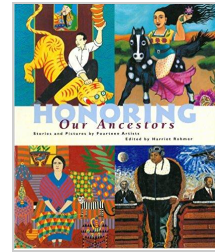


Unit 3: Connecting Places, Connecting People

WEEK 7 Day 5



Text Talk
Honoring Our Ancestors
 JoeSam., “I Honor My Three Aunts”

Big Ideas	<p>We understand our own identities by thinking about where we are and where we come from.</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 use key details to ask and answer questions about a text. (R.4.2)</p> <p>I can describe some of the ways that artists convey their identities through their artwork.</p> <p>I can think about how artwork connects people within and across communities.</p>
Language Objective	I can use descriptive details to discuss artwork with my classmates. (SL.1.2.a)
SEL Objective	I can think about ways an artist’s work inspires me. (Self Awareness)
Vocabulary	<p>ancestors: elders or people who lived before</p> <p>culture: the beliefs, customs, arts, and traditions of a place or group of people (* Week 6)</p> <p>collage: a medium of art using scraps of paper and other materials and glue</p> <p>draped: covered with folds of fabric</p> <p>embellish: to decorate</p> <p>halo: ring of light</p>

	<p>heritage: the cultural history of a group of people (* Week 6)</p> <p>innovative: creative and original</p> <p>internationally: all over the world</p> <p>landscape: an expanse of land, or scene</p> <p>medium: a certain material an artist uses, such as paint</p> <p>mixed-media: a combination of materials an artist uses, such as painting and collage together</p> <p>recognized: known</p> <p>scraps: small pieces</p> <p>Third World cultures: the set of beliefs, customs, arts, and traditions of people from developing nations (see note at beginning of lesson)</p> <p>turban: head scarf</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Honoring Our Ancestors</i>, Harriet Rohmer Flag pages 26-27. ● projector and screen ● world map and pushpins Pin Trinidad and Manhattan ● Art of JoeSam. slides ● blank white paper, one piece for each child ● colored pencils ● clipboards or other writing surfaces ● Weekly Question Chart <p>On the whiteboard, write the prompts for the VTS routine, if helpful:</p> <p style="padding-left: 40px;">What’s going on in this picture?</p> <p style="padding-left: 40px;">What do you see that makes you say that?</p> <p style="padding-left: 40px;">What more can we find?</p> <p>Elsewhere on the whiteboard, write the following questions.</p> <p style="padding-left: 40px;">How is JoeSam.’s public artwork similar to or different from the artwork in the book?</p> <p style="padding-left: 40px;">How is this artwork similar to or different from other public artworks we have seen?</p> <p style="padding-left: 40px;">Why is this kind of public art important?</p> <p style="padding-left: 40px;">How does public art connect people in a community and across communities?</p>
<p>Opening</p>	<p>Reintroduce the book.</p>

<p>1 minute</p>	<p><i>Today we'll read another selection from Honoring Our Ancestors. In this book, artists describe people in their lives who have influenced them and who have influenced their art. The written description is paired with a piece of artwork by the artist. Today we will read the selection written by JoeSam., called "I Honor My Three Aunts: Edna, Viney, and Grace Mannings."</i></p> <p>Draw attention to conventions of print by acknowledging the unusual way JoeSam. writes his name.</p> <p><i>As we read we'll think about the ways people move around the world and the identities that they bring with them. We will also try to understand why JoeSam. makes certain choices in his artwork. We will read text and examine images to describe ways that art connects people in and across communities.</i></p>
<p>Text and Discussion 16 minutes</p>	<p>Start this reading and discussion by reading the box about JoeSam. Pause to explain tricky words, such as "innovative" and "internationally." Explain that the phrase "Third World" has been used to describe countries that are not well connected to the economic systems of other countries; the more current language is "developing".</p> <p>Address questions that arise.</p> <p>Read the main text. Pause to define and discuss tricky vocabulary. <i>Turn and talk. What do we find out about JoeSam.'s aunts and how they dealt with the changes in moving to Harlem?</i></p> <p>Return to the whole group. <i>What questions do you have about this text?</i></p>
<p>slide 2</p>	<p>Show slide 2. Use the VTS routine to consider the work of art by JoeSam. <i>What's going on here?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i></p> <p>If not already surfaced, consider these prompts for discussion:</p> <ul style="list-style-type: none"> ● <i>What do the colors represent in the artwork?</i> ● <i>Why do you think each woman is depicted with a different medium [watercolor, pastel crayon, collage]?</i> ● <i>What is going on in the background?</i> ● <i>How does the artwork make you feel? Why does it do that?</i> <p>As a whole group, discuss any misconceptions or missing ideas.</p>

<p>slides 3-6</p>	<p><i>We know that JoeSam. is a mixed-media artist. Here we see his use of collage and paint. JoeSam. also creates artwork for public spaces.</i></p> <p>Show JoeSam.'s public artwork (slides 3-6), reading the caption of each and wondering aloud.</p> <p><i>JoeSam.'s public art has similarities and differences with the work in the book.</i></p> <p>Think, Triad, Share. Refer to the questions on the board.</p> <p><i>Talk about each of these questions one at a time.</i> [Read the questions.]</p> <p>Facilitate a whole group discussion, drawing connections to other conversations during the course of the unit, as relevant.</p>
<p>Key Activity 15 minutes</p>	<p><i>How does JoeSam.'s artwork and story inspire you?</i></p> <p>Distribute paper and colored pencils. Provide quiet time for children to sketch and/or write on paper, inspired by the work of JoeSam. To support children's thinking, continue to rotate the slides and refer to the Weekly Question Chart. To help children get started, if needed, ask questions such as,</p> <p><i>What does JoeSam.'s artwork make you think about?</i> <i>What does it inspire you to do or create?</i> <i>What other artwork, texts, or conversations does this work remind you of?</i></p> <p>After ten minutes, arrange children in groups of three to share their work. Encourage children to talk about their connections to JoeSam.'s work and consider how people are connected in and across communities by works of art.</p>
<p>Closing 3 minutes</p>	<p><i>Today we read and looked at artwork by JoeSam. We discussed how artwork connects people in and across communities.</i></p> <p><i>What did you think of this experience, responding to JoeSam.'s artwork?</i></p> <p>Connect this drawing and writing activity to the work children did as they listened to pieces of music.</p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking again about this question: How are people connected in and across communities?</i></p>

	<p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: Art can inspire and connect people. People are connected because of their heritage.</p> <p>Save this and previous Weekly Question Charts for use in Week 8.</p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</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>
Ongoing assessment	<p>Take note of children’s contributions to discussion and drawings.</p> <p>How do children describe key details in the text and artwork?</p> <p>How do they express how artwork inspires them?</p> <p>How do children explain ways that art connects people within and across communities?</p>

Notes