

EDUC 104E Media Lesson Plan Template 2018

Student name: [REDACTED]
Group name/table number [REDACTED]

List the "strand" that is the focus of this lesson: (Artistic Perception, Creative Expression, Aesthetic Valuing, Historical Cultural Context, Connections, Relationships, or Applications.)

- Creative Expression

Target grade level: First

Brief narrative introduction:

- During Black History Month, students will learn about people like MLK and Rosa Parks who emphasized the importance of celebrating our differences such as our race, ethnicity and religions and why we should take a stand for equality. In order to help students connect their thinking about diversity and equality, we will focus on the concept of a box of crayons and through the different colors, we can make one big beautiful picture.

Goal setting: What is your overall Big Picture? What are your unit goals? What is the ultimate outcome you'd like to see happen from your unit? Think BIG.

- The big picture is to help students understand that their differences are accepted, they are a part of who they are, and that we should learn to celebrate those differences and learn from one another. I want students to combine the use of different colors, shades and shapes in order to create the bigger picture and to notice that color is necessary in order to have beauty. I hope that children won't

I. Standards and Objectives

Part 1: Academic Content Standard

(Copy one that is the focus of this lesson, one is usually sufficient, copy this exactly on/from the CA VAPA website: <http://www.cde.ca.gov/be/st/ss/vamain.asp>)

- 2.8 Create artwork based on observations of actual objects and everyday scenes.

Part 2: Over all Project Goal and Your individual Objective(s)

What do you plan on accomplishing with this lesson? What concepts, ideas, or theories will you teach? Remember, these should relate to the Big Picture (above). Set at least 3 objectives for

your lesson. Some words you may want to use: enhance, expand, continue, address, build, foster, develop, increase, identify, demonstrate, etc.

- By the end of this lesson students will be able to address why diversity is necessary throughout the world. It is important that they are aware of a simple idea of being separate based on our race, but without making any of the students feel uncomfortable or confused. I want them to develop the idea that we are all unique and beautiful because of our differences and that everyone needs to be celebrated. They should be able to demonstrate through their crayon art that different colors are necessary to make a picture exciting, vibrant and interesting.

Part 3: How does your lesson support the concepts of the Common Core Standards (hands-on learning)?

- Children will be able to see and create for themselves how color is necessary to create the “bigger picture.” They will be able to create their own picture and representation of the use of color in order to represent themselves, their environment and the people within their lives. This will allow them to express their ideas of the world they see around them.

II. Assessment:

How will you know you have accomplished your lesson goals? In what ways will the participants be able to show evidence of their understanding of what you've taught them?

- I will know that I've accomplished my lesson goal when I hear how students explain their drawings and I could ask him why they think the use of color in their drawings was necessary and how that can compare to the world around us. I can have students draw a picture with only one single color and then have them try to recreate that same drawing with a variety of color and have them explain why the colored picture makes for a better picture.

Likely misunderstandings:

Think ahead. Where do you suppose the participants might have a difficult time understanding concepts you are teaching?

- Children in first grade might have a harder time understanding this concept because usually kids around this age don't necessarily see an issue with color and why are seen as separate because of it. They will be able to understand the visual aspect of the activity, but they might have a hard time making a connection between Black History month and the use of different crayons since their thinking isn't as abstract.

III. Sequence of Instruction:

Activities: What activities will you do with the participants? Be sure to give the amount of time planned for each, and order them in sequence they will need to be presented. Activities should lead the participants to meet your learning objectives and should support the VPA State Standards. If an activity requires a step-by-step process that you feel should be explained in detail, please provide a separate sheet with those directions.

5 min: I will start with explaining Dr. Martin Luther King and what he stood for. I will explain what differences and impact he has made today in the future and why he is so well known.

15 min: In order to give them a little more depth of an understanding, I will read the book “The Crayon Box That Talked” and engage in questions that will relate to Dr. MLK’s ideas and have students build that concept of thinking. Then I will show the short clip, “The Crayon Box That Talked” by Tim Webb. I will have them present their ideas about why different colors are necessary.

10 min: Students will create a drawing based off of their neighborhood, friends, family, or environment but only using ONE assigned color.

10 min: Then students will recreate that same picture but with the use of as many colors as they want.

5 min: After their drawings, I will ask students which drawing they prefer and ask why that is.

I will create a wall of all their different representations and demonstrate that our classroom is full of color and diversity.

IV: Resources/materials: List all of the resources and materials you will use in this lesson.

- Crayons (variety pack)
- Vimeo and Book “The Crayon Box that Talked”
- Paper to color on

Identify your sources (copyright)

- The Crayon Box That Talked - Shane Derolf
- <https://vimeo.com/23111919>

Vocabulary: What words are the “academic” language of this lesson?

- Diversity
- Variation
- Expressing
- Creating
- Self Expression
- Identifying

Technology: How will you use technology in this lesson?

- I will use the Vimeo video to give them a visual representation of the book and of the lesson.