

Revive, Contemplate, Integrate Lesson Plan

Your Name: Laural Hartmann and Jennifer Mesaros

Grade: First

School: Imagine Discovery Public Charter School

County: Baltimore County

Unit of Study: Visual Arts and Language Arts

Lesson Title: Interpretations of the Golden Rule

Goal/Purpose: Write examples of how to apply the Golden Rule and create prints illustrating their examples.

Walters object: *Proverb manuscript*. Can be found under teachers.thewalters.org/Language Arts/ Medieval.

Visual Arts

Content Standard, Objective, Indicator:

Content Standard

Outcome II: Historical, Cultural, and Social Context

Expectation A: Determine ways in which works of art express ideas about one's self, other people, places and events.

Indicators

1. Critical Response: By studying selected artworks, compare and contrast ways that artists express ideas and feelings about life experiences.
2. Creative Expression: Inspired by selected art works from different times and places, create images and forms that express ideas about one's self, other people, places and events.

Objective

Outcome III: Creative Expression and Production

Expectation A: Use a variety of art media, processes and techniques to express thoughts and feelings.

Indicators of Learning:

1. Creative Expression: Use basic media to express ideas demonstrating:
 - safe use
 - different ways to use a given material, tool or technique
 - visual qualities made possible by specific materials and techniques

Language Arts

Content Standard, Objective, Indicator:

Content Standard

4.0 Writing: Students will compose in a variety of models by developing content, employing specific forms and selecting language appropriate to a particular audience.

Indicators

1. Generate ideas and topics and make a plan for writing.

Objective

Compose texts using the prewriting and drafting strategies of effective writers and speakers.

Connected Objective(s): The students will illustrate their personal connection to the proverb of the Golden Rule. They will do so through collective brainstorming, examination of the *Rhyming Proverbs* book from the Walters Art Museum, and personal reflection in creating works of art in the form of Styrofoam prints that demonstrate the need for practicing the Golden Rule in their lives.

Vocabulary:

Brainstorming prewriting editing final draft brayer print
Printing plate proverb

Materials & Resources for the Class:

- Golden Rule Worksheet
- markers
- brayers
- black printing ink
- 6" x 5" Styrofoam sheets
- 8" x 10" white printing paper
- pencils

Materials & Resources for the Teacher:

- *The Golden Rule*
 - Print exemplars
 - *Integrating the Arts: Mummies, Manuscripts and Madonnas* website (Proverbs Interactive- in Medieval section/ Language Arts/Medieval Proverbs)
 - Teacher- created example
 - *The Golden Rule* rubric
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Prior Knowledge:

Art form:

Line quality and appropriate use of space.

Content Area:

Language Arts:

Exposure to the Golden Rule and writing ability.

Procedures:

1. Content Area Teacher will begin by reading the book entitled, *The Golden Rule*, which illuminates the need for the Golden Rule and how to apply it.
2. Content Area Teacher will help the children brainstorm ideas of examples of the rule.
3. The students will record on supplied worksheets how they could practice the Golden Rule and draw pictures of what the examples would look like.

4. The students will bring their completed worksheets to their art class.
5. The Special Area Teacher will have the some of the students share their drawing examples with the class. She will ask the class to determine whether or not the drawings shared truly illustrate the examples of how to apply the Golden Rule. If the drawings do not illustrate the examples, she will ask the students to provide suggestions on what the students sharing their drawings could do in order to more convincingly illustrate their examples. The students will be given some time to change their drawings if they would like to implement their classmates' suggestions.
6. The Special Area Teacher will show the students the information on the Rhyming Proverbs book from the Integrating the Arts: Mummies, Manuscripts and Madonnas *website* (Proverbs Interactive- in medieval section/ Language Arts/Medieval Proverbs)
7. The Special Area Teacher will define proverb for the students as a popular saying that teaches a lesson.
8. The Special Area Teacher will have the students play the Proverb Matching Game. While the students are playing the game, the Special Area Teacher will ask the students to identify the visual elements that helped them to decide on their answer. Because the students are first graders, the teacher will need to read the proverbs to the students in order for the students to experience success in playing the game.
9. The Special Area Teacher will explain that The Golden Rule is a modern day proverb and that, just like the Rhyming Proverbs are bound into book form, their prints will be made into a class book that will illustrate both visually and verbally how they can follow the Golden Rule.
10. The students will cut their drawings from their worksheets and transfer the drawings to Styrofoam sheets. They will transfer their drawings to Styrofoam by taping the drawings on top of the Styrofoam and pressing on their lines with pencils. This will create lines in the Styrofoam that will show as white lines on their final prints. They will keep the rest of their worksheets so that they can write their own proverb on their prints after the prints are dry.
11. The students will use brayers to apply black printing ink to their printing plates. They will create two prints. They will place their printing plates at the top of the white printing paper so that they have room below the prints to write their Golden Rule examples.
12. After the prints are dry, the students will write their examples of how to follow the Golden Rule at the bottom of one of their prints. They will complete this step with the Content Area Teacher. They will write their Golden Rule examples with pencils and go over the lines with black markers.
13. The Content Area Teacher and the Special Area Teacher will compile all of the students' prints into a class book, similar in appearance to the Rhyming Proverbs book. The Special Area Teacher will design a cover for the book.

Assessment:

The students will be assessed based on their ability to apply the principles of the Golden Rule through their interactions with others in the school community. A rubric will be used to assess the quality of the individual prints that the students created.

Closure:

The students will participate in a Gallery Walk to gain exposure to other students' examples of the Golden Rule. They will also view their book as a class after it is completed.

Thoughtful Application:

Students will brainstorm ideas of how to apply the Golden Rule in their school environment.

Lesson Extension:

The students will create paper bag puppets and use them to act out skits representing the Golden Rule.

Lesson Adaptations:

The Content Area Teacher could act as scribe for students with IEPs.
The Special Area Teacher could assist students with drawing their ideas and using the printing tools.

Name: _____

THE GOLDEN RULE IN MY LIFE

After listening to the book entitled, *The Golden Rule*, how could you use the Golden Rule in your life? On the lines below, write an example of how you could follow the Golden Rule.

One way I could follow the Golden Rule is by

Draw a picture of yourself following the Golden Rule. Your drawing should be about what you wrote above.



CATEGORIES	THREE	TWO	ONE
CRAFTSMANSHIP	The drawing on the print is easily recognizable. Print is not smudged. Print is centered on paper.	The drawing on the print is somewhat recognizable. Print is somewhat smudged and/or off-center on the paper.	It is difficult to see the drawing on the print. The print is heavily smudged and/or off-center on the paper.
EFFORT	The student followed all of the directions for how to make a print. The student did not bother others while working.	The student followed some of the directions for how to make a print and/or sometimes bothered others while working.	The student followed very little if any of the directions for how to make a print and/or frequently bothered others while working.
ABILITY TO REPRESENT IDEA	The student's print obviously represents his/her idea.	The student's print somewhat represents his/her idea.	The student's print does not represent his/her idea.

THE GOLDEN RULE PRINT RUBRIC