



ArtsforLearning Online Curriculum

Unit 3 **Everyday Heroes**

Part 2 Exploring

Unit 3: Lesson 8

Instruct on Synthesis & Create Master

Clemente Collages

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Instruct On Synthesis & Create Master Clemente Collages

LITERACY OBJECTIVE

By the end of this lesson students will be able to draw upon chapter notes and reflections to create a musical theme that represents the main character.

LITERACY "I CAN" STATEMENT

"I can synthesize everything I've learned about Clemente and demonstrate my new understanding through collage."

LESSON OVERVIEW

Steps	Pacing: 60-90 Minutes
Step 1: Introduce Lesson 8 Step 2: Instruct on Synthesis Using Collages & Notes from All Texts	15 Minutes
Step 3: Introduce Master Collage Rubric Step 4: Create Master Clemente Collages	40 Minutes
Step 5: TRAIL Marker #3: Artist Statement Step 6: Close Lesson 8	15-20 Minutes

* This lesson will span one or more classes. Stop the lesson while students are creating collages. Have them put their selected materials and white collage paper in plastic zipper bags. Complete the lesson at a later time, with students finishing their collages and reflecting through TRAIL Marker #3.

STANDARDS ALIGNMENT**TARGETED CCSS**

Reading Standards (Informational Text)

RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing & Language

W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W 3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W 3.1b: Provide reasons that support the opinion.

W 3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W 3.1d: Provide a concluding statement or section.

W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W 4.1b: Provide reasons that are supported by facts and details.

W 4.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W 4.1d: Provide a concluding statement or section related to the opinion presented.

W 5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in

which ideas are logically grouped to support the writer's purpose.

W 5.1b: Provide logically ordered reasons that are supported by facts and details.

W 5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W 5.1d: Provide a concluding statement or section related to the opinion presented.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking & Listening

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.

SL3.1a: 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.

SL 3.1b: 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).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.1a: 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.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL 5.1a: 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.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SECONDARY CCSS

Reading

RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.6: Distinguish their own point of view from that of the author of a text.

RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.

RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI 5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Writing & Language

W 3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W 4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 4.9b: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W 5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.9b: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats,

including visually, quantitatively, and orally.

TEACHING RESOURCES

STUDENT MATERIALS

-Students' Mini Collages

A4L STUDENT NOTEBOOK

- Evidence and Practice Collages for Excerpts 1-6 (Pages 4, 5, 6, 8, & 11)
- Evidence for Nonfiction Texts
- Master Collage Rubric & Checklist
- Third TRAIL Marker: Artist's Statement (Draft)

CLASSROOM CHARTS

- Art Term Chart (Created in class)
- Qualities of an Everyday Hero Chart (Created in class)

COLLAGE MATERIALS

- Large Envelopes for each group
- Art mats or waxed paper
- Scissors
- Glue
- Plastic zipper bags
- 9 X 12 white collage paper

ASSESSMENT

-TRAIL Marker #3 Progress Report

LIFE & LEARNING SKILLS

Unit 3 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 8

Process: Give an overview of the lesson objectives: Instruct on synthesis and guide students to arrive at synthesized understanding of Clemente by reviewing notes and mini collages. Students create master Clemente Collages and draft artist statements.

Suggested Dialogue

Introducing Lesson 8

"Today we will bring together everything we have learned about Clemente, and create master Clemente Collages and Artist Statements in preparation for our gallery walk.

"By the end of today's lesson, you will be able to say, 'I can synthesize everything I've learned about Clemente and demonstrate my new understanding through collage.'"

STEP 2: INSTRUCT ON SYNTHESIS USING COLLAGES & NOTES FROM ALL TEXTS

Process: Instruct on synthesis. Guide students to review their practice and mini collages as well as their notes from the narrative biography and nonfiction texts on pages 4, 5, 6, 8, & 11 in their A4L Notebooks. They are synthesizing what they have learned by looking across all of their research, determining the value of the evidence they have gathered, and deciding what stands out.

Ask students to select the qualities that they personally feel best qualify a person to be an everyday hero. Students will likely have different opinions based on their own life experiences and preferences. Once students have selected the qualities they feel best justify Clemente as an everyday hero to depict in their master Clemente Collages, they should identify the most compelling evidence that represents these qualities.

DEFINITION: SYNTHESIZING

Synthesizing means merging new information with prior knowledge and your own life experiences to

form a new idea, perspective, or conclusion.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: ART TERMS

Principles of Design:

Emphasis: making something stand out

Contrast: the comparison of two differences

Scale: the relationship between sizes - how big or small things are in relationship to each other

Elements of Art:

Color: an aspect of how we see light, help us to tell otherwise identical objects apart

Line: the path a point makes when moving in space

Shape: created when a line meets itself; geometric or organic

Texture: actual texture is the way something feels to the touch, implied texture creates the feeling of an object

Compositional Techniques:

Overlapping shapes

Going off the page

Making piece big

Placing a warm color next to a cool color

Suggested Dialogue

DEFINING "SYNTHESIZING"

"We have gathered a lot of information about Clemente by reading across multiple sources. We are now going to synthesize what we've learned so that we can make decisions about what to include in our master Clemente Collages."

"Synthesizing means merging information that you read with your own life experiences to form a new idea, perspective, or conclusion. Sometimes finding new information in a text makes a reader stop and wonder, 'Do I now think differently about this person or topic than I did before?' As you read each new

text about Clemente and gathered new evidence, you were merging that new knowledge with what you had already learned. The new evidence might have reinforced something you already knew, or maybe it caused you to think about Clemente a little differently."

"Has anyone's thinking about Roberto Clemente changed as you read more about him? (Students respond.) "

"The amazing thing about our final gallery walk is that even though we all read the same texts about Clemente, the wall will be full of very different collages. What you choose to represent about him is a result of your synthesis of everything you have read and what you believe is most important in making a person an everyday hero."

REFLECTING ON THE MOST IMPORTANT QUALITIES FOR AN EVERYDAY HERO

"Each one of you has different life experiences and ideas about what qualities are most important in qualifying someone as an everyday hero."

"For example, maybe you believe compassion is the most important quality because you consider your grandmother an everyday hero and she cared deeply for other people. Or maybe you think persistence, hard work, and creativity are the most important qualities. Take a minute and look over our Qualities of an Everyday Hero Chart. Which qualities are most important to you? (Students reflect.) Turn and share your ideas with a partner. (Students share.)"

GUIDING STUDENTS TO REVIEW READING NOTES AND COLLAGES

"With these ideas in mind, let's look back over our notes and our practice and mini collages to help us synthesize what we've learned. "

(Pass out mini collages to each student.)

"Open your A4L Notebooks to page 4. Spend a few minutes looking at your collages and at all the notes you've taken on Clemente. As you review, think about which qualities stand out for you. Do you have evidence from multiple texts to support one of the qualities? Select the qualities that you believe make the case for Clemente to be called an everyday hero and the evidence that you think best show these qualities. You need to draw from different texts for this final collage. (Students review collages and notes. Circulate to check in with students.)"

STUDENTS SHARE WHAT THEY PLAN TO INCLUDE IN MASTER CLEMENTE COLLAGES.

"Some of you might choose to focus on just a few qualities, while others may want to show many qualities. Pair-share your ideas with a partner. (Students pair-share). Let's share out. (2 - 3 students share.)"

STEP 3: INTRODUCE MASTER COLLAGE RUBRIC

Process: Introduce and review the expanded Collage Rubric to students. See page 18 in the A4L Notebook. Direct students to notice that in this synthesized collage, they must include evidence from multiple sources. That evidence does not need to be represented literally in their collages, but they should be able to articulate how multiple sources informed their design.

STEP 4: CREATE MASTER CLEMENTE COLLAGES

Process: Students make final decisions about what they want to show in their master Clemente Collages, pulling ideas from their collages and notes. Review the art terms and Collage Checklist with the class. Distribute manila envelopes, art mats, 9 x 12" white heavy drawing paper, and scissors to each group. Give students time to cut and arrange shapes for their collages. While students are working, and before they begin gluing, roam the room and check in, asking students what they plan to show and how they are incorporating the collage criteria. When students have finalized their collage choices and completed their Collage Checklist on page 18 in their A4L Notebooks, pass out glue sticks. Student glue their collages.

CLEANING UP COLLAGE MATERIALS

Cleanup includes:

- Square off the remaining unused scraps. Keep the squared off pieces in the table groups' manila envelopes. Recycle the remaining scraps.
- Wipe off the glue on art mats.
- Put away glue sticks and scissors.

-If students did not finish in time, put their chosen materials in zipper plastic bags with their names on them, and put in the manila envelope.

-Cover each collage with a piece of wax paper. Hand them in so they can be pressed down to dry for 24 hours.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: COLLAGE CHECKLIST

Your collage should:

-Show a warm color next to a cool color to create contrast and emphasis

-Show at least 2 different kinds of texture

-Make overlapping shapes to create emphasis

-Have at least 1 shape going off the pages

-Create scale by having small and big shapes

VISUAL DYNAMISM

Definition:

"Visual dynamism" is a term we will use throughout the unit to talk about what makes a piece of art interesting or appealing.

Teaching Tip:

Students need to be coached toward visually dynamic results

Compositional techniques are concrete tools to help students think about and use the elements of art and principles of design in order to achieve visually dynamic compositions. For example, placing warm colors next to cool colors to create contrast, using scale to create emphasis, or overlapping pieces can all help create visual dynamism.

Suggested Dialogue

PREPARE TO CREATE MASTER COLLAGES

"You are now ready to make synthesized, master Clemente Collages, showing what you believe justifies Clemente as an everyday hero."

"In these master collages, you have the option to pull ideas from each of your earlier collages, or create an entirely new collage. If you like something you did in one or more of your earlier collages, you may cut it out or recreate it for your master collage. Let's review the Collage Checklist. (Read through chart with students.)"

PASS OUT COLLAGE MATERIALS

"I will pass out your group collage materials and your art mats. Wait until I say, "Go!" before you empty your materials on the desks. (Pass out large envelope to each table group and art mats for each student.) Go! Empty your materials on the desks. (Students dump materials.)"

SELECT MATERIALS FOR MASTER COLLAGE

"Select materials for your master collage. Select at least two different textures and paper that has both warm and cool colors so that you can create contrast and emphasis. When you are looking through your pile, think of the dynamic shapes you might make and how you'll use scale to represent what you've learned about Clemente. Remember to let the materials give you ideas about what you will make. (Students make choices.) "

"When you have all selected your materials, put the remaining pieces back into the envelope. (Students put materials away.)"

PASS OUT SCISSORS AND WHITE COLLAGE PAPER

"For our master collages, we will work with bigger collage paper, because you are showing your synthesized understanding of Clemente as an everyday hero. Pass out scissors and 9 x 12" white paper. (Students write names on back.)"

STUDENTS CREATE COLLAGES.

"You now have time to create your collages. Cut out your shapes and play with how you arrange them on your white paper. Work towards visually dynamic collages by thinking about the composition techniques of overlapping shapes and things going off the page. I will circulate to help you as you work. (Students create collages.)"

GLUE COLLAGES

"You now have time to create your collages. The final step is to glue your pieces down. When you have arranged your collage the way you want it, complete the Collage Checklist on page 18 in your A4L Notebooks, and then check in with me. I'll give you a glue stick when you are ready. (Students glue.)"

STEP 5: TRAIL MARKER #3: ARTIST STATEMENT

Process: TRAIL Marker #3 is the third formative assessment in the unit, and will also serve as students' Artist Statement for the gallery walk. Students turn to page 19-21 in their A4L Notebooks and reflect on their learning. See this resource page for Sample Student Collage & Artist Statement. And this resource page has a contrasting sample, in which the student is not making the connection between the art and literacy. Use the samples as reference or share them with the students and analyze the differences.

Select one of these options to facilitate the activity and discussion:

- Have students work in pairs or small groups to complete the TRAIL Marker notebook page. Have them talk before writing to get ideas flowing. Then, have a whole-class discussion.
- Have students complete the TRAIL Marker individually, and then share in small groups or whole class.

TRAIL MARKER: FORMATIVE ASSESSMENTS

Thoughts and

Reflection on

Arts

Integration and

Literacy

Purpose: TRAIL Markers are points in the unit for teachers and students to reflect on learning.

During the TRAIL Markers, students stop and do a reflective activity connected to what they are learning with regards to reading, writing, and the arts and what they need to do next.

Use Trail Markers in the Following Ways:

1. Take stock of where the group and individuals are with respect to the learning objectives.
2. Engage students in conversation about what they have learned--get them to stop, think, and reflect. This can be whole class, small student groups, and/or individually with students.
3. Use the TRAIL Marker Progress Chart to enter notes for individual students and use to inform future instruction.

Suggested Dialogue

TRAIL MARKER 3: ARTISTS STATEMENT

"In preparation for our gallery walk, we are going to do an activity to help us reflect on what we learned about Clemente and created in our synthesized collages."

"Open your A4L Notebooks to page 19. We are going to draft something called Artist Statements. An artist statement is a chance for the artist to explain to the viewer what he or she was thinking about when creating the piece of artwork. We'll draft our artist statements today and write our final versions before our gallery walk."

"First, write your name at the top of the page."

"Give your collage a title. Sometimes artists use titles that describe exactly what the piece shows. Other times, they use just a few words to tell the most important thing about the piece. It is up to you. Write your title in your A4L Notebook."

"Now, complete these sentence stems to guide your reflection."

In this master collage, the qualities I wanted to show were...

(Write the qualities you selected.)

The evidence from the text that I used to create my collage was...

(Describe what you showed in your collage citing evidence from at least two texts.)

Talk with a partner about your decisions. (Students share.) Write about these choices in your A4L Notebook.

I showed the evidence and qualities in my collage by...

(Describe how you used color, shape, texture, scale, emphasis, contrast, and/or the compositional techniques. For example, "I used scale and made Clemente's hand really big to show that he was helpful to others.")

"Talk with a partner about your decisions and show them your collage. (Students share.) Write about these choices in your A4L Notebook."

"This final prompt is a personal reflection. You can respond to any of the prompts below:"

- The qualities that I think are most important for someone to be an everyday hero are...because...
- I was inspired by...
- Doing this research on Clemente made me think of ...

STEP 6: CLOSE LESSON 8

Process: Close the lesson with a "looking forward" describing the next lesson.

Suggested Dialogue

LOOKING FORWARD

"In the next lesson, we'll finalize our artist statements, mount our collages, and share our work with an audience in a gallery walk!"

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 8! YOU ARE NOW READY TO MOVE ONTO LESSON 9 OF UNIT 3.

Is this Lesson Public or Members only?:
Members Only