

Lesson Plan Week 2: Stratton Elementary

Primary Subject Area and Grade Level:

Art Survey grades 1, 2, and 3

Interdisciplinary connections:

Week 2: Identity, Social Studies, Contemporary Art

Lesson Duration:

Week 2, Day 1 / 2:30- 4:15 pm

- Last 10 mins of recess: **Four Corners** (end of recess time) (Ashley)
 - Select one student to be It. That person closes his or her eyes while the rest of the students go to one of the four corners in the classroom. When all students are settled in a corner, It calls out a number. All the kids who chose that corner are out of the game and must sit down.

- 2:30- 2:45 pm: **Snack, Icebreaker, and Discussion**
 - **Icebreaker:** “Sit Down If ...”
 - Everyone Stand
 - Each teacher will ask a question, if it applies to you sit down
 - We’ll keep going until everyone has sat down
 - *Potentially do more rounds of this if the ice breaker goes by pretty fast*
 - **Discussion**
 - Group discussion regarding the All About Me Book to connect personal

answers to the larger concept of identities.

- Did you like the project?
 - Where did we have similarities or differences in our answers?
 - What is positive about having differences?
 - What is a definition of identity?
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- 2:45- 2:50 pm: **Bathroom Break**
 - Throw away trash and clear desk.
 - Call for bathroom break.
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- 2:50- 2:55 pm: **Classroom Expectations** (Natalie)
 - Go over plan for the day / Introduce project
 - Bathroom breaks
 - Two assigned bathroom breaks
 - Designated teacher
 - What do we do when we want your attention?
 - Go over attention grabbers
 - After snack- throw away trash and clear your desk.
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- **Introduction to Flag Art Project**
 - 2:55- 3:05 pm: **VTS Activity** (Presentation): Cauleen Smith, Christine Wong Yap
 - Explain the connection of the identity, how the artists' unique identities inspired their work
 - **Show image first, then after discussion, show the image of the artist.**

1)



Cauleen Smith, The Solar Flare Arcestral Marching Band Project

- What are the people doing in the image?
- Who might these people be?
- Do you think the people know each other?
- What are they doing with the flags?
- What do the flags represent?
- Where do you think they are?
- Do you think they are performing for a crowd? Who might they be performing for?
- Flags have different functions and can be used as a symbol for a community.

Can be used to voice their identity within the community, and celebrate who they are.

2)



Christine Wong Yap, "Character Strengths Signal Flags"

- “A series of flags representing the twenty-four character strengths or virtues identified by positive psychologists Chris Peterson and Martin Seligman. The public is invited to find, connect, and fly the flags representing your strengths”.
- What do you see in this image? Does it look like anything you’ve seen before? Do you like the colors? Why do you like those colors? Where do you think these might be? Can you explain or relate to any of the words chosen for the flags?
- Explain that they represent character strengths-ask if they know what that might mean?
- Character strengths are the things we are good at. They are positive attributes. Instead of focusing on areas where we may not be so good at, finding our character strengths, helps us build upon them. We all have them, some may have different ones, and we can all use them together at the same time as a class.
- **Basic VTS Questions we can ask:**
 - What is happening in this image? What makes you say that?
 - What do you think it means?
 - What do you like about it?
- **More Specific, Project Related Questions we can ask:**
 - Why did we choose to show this artist? How does it relate to our project?
 - Do you recognize any of the flags?
 - What is the function of flags?
 - How have people used flags? To represent something? What do they represent?
 - How do flags show unity and identity?

- How do we teach symbolism and color as something of meaning and about ourselves?
 - How can we use symbolism to celebrate their cultural and personal identities?
How can we use symbols to represent things about ourselves?
 - Why do we have favorite colors?
 - How do we express ourselves?
 - What do you wear when you get home? Do you have a favorite shirt? What color is it?
- 3:05- 3:10 pm: **American Flag Activity for Brainstorming Activity** Led by Natalie
 - What does the American Flag mean?
 - Show image for discussion:



- Colors of the Flag: (have student read aloud)
 1. Red- Hardiness and Valour
 - a) Hardiness- ability to get through difficult times
 - b) Valour- having courage and bravery in the face of danger
 2. White- Purity and Innocence
 - a) Innocent of crime and/or offense
 - b) Lack of corruption

3. Blue- Vigilance, Perseverance, and Justice

- a) Vigilance- state of keeping careful watch for possible danger or difficulties
- b) Perseverance- having determination, doing something despite difficulty or delay in achieving success
- c) Justice- the quality of being fair and reasonable the law and authority in maintaining this.

- Symbols of the Flag: (have student read aloud)

- 1. The Stars represent the 50 states of the Union and are the symbol of the heavens.
- 2. The Stripes represent the original 13 Colonies and are symbolic of the rays of light coming from the sun, representing the dawn of a new beginning.

- 3:10- 3:15 pm: **Teacher exemplar** Led by Becca

- Becca presents her sketch.
- “I made my flag pink because my favorite color is pink. It reminds me of my favorite candy- bubblegum- and that makes me happy.”
- “I chose blue because my room at home is blue and that is my favorite place to be.”

- 3:15- 3:55 pm: **Working on flag project (2 parts)**

- **Part 1)** Becca passes out books to each table for inspiration and to show examples of signs and symbols.

- https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_580011
 - More like traffic signs and symbols and how we can read symbols without words.
 - https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_3649944/Description
 - Very early 90s book about symbols, one description said it mentioned flags which could be relevant to the project.
 - https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_3935498
 - Might be for older kids, but still seems like it would have a lot of symbols from around the world.
 - https://vufind.carli.illinois.edu/vf-uiu/Record/uiu_4015574
 - Talking more about pictograms and symbols around us.
- **Part 2) Brainstorm and Sketch**
 - Students must complete a sketch of the flag using paper, pencils, and colors, keeping symbolism and the meaning of colors in mind.
 - Students must get it approved by the teacher.
 - *GOAL IS TO FINISH SKETCH ON DAY 1*
- 3:55- 4:00 pm: **Clean-up**
 - 1) Students must make sure their name is on the back of their sketch!
 - 2) Students must put all supplies back where they belong.
 - 3) Clear their desk- Students must wipe it down and make sure the surface is clean.

- 4) When finished, students must leave their flag on their desk and sit on the carpet quietly.

- **4:00 pm: End of the Day Line Up/Dismissal Procedure**
 - Two teachers (Becca and Natalie) holds the “car” sign for car riders. Ashley dismisses car riders to line up in front of them. Teachers use the bus list to check that they are in the right line and then take the car riders into gym. When the kids are picked up, their parent or guardian must sign next to their name on the attendance sheet.
 - Rhavin holds the “bus” sign for busers. Ashley dismisses kids to line up in front of them. Lead them out the front of the school once the buses arrive. Teachers use the bus list to check that they are in the right line and then take them to wait for the buses. Teachers must check with the bus drivers to make sure they are getting on the right bus.
 - Abby / Catalina can take the remaining walkers.

- **Bathroom break:** might need to do this in the gym and take students in groups.

- **Extra time**
 - Students rotate through “centers”: stations of free draw, free paint, board games, and reading.
 - Students can finish up their All About Me Books

Total: Around 2 Hours

Week 2, Day 2 / 2:30- 4:10pm

- 1:50-2:20: Set up - Abby and Ashley will set up mats and supplies in the library.
 - 4 tables with butcher paper for students to sit and paint.
 - 1 table with paint, paper plates, cups of water, paintbrushes, paper towels, cloth/fabrics, glue.
 - 2 tables for flags to dry.

- Last 10 mins of recess: **Human Tic Tac Toe** (Natalie, Rhavin, and Becca)
 - *For this game we need 1-2 teachers per group of students
 - As Rhavin takes attendance she will hand students their name tag (name tags will indicate a red X, Blue O, Yellow X, or a Green O)
 - During attendance Natalie can lay out tape for tic tac toe.
 - After attendance, Natalie divides students to either side of gym.
 - “If you have a red X have a seat on the left side of the gym”
If you have a Blue O have a seat on the left side of the gym”
If you have a Yellow X have a seat on the right side of the gym”
If you have a Green O have a seat on the right side of the gym”
 - How to Play: Students will get in line with their team (X or O). X’s on one side of the “game board”, O’s on the other side. From left to right, X’s and O’s will take turns sitting in a spot (students may quietly “deliberate” before each move.

- 2:30- 2:45 pm: **Snack and Ice Breaker Activity**

- Since we will be painting, the teacher at the head of the line (Natalie) will direct everyone to put their backpacks, coats, and other items in the “**Backpack Parking Lot**” when they come into the library (back of the room).
- **Character Building Activity:** “Tap their shoulder if....”
 - Helps kids identify the strengths in their classmates/ themselves.
 - Kids have their eyes closed while select students walk around, and tap the shoulder of students that identify with the statements we chose. “Tap someone who you think is good at sports? Tap someone who you think is a good friend?”
- 2:45- 2:50 pm: **Bathroom Break**
 - Clear desk and throw away trash.
 - Call for bathroom and water break
- 2:50- 3:05 pm: **VTS Activity** on Susan O’Malley Led by Ashley
 - **Show image first, then after discussion, show the image of the artist.**

2)



Susan O’Malley, Advice From My 80-Year-Old Self

- What do you see in this picture?
- Can anyone tell me what this says?

- How does this make you feel?
- Do you think these are used to make people feel a certain way?
- Do you like the colors?
- Have you ever seen a poster like this?
- Can you tell me anything else about it?
- Discussion time / Story time
 - “Imagine if you could travel into the future and talk to your 80 year-old self? What would you say?”
 - Work is from Palo Alto, Silicon Valley, California.
 - Quote from Susan O’Malley: “I like to hear other people’s advice. It reminds me that we are different versions of each other trying to make our way through this life.” “Sometimes other people’s words magically express exactly what I’m thinking but can’t seem to pull together. Here in the Silicon Valley, I think this is particularly true as we hurl ourselves into fast-paced lives. We feel detached from one another and even to ourselves.”
 - By collecting quotes from others, she creates community through this shared experience. She displays experiences and words that can be commonly felt by anyone. Because the quotes are anonymous, anyone can apply themselves to them.

- **Flag Art Project**

- 3:05- 3:10 pm: **Teacher exemplar** led by Natalie and **Material Demonstration** led by Natalie and Rhavin

- Natalie presents her finished flag and the individual steps that go into it.
 - “I waited for the paint to dry, then I could glue on fabric”.
- Natalies use a flag template to demonstrate how to get the materials and how to apply the paint. Natalie and Rhavin talk through the steps.
 - “I wrote my name on the back of my flag first” - Do this before you start painting.
 - “I go to Abby at the table and I tell her the 3 colors I want. She hands me a plate of paint and 2 paintbrushes, and then I go back to my seat and sit down. I stay in my seat.”
 - “You only need a little water” - What happens if you use too much? Natalie uses too much water to show how the paint gets too wet and drips off the flag. We explain that you need to dip your paintbrush in water before dipping it in paint. But, too much water on your paintbrush will thin out the paint and will take longer to dry.
 - “A little paint goes a long way” - If you put too much paint on, it will never dry.
 - “Clean the paintbrush with water each time you use a different color” - If you don’t, your paint will turn into a brown color. Natalie mixes the colors and paints it onto her flag so the class can see that it turns brown.
 - “Wait for the paint to dry first before you glue on other materials” - Use paint first.

- “A little glue goes a long way” - If you put too much glue on, the material won’t stick together.
- 3:10- 3:15 pm: Go over **Rules and Expectations for paint** - can use presentation or can be integrated into demo - Natalie and Rhavin
 - Rules for Work Time
 - Write your name on your flag first! Teachers will pass out markers to each table for students to do this.
 - You should keep your flag on your desk the whole time until it is dry. Why? If we get paint on the carpet, we won’t be able to use paint anymore.
 - You should not be touching anything (backpack, clothes, books, other people) with paint on your hands. Why? It will stain your clothes and damage the books and we will have to pay for it.
 - Do not touch other people’s flags. Why? It’s not yours.
 - Stay seated and raise your hand if you need help with the material or getting more paint. We will come to you.
 - Procedure for Work Time
 - Getting Paint - We will call you by groups to get your paper plate, paint, and paintbrushes from Abby at the paint table. Abby will pour your paint onto a paper plate and hand you a two paint brushes. Return to your seat with your paper plate and paintbrushes. You can begin painting once everyone in your group is seated and a teacher has given your table water. Your paint

plate should NEVER leave your desk! If you need more paint, raise your hand and we will assist you.

- Water - Ashley will pass out cups of water to your table to clean your paint brushes. Your water cup should stay on the paper towel. You will be sharing your water with 2-3 other people. If you need a refill, raise your hand to ask one of the teachers.
- Fabrics - Once your paint has started to dry, Becca will call tables to cut some fabric at the fabric table with Natalie. They will leave their flags at their desk. Once they cut their fabrics, they can grab a glue stick and return to their desk.
- Name Tags- During this time, Catalina and other teachers will be walking around passing out name tags. We will come to you and hand you your name tag.

- 3:15- 3:55 pm: **Work time**
 - Check in with each student during this time.
 - Will they be able to finish their flag today?
 - Are they staying focused and on track in their working environment?
 - Are there any other issues?
 - Are they following their sketch?
 - Provide feedback
 - Refill water cups and replace paper towels if needed.

- 3:55- 4:00 pm: **Clean up**

1) MAKE SURE YOUR NAME IS ON THE BACK OF YOUR FLAG!

2) When we call you, bring your flag to the designated table to dry. Natalie will be in charge of that table.

3) Return to your seat and put all paint brushes in the cups on water. A teacher will come grab them from you.

4) Clean your space. Wipe the plastic mat and table down with a paper towel or clorox wipe.

5) Once their space is clean and they have washed their hands, they can pick up their backpacks from the Backpack Parking Lot.

○ 4:00 pm: **End of the Day Line Up/Dismissal Procedure**

- All kids will sit on carpet after clean up. Ashley engages them in a discussion about Halloween and candy while the other teachers get ready to line the kids up for dismissal.
- Two teachers (Becca and Natalie) holds the “car” sign for car riders. Ashley dismisses car riders to line up in front of them. Teachers use the bus list to check that they are in the right line and then take the car riders into gym. Parents pick up kids from the side door. When the kids are picked up, their parent or guardian must sign next to their name on the attendance sheet.
- Rhavin holds the “bus” sign for busers. Ashley dismisses kids to line up in front of them. Lead them out the front of the school once the buses arrive. Teachers use the bus list to check that they are in the right line and then

take them to wait for the buses. Teachers must check with the bus drivers to make sure they are getting on the right bus.

- Abby / Catalina can take the remaining walkers.

- **Bathroom break** - Maybe once we're in the gym, we can take them in groups?

- **Extra time:** Students rotate through "centers" - stations of free draw, free paint, board games, and reading. Students can finish up their All About Me books.

Total Time: Around 2 Hours

Materials:

Day 1

- 27 pieces of scratch paper for sketch (one per student) - Ashley
- Teacher exemplar of sketch - Becca
- Colored pencils, markers, pencils, pens - Becca
- Signs and symbols books - Becca

Day 2

- Painter's tape for Human Tic Tac Toe - Abby
- Printed X and O's for Human Tic Tac Toe - Ashley
- 28 flag templates (one per student) - Natalie and Becca
 - Triangle cut from canvas fabric
 - Natalie obtains canvas fabric and cuts 14 templates, Becca cuts the other 14 templates

- Teacher exemplar of finished flag - Natalie
- Box of materials obtained from classroom - Ashley
 - Paint
 - Paintbrushes
 - Sponges
 - Paper plates
 - Cups
 - Colored construction paper (to cut out symbols)
 - Glue (~10 sticks and liquid)
 - ~10 Scissors
 - Mats or butcher paper to lay out on desks
- Napkins, paper towels, clorox wipes - Natalie
- Fabric and cloth (to cut out symbols) - Natalie and Catalina
- String/ribbon to hang flags - Natalie

Relevance/Rational:

- Students will gain a better understanding of community through play, bookmaking, presentation, and the creation of the flags.
- Using different activities and various artists to teach the students about community will allow them to gain a well-rounded perspective while pushing them to feel invested in their projects.
- Being able to understand symbolism will help students find artwork to be meaningful.
 - This is relevant because it also will help the students recognize symbolism throughout other subject areas including social studies, history, and identity.

Outcomes/Objectives :

- Students will be able to convey who they are/ their individuality through a personalized flag object.
- Students will be able to explain the function and meaning of flags.
- Students will be able to define the term 'symbolism'.
- Students will be able to use symbolism to celebrate their cultural and personal identities.
- Students will use various materials, tools, and mediums in a safe and responsible manner when constructing and building.
- Students will come away knowing that they have a place of belonging in their community.
- Students will have a sense of pride being who they are.
- Students will understand what a functioning community is.
- Students will learn the value of working together.

Content Standards and or common core Learning Standards:

- When showing contemporary images and teacher exemplars, we ask students, "What do you think this means?" followed by, "what makes you say that"?
 - Discussions promote higher order thinking and reasoning skills and open students up to new perspectives by listening and responding to other interpretations made by their peers.

Use of Formative Assessment to Inform Planning:

- Group discussion following the all about me book to connect personal answers to the larger concept of identities
 - Where did we have similarities or differences in our answers?
 - What is positive about having differences?
 - What is a definition of identity?
- Questions for the class after the presentation on flags, symbolism, and artists to check comprehension
 - Why are flags made?
 - What does the word symbolism mean?
 - How did the identity of one of the artists show in their work?
 - How did you incorporate symbolism in your flag?

Behavioral Management Plan

- After Recess - Clear Expectations
 - Go through the plan for the day
 - Always letting them know what is going to happen next
- Make an After Care "Pact"
 - Classroom rules
 - Ask them what they want the rules to be
- Two Bathroom Breaks
 - Assign one teacher to bathroom breaks each week
- Attention Grabber
 - One two three eyes on me! One two eyes on you.
 - Back up: Clapping Method

- Backup, back up: Heads Down, Lights Off