

Lesson Plan
Title: Story of Your Name and Connection to Community
Grade Level: 6th Grade (McAuliffe)
Length: 1-2 days

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson.

Prior to this lesson, students will have already been introduced to the idea of community and how they as individuals fit into a larger community. I will use their responses to the closing questions from the previous lessons to gather information on their knowledge coming into this lesson. From this information I will determine their understanding of community, the communities they are a part of, what about communities is important to them, and how they see themselves as individuals fitting into the community.

Performance:

What will students accomplish as a result of this lesson?

In this lesson, students will create a 2D visual display of their name (first, middle, last or a nickname) that includes details about who the student is as an individual, and how their name connects them to community, culture or a larger history of humans.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

- Community
- Culture
- History
- Name Origin
- Self
- Identity
- Family
- Tradition
- Language
- Expression

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

- Students will understand how names/nicknames have stories, meanings and histories
- Students will understand how a name can connect an individual to a greater community or culture
- Students will understand how text/words can be visually displayed in an artistic way

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior** (measurable) → **criterion**.

- Using the internet and their prior knowledge of their name, students will investigate the meaning and history behind their names to formulate their own personal story of their name
- Using their knowledge and research, students will find connections between their personal name and a larger community or culture that they will use to influence their sketches in their creative process journals
- Using their sketches, students will design a visual display of their name/nickname that uses visual elements to represent how their name connects to them as individuals as well as to a larger community

Differentiation:

Explain **specifically** how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <ul style="list-style-type: none">- If students do not have access to a device with internet, they can ask the teacher to look up the meaning of their name for them- Slides will be in Desmos and the link will be given to the students who are learning remote- We will be on Zoom in addition to in person for students who are learning remote- If students do not have materials, they can borrow one from the classroom as long as it is sanitized before and after	<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none">- Students can choose which materials out of their art kit to use for their drawing- Students can use inspiration from the examples given or come up with their own interpretation- Students can choose to use their first, middle, last name or a nickname for their drawing
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <ul style="list-style-type: none">- Students can use their devices to research deeper about their name- Students can bring a new art material they want to experiment with for this project- Students can research more than just their first name such as last name, middle name, nicknames, etc.	<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none">- Students can choose to include more detail in their drawings to tell the story of their name- Students can think about how to visually show their name's connection to community

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Vocab: Community, (Personal Name), History, Culture, Text art, Graffiti, calligraphy, typography, font

Literacy integration: Opening questions, research and notes in creative processes journal, Creating a visual design with text, Closing questions and reflection

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Creative Process Journals
- Students' personal art kit (pencils, markers, colored pencils, water colors, brushes)
- Paper for final version
- Students' Personal Devices (laptop/tablet)

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- Students will have access to their personal devices to use the internet to research their names
- Desmos
- Name websites:
 - First name meanings: <https://www.behindthename.com>
 - Last name meanings/origins/history: <https://www.ancestry.com/learn/facts>
- Font Inspo website:
 - Font ideas: <https://www.dafont.com>

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Set up desmos slides
- Gather examples of visual text designs
- Tell students the day before that they will need personal devices and their art kits for tomorrow

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Students' technology usage will be monitored to ensure they are on safe websites
- Students' have an understanding of how to safely use art materials and will be monitored to ensure they are doing so
- Students' will complete COVID 3 (sanitize hands, clean desk, check mask) upon entering and exiting the room
- Students' will sit in their assigned seat for the purpose of contact tracing
- Students' with COVID symptoms will be sent home

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest.** How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?**

Students will be reminded of the prior lesson and how in this unit we are focusing on how we as individuals fit into larger communities.

Day 1: Students will then have 2 minutes answer the following opening questions in Desmos:

- Why are names important? How do names connect us to others? (Think about history, family, culture, etc.)
- Once students have answered the questions, I will cold-call on 2-3 students (both online and in person) to share their ideas and then open it up for volunteers to share.

Day 2: Students will have 2 minutes at the start of class to answer the opening question:

- How do our names connect to the idea of community? (Think about history, family, culture, meaning)
- Once students have answered the questions, I will cold-call on 2-3 students (both online and in person) to share their ideas and then open it up for volunteers to share.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.

- Students will use their personal devices to research the meaning/history of their names and write down information in their Creative Process Journals
- Using what they already know about their name and what the research, students will brainstorm ideas for visual displays of their name
- Students will sketch ideas for how they will visually display their name and the story behind their name in their Creative Process Journals

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity

Day	Instruction -	Learning -	Time
1	<p>Introduction</p> <ol style="list-style-type: none"> 1. Greet students online and in person and oversee the COVID 3 (sanitize hands, desks and mask check) for in person students 2. Announce any opening announcements 3. Tell students that today we will be starting a new project relating to personal identity and community. Let students know that they will need their personal devices to use the internet, their art kits, and their creative process journals and allow them 1 minute to get organized before we begin Zone 1 <p>Zone 1</p> <ol style="list-style-type: none"> 1. Opening questions in Desmos. Active monitoring; read through responses, prompting students to elaborate on their answers, helping students who are stuck/can't think of any ideas. 	<p>Introduction</p> <ol style="list-style-type: none"> 1. Students online get started on the Draw Now, Do Now while students in person find their seat, complete the COVID 3, and then begin the Draw Now, Do Now 2. Students listen to opening announcements and ask any relevant questions 3. Students gather their materials needed for the day and get organized to begin class <p>Zone 1</p> <ol style="list-style-type: none"> 1. Students will answer the opening questions in Desmos: Why are names important? How do names connect us to others? (Think about history, family, culture, etc.) 	<p>Introduction (7 minutes)</p> <ol style="list-style-type: none"> 1. 5 minutes 2. 1 minute 3. 1 minute <p>Zone 1 (5 minutes)</p> <ol style="list-style-type: none"> 1. 2 minutes

	<p>2. Cold call 2-3 students (both online and in person) and ask them to share their ideas. Then open it up for any volunteers</p> <p>3. Introduce objective and agenda for the day (ask one student to read the objective)</p> <p>Zone 2</p> <p>1. Hook students and introduce the idea of the “Story of Your Name” by providing students links to research the meanings/origins of their names. While students research, teacher will be actively monitoring; helping students who are stuck, encouraging them to dig deeper, assisting students with technology</p> <p>a. Ask a couple students to share something they discovered during their research</p> <p>b. Announce they will have more time to research in Zone 3 if they want to continue</p> <p>2. Show different examples of words/text as visual art; graffiti, typography, calligraphy and ask students to think about how the font of a word can affect the mood or meaning of the word</p> <p>3. Introduce Zone 3 and what the criteria for success are/ what I will be looking for. I will also introduce a link students can get ideas for their font from, as well as answer any questions students have before beginning.</p> <p>Zone 3</p> <p>Active Monitoring</p> <p>Teachers will walk around the room to observe students working, assist students who need help with ideas or technology and answer questions.</p> <p>Teachers will also offer time checks throughout work time to let students know how much time they have left to work</p> <p>Zone 4</p>	<p>2. Students will share their answers and ideas about the opening questions</p> <p>3. One student will read out the objective while the others listen \</p> <p>Zone 2</p> <p>1. Students will use the provided links in Desmos to research their names and record their findings in their Creative Process Journals. Students will also be encouraged to write anything they already know about their name (family history, reason they were given it, etc.) in their Creative Process Journal</p> <p>a. 2-3 students share any findings from, their research</p> <p>2. Turn and Talk: Students will think about the connection between art and words and how font can alter mood or message of words</p> <p>a. looking at the examples on the board, describe what you notice about some of these examples and how the font connects to the meaning.</p> <p>i. 2-3 share out</p> <p>3. Students will learn what is expected of them in Zone 3 and ask any questions they have before starting.</p> <p>Zone 3</p> <p>1. Students will use their devices to research the history, origin, meaning of their name</p> <p>2. Students will record their findings in their creative process journals</p> <p>3. Students will use their prior knowledge of the story of their name and their research findings to brainstorm and produce sketches that of their name that will include art elements that represent their individuality as well as connection to community/culture</p> <p>4. One students have chosen their final idea from their sketches they can begin on their final piece for their name</p> <p>Zone 4</p>	<p>2. 2 minutes</p> <p>3. 1 minutes</p> <p>Zone 2 (17 minutes)</p> <p>1. 10 minutes</p> <p>2. 5 minutes</p> <p>3. 2 minutes</p> <p>Zone 3 (15-20 minutes)</p> <p>Zone 4</p>
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	<ol style="list-style-type: none"> Closing questions in Desmos: Active monitoring; read through responses, prompting students to elaborate on their answers, helping students who are stuck/can't think of any ideas. Let students know that we will continue this project and tomorrow, and that they can continue their research tonight by asking the people in their home if they know anything about their name <p>Wrap up/Clean up</p> <ul style="list-style-type: none"> Make sure students clean up and in person students complete the COVID 3 before leaving 	<ol style="list-style-type: none"> Students will answer closing questions in Desmos: What is something you learned about your name through your research? What is one way you are going to use art elements as symbolism in your name? <p>Wrap up/Clean up</p> <ul style="list-style-type: none"> Students put away materials and pack up and in-person students complete the COVID 3 	<p>1. 2 minutes</p> <p>Wrap up/clean up: 3 minutes</p>
Day 2	<p>Introduction</p> <ol style="list-style-type: none"> Greet students online and in person and oversee the COVID 3 (sanitize hands, desks and mask check) for in person students Announce any opening announcements Remind students of the project we started the day before. Let students know that they will need their personal devices to use the internet, their art kits, and their creative process journals and allow them 1 minute to get organized before we begin Zone 1 <p>Zone 1</p> <ol style="list-style-type: none"> Opening questions in Desmos: Active monitoring; read through responses, prompting students to elaborate on their answers, helping students who are stuck/can't think of any ideas. Cold call 2-3 students (both online and in person) and ask them to share their ideas. Then open it up for any volunteers Introduce objective and agenda for the day (ask one student to read the objective) <p>Zone 2</p> <ol style="list-style-type: none"> Recap yesterday's lesson and remind students of the assignment and what I will be looking for (criteria for success) <ol style="list-style-type: none"> Criteria for Success <ol style="list-style-type: none"> Did students use one of their names/nicknames? 	<p>Introduction</p> <ol style="list-style-type: none"> Students online get started on the Draw Now, Do Now while students in person find their seat, complete the COVID 3, and then begin the Draw Now, Do Now Students listen to opening announcements and ask any relevant questions Students gather their materials needed for the day and get organized to begin class <p>Zone 1</p> <ol style="list-style-type: none"> Students will answer the opening questions in Desmos: How do our names connect to the idea of community? (Think about history, family, culture, meaning) Students will share their answers and ideas about the opening questions One student will read out the objective while the others listen <p>Zone 2</p> <ol style="list-style-type: none"> Students listen to the review of yesterday and get ready to finish the project today 	<p>Introduction (7 minutes)</p> <ol style="list-style-type: none"> 5 minutes 1 minute 1 minute <p>Zone 1 (5 minutes)</p> <ol style="list-style-type: none"> 2 minutes 2 minutes 1 minute <p>Zone 2 (5 minutes)</p>

	<p>ii. Did students use a stylized font/typography to write their name in a way that connects to them or symbolizes something about them?</p> <p>iii. Did students use art elements to symbolize one of the aspects of community (history, family, culture, meaning or tradition)</p> <p>Zone 3</p> <p>Teachers will walk around the room to observe students working, assist students who need help with ideas or technology and answer questions.</p> <p>Teachers will also offer time checks throughout work time to let students know how much time they have left to work</p> <p>Take the final 10 minutes to allow students time to upload to their portfolio. Assist students with technology struggles.</p> <p>Zone 4</p> <p>1. Closing questions in Desmos: Active monitoring; read through responses, prompting students to elaborate on their answers, helping students who are stuck/can't think of any ideas</p> <p>Wrap up/Clean up</p> <ul style="list-style-type: none"> - Make sure students clean up and in person students complete the COVID 3 before leaving 	<p>Zone 3</p> <ol style="list-style-type: none"> 1. Students will finish working on their final name piece 2. Once finished, students will upload their final name piece as well as their research notes, brainstorming and sketches to their online portfolios <p>Zone 4</p> <ol style="list-style-type: none"> 1. Students will answer closing questions in Desmos: How did you use visual elements to represent your name's story and connection to the community? <p>Wrap up/Clean up</p> <ul style="list-style-type: none"> - Students put away materials and pack up and in-person students complete the COVID 3 	<p>Zone 3 (30 minutes)</p> <ul style="list-style-type: none"> - 10 Minutes for portfolio upload <p>Zone 4</p> <ul style="list-style-type: none"> - 2 minutes <p>Wrap up/clean up: 3 minutes</p>
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<p>Student reflective/inquiry activity: Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)</p>
<ul style="list-style-type: none"> - Students will answer the closing questions in Desmos Day 1: <ul style="list-style-type: none"> - What is something you learned in your research - What is one way you are going to use art elements as symbolism in your name? - Closing questions Day 2 <ul style="list-style-type: none"> - How did you use visual elements to represent your name's story and connection to community?

<p>Post-Assessment: Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument:</p>
<ul style="list-style-type: none"> - Criteria for Success <ul style="list-style-type: none"> - Did students use one of their names/nicknames? 	<ul style="list-style-type: none"> - MYP grading chart - Rubric

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| <ul style="list-style-type: none">- Did students use a stylized font/typography to write their name in a way that connects to them or symbolizes something about them?- Did students use art elements to symbolize one of the aspects of community (history, family, culture, meaning or tradition) | |
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Appendix: Include all handouts, prompts, written materials, rubrics, etc.

- Google slides
- Rubric
- MYP Grading chart

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Overall this lesson went well. I was shocked at the students' use of symbolism. They all seemed to think deeply about it and how they could use art elements to represent deeper connections. One area that seemed to be a bit trickier was the research portion. Some students had difficulties finding information on their names as well as navigating the websites. If I were to redo this lesson, I would have rethought the research portion and maybe given them options to research some other things related to their identity.