

Revive, Contemplate, Integrate Lesson Plan

Your Name: Anne Schmitt and Beth Gensheimer

Grade: 2nd

School: James McHenry Elementary School

County: Baltimore City

Unit of Study: Emotions

Lesson Title: Predicting, Creating, and Determining Emotions

Goal/Purpose: Students will use the terracotta figure of *St. Joseph* to predict and interpret various thoughts and feelings in order to make connections between their own clay figures and poems depicting and describing an emotion.

Walters object: Terracotta Figure of *St. Joseph* found at [teachers.thewalters.org/Social Studies/Renaissance](http://teachers.thewalters.org/Social%20Studies/Renaissance).

Visual Arts

Content Standard, Objective, Indicator:

Content Standard:

1. Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Indicator:

1. Students will understand how the elements of art are used to express emotions by observing the figure of St. Joseph and making their own clay figures depicting an emotion.

Objective:

- 1.2.a. Describe how artists use color, line, shape, texture, form, and space to represent what people, see, know, feel, and imagine.

Language Arts

Content Standard, Objective, Indicator:

Content Standard:

1. General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).
4. Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
7. Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Indicators:

3. Use strategies to make meaning from text (during reading)
4. Identify how language choices in writing and speaking affect thoughts and feelings
2. Make oral presentations

Objectives:

- 2.1.E.3.e Students will make, confirm, and adjust predictions by looking at the statue of St. Joseph and predicting his emotions/feelings.
- 2.4.A.4.a Students will use colorful language to convey thought and feelings in formal and informal writing by composing cinquains that describe an emotion.
- 2.7.A.2.a-e Students will make oral presentations by reading their poems and showing their clay figures to the class.

Connected Objective(s): Students will connect what they have learned from the statue of *St. Joseph* about predicting and interpreting emotions by presenting their own clay figures and poems depicting and describing an emotion.

Vocabulary:

- Prediction • Emotion • Happy (joyful, ecstatic) • Sad (upset, melancholy)
- Mad (angry, frustrated) • Clay • Elements of art (line, shape, color)

Materials & Resources for the Class:

- Pencils • Paper • Worksheet on cinquain • Computers • Self-hardening clay
- Final copies of poems • Clay figures

Materials & Resources for the Teacher:

- Projection of *St. Joseph* • Computer • Projector • Sample cinquain
- Elements of art vocabulary puzzle pieces
- Cartoon-like examples of faces with different emotions (happy, sad, bored, sleepy)
- Clay techniques chart • Emotions flash cards (for prediction and explanation)
- Poetry and presentation rubrics • Clay figure rubrics • Sample clay figure

Prior Knowledge:

(Language Arts):

Students will need to know what predictions are, understand synonyms of common emotions or use a thesaurus, be able to describe feelings, and have and understanding of using text features on the computer.

(Art Form):

Definition of the elements of art (line, shape, color, texture, form, space).

How to identify basic emotions (happy, sad, etc).

Basic clay techniques (rolling, pinching, etc).

Procedures:

1st Class Period:

1. The teacher will review making predictions with the class.
2. The teacher will show the class the sculpture of *St. Joseph* and ask them to describe how they think he is feeling.
3. Students will share what they think *St. Joseph's* story is to explain why he is feeling the way they predicted.
4. The teacher will tell students the story of *St. Joseph*. Students will confirm or refute the predictions they made about his feelings/story.
5. The teacher will ask a few students to share what they learned about making, confirming, or refuting predictions.
6. The teacher will review using a thesaurus to find synonyms and using descriptive words in poetry.
7. The students will choose an emotion (other than happy, sad, or mad) to write a poem and make a clay figure of.
8. The teacher will show students a sample cinquain and walk through the process of writing this type of poem using a worksheet. The teacher will also present and explain the poetry rubric to the students.

9. The class will write a sample cinquain together to reinforce the parts of the poem students need to include.
10. Students will compose their own rough drafts of poems about the emotion they selected.
11. The students will edit, proofread, and revise their poems with assistance from peer readers and the teacher to get them ready for the final draft stage.
12. Students will type poems in the computer lab using text features (bold, italics, underline) to highlight key words and give them an element of design.

Assessment:

The teacher will assess the poems using the rubric on the subject matter, language, and poem format.

Uses descriptive, colorful language

- 3- Uses 3 or more descriptive or colorful words
- 2- Uses 2 descriptive or colorful words
- 1- Uses 1 descriptive or colorful word
- 0- Uses 0 descriptive or colorful words

Poem describes selected emotion

- 3- Emotion is clearly identifiable
- 2- Emotion is identifiable, but not clear
- 1- Emotion is difficult to identify
- 0- Emotion cannot be identified

Follows Cinquain Format

- 3- Contains all elements of cinquain
- 2- Is missing 1 element of cinquain
- 1- Is missing 2 or more elements of cinquain
- 0- Did not follow cinquain format

The teachers will score student presentations based on their oral presentation and use of the clay figure as a prop.

Closure:

Students will wrap up each section of the poetry writing by discussing problems they were having and solutions they found to problems with writing. The wrap up to be used with the final drafts of the poems will come with the presentations of the poems and clay figures students will make in the next section.

Thoughtful Application:

Students will be able to better describe emotions they are feeling, being more specific than happy, sad, and mad.

Lesson Extension:

Students could draft different types of poems on emotions or other subject matters to make a poetry book.

Lesson Adaptations:

Students experiencing difficulty can work with the teacher or classroom para-professional to draft and revise poems. (In some cases, the teacher or para may need to scribe for students who experience great difficulty with writing.) Students can also turn to a class buddy for smaller problems with drafting or for help with more descriptive language. The classroom also has a poster with emotions and pictures of each to help students with choosing a more complex emotion.

Procedure:

2nd Class Period:

1. Warm Up(5):

Students will explain the predictions that they have made about the artwork in their regular class.

2. Intro to new Info(10):

Teacher will review a brief explanation of the meaning and context of the artwork to confirm or correct student's predictions. Discussion will then lead toward how the elements of line, shape and color indicate different emotions. Students will have a chance to explain why their prediction was right or wrong by pointing out facial features that link to the emotion (I thought he was sleepy because his eyes were closed, but now I know really it is because he is thinking really hard... I knew he wasn't happy because his mouth is a straight line, and a happy face is a curved line).

3. Guided Practice (10):

Teacher will remind students of their clay techniques and their emotion words by having them refer to the charts. The teacher will then model choosing an emotion and using the charts to get ideas on how to represent emotions. Teacher will also model how to answer the flash card challenge (predicting the emotion of a face and explaining WHY it is a correct prediction based on the elements).

4. Indi Practice (15): Students will create their own masks based on the emotion they have chosen.

Assessment:

Students will get 1 point for using correct clay techniques, 1 point for using the elements of art to create an emotion, 1 point for using the elements in a surprising or creative way, and 1 point for being able to predict an emotion and explain it using the elements of art.

Closure:

Students will clean their tables and be excused by table when they are able to answer an emotion prediction question (teacher frowns, student guesses angry). Teacher will double check to make sure each child's emotion is on a list so that they can't get confused when they make their poem in the other class.

Thoughtful Application:

Students will be able to better identify emotions in real life, encouraging them to make better social decisions. Students will also have the ability to better apply art elements to real-life observations, enabling them to make better art observations and products.

Lesson Extension:

- Students who finish their mask early may create emotion flashcards, drawing pictures to go along with new emotion vocabulary.
- The class could take an extra day to paint their masks using color symbols (red=angry, etc.)

Lesson Adaptations:

Students who have difficulty using clay techniques will have the teacher or para prep a small amount of their work to speed up their sculpting process. Students who have trouble identifying the connection between emotions and elements will get a chance to refer to the chart up close with guidance.

Connected Objectives:

Students will connect what they have learned from the statue of St. Joseph about predicting and interpreting emotions by presenting their own clay figures and poems.

Procedure:

3rd Class Period:

1. The teacher will read a sample cinquain and hold up a clay figure to demonstrate presenting in front of the class. This sample will also give students time to review the procedures for listening to speakers. The teacher will also remind students to make predictions about the emotions students wrote about and sculpted while their peers are presenting.
2. Students will show their clay figures and read their poems aloud to the class.
3. After a student has presented, other students in the class will be encouraged to guess the emotion they wrote about and sculpted.
4. The students presenting will sit down when a student has guessed their emotion and that student will go up next.

Assessment: Informal, summative

- Did student presenters complete all or most aspects of the project?
- Did student presenters connect what they have learned about the statue and emotions with what they have created?

Assessments: Formal, summative

Did students in the audience correctly identify emotions based on the presentations of others? *Speaks clearly/loudly*

3- Student projects voice and speaks very clearly

2- Student speaks in a normal tone and is somewhat clear

1- Student is quiet and difficult to understand

0- Student cannot be heard or understood

Uses gestures/props

3- Student shows sculpture and references it during presentation

2- Student shows sculpture and makes some reference to it during presentation

1- Student shows sculpture but makes no reference to it during presentation

0- Student does not show sculpture or reference it during presentation

Closure:

The teacher will wrap up the unit by asking students to look back at the statue of St. Joseph and describe his feelings. Students should be able to use more descriptive and detailed language in their descriptions. Students should also identify elements of art used in the sculpture to support their ideas.

