

Unit 3: Connecting Places, Connecting People



WEEK 7 Day 3

Text Talk
Haitian Art (slides)

Big Ideas	<p>Every place has many stories.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p>
Weekly Question	How are people connected in and across communities?
Content Objectives	<p>I can describe Haitian artwork, and I can compare paintings, texts, and photographs to describe images of Haiti.</p> <p>I can think about how artwork connects people within and across communities.</p>
Language Objective	I can talk with my classmates about what I notice in Haitian paintings, using vocabulary from the unit. (SL.1.2, SL.1.2.a)
SEL Objective	I can make connections to a place and community by drawing on my impressions of images. (Self Awareness, Social Awareness)
Vocabulary	<p>* celebrate: to honor joyfully (* celebration)</p> <p>compare: to consider similarities and differences of two things (* Week 3)</p> <p>hero: a person who is brave and a role model</p> <p>independence: freedom from the control of others (* Unit 1, Week 5: freedom to do things oneself)</p> <p>republic: independent government</p> <p>scene: place where action happens</p> <p>similarity: a way things are alike</p> <p>Western Hemisphere: western part of the globe</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Haitian Art slides ● projector and screen

	<ul style="list-style-type: none"> ● world map or globe ● Learning about a Place: Haiti chart, from Day 1 <p>On the whiteboard write the prompts for the VTS routine:</p> <p>What’s going on in this picture?</p> <p>What do you see that makes you say that?</p> <p>What more can we find?</p> <p>Elsewhere on the board, write:</p> <p>What are some similarities and differences between the artist’s painting of the street and the photograph of the street?</p> <p>What can we learn about Haiti from these two images? What connections do you make to the Haitian community depicted in these images?</p>
<p>Opening 1 minute</p>	<p><i>Today we are going to look at some artwork from Haiti and the Caribbean.</i></p> <p>Indicate Haiti and the Caribbean on the map.</p> <p><i>What do we already know about Haiti? What connections have we made?</i></p> <p>Review ideas recorded on the Learning about a Place: Haiti chart.</p>
<p>Text and Discussion 25 minutes</p> <p>slide 2</p>	<p>Read the caption that includes the artist and title.</p> <p>Use the VTS routine to uncover children’s initial responses to and ideas about the painting. Refer to the questions on the board.</p> <p>Give children several minutes to look at this painting and offer impressions about it. They may make connections to Unit 1, thinking about schools in different places and different kinds of learners.</p> <p><i>What can we learn about Haiti from this painting? What do you think or wonder about how some children might learn in parts of Haiti?</i></p> <p>Add children’s ideas to the right side of the chart.</p>
<p>slide 3</p>	<p>Explain a bit about Haitian history.</p> <p><i>This painting shows soldiers—called “heroes” by the artist—who fought for Haiti to become its own republic, or independent government. One thing that is important about Haiti is that it is the first republic, or government, set up by Black people to lead themselves in the Western Hemisphere, this entire part of the world. [Indicate the Western Hemisphere on the world map or</i></p>

	<p>globe.] <i>The soldiers are stepping on the French flag to show that the country of France is no longer the ruler of this country, and they are holding up the flag of Haitian independence.</i></p>
slide 4	<p>Turn and talk.</p> <p><i>What connections can we make between the painting, “Open Market” and the book, Janjak & Freda Go to the Iron Market?</i></p> <p><i>What other market scenes have we seen or read about?</i></p> <p><i>What are some similarities and differences you notice?</i></p>
slide 5	<p><i>This is a street scene. What feelings does this painting bring up?</i></p>
slide 6	<p><i>Here is another street scene. This one is a photograph. Look carefully for a moment.</i></p>
<p>Key Discussion 14 minutes</p> <p>slide 7</p>	<p>Compare the painting “RaRa” and the photograph.</p> <p><i>Let’s look at these two images together.</i></p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What are some similarities and differences between the artist’s painting of the street and the photograph of the street?</i></p> <p>Prompt 2: <i>What can we learn about Haiti from these two images? What connections do you make to the Haitian community depicted in these images?</i></p> <p>Add children’s ideas to the right side of the chart.</p>
<p>Closing 1 minute</p>	<p><i>Today, to learn more about Haiti, we looked at a few paintings by Haitian artists. Tomorrow we will learn more about some connections between Haiti and the United States by reading an interview with Jean Senat Fleury, the director of an art gallery.</i></p>
<p>Standards</p>	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SEL. Self Awareness</p> <p>SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Take note of what children notice and how they describe what they see.</p>

