

Final Project:

Ethnic Relations As Observed Through the Eyes of Art

National Endowment for the Humanities/ Oregon International Council

Teacher: Angie Gaspar

Date: 9/20/04

School: Clark Elementary

Grade: 3rd

Number of Students: 25

Demographics of Class: 7 ESL, 5 ERC (Special Education)

Integrated Cross-Curriculum: Social Studies, Language Arts, Second Language (Spanish), Math, Art, and Music

Unit Overview: This unit includes Art lessons on Mexican artists (primarily muralists), Social Studies (People, Places and Environments), Spanish language (focusing on the colors and the phrase ‘mi favorito...’), Language Arts (prompt tied in to a mural), Music (“De Colores”), and Math (graphing activity). This unit is to be used in conjunction with the Hola Hola Spanish curriculum the students get four days a week as a way to celebrate National Hispanic Heritage Month.

Rationale for Unit: This year marks the bicentennial of the Lewis and Clark Expedition. My school is named after William Clark. In celebration we are having a muralist come and create a mural with all the students about the Lewis and Clark Expedition. To prepare them for their school mural creation, we will study Mexican artists including muralists including Diego Rivera and the frescoes of Jose Clemente Orozco to get them started, culminating in a classroom paper mural depicting our Portland community, which is the focus of the Social Studies curriculum in 3rd grade. Throughout the unit, discussions about ethnic relations will take place, both as observed in Rivera’s murals as well as the ethnic relationships they are learning about in the Lewis and Clark Expedition in terms of Native peoples. Incorporated into these lessons will be the comparison of two different artists and Spanish language lessons, as well as a math graphing activity, all part of the Benchmark One (third grade) Oregon Standards.

National Standards: Communication (several oral activities where students are engaged in speaking in Spanish as well as communicating their ideas in English), **Cultures** (discussed and observed in the murals), **Connections** (making connections to our lives in terms of a Lewis and Clark mural being created at our school), **Comparisons** (between the murals of Mexican artists and that of a Portland artist who visited our school), and **Communities** (relating that of a Mexican community to our own in Portland).

National Council for the Social Studies Curriculum Strands: Culture, People, Places and Environments

Lessons: (approximately 8-12 each taking between 30 minutes to an hour)

1) Read aloud Diego Rivera and look at photographs and make KWL chart about murals after doing a walk around the school to observe our school mural. Compare Clark School mural with Rivera's. How are they alike? How are they different? What media is used in each? Students will write their observations in their Writer's Workshop notebook using a t-chart as instructed by teacher.

2) Observe Diego Rivera's murals, record observations and collect data to be used for the next lesson on graphing. This is a collaborative activity with each group being able to select from six different murals.

3) Bar graphing activity (on chart paper) with data collected from each mural about the number of colors, animals and people observed in each mural. Students will compare their discoveries with classmates from other groups and present their graph.

4) Number and color review/ Teach "De Colores" song by Jose-Luis Orozco and play "My Favorite Color is..." activity in Spanish. ('Favorite' is one of the 3rd grade spelling words). Discussion about cognates with input from native Spanish speakers in the class.

5) Students will play "Yo espio con mi ojito chiquito... algo" game (I spy with my little eye...something...) in Spanish.

6) Handout on the history of the flag reading activity. / Color in the flag practicing the colors in Spanish.

7) Read aloud book about Frida Kahlo and do Paint-by-Spanish Number activity using a Frida Kahlo painting.

8) Students will have started studying the Portland community and will then create their own paper mural for the classroom, using elements they observed in Mexican muralists.

Books and Other Resources:

Mexican Muralists: Orozco, Rivera, Siqueiros, by Desmond Rochfort

Diego Rivera (Getting to Know the World's Greatest Artist), by Mike Venezia

Diego Rivera, by Pete Hamill

Rivera, (postcards), Andrea Kettenmann

Rufino Tamayo, by Emily Genauer

Los Murales de Tamayo, by Juan Carlos Pereda

Rufino Tamayo, Myth and Magic, by Rufino Tamayo

Frida's Fiestas: Recipes and Reminiscences of Life with Frida Kahlo, by Marie Pierre Colle and Guadalupe Rivera

Frida, by Jeanette Winter and Jonah Winter

Frida Kahlo: The Paintings, by Hayden Herrera

Art Ed Books and Kit: Frida Kahlo, by Boris Janet

Frida Kahlo: The Artist Who Painted Herself, by Frieda Fry

Kahlo: 16 Art Stickers (Fine Art Stickers), by Frida Kahlo

De Colores, by Jose-Luis Orozco (with cd)

Photographs and Postcards of Diego Rivera's murals including "El Mercado de Tenochitlan"

Video clip of Diego Rivera's murals as seen in the film Frida by Selma Hayek (time permitting)

Functions: Students are able to practice what Spanish language skills they know already. They are able to connect real life personal experiences to contextual historical Mexican art.

Authentic Materials/ Realia (all on display in honor of National Hispanic Heritage Month):

- ❑ large boxes and containers of food and other products in Spanish
- ❑ Mexican musical instruments
- ❑ Oaxacan wooden masks and alebrijes
- ❑ Hand-woven Mexican rug from Tehuacan
- ❑ postcards of Mexican art
- ❑ matate and tortilla press along with examples of the food (chilies, tortillas etc.)
- ❑ photographs of the murals, Mexican flag
- ❑ photographs of Diego Rivera's and Hidalgo Guerrero's murals

Materials:

- butcher paper for classroom mural (approximately 8' x 4'), graphing activity and KWL chart

- art supplies including colored pencils, paints, brushes, pastels, crayons, and markers
- activity handouts (see attachment)
- lyrics of “De Colores” for each student to be included in their “Karaoke Friday” song book
- cd player and cd of “De Colores”
- sentence strip paper to write the lyrics of the song out for teaching to other 3rd grade classes

Contextual Focus: Students have been studying their numbers in Spanish tagged on to the Every Day Counts calendar. Also, the teacher speaks in Spanish to them through various times in the day, anything from asking if they understand, to telling them to sit down quietly.(routines) These lessons incorporate some interactive communication (like the mi color favorito es...game) Each morning students greet each other to practice learning each others’ names. As part of this morning ritual at the beginning of the year, students are now greeting each other in Spanish.

Needs Assessment/ Input: After examining several pictures of murals as well as the mural already in our school, as part of the pre-assessment to test prior knowledge, students will participate in a group KWL chart, outlining what they know about murals and what they want to know. This will be done in table groups of six students. The KWL charts will be posted and revisited later to add the ‘L’ part; what they learned about murals - at the conclusion of the unit.

Activity/ Guided Practice: Students will each be given a set of cards with the different colors on them. We will then play a quick game of holding up the correct color card as the teacher states the color in Spanish. There will then be a game of “Mi color favorito es..” and the students will practice their colors orally in Spanish. The teacher will graph how many students like each color using a bar graph and tally marks to determine the total number. This will be in preparation of the independent graphing activity they will do later when looking at key elements in the murals they examine. Students will then have a writing prompt that asks them to plan a mural for their neighborhood.

English Vocabulary Introduced: mural, muralist

Spanish Vocabulary:

red – rojo orange – anaranjado yellow – amarillo green – verde blue - azul
 purple – morado pink – rosado black – negro brown – marrón white – blanco
 gray - gris

Independent Practice: Students will be given a type of paint by numbers activity sheet, only instead of painting by numbers, they will color according to the number written in Spanish which will correspond to a key indicating which numbers represent certain colors. This entire worksheet activity will be in Spanish but the oral directions will be in English. Students will have the opportunity to practice reading the Spanish words they know orally and following directions as indicated. The artwork will be an example of Frida Kahlo's (age-appropriate) painting, "Naturaleza Muerta con Bandera" (the fruit painting from the NEH/OIC Teacher's Resource Guide book on page 73) and/or the Mexican flag.

Cooperative Learning Techniques: Each student will be given a copy of a Diego Rivera mural to view with their team members (six students in a group). They will then take a few minutes to observe the mural silently and then each group will be given a whiteboard, dry erase marker and eraser so that they may begin to brainstorm ideas of what types of things they notice in the mural. They will have approximately six minutes to generate a list of what they notice in the mural, broken into three groups of COLORS, THINGS, and PEOPLE. Then each student in the group will have a worksheet with the questions of things they will need to identify in the murals (in Spanish and English). They may work together to count the number of each color, animal, and the number of people that they have identified in the mural. They will then compare and present their mural and finding to the other groups and be given the task of making a bar graph showing how many of each were found in the mural. We will have practiced bar graphs prior to the unit as well as together with the "Favorite Color" activity. The teacher will walk around and assist as needed.

Learning Games and Activities:

- ✓ The song "De Colores" by Jose-Luis Orozco will be learned at the Third Grade "Karaoke Friday" (at the end of the day). The Spanish lyrics will be included in each student's karaoke songbook and will be practiced throughout the year, and possibly presented at a school assembly when the third grade performs.
- ✓ "Connect-the-Colors" art worksheet where students get to color in a Frida Kahlo painting using their knowledge of colors and numbers in Spanish. This is review to some who received the "Hola Hola" training last year and will be new to others who have transferred from schools not using the curriculum.
- ✓ Students will play "Yo espio con mi ojito chiquito... algo...(I spy with My Little Eye) game in Spanish where they will get a chance to play a favorite children's game but with a twist!

Assessment: A pre-assessment of KWL chart will be generated as a group. Anecdotal records, informal interviews, a post-summative writing assessment.

Performance-Based Assessment: Students will be able to identify key elements in mural that identify their community connected to Riveras' murals as well as be able to

identify the colors represented in the mural in Spanish (through individual interviews, observations during oral lessons, and Color-by-Spanish number activities).

Differentiated Instruction: There are several students who are developmentally challenged (came from self contained life skills classrooms) who are not getting the Hola Hola curriculum but who have been practicing their numbers in Spanish along with the rest of the class each day during the Every Day Counts Calendar. These three students will be able to participate in several of the activities including the mural observation and graphing activity completed in table groups.

Extended Activities: Students will have the opportunity to design their own flag and will identify the colors in their mural in Spanish when they present. This will be presented as an extra credit assignment or to students who complete work early.

Webbing Activities: Now that students have mastered their numbers and colors in Spanish, they will begin to learn the parts of the body, clothing, days of the week and the months, which will be incorporated in their daily routine of Every Day Counts Calendar.

In addition they will be further studying different medias in art and comparing two artists from different time periods and medias. They will begin work on their Lewis and Clark mural for Clark School in mid-October, hopefully bringing a new wealth of knowledge to the project!