Lesson Plan Title:­­­­­­­­­­­­­\_\_\_Peer Justice Books\_\_ Length:\_\_\_\_\_8 hours (could be more)

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| **Pre-Assessment:** ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| The preassessment will be facilitated at the end of the last lesson through questionnaire and class investigation by writing answers down on the board and doc cam.* What does social justice look like in the classroom
* Why is it important to learn about social justice?
* What issues do we experience in the 5th grade classroom? (race, bullying etc)
* What solutions do we have to these issues?
* How many of us have written a book…comic?
* Complete a pretend book with a class going over these concepts
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| **Performance:****What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| • After a demonstration on how to illustrate a book, students will be able to create their own social justice book that will be shared with 4th graders• After a mini lesson and discussion on how illustrates use theme and craftsmanship when creating art, students will be able to reflect on what they took away from looking examples of illustrators work |

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| **Concepts:**List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Design (Image and texts)Social awareness and social commentaryArt ActivismPlaceExpressionInfluenceComicBeginning, Middle, EndConflictResolutionClimaxIllustrator |

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| **Enduring Understanding (s):**Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. |
| * Create conflict resolution books that are relevant to issues the 5th and 4th grade population endure to teach us how to resolve issues through illustrating and writing.
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| **Standards: (All lessons should address all standards.)**1. Observe and Learn to **Comprehend**2.Envision and Critique to **Reflect** 3. Invent and Discover to **Create**4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| * Students will understand and analyze how illustrators planned their art projects by considering the type of artwork suited best for their book (comic vs book) (Bloom’s-Understand; Standards: Comprehend; GLE:1; Art Learning: Art and place)
* Students will learn and know what is art activism. (Bloom’s-Understand; Standards: Comprehend; GLE:1; Art Learning: contemporary art; Literacy: Using art vocabulary)
* Students will illustrate social justice conflict resolution books advocate their awareness on one specific topic. (Bloom’s-Evaluating and Creating; Standard: Create & Transfer; GLE:2&3; Art Learning: materials and composition; Literacy: Find quotes or powerful words for posters)
* Students will experiment and utilize comic book template to create their book. (Bloom’s- Creating; Standard: Create; GLE:2; Art Learning: Materials)
* Students will know how to use classroom ipads to trace and develop ideas for their book. (Bloom’s- Creating and Applying; Standard: Create & Transfer; GLE: 2&3; Art Learning: Image Transfer; Technology: Using digital software to assist in art making)
* Students will reflect, share, and appreciate each other’s’ social awareness by reading their books to a 4th grade class. (Bloom’s-Understanding; Standard: Reflect; GLE:1; Art Learning: Aesthetics, Interpretation and appreciation; Literacy: Apply art vocabulary to share their inspirations, art ideas, making process, and feelings about the final product)
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| **Differentiation:** Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**(Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students can choose the materials and book platform method that they want to work with. If some students have difficulty with writing, they can use the comic book template with thought bubbles. Students can also use stencils to help trace characters and thought bubbles.  | If some students still have trouble making the books, they can paste cut outs and create a collage, book, or comic. All books still will have a beginning, middle, and end with a conflict and resolution.  |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| The students who finished the social books earlier can create a sequel to their first book.. | Students will also be encouraged to add detail to their books. |

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| **Literacy:**List terms (vocabulary) specific to the topic that students will be introduced to in the lesson  |
| Vocabulary: * Book
* Story
* Design (Image and texts)
* Social awareness and social commentary
* Art Activism
* Place
* Expression
* Influence
* Comic
* Beginning, Middle, End
* Conflict
* Resolution
* Climax
* Illustrator
* Shading
* Primary colors
* Balance
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| **Materials:** Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| * Sketchbook and pencil
* Sharpies
* Colored pencils
* Crayons
* 8.5 in X 11 in Paper for books
* Found objects/strings/thicker paper/slide films/tracing paper
* Magazines
* Scissors
* Glue
* Digital software- Ipads
* Staples
* 16x20 inch paper for comics
* Thought bubble templates for tracing
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| Resources: List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| * Instruction power point slides

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| **Preparation:** What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Show lesson “teasers” to students
* Prepare doc cam
* Coloring materials
* Paper (various paper materials)
* Create Power Point slides (Art Activism 1 and 2)
* Investigate students’ prior knowledge in class (pre assessment) and create post assessment instruments
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| Safety: Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| Students will be instructed to share ideas with teacher before starting their book to ensure their ideas are approprate |

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| **Action to** **motivate/Inquiry Questions:** Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| Get to know the interest of the students, what their favorite sports team is etc. Ask students what key concepts are relevant to them right nowAsk students to create a book with me and they get to choose the charactersAsk students how do they think about the idea of being an “artist,” “activist,” and “art activist?” Have students list five to ten social issues/concerns that they personally care about and want to spread awareness on the importance to be aware of them.  |

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| **Ideation/Inquiry:** Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| Have students list five to ten social issues/concerns that they personally care about and want to spread awareness on the importance to be aware of them. Have students choose one issue/concern that they want to spread awareness off and create a plan going over the beginning, middle, and end of their book before they start.Discuss with students when they conduct their arts research. |

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| **Student reflective/inquiry activity:** Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| * Students will share their book with the 4th grade class
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| **Post-Assessment (teacher-centered/objectives as questions):** Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| * Can students explain what is art activism?
* Can students design social books to advocate their awareness on one specific topic?
* Can students experiment and utilize comic book templates or sheets of paper to create illustrations for their book?
* Can students know how to apply digital software Ipad to transfer ideas to paper?
* Can students will reflect, share, and appreciate each other’s’ social awareness to a 4th grader?
 | Students will write a reflection on a sheet of paper stating what grade they think they deserve from a list of 1-4.  |

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| **Self-Reflection:** ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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