



Community~Word Project – Lesson Plan 2014-15

School/Grade: PS 316K / 1st & 2nd Grade

Date: Tuesday, February 24, 2104.

Lesson#: 14

Theme of Lesson: Unity and Diversity

Teaching Artists: Paco Marquez and Javan Howard

9:12 – 10:02, RM 227, 2-1, Ms. Hylton

10:04 – 10:54, RM 231, 2-2, Ms. Majao & Ms. Barratou (ICT)

10:56 – 11:46, LUNCH (Lunch and learn every second Tuesday)

11:48 – 12:38, RM 104, 1-1, Ms. Johnson (G&T)

12:40 – 1:30, RM 108, 1-2, Ms. McKie & Ms. Jean-Baptiste (ICT)

1:32 – 2:22, RM 108, 1-3, Ms. Liperi

2:30 – 3:10, Parent Inquiry, CWP can conduct workshops or answer parent questions

3:10 – 3:45, Professional Work Time, conference every last Tuesday of the month

Restating of Inquiry Question: *How can we look at our surroundings in new ways that inspire creativity?*

(For today, we will let students know right away Javan and I will be leading the class today).

Opening Ritual: Che Che Kule

Teach Che Che Kule, a repeat after me song:

Che Che Kule (repeat) HEAD

Che Che Kofisa (repeat) SHOULDERS

Kofisa Langa (repeat) HIPS

Lango si Langa (repeat) KNEES

Kum adende (repeat 2X FEET

Hey! Hey! Hey!

Intro Activity: (~10 min)

Objective: For students to further understand and explore the concepts of “unity” and “diversity.”

Brief Description:

We will start by inquiring with students about how are all the same and how we are all different, jotting down their answers on chart paper. Once students seem to have a



sense for those two concepts, we will introduce the big words “Unity” and “Diversity,” write them down in two columns on the chart paper and further assist the students think about what these concepts are. We will alternate asking the students questions about unity and diversity: Unity: what age are you? What city do you live in? Who likes to have friends? If unity were a color what color would it be? Diversity: What is your favorite color? What is gender are you (what is gender)? How many siblings do you have? Where are your parents from? Javan and I will write their answers on the chart paper and then read them back to the students as a collaborative poem.

Classroom Teacher Role: Select students to lead Che Che Kule. Assist students thinking through concepts/questions.

Discussion Questions: What did it take to do that activity well? How does that relate to self-understanding and relationship with the community?

Main Exercise: (~20-25min)

Objective: Allow students to further think for themselves about what unity and diversity means to them, and help them conceptualize it in a creative way using multiple intelligences.

Brief Description:

1. Students will break down into four groups, two groups will cover unity and two diversity.
2. We will pass out worksheets for each students.
3. Each student will have time to write down three items. One item must be a color, one an image, and one a word. This will be a chance to further ask students what diversity and unity means to them. What color is diversity? What other words can you use to describe these ideas? What images can you use?
4. Next, we will pass out oak tag paper. Each group will draw and write words on the paper related to their assigned topic. This will be a chance to further ask students what diversity and unity means to them. What color is diversity? What other words can you use to describe these ideas? What images can you use?
5. Each paper for the group will come together in front of the class to form a unified circle.
6. If there is time, we will ask the students to sit in a big circle in the class and reflect on how this assignment connects back to the three C's of Collaboration, Creativity, and Community.

Discussion Question: What did it take to create these drawings and get students to talk about the topics? How did we use our skills as community members to complete the drawings?



Classroom Teacher Role: Join students in their drawings. Help with discussion questions and relating this to their prior knowledge. Help notate their brainstorming and remind them to stay on target.

Closing: (~5min)

Objective: Reinforce positive community and classroom roles on a personal level, end with creativity, movement and rhythm.

Brief Description: Peace/Power chant: Repeat after me chant:

You have to think something good

You have to say something good (Repeat)

You have to do something good (Repeat)

Think, Say, Do something good (Repeat) (2X)

Power in the head (Repeat)

Power in the mouth (Repeat)

Power in the heart (Repeat)

Peace, Power (Repeat) (4X)

Classroom Teacher Role: Join in!

Multiple Intelligences Addressed: Verbal-Linguistic; Logical-mathematical; Visual-Spatial; Bodily-Kinesthetic; Interpersonal; Existential

Classroom Teacher Role:

- Embedded within the lesson

Creative Elements:

Skills: Repeat after me, brainstorming, ensemble development, reflection, chant

Themes: Community, Collaboration, Creativity

Artists/Authors/Works of Art:

Chant by Paige Hernandez

Reflective Anecdotes/ Student Development:



Outcomes

Leadership: Indicator 5. Students exhibit self-motivation to learn by being engaged with the creative and educational process. Demonstrated by asking questions, completing individual work, participating in group collaborations, and offering inventive solutions.

Literacy: Indicator 8. Students will exhibit an increase in comprehension skills for reading. Students will analyze content using compare and contrast to interpret reading materials.

Critical Thinking: Indicator 1 & 3. Students will exhibit an increased ability to participate in discussion focused on analysis of texts and other works of art. Students exhibit and increase in ability to apply what they learn to their lives, surroundings and experiences.

Citizenship: Indicator 1. Students work together to accomplish collaborative writing and/or art-making projects and culminating events.

Common Core Anchor Standards

SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.4 – Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6

W.11