

Revive, Contemplate, Integrate Lesson Plan

Your Name: Colleen Dulaj and Tara Greenwood

Grade: Fifth

School: Battle Grove Elementary School

County: Baltimore County

Unit of Study: Visual Arts and Language Arts

Lesson Title: Personal Journeys

Goal/Purpose: Students will create a prayer flag and compose a personal essay in order to express their personal ideas about the life experience of transitioning to middle school.

Walters Object: *Egyptian Rowing Boat* found at [teachers.thewalters.org/Social Studies/Ancient World](http://teachers.thewalters.org/Social-Studies/Ancient-World)

Arts Content

Standard/Objective/Indicator

Standard 2 Historical, Cultural, and Social Contexts Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

Indicator 1 Determine ways in which works of art express ideas about oneself, other people, places and events.

Objective

- a. Analyze and interpret the content of selected works of art and compare different ways artists express ideas and feelings about life experiences.

Standard 3 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art

Indicator 1. Create images and forms from observation, memory, and imagination

Objective

- a. Experiment with media, processes, and techniques to express thoughts and feelings that have personal meaning

Reading/ELA Content

Standard/Objective/Indicator

Standard 4.0 Writing Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose

Indicator 1. Compose texts using the prewriting and drafting strategies of effective writers and speakers.

Objective

- a. Generate, select, and narrow topics collectively and independently, using graphic organizers, prior writing, and/or prior experience

Indicator 3. Compose texts using the revising and editing strategies of effective writers and speakers

Objectives

- a. Revise texts for clarity, completeness, and effectiveness
 - Eliminate words and ideas that do not support the main idea
 - Clarify meaning by adding modifiers and sensory words within a sentence
 - Clarify meaning by rearranging sentences within a text
 - Provide sentence variety and length by combining and correcting rambling sentences
- b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation
 - Self edit
 - Peer edit
 - Dictionary
 - Thesaurus
 - Spell checker
 - Language handbook
 - Grammar checker
- c. Prepare the final product for presentation to an audience

Connected Objective(s):

Students will be learning about the presentation of flags through writing and using imagery.

Description of Lesson(s)/Activities:**Activity One: Unit Introduction (Team-Taught/one class session)**

***Note:** A series of consecutive art and language arts classes will be implemented after this introductory lesson. Direct instruction and evaluation of the previously stated Art and Reading/ELA content standards, indicators, and objectives will take place in these respective classes.

- **Part A:** Students will view the Walters Art Museum website (Education/interactive media/ social studies/ancient world boat) in order to view pictures of the Ancient Egyptian artifact, "Model Boat." (Note: Teachers can also access other extensions from this website that could be expanded to other disciplines.) Teachers will facilitate a discussion of the artifact's symbolism of "journey."
 - Where is this boat going?
 - Why would it be needed in the tomb?
 - What would be something special that you would want to take with you?
- **Part B:** After making observations and discussing this artifact, students will be introduced to another custom of the Ancient Tibetan Culture with the shared journey symbolism, the Tibetan prayer flags. This can be done using trade books, photographs, sample prayer flags, and/or various websites. Connections between the two artifacts will be explored and discussed, with the emphasis being placed on the common idea of "journeys."
- **Part C:** At the conclusion of this introductory lesson, students will be informed about how they will explore further the idea of passage into the afterlife or universe in art class by creating their own personal prayer flag. Creating individual prayer flags will explore their wishes and feelings about their upcoming journey and transition to middle school, a parallel of the Ancient Egyptian artifact "Model Boat." In addition, further parallels will be made between the two cultures with emphasis on the labeling of symbols using hieroglyphs.
- **Part D:** Students will be asked to share their feelings, questions, and comments regarding this upcoming project on an exit ticket. Teachers can use their responses to address any common questions in future classes.

Activity Two: Visual Arts Integration and Connection

***Note:** This is a brief overview of visual art instruction and evaluation.

- Students will analyze and discuss the use of prayer flags in Tibetan culture.
 - Why are they used? (To launch our hopes and dreams on a journey in the winds)
 - Where are they flown? (In Tibet and around the world)
 - How are they made? (Out of fabric squares)

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- What kinds of symbols and colors are used on the Prayer Flags? (Blue-space/sky/wind, White-air/clouds, Red-fire, Green-water, Yellow-earth, and personal symbols)
- How can we relate this to our journey in the next year? (They are a symbol of our wishes and good intentions.)
- Students will generate a class list of words of how they feel about their upcoming journey to middle school. Examples might be: excited, scared, happy, change, old friends/new friends, growth, clubs, teachers, bus ride, art, independence, worry, not ready, help! Students will break into teams and use the list to generate **positive wishes**. For example, the word “teachers” could be a positive wish for **guidance**. Another could be “new friends” which could translate into the positive wish of **acceptance** or **compassion**. Students will individually choose four positive wishes to embellish the four corners of their prayer flags, label in hieroglyphs, and design a symbol for each. Examples could include a wish for **creativity** which is symbolized with crossed brushes. The wish for **knowledge** may be represented by a book.
- Students will focus on the central symbol of the Prayer Flag, the “Lung Ta.” The lung ta or “Wind Horse” is a Tibetan word. The wind horse symbolizes an uplifting energy that carries our prayers on the breeze from the fleetest of royal feet. Students will design their own personal lung ta. Something special that will help deliver their wishes for all in a speedy manner. Some examples may be: a rocket, bird, butterfly, feet, etc. Students are encouraged to make it personal.
- Students will brainstorm in their journals possible lung ta designs. When their sketch is done and they are satisfied it fits the lung ta characteristics, they may transfer the sketch onto a 3”x3” piece of easy cut.
- The fourth lesson is how to achieve positive/negative results while carving the easy cut, proofing, and making corrections.
- The fifth lesson is printing the lung ta in the center of the flag, drawing the four personal symbols in the corners, and labeling the four symbols with hieroglyphs. To complete the flag, students fill in the background with a selection of other positive wishes so that it is covered in writing.

Activity Three: Reading/ELA Integration and Connection

***Note:** This is a brief overview of language arts instruction and evaluation.

- Students will learn the characteristics of a personal essay in relation to the 6 + 1 Writing Traits. After reading several sample essays with different topics, similarities will be noted and discussed.
- Teacher will model each stage of the writing process, starting with the prewriting strategies of generating a list and creating a cluster web. These organizers will help students to narrow their topic and organize their ideas. Students will generate a group list of words that describe positive wishes (correlation with art lesson #2) they have for themselves and their peers they feel are needed for the upcoming middle school journey. Examples might be: knowledge, confidence, health, joy, sportsmanship, self-discipline, and love.
- Discussion regarding the comparisons between the thoughts and feelings of Ancient Egyptians’ feelings towards their journey to the afterworld and the students’ feelings about their journey to middle school. Once four positive wishes have been chosen, students will list their feelings and reasons for wanting this positive “wish” for themselves and their peers for the middle school journey.
- Using the completed graphic organizer, students will draft their personal essays. Introduction of their overall feelings, paragraphs describing their wishes, and a concluding paragraph will be included.

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- Students will write a rough draft of their personal essay using their prewriting cluster web.
- Students will revise and edit drafts several times, using a checklist, peer editing session, teacher conference, among other print resources, such as dictionaries, thesauruses, etc.
- Students will publish final drafts of their personal essays using technology software *Microsoft Word*. Prayer flags and personal essays will be displayed together at school.

Possible Assessment Strategies

Activity One: Introduction

Students can use an Exit Ticket to jot down feelings, questions, and thoughts about their new learning. This can then be shared with the class.

Activity Two: Art

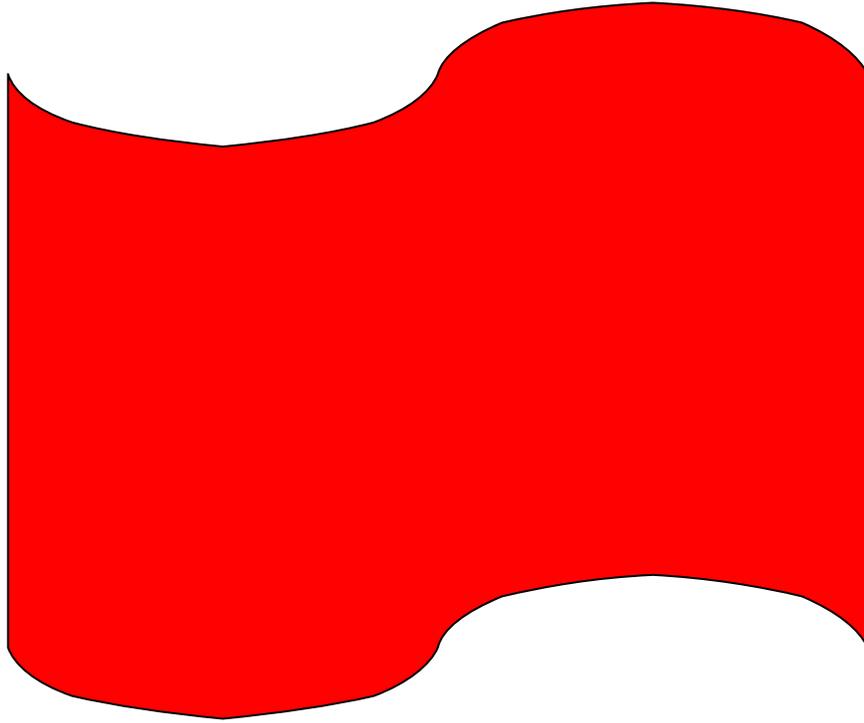
- Students can play, “Guess the Wish” by showing their drawing of a wish symbol. Classmates will guess the wish.
- Students will be asked to write a journal response at the end of each lesson which will reflect on what they did in the art lesson and how it is contributing to the creation of the prayer flag. Example: Write a paragraph in your journal about how your lung ta will deliver the message of your wish.
- Prayer Flag: Checklist of requirements including 4 symbols, one in each corner, hieroglyph labeling, lung ta neatly printed and centered in middle, and background completely covered in positive wishes.

Activity Three: Language Arts

- Scoring Rubric (Checklist): (Language Arts) Students will use the processes of self and peer editing in order to evaluate their writing, which will list specific criteria. Criteria will include the 6 + 1 Writing Traits of Ideas and Content, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation.

Name:

Date:



How did each culture
influence the artists'
creation of the prayer
flag and the boat?

Put your answers in the shapes. above Tibet. below



Using your list of positive wishes, choose 8 that are meaningful to you.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Now you must choose 4 wishes from the list of 8 that you will illustrate in the four corners of your prayer flag.

- 1.
- 2.
- 3.
- 4.

Draw a symbol to represent each wish. For example: draw a smile to represent happiness.

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The wind horse symbolizes an uplifting energy that carries our prayers on the breeze on the Fleetest of feet. One of the most commonly found traditional prayer flags features a wind horse in the center. Hanging the flag with the horse facing upwards into the sky allows your prayers to be carried away at great speed on the back of the noble beast.

Draw your lung ta, Wind Horse,
in the box below.



How does this lung ta help send your message to the universe?

Name :

Date :

Draw and label the parts of your Prayer flag. Be sure to include the lung ta, four corner symbols, 8 wishes repeated over and over in the background, and the border lines.

