

VISUAL ARTS/LANGAGE ARTS/MATH/SOCIAL STUDIES LESSON PLAN

CULTRUAL, MULTIPLE INTELLIGENES, BRAIN BASED

PLAN NAME: China/Kites GRADE: Second Teacher: Mary Hart

I. LEARNING GOALS

NATIONAL INDICATOR:

Art room: Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

Classroom: Students obtain information from oral, visual, and print sources.

OHIO INDICATOR:

Art room: Students demonstrate understanding of materials, processes, tools, media, techniques and available technology.

Classroom: Read and interpret a variety of maps.

STUDENT WILL BE ABLE TO (SWBAT) AS "I CAN STATEMENTS"

Art room: I can take paper, string, and glue and make a kite that flies. I can follow directions in cutting and assembling my kite. I can understand that the Chinese invented kites over 4,000 years ago, and have used them in warfare (it is generally believed that men were hanging on kites and spied on the enemy from above). I can see that today in festivals kites are thing of beauty or art, but at my house kites are toys.

Classroom: I can find China on several different maps and globes. I can tell you how the Chinese people are different than me, and how they are like me. I can tell you how long China has been a country.

II. STUDENTS BACKGROUND KNOWLEDGE AND EXPERIENCE TO BE SUCCESSFUL

What prior knowledge and skills do the students need?

Art room: Cutting, snipping, gluing

Classroom: A beginning knowledge of diversity.

How do I know the students have this knowledge and skills?

Art room: The students in our school develop wonderful cutting skills in their Kindergarten classroom. They were snipping intricate snowflakes a few weeks ago. And they may want to make a cut-paper symbol to glue to their kite.

Classroom: The classroom teacher has told me that they have discussed the differences in each other.

How will I accommodate the diverse experiences of my students? (Gender, race/ethnicity, economic status, exceptionalities, skill level, learning styles)

The two major ways we deal with the diversity in the art room is, (1.) the art room is known as “our safe-place, we knock the “chips off our shoulders” when we come through the door. (2.) The second way is to show the students that they are each smart in two or three ways using the Multiple Intelligences (MI). The Multiple Intelligence teaching method is empowering to the student, and gives them responsibility in their learning. They know that most of their MI’s will be included in each lesson.

III. INCORPORATING THE MULTIPLE INTELLIGENCES

Verbal-linguistic: How can I include reading, writing, and speaking? The students may write a poem or story using knowledge of the Chinese people learned in our folktales and stories and discussions.

Math-logic: How can I include numbers, classification, and calculations? The students will have a copy of the Chinese numbers (characters) to one hundred, to read, write, and maybe add, and subtract.

Spatial: How can I include design, drawing, sculpting, and creating? The students will be creating a kite with Chinese designs and symbols.

Musical: How can I include music, sound, and rhythms? We will be listening to traditional Chinese music and looking at a video of traditional Chinese dance. The students will dance to the rhythm, trying the Chinese steps and their own.

Intrapersonal: How can I let students work alone, and reflect? Intrapersonal students may work off to the side alone if they wish. Their grade will not be decreased for non-participation in singing, dancing, etc.

Interpersonal: How can I include sharing, comparing, relating, interviewing and cooperating? The students can share, compare, and relate ideas as they work, and may interview any of the Chinese living in our area.

Body-Kinesthetic: How can I include movement, exercise, and drama? The students will dance and sway to the traditional Chinese music, and will enjoy manipulating the paper, glue and string to assemble the kite.

Naturalist: How can I include working with nature, learning about plants and animals, and natural events? The Naturalist students will be learning about pandas and bamboo.

IV. RESOURCES AND MATERIALS

Artwork: Chinese Watercolor Scrolls, **Books:** [Daisy Comes Home, Yeh-Shen A Cinderella Story From China](#), **Video:** Chinese Dancing, **Music:** Traditional Chinese, **Flag:** Chinese, **Pictures:** Chinese kites, designs, and symbols, pandas **Kite directions:** www.origami-resource-center.com/kite-shop.html, **Information:** History of the Chinese kites, www.my-best-kite.com/history-of-chinese-kites.html, **Art Materials:** Paper, Skewers, Glue, Tape, String and Streamers, **Plant:** Bamboo

V. INSTRUCTIONAL ACTIVITIES:

Teaching Methods: Cooperative Learning, Authentic Assessment (Performance, Portfolio, and Self), Multiple Intelligence

Student Grouping: Large group, maybe small groups to one location, or set-up centers.

OPENING: **Day One** **Time Allotted:** Two or more 40 min. classes

Begin class by reading a Chinese folktale or story and introduce the country of China and locate it on a map and a globe. Have the students locate China on as many different maps as you can find. Discuss a brief history of China and of kites. Demonstrate making a kite. Show dragon and Chinese character designs that students can put on the fronts of their kites. Read to students about China or read a folktale or other stories while they work on their kite. Do not forget dancing video and music.

Day Two

Gather in circle area, review and remind students of their learning targets from the last class. Pass out student's kites and materials and discuss today's objectives. Discuss how to tear and use tape, and how to assemble the kite. Read to students about China or read other Chinese stories while the students work. Listen to traditional Chinese music and dance while flying the kites. They will not forget this lesson. I have not forgotten this lesson or the teacher that did it for me and my classmates over fifty years ago. We also had a visit from a Chinese woman with lots of Chinese food, and stories about growing-up in China.

Vocabulary: China, Chinese, Scrolls, Chinese Characters, symbols

Important questions to ask: Who are the Chinese people? What do they do differently from us? What do they do the same? When did China become a country? Where is China on the globe and the map? How are the Chinese different from us? How are the Chinese people the same as us? Why is the Chinese language different?

VI: ASSESSMENT/EVALUATION

How will I know if each student has met the learning goals?

Daily Assessments

Formative Assessments: Summarizing Folktales each day by a few students, and Thumbs-up or down to agree or disagree, by the rest of the students, Authentic Questioning by teacher and students.

End of Project Assessment

Summative Assessments: Students self-evaluation on Smiley Rubric
Teacher evaluation of the final art product (Kite)
Technique and Vocabulary Quiz

Note: You may add to this lesson or take away items. Make it your own.

Please use all of the Multiple Intelligences you will be amazed at how attentive each child is at all times. As their teacher you know each child's strengths and weaknesses. The two or three strengths a child has are their Multiple Intelligences or Smarts. Watch them smile and swell with pride when they accept that they are smart in those two or three areas of school work.

Also, check your area for a Chinese person that could visit your classroom.

Questions: maryihart@msn.com