asking students questions about the article.

#### Slide B:

- Show students the artwork *Diversity Fingerprint* by Sergio Naranjo Segura.
- Ask them to silently explore what they see. Do not discuss this artwork until after Slide C.

#### Slide C:

- If possible, pass out a colored hard copies of *Diversity Fingerprint* by Sergio Naranjo Segura (page 4) and the [Artwork Analysis Worksheet](#) (page 6) to each student and have them complete it using the art piece.
- When students are finished, go over the answers and allow student to compare and discuss.



#### Slide D:

- Have a discussion as a group asking questions like:
  - *What does this artwork mean to you?*
  - *What does the artist mean by “WE ALL ARE MIXED”?*
- Have a discussion with students about these topics.

#### Slides E & F:

- Use the artist statement for students to understand the art in-depth.
- Guide the student to understand the statement and focus on the word DIVERSITY
- Slide E is print and Slide F is [video](#) of the artist statement; decide what is best for your class.

#### Slide G (Assessment):

- Have student answer the essential question: *What does diversity look like?* by passing out a copy of the Large Fingerprint Handout (page 5) and have students get creative when making a “fingerprint person” of themselves.
- Maybe model the piece of artwork. Make sure the drawing shows the diversity of your students, maybe dressing the fingerprint in cultural appropriate clothes, etc.

#### Extensions:

#### Slides H-K:

- Have student use *Diversity Fingerprint* by Sergio Naranjo Segura to encourage them to write a quote about DIVERSITY and submit it into the [EOD Quote competition](#).

#### Slide L:

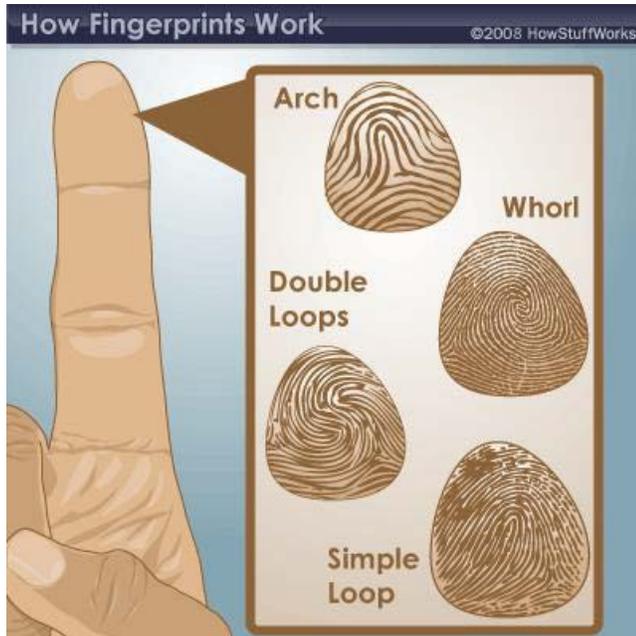
- Have students make their own piece of art showing what they learned about DIVERSITY.

**SEL Framework:** [click here](#)



# What are fingerprints?

Source: Stephanie Watson "How Fingerprinting Works" 24 March 2008. HowStuffWorks.com.  
<<https://science.howstuffworks.com/fingerprinting.htm>> 16 December 2020



Fingerprints are the tiny ridges, whorls and valley patterns on the tip of each finger. They form from pressure on a baby's tiny, developing fingers in the womb. No two people have been found to have the same fingerprints -- they are totally unique. There's a one in 64 billion chance that your fingerprint will match up exactly with someone else's.

Fingerprints are even more unique than [DNA](#), the genetic material in each of our [cells](#). Although identical [twins](#) can share the same DNA -- or at least most of it -- they can't have the same fingerprints.

Fingerprinting is one form of [biometrics](#), a science that uses people's physical characteristics to identify them. Fingerprints are ideal for this purpose because they're inexpensive to collect and analyze, and they never change, even as people age.

Although hands and feet have many ridged areas that could be used for identification, fingerprints became a popular form of biometrics because they are easy to classify and sort. They're also accessible.

Fingerprints are made of an arrangement of ridges, called **friction ridges**. Each ridge contains pores, which are attached to sweat glands under the skin. You leave fingerprints on glasses, tables and just about anything else you touch because of this sweat.

All of the ridges of fingerprints form patterns called loops, whorls or arches:

- **Loops** begin on one side of the finger, curve around or upward, and exit the other side. There are two types of loops: **Radial loops** slope toward the thumb, while **ulnar loops** slope toward the little finger.
- **Whorls** form a circular or spiral pattern.
- **Arches** slope upward and then down, like very narrow mountains. Scientists look at the arrangement, shape, size and number of lines in these fingerprint patterns to distinguish one from another. They also analyze very tiny characteristics called **minutiae**, which can't be seen with the naked eye.

If fingerprints are so unique and subtle, how are they recorded accurately? In the next section, we'll learn about dactyloscopy, or the art of fingerprinting.



# Diversity Fingerprint

by: Sergio Naranjo Segura, Benicarlo, Spain

**WE  
ALL  
ARE  
MIXED**





# Large Fingerprint Handout



# Analyze Artwork

## Meet the artwork.

Quickly scan the artwork. What do you notice first?

Type (check all that apply):

- Painting       Drawing/Sketch       Engraving/Lithograph       Mural       Sculpture  
 Mixed Media       Scene/Event       Portrait       Landscape       Abstract       Other

What is the title?

## Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this artwork.

## Try to make sense of it.

What do the colors, people, objects or activities represent?

Who made this?

When was it created?

Does it depict a different time? When?

What was happening at the time in history it was created?

What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion.

## Use it as historical evidence.

What did you find out from this artwork that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?

