This beautiful 12 foot by 30 foot mural in a first floor hallway was created in 2007-2008 by Roosevelt Students under the direction of their Art Teacher, Judi Snyder.

It all started when Ms. Snyder was looking for a way to get her students “to become their own artists of freethinking and creativity with imagination”. She felt that the true beginning to art education was for the students to “engage in cross lateral thinking skills that involved the critiques of their peers, foster imagination and group thinking, group motivation and decision making while truly understanding and applying the creation of art, how it is made, and what purpose it serves”.

In November of 2007 Ms. Snyder proposed the idea at meeting held for interested students. Three different concepts emerged from this meeting and were eventually merged into one final idea. The planning process was mainly completed by students Kayla Morgan, Jeremy Rodriguez, Joe Richardson, Rosa Mendoza, Jesus Rivas, and Amanda D’Agnolo. Through the planning process, students started to “bridge the gap of their differences and learned how to respectfully collaborate.” The final drawing took two months to complete. Students presented the final plan to Mrs. Carter, the principal, for approval. Ms. Snyder then applied for a grant from the Golden Apple Foundation to obtain funds to bring the project to completion. On January 22, 2008 a check for $650 was awarded.

In mid January students began the projector enlargement process to sketch the drawing on the wall. Jesus Rivas and Matt Wissmach were instrumental in transferring the sketch to the wall in charcoal. The transfer took about three weeks to complete.

Students then discussed how the color was to be applied. They decided each student should have their own section to paint as they felt it should be. The painting group fluctuated. Included among the painters were Ora Palmer, Rachel Jones, Nathan Dussard, Miguel Torres, Trisha Timbush and Jessica Thompson. Each day brought discussions on work completed and changes to be made. Ms. Snyder encouraged the students to find ways to work out their differences and to truly collaborate on the project. The images created told a story of what the students felt Roosevelt High School was all about. (See symbolism section that follows.)

The mural was completed after months of intensive work on May 18th. A dedication ceremony was held on May 20, 2008. It was a remarkable learning experience for everyone involved and left the school with a fantastic statement of that for which Roosevelt stands

Symbolism

The background: Day into night represents the transformation process of the day being education and the horse (being the light) coming out of the dark world the students have experienced previously in their lives. The day into night is represented by those 24 hours we are all given to make a difference in our own lives and the lives of others.

City of Rockford: represents the community in which they live, and the urban experience of traditional high school to alternative high school community. The Rock River Bridge reaches to the school.

The world: The world is centered to show the significance Roosevelt High relates to the students future endeavors. Being a part of that world, students have the opportunity to grow and learn continuously throughout the educational pursuits beyond Roosevelt. Students feel they are prepared to enter into the world after Roosevelt.

Children/ Teens: The playing children represent the day care and that it provides those students an alternative to
stay in school despite the oppositional forces in life. The teens represent the diversity of students and the fashion of the times (themselves).

**Seasonal tree of life:** seasons in a student's life

**Bridge:** Roosevelt bridging the gap of despair to hope for obtaining higher goals in education

**Wings:** Giving students wings to fly by offering alternative educational pursuits

**Puzzle pieces:** The connected colorful puzzle pieces are about life, connections, and the diversity of students. These pieces start with the Roosevelt letter puzzle pieces to the moon and the stars of the future beyond. The emblem puzzle pieces contain quotes, stories, and poems, memorials that represent the culture of Roosevelt. These puzzle pieces all connect together to form a community of diversity and educational influences.

**“Eye Of The Future” Banner:** Keeping the focus on community as a means to attaining achievements through education

Roosevelt Building: The building of Roosevelt is situated center, on top of the puzzle pieces and the world--- as a symbol of connection between education and the real world. This symbol reminds students of the personal choices we make outside of the school building.

**The Open Book:** Book of life and learning

**Memorial:** Dedicated to Wanda Howard, our financial secretary who passed away this year

**The White Horse:** Rough riders getting a clean start a new through Roosevelt