



LESSON PLAN

School Year:2019-2020

Residency/Workshop Title: School: IS 125
#2 Baba Israel and Grace Galu

Grade: 6

Time length: 15min video and assignment Virtual Lesson

Lesson Title: A picture is worth a thousand words

OBJECTIVE: *What is the purpose of learning this? How does it connect to a Big Idea?*

The Purpose of the exercise is multifold.

1. To practice and integrate the poetic devices that the students have learned thus far.
2. To make connections between visual art and writing, allowing the students to interpret both physical objects and images to inspire and interact with language and writing. It connects to the Big Idea: Poetry can be conveyed not only through words, but visually, sonically, and through movement
3. To give students a chance to reflect on their home and the artifacts contained within. The investigation of a personal object allows the opportunity to connect with memory, family, and history. This exercise centers their daily lives and connects to the Big Idea: Throughout the world, poetry plays an important role in the daily lives of people

MATERIALS: *What materials/resources/tools/instruments are needed to teach this lesson?*

1. Pen, paper, and computer
2. Phone with camera

ENGAGEMENT: *How will you initially engage students' attention?*

1. We will engage students through a dynamic video that uses music, animation, video imagery, song, poetry, and montage.
2. We will give the students an interactive game (The Description Game) to remind them about descriptive language
3. We will share original performances from Grace Galu to inspire the students and model the exercises.

MODEL/DEMONSTRATION: *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you'll be teaching?*

1. We will share and discuss the background information to give context to the exercise. For example, a little history of photography or asking them to think about their experience of looking at images.
2. We will model the exercises through sharing of writing and performance.
3. We will give students images to stimulate their thinking and creativity

GUIDED PRACTICE: *How will students practice new learning? How will they be guided?*

1. After students have watched the video and played The Description Game, they will have two opportunities to write their own poems. This gives them the chance to practice what we have shared and to respond to our prompts.
2. They will be guided by the video which gives instruction and performance examples.

3. They will also be guided by their lesson plan document which gives instructions, images, prompts, examples of devices, and poetic text.

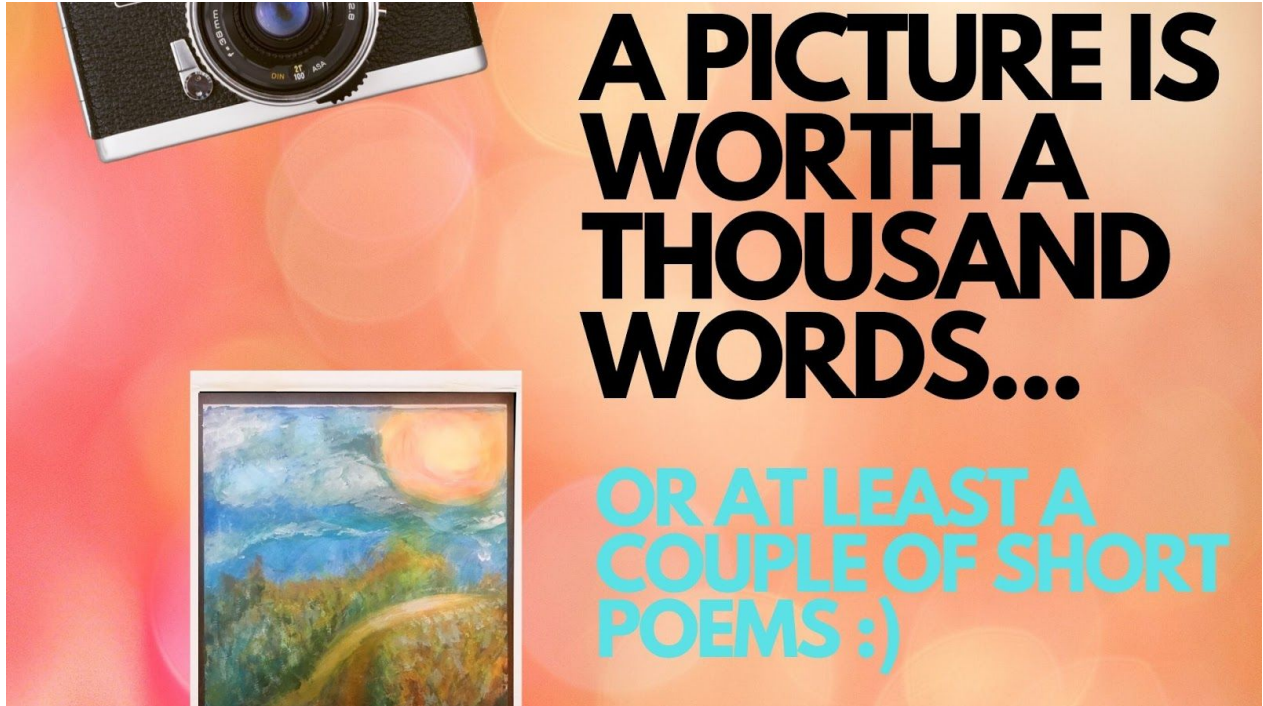
INDEPENDENT EXPLORATION: *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

1. Students will take time to explore their homes on their own to select a personal object.
2. Students will photograph their object either alone or with family support.
3. Students will read and write on their own.

SHARE/CLOSURE:

How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before next class?

1. Students have been asked to share an original photograph of their personal objects.
2. Students have been asked to share two short poems and submit them to us.
3. Students will be asked to share their favorite lines on the google classroom stream.



Hey Friends,

We were so moved by your writing and thanks to everyone who shared it. We know some of you watched the video but maybe did not have a chance to write. Feel free to do it if you have time and energy. There is no pressure and we hope that you will enjoy our new video and assignment.

1. Watch our video. As you are watching feel free to pause the video and do each exercise or watch the whole video and then come back and do it step by step.

STEP 1.



In your assignment you will see a link to the Description Game:



BOUNCY

RYTHMIC

GLISTENING

SHINY

RUBBERY

HARD

SWEET

LOUD

SMOOTH

ORNATE

INSPIRATIONAL

COLORFUL

PROUD

CRUNCHY

GRIPPABLE

Open it up and rearrange the words to match and describe the objects at the top. This little activity will remind you of words that help add description and sensory detail. We want our writing to engage the 5 senses!



STEP 2:

A picture is worth a thousand words...

Or in this case at least a short poem :)

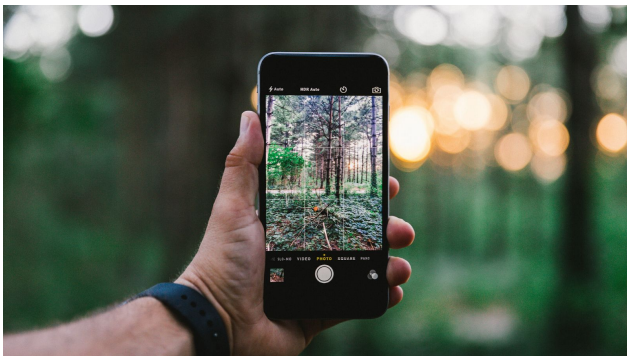
We are going to take inspiration from photography for our first writing activity. We have come a long way from the beginning of photography.



Cameras used to be large, expensive, and difficult to use.



Now almost everyone has a camera in their pocket.



We are going to explore photographs in two ways: Head to the next page to see your first image.



I want you to write what you think this photo is communicating, what story is it telling, describe the image, and what you imagine.

You can rhyme:

Inside the light, I see the tree
As it grows, I feel free

You can use a simile:

The tree is small like a flower

You can use alliteration:

Ideas inside illuminate individual branches bending beautifully

You can use a form like a haiku:

3 lines

1st line 5 Syllables

2nd line 7 Syllables

3rd line 5 Syllables

You can also use your descriptive words to engage the senses. They should be warmed up!

Here is what Grace wrote to give you some inspiration:

A terrarium

By Grace Galu

A terrarium
Like a forest
Like a vivarium
Sealed or open
A fragile glass container
Letting in the light
The gardener's the painter
Not open to the atmosphere
Yet not concealed
An ornament constrains
A universe to be revealed

Vocabulary:

Vivarium: an area, usually enclosed, for keeping and raising animals or plants for observation or research. Often, a portion of the [ecosystem](#) for a particular species is simulated on a smaller scale, with controls for environmental conditions.

Terrarium: a vivarium for smaller land animals, especially reptiles, amphibians, or terrestrial invertebrates, typically in the form of a glass-fronted case.

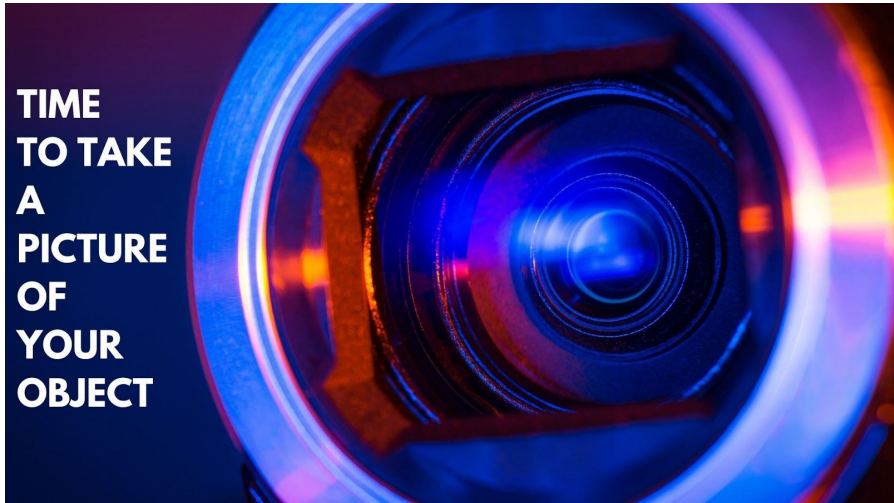
You can write your poem below or in your own document, feel free to scroll back up and look at the picture and instructions again if you need to.



STEP 3: we want you to find something in your home, an object that you love.

It could be a piece of clothing, an old book, a diary, a baseball, a jewelry box, a video game system, or a family photo.

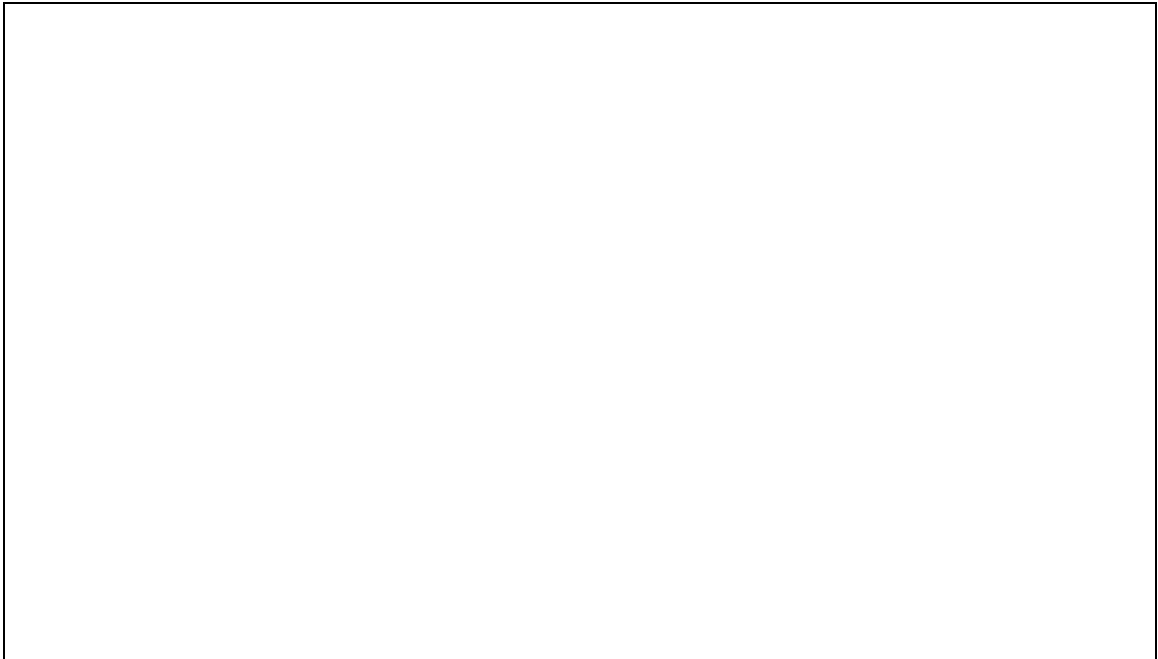
Once you have your object, its time to find a phone that has a camera. If you have one that's great, if not try and ask a family member if they can help or let you use their phone with a camera..



Now when you take the picture, try to take it in a way that communicates how it's important to you. How can you light the picture? What angle should you use? How should you display your object? How can you make this object look as special as it is to you?

Now write a short poem that celebrates your special object.

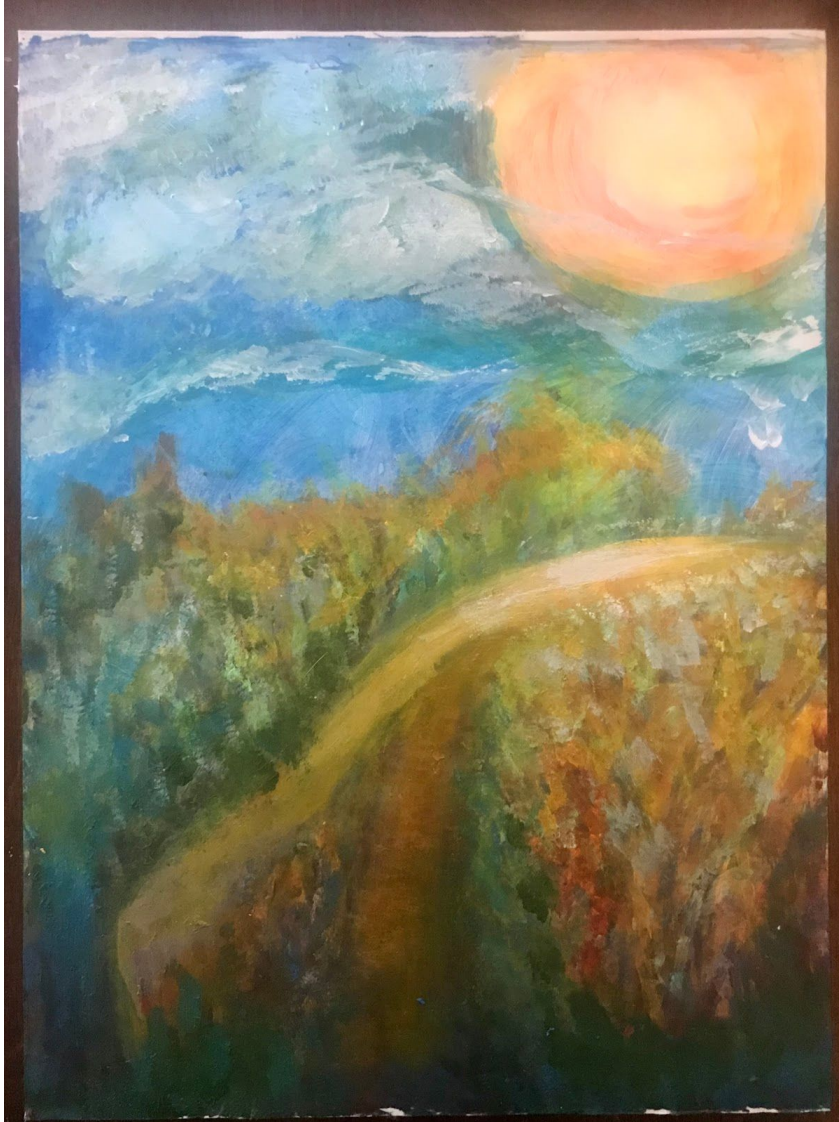
- Tell us why it's special?
- Where did it come from?
- How did you get it?
- What does it make you feel?
- Describe it in detail?
- How long have you had it?
- What does it mean to you?
- Would you ever give it to someone?
- What is it made out of?



Feel free to tell us more and be as expressive as you can be!

Please attach your photo so we can see it :)

On the next page you can find Grace's Poem and her picture of her painting



Far away from home

I have nothing
left to claim
But the few worn clothes
I jumbled in a sack
I do have a phone
it's in my sister's name
and I still have to pay her back

I also have
a lovely place to stay
I have a feeling
It's not for long
For now, I have
What's inside my head
On my paper and
In my song

I have nothing
that I can call my own
So I create new things instead
I have a reason to go on
I have a reason to feel dread

When I have the dreadful
feeling
I have a way to cope
I'll let the words create the
healing
I have everything

I have hope

-Grace Galu April 26, 2020