



LESSON PLAN

Lesson Title: Moral Murals

Content Area & Arts Discipline: Language Arts, Social Studies, Visual Arts

Date:

Lesson Author (Teacher or Teaching Artist): Margaret Anzelmo, Beverly Steele, Lari Sandel, Paulette Cockrell, Lisa Edwards

Grade Level: 3rd grade

Proposed Time Frame: 10 days

Room Requirements/Arrangement: Classroom

Materials/Equipment: art supplies, butcher paper, props, journals

Resources: *Roughfaced Girl*, *CinderHazel*, *Mufaro's Beautiful Daughter*, *Cendrillon*, *Korean Cinderella*, traditional Cinderella story, items from each culture, art prints and pictures from each culture

Vocabulary: central message, moral, mural, folktale, diverse

BIG IDEA & LEARNING OBJECTIVES

What will the students leave knowing?

Students will develop an understanding of how to determine and express the central message, lesson, or moral of a story and how

culture affects literature and art. They will be able to identify the different symbols, subject matter, and forms used in art by different cultures.

Students will... recount stories from diverse cultures.

Students will... determine the central message, lesson, or moral of a story.

Students will... explain through an art form how the message is conveyed through key details in the text.

SUMMARY

Give a brief overview of the lesson

Students will develop comprehension and visual arts skills as they examine different versions of a familiar story. They will use graphic organizers and murals to develop and express the central message of a story. They will self-assess their work using a rubric developed by the class and develop an understanding of how culture affects literature and art.

LESSON INSTRUCTION

List the steps of the lesson by following the outline below:

Engaging Students (“the hook”): Students will be asked to bring in items representing the specific cultures represented in the books. The teacher will read a different version of the story each day with the items from the culture on display.

Building Knowledge: Teacher and students will use graphic organizers

to identify the central message and key details of each story. These organizers will be done on chart paper and will be displayed throughout the room during the unit. A Venn diagram will be used to compare and contrast the cultural aspects within the stories. Students will also compare and contrast the cultural differences within the illustrations. Students will do a gallery walk of art prints and examples from each culture to identify the subject matter, forms, and symbols found in each.

Modeling the Experience: The teacher will model the use of all of the graphic organizers. In addition, the teacher and students will work together to create a mural that depicts the central message and key details of the traditional Cinderella story. This information will come from the chart paper graphic organizer for their particular story that was developed as a class.

Applying Understanding: Students and teacher will work together to develop a rubric to assess the learning objectives depicted within the mural. In groups, students will choose a different Cinderella story to represent. They will represent the central message and details of the chosen version through a mural. The mural art will depict the artistic style of the culture represented in the story.

Creating Opportunities for Reflection (Closing): Students will write a journal entry connecting the central message of the story to their own lives.

Assessing the Learning: Students will present their murals to the class. The audience will use the class-developed rubric to assess the representation of the art and language arts objectives in the murals.

STANDARDS
&
PRINCIPLES

State Content Standards:

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

(a). Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

(b). Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

(c). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

(d). Explain their own ideas and understanding in light of the discussion.

Social Studies Standard 5a: Explain how cultural artifacts represent cultures in local communities.

Visual & Performing Arts Standards:

7. Know common subject matter, forms, and symbols found in works of art and design from other cultures, times and places.

a. Identify subject matter in works of art and design found in selected cultures, times and places.

b. Identify symbols in works of art and design found in selected cultures, times, and places.

c. Identify forms in works of art and design found in selected cultures, times, and places.

Principles of Universal Design for Learning (at least one from each of the three guiding principles):

Representation: Provide options for comprehension

Expression and Action: Provide options for expression and communication. Provide options for executive functions.

Engagement: Provide options for recruiting interest. Provide options for self-regulation.

MISC NOTES

Extended Learning Activities: Students could also be given the option to represent the central message using drama.

TIPS/FAQs: