



MCEA Lesson Plan Template

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Lesson Title: What is Hope?

LESSON JUSTIFICATION

Who are my students? (Student information, interests, and needs specific to the content of this lesson)

23 Students ranging from white, Hispanic (3), and Indian (1). Students come from all different backgrounds and families. We have 12 females and 11 males in the room. Students have been in school for five weeks and are interested to learn more about both each other and their teachers. Students have been taught the basic Irving rules to better understand their roles and responsibilities in the classroom and otherwise.

What **conditions/ limitations** might impact the planning and delivery of the lesson?

Students will be beginning a new unit next week, and this art project acts as a conclusion for our previous Reading unit, centered around our mentor text, Katherine Applegate's book, "Home of the Brave." Some students struggled with this book, so I am nervous that they will not want to get into the art project at hand.

What are you teaching?

Students have been reading "Home of the Brave." In the novel, a young refugee is resettled in Minnesota from Southern Sudan. In order to be successful, the main character, Kek, must believe in family, friends, his new home, and above all else, himself. Students will be using their understandings of what the theme of hope meant to Kek and turning it back to ask themselves the very same question: What does Hope mean to you? Students will be working for 4 school days to create an art piece, ranging from spoken word, poetry, google slides presentations, painting, sculptures...really anything they can dream, they can create. I will be working one-on-one with them as well as in pairs to confer while the art process happens. Students will have whole group instruction to review our ideas and themes and to check in with progress and challenges.

Why do students need to know this content?

Students have ample opportunity to work within the rigid scaffolding of academia; I wanted to provide an opportunity in which they have complete artistic freedom to design and create an art piece in whatever means they desire. Acknowledging student creativity and freedom is important both in the classroom and in the real world.

How does this lesson connect with and build on previous/subsequent lesson(s)?

Students are finishing up their reading unit on our mentor text of "Home of the Brave." Students have learned about themes within the book, and how they translate to their own lives.

ACADEMIC LANGUAGE

Vocabulary:

Blueprint: a design plan or other technical drawing.

Hope: a feeling of expectation and desire for a certain thing to happen.

Student support tool: Powerpoint presentation, individual, pair, and whole group work throughout both the lesson and work days provided.

STANDARDS AND LEARNING OBJECTIVES

Standard	Content Objective	Assessment:
<p>1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.</p> <p>2.6 Use perspective in an original work of art to create a real or imaginary scene.</p>	<p>Students will be able to create an art piece centered around their interpretation of what hope means to them.</p> <p>Students will be able to design, construct, and present their hope art pieces.</p>	<p>Tool(s): Students were assessed on personal progress. I checked in with students minimum once every day to talk about a challenge and success. Students rose to the challenge of designing and constructing their art piece. If a student was struggling, I wrote their name on a post-it and checked in with them during our W.I.N. (What I Need) time.</p>
<p>2.7 Communicate values, opinions, or personal insights through an original work of art.</p>		<p>Indicators/Criteria: N/A</p>
		<p>Feedback: Students received verbal feedback daily from teachers. Students problem solved on their own as well as in collaboration with peers, and finally with teachers during</p>

MATERIALS

Supplies: Assorted recycled boxes, bottles, egg cartons, milk jugs and paper towel/toilet paper rolls, colored construction paper, acrylic paint, water colors, large white paper, google slides, ipads; Powerpoint "What is Hope?"

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

Instructional Strategies/Learning Task	Differentiation
<p>Day 1: I introduced the main idea and theme that "Home of the Brave" focused on throughout the book: Hope. Students have just finished "Home of the Brave" by Katherine Applegate. We talked about how the main character, Kek, has hope in a lot of things. I showed students a powerpoint that opened open-ended questions such as "What is Hope?". We had a very free-forming discussion that centered around what hope means to different people. Introduce Art Project: Students have the opportunity to dive into what "Hope" means to them. This can be portrayed in any way they choose with the recycled materials we have in the classroom. Students worked in pairs to talk about what "hope" means to them</p>	<p>One on one conferring with students.</p> <p>Offering students flexible seating.</p> <p>Offering students flexible work time.</p> <p>Offering students quiet areas as well as</p>

in their own lives. We talked about what hope means in school, at home, outside, in the news, in nature, in our dreams and goals. Students shared their partner's thoughts and did so in a respectful and responsible means. Students who did not want to share their ideas surrounding hope were able to say "pass" when it was their turn. I explained to students that the idea of hope could mean a lot of different things to many people, and depending on what you have, where you come from, what your goals are, what your family or friends support system is like, hope can mean a lot of really personal things.

Students then were asked to write what hope means to them in one word. Students started to create their blueprint for their art pieces off of this one word.

Students had 25-35 minutes to work on blueprints. Once they had their blueprints completed, students met with myself or my coop to talk about their blueprints, what materials they needed, and if they need to think about or ask for recycled materials at home. Students who met with a teacher got the "OK" and were excited to start their projects tomorrow!

"peer collaboration" areas (place where students could talk freely about their project).

Offering students daily check-in's as a means to individualize students' projects and work with each student's individual needs.

Day 2 & 3: Construction days!

Students really had free range over these two days. Since students are usually given really confining measures in which to work on art pieces in our school (cut and paste directions, lots of supervision, examples of what their projects 'should' look like, etc), I let students have the entire work times to work on their own projects at their own pace. They knew they had a deadline, and I wanted to show them that they can manage their time on their own without supervision. Both days I would check in with the class and ask:

1. "What is going successfully in your art piece or working on your art piece?"
2. "What is a challenge you're facing with your art project?"

We would also have a sort of pep talk too on both of these work days when I could tell students were facing challenges that posed as discouraging to their designs or confidence. I talked about how artists never are successful the first time they try something; sometimes they fail and fail and fail 5-500 times before they are happy with their work. The act of failing is part of success in art! Once I said that, a lot of students really thought about this as a truth and began to see their challenges as moments to rethink and restructure their art pieces.

Day 4: Presentation Day!

Each student was welcomed to share their art piece with both my class as well as the other 5th grade classes. The Principal as well as a few other teachers (who were prepping) popped in too to watch ,

which made the students really feel like real artists explaining their work. Each student had to say:

1. Their chosen one word that they chose to represent hope.
2. Explain their art piece and what it represents to them.
3. Explain their biggest challenge and biggest success.

Students all clapped and had their art projects on display for the rest of the day. Students were welcomed to take their projects home.

CLOSURE

I expressed my joy and amazement at how spectacular students' art pieces were. But more importantly, I talked to them about how amazed I was at how each student persevered and had HOPE in their own abilities and ideas to make something as wonderful as their very own hope art pieces. I talked about how great it was to see each student making their own individual choices and own art projects that represented their own ideas and beliefs.

SELF-ASSESSMENT/REFLECTION

Such an amazing lesson. I was so proud of each student's choices, accountability, ability to monitor their own progress, and persevere through challenges. Students at this age really are beginning to realize their own identity; it was interesting to see where some students chose to take the art project (really personal; talk about their family issues and challenges at home or with friends. Other students chose to really think globally; LGBTQ rights, Breast Cancer awareness, Hope in our future and future leaders, Women's Rights movement, finding a cure for AIDs. Every student showered their art pieces with love and pride. Keeping these lesson plans open and fluid was difficult for me; I am usually pretty type A with students because a majority of my students work more effectively with more structure. But this was an opportunity that really taught me sometimes, less is more.

A few things I would have changed:

1. I wish I would have had more examples of artists talking about their own challenges that they have faced while creating their own art. Students didn't think that famous artists ever would run into feeling unsuccessful with their art or want to change their art. A few students ran into feeling that their art project didn't match their blueprints or even their ideas that they had in their head of what their art pieces 'should' look like. I wish I would have had more to talk about this with artists talking about their struggles along these lines.
2. I wish I would have had a more diverse supply of recycled materials. I tried the best I could with what I had to bring in for my students, but when you're supplying for 49 students, sometimes you need a little more help! I wish I would have sent out an email the week before to ask other teachers to bring in recyclables to donate to our art materials. Students brought in recycled goods from home, but I felt badly for some students who didn't have anything to bring in.

Student Work Photos:

The Design Process: Making our blueprints!



The Building Process: We are constructing our art pieces!











