



ArtsforLearning Online Curriculum

Unit 3 **Everyday Heroes**

Part 1 Learning

Unit 3: Lesson 6

Discuss Clemente as an Everyday Hero;

Create Mini Collage; TRAIL Marker #2

Unit 3: Lesson 6

Discuss Clemente As An Everyday Hero; Create Mini Collage; TRAIL Marker #2

LITERACY OBJECTIVE

By the end of this lesson students will be able to use everything they learned about collage to show what they've learned about Clemente as an everyday hero.

LITERACY "I CAN" STATEMENT

"I can use evidence from the text to determine if Clemente has the qualities of an everyday hero and show those through collage."

LESSON OVERVIEW

Steps	Pacing: 60 Minutes
Step 1: Introduce Lesson 6 Step 2: Students Move into Collage Communities Step 3: Review Elements of Art, Principles of Design, & Compositional Techniques; Introduce Collage Checklist	15 Minutes
Step 4: Students Plan for Mini Collages Step 5: Students Create Mini Collage	30 Minutes
Step 6: Guide Students through TRAIL Marker #2; Glue Collages Step 7: Gallery Walk Step 8: Clean Up Collage Materials Step 9: Close Lesson 6	15 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Reading Standards

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 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI 5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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 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 5.1: 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.

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.

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 Standards

RI 3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

RI 4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RI 5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing & Language

W 3.7: Conduct short research projects that build knowledge about a topic.

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 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]”).

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 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

TEACHING RESOURCES**A4L STUDENT NOTEBOOK**

- Evidence for Excerpts 1-6 (A - B - C)
- Mini Collage Rubric & Checklist
- Second TRAIL Marker

CLASSROOM CHARTS

- Art Terms Chart (Created in class)
- Qualities of an Everyday Hero Chart (Created in class)
- Collage Example: *The Block* by Romare Bearden (from Romare Bearden: Collage of Memories, page 23)

COLLAGE MATERIALS

- Large envelopes for each group; art mats or waxed paper; scissors; glue
- Color Wheel
- 9 x 6" white collage paper or of a letter-sized piece of cardstock paper (1 x student)

ASSESSMENT

-TRAIL Marker #2 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 6

Process: Review the elements of art, principles of design, and compositional techniques. Create mini collages of Roberto Clemente showing what they have learned about him as an everyday hero.

TEACHING TIP: SCAFFOLDING COLLAGE

In this unit students engage with collage in three different ways - practice collages, mini collages, and master collages. The purpose is for students to have frequent opportunities to engage with collage while being mindful of time and materials.

Practice Collages

In Lessons 3 and 4, students create practice collages in their A4L Notebooks. In these collages, students are not expected to complete finished pieces, but rather to apply the collage skills they just learned to show one of Clemente's qualities.

Mini Collage

After completing the narrative biography in Lesson 5, students will create a "mini collage" on a 6 x 9" collage board. This is a small version of a completed collage in which students cover most or all of the white space and practice using the Elements of Arts, Principles of Design, and Compositional Techniques to show what they believe makes Clemente an everyday hero.

Master Collage

After reading the informational texts in Part 2 and synthesizing everything they have learned about Clemente, students will create a final "master collage" on an 9 x 12" collage board. They should apply all of the collage skills they learned to create a visually dynamic piece.

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

Suggested Dialogue

USING VISUAL PRINCIPLES TO CREATE A COLLAGE

"Today, we are going to use everything you've learned about collage to show what you've learned about Clemente as an everyday hero."

"By the end of today's lesson, you will be able to say, 'I can use evidence from the text to determine if Clemente has the qualities of an everyday hero and show those through collage!'"

STEP 2: STUDENTS MOVE INTO COLLAGE COMMUNITIES

Process: Guide students to take their pencils, Unit 3 Texts, and A4L Notebooks and move to sit with their Collage Communities. Below is a review of all the Elements of Art and Principles that the students have used so far.

PRINCIPLE: EMPHASIS

Definition

Emphasis is special attention or importance given to a particular area of an image. Many techniques are used to create emphasis, including putting a cool color next to a warm color. This will make that area "stand out" and will draw the viewer to look in that direction.

Teaching Tip: How this Unit Uses Emphasis

This unit teaches students to create emphasis by placing a warm color next to a cool color, by using overlapping shapes, and by putting different textures next to one another.

Connecting Literacy & Art

Emphasis is essential to students' demonstration of their understanding of what is important.

ELEMENT OF ART: COLOR

Definition

Color is an aspect of how we see light, and it helps us to tell otherwise identical objects apart: a green traffic light from a red traffic light, or a lime from a lemon. Black and white are not considered colors.

Colors on the Color Wheel

- Red - Orange - Yellow
- Green - Blue - Violet

Teaching Tip: How this Unit Uses Color

This unit focuses on the warm and cool properties of the color wheel--appropriate for understanding

how to create emphasis in collage. When talking about color, use the terminology on the color wheel. For example, use "violet," not "purple."

PRINCIPLE OF DESIGN: CONTRAST

Definiton

Contrast is the comparison of two differences. In art, contrast is created by placing opposites near or beside one another: such as a warm color next to a cool color; a light object next to a dark object; or a rough texture next to a smooth texture.

Teaching Tip: How This Unit Uses Contrast

This unit teaches students that contrast, as described above, can create emphasis. (For example, placing a cool color next to a warm color.) Distinction: contrast is one way that artists can create emphasis or make something stand out.

ELEMENT OF ART: LINE

Definition

A line is the path a point makes while moving in space. For example, the tip of a pencil makes a point; when you drag the pencil across the page, it creates a line to show where the point is moving. Lines can vary in width, direction, and length. In collage, lines can be the edges between two pieces of paper, or they can be marks made within the pieces of paper.

Teaching Tip: How this Unit Uses Line

This unit uses line as a step in understanding the element of art: shape. Lines will occur naturally in the students' collages; teachers should feel free to point out when a student is creating line. Because line is embedded in understanding the other elements of art, the lesson does not require students to show lines in their collages.

ELEMENT OF ART: SHAPE

Definition

A shape is defined as when a line meets itself. The space on the inside of the line is a form; therefore,

a shape is the outline of a form. A shape can be geometric, such as mathematics shapes: squares, circles, triangles, rectangles, ovals, etc. A shape can be organic, such as those found in nature: leaf, banana, jellyfish, cloud, etc.

Teaching Tip: How this Unit Uses Shape

This unit uses shape to help students think about how they cut and place their paper for collages. Students cut shapes no smaller than two fingers together; use big shapes that fill the page; have shapes go off the page; and overlap shapes to create emphasis.

ELEMENT OF ART: TEXTURE**Definition**

Texture can be actual and implied (or simulated). Actual texture is the way an object feels to the touch. For example, if a student ran his hand over his hair, how would he describe that feeling? Implied (or simulated) texture creates the feeling of an object. It makes an object look like it has texture. For example, Eric Carle's collages look like they could feel fuzzy, or rough, or bumpy. But they are actually smooth pieces of paper made with implied texture.

Teaching Tip: How This Unit uses Texture

The students are asked to use a range of different textures in their collages.

The different textures can be a combination of real and implied textures. The materials the students are given for their collages should include paper with both real and implied textures. Some papers will feel fibrous, fuzzy, embossed, glossy, or rough. Other papers will only look like they have texture. It is optimal to give students options for both real and implied texture.

Principle Of Design: Scale**Definition**

Scale is the relationship between sizes. Scale can help us understand how big or how small things are in comparison to each other, and can create depth, emphasis, and visual dynamism. For instance, if you saw an image of Roberto Clemente standing by himself in a big open space, you would not know how tall he was. If you saw him standing next to a car, or next to a small Chihuahua, that would give the image scale, and you could better understand the size relationship. With scale, you would have a feeling for Clemente's height, and how near or far he was from the other object. A related concept is proportion, which refers to the relative size of parts of a whole, such as features within a person's face.

Teaching Tip: How This Unit uses Scale

Changing scale (going from big to small, or small to big; making something big, that is normally small; or something small, that is normally big) creates visual dynamism. It gives the viewer an idea of the size, nearness (proximity of the object to the viewer), and importance of the objects. Students will be asked to create both large and small objects to demonstrate their understanding of scale.

Connecting Literacy & Art

Scale helps students show their understanding of what is important.

DESIGN TERM: 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. Instead of saying, "That looks great!" or "Make your collage look interesting," we will encourage students to create collages that are visually dynamic. When a piece of art is visually dynamic, it means the artist has achieved one or more of the principles of design through use of color, line, shape, texture, and compositional techniques.

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.

COMPOSITIONAL TECHNIQUES

Definition

Compositional Techniques are techniques that will guide the student in the direction of achieving principles of art and will result in their compositions being visually dynamic. These techniques must be demonstrated.

Teaching Tips

- Make the pieces big.

For Grades 3-5, every shape they cut out must be as big as two of their fingers put together. Encourage students to think in terms of big shapes that represent an idea, rather than fixating on cutting out small clothing or facial details.

- Have pieces go off the edge of the page.

Students may tend to center everything in the middle of their page, leaving a white border-like space around the page. Breaking up this negative space creates more visual dynamism. "Visual dynamism" is a less subjective way to say, "interesting."

- Overlapping shapes.

Students overlap shapes to create depth, emphasis, and provide a focal point.

- **Place a warm color next to a cool color.**

This is one way to create contrast in a collage. Contrast is a way to create emphasis.

STEP 3: REVIEW ELEMENTS OF ART, PRINCIPLES OF DESIGN & COMPOSITIONAL TECHNIQUES; INTRODUCE COLLAGE CHECKLIST

Process: Review the elements of art, principles of design, and compositional techniques. Introduce the Mini Collage Checklist, page 12 in the A4L Notebook.

Guide students to look at a collage by Romare Bearden called *The Block*. Discuss how Bearden made a visually dynamic collage using several elements of art and compositional techniques all in one image.

Suggested Dialogue

Transitioning To Collage, Introduce Mini Collage Checklist And Review Collage Rubric

"In our full collages today, we will combine all of the elements and principles of art and compositional techniques we have learned. Let's review what we've learned. Pair-share with your partner and together come up with one element or principle of art or one compositional technique we have demonstrated in our practice collages. (Students pair-share.) Let's share out. (Students share until all elements of art, and principles of design, and compositional techniques are listed. As students share, reveal the Mini Collage Checklist on the board or document camera.) Open your A4L Notebook to page 12. On this page are the Mini Collage Rubric and Checklist. You can use these to monitor your progress and to remind you what to include in your collage. We have learned about warm and cool colors, and today we will show this by putting one cool color next to a warm color to create contrast and emphasis. We have also learned about shape and will create emphasis by showing overlapping shapes."

"We then learned about texture and will show at least two different textures. What else did we learn? We learned how to create visual dynamism by having a shape go off the page and to create scale by changing the size of our shapes. Our collages today will combine all of the compositional techniques, elements of art, and principles of design we have learned."

REVIEWING ELEMENTS OF ART AND COMPOSITIONAL TECHNIQUES USING *THE BLOCK* BY ROMARE BEARDEN

"Let's try to find evidence where Romare Bearden has used each of these compositional techniques and elements of art in his collage *The Block*. What do you see?" (Students respond, "The background shows red, a warm color, next to blue, a cool color. The buildings and people are all made out of overlapping shapes. There are lots of different textures: brick, clouds, and awnings over the windows. The blue light bulb on the right is big and creates scale in the room. The cars on the left go off the page.")

STEP 4: STUDENTS PLAN FOR MINI COLLAGE

Process: Explain the difference between the practice collages and the mini collage. Students open their A4L Notebooks to pages 4, 6 & 11 and review the notes they recorded for all 6 excerpts. Students select one or more qualities that they believe best represent Clemente as an everyday hero to show in their mini collage. Then students review and select the evidence that best supports each quality - they will draw on this evidence for their mini collages. Explain to students that they do not need to include literal representations of all the evidence. This is their opportunity to emphasize what they think is the most compelling evidence that Clemente can be called an everyday hero. Review the Mini Collage Rubric and Checklist, A4L Notebook, page 12. Keep these projected while students are planning and creating their mini collages.

INTRODUCING MINI COLLAGES

"In just a moment, you are going create a collage showing what you believe is the best evidence to qualify Clemente as an everyday hero. Instead of creating these collages in our A4L Notebooks we will use these collage boards. (Hold up 9 x 6" collage board.) Try to fill in as much of this white space as you can, using what you've learned about color, texture, shape, line, overlapping shapes, and shapes going off the page to emphasize what you want about Clemente. Your collage should be visually dynamic."

PREPARING FOR MINI COLLAGE BY REVIEWING NOTES AND SHARING IDEAS

"To get ready for our collages, let's look back at our notes from all 6 excerpts on pages 4, 6 & 11. Your collages need to show one or more of the qualities that you circled in the "Personal Qualities" columns. If you think one single quality stands out above all the rest, pick that one. If you think several qualities together make Clemente as everyday hero, pick those. Next, look at your evidence. Select what you believe is the best evidence for each quality. (Students review notebook.) Talk to your neighbor or Collage Community about what you want to focus on in your collage." (Students share.)

STUDENTS BRAINSTORM AND SHARE COLLAGE IDEAS

"Now let's take a moment and brainstorm how you might show these qualities in your collage. Remember, you do not need to create literal representations of all the evidence you selected. Instead, the evidence should inform how you show these qualities. Use geometric and organic shapes, warm and cool colors, textures, and compositional techniques to show your ideas. You might decide you liked something you did in one of your practice collages - you can cut it out and use it in this collage or recreate it with different colors, sizes, or textures.

I'll give you a few minutes to think and then you will share your ideas with your table group/partner. This is just a brainstorm - it is ok to change your ideas once you start creating your practice collage. (Students think independently.) Share your ideas with your Collage Communities. (Students share.) Let's share out." (2 - 3 students respond. Guide students to focus on connecting their evidence and collage ideas to Clemente's qualities rather than simply representing something from the story.)

REVIEWING THE COLLAGE RUBRIC

"As you work, keep in mind there are two important things you must show in your collage. What are those things?" (Students respond. Project and review the Mini Collage Rubric and Checklist, A4L Notebook, page 12.)

STEP 5: STUDENTS CREATE MINI COLLAGE

Process: Pass out large envelopes and art mats/waxed paper to each group. Guide students to select collage materials for their mini collages. Once students choose their materials, have them put leftover materials back in the large envelopes, resulting in a cleaner workspace and less distraction. Pass out scissors and white 9x6 collage paper. Give students time to cut and arrange shapes for their collages, attending to the Mini Collage Rubric and Checklist, projected from A4L Notebook, page 12, so students can see these while they are working on page 11.

While students are working, and before they begin gluing, do a checkpoint for each of the criteria on the Checklist, where students pause and check in with themselves and their peers to see that they have met the criteria. Do one criteria checkpoint at a time. For instance, ask students to pause and check whether they and their partner have put a warm color next to a cool color. Then pause again a little later to see if students have made any of their shapes overlapping.

Students will reflect on and share their work in the next step, TRAIL Marker #2. Timing for collage is 20 - 30 minutes.

Suggested Dialogue

PASSING OUT COLLAGE MATERIALS

"We are ready to make a collage that combines everything we have learned. I will pass out your

group's 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/waxed paper for each student.)

"Go! Empty your materials on the desks."

SELECTING MATERIALS FOR COLLAGE

"Remember, when you are looking through your pile, let the materials give you ideas about what you will make. Be sure to choose pieces with different textures - actual and implied as well as cool and warm colors. Please remember to share all the materials. Choose several pieces you may want to use for your collage, and gather them onto your art mat." (Students look through pile and select materials.)

"Once you have chosen the pieces you want to use, I will pass out scissors and the paper to make your collage on. Write your name on the back of your collage board." (Pass out scissors and 6 x 9 white collage paper. Students write names on back.)

STUDENTS CREATING MINI COLLAGES

"You now have time to create your collages. Cut out your shapes and play with how you arrange them on your white paper. I will circulate to help you as you work. (Students create collages. Pause at five different checkpoints to make sure students are meeting the five criteria. Do one checkpoint at time.) Let's pause. Check your collage and your partner's collage and make sure you have put a warm color next to a cool color." (Students check and then continue.)

STEP 6: GUIDE STUDENTS THROUGH TRAIL MARKER #2; GLUE COLLAGES

Process: TRAIL Marker #2 is the second formative assessment in the unit. Students turn to page 13 in their A4L Notebooks and reflect on their learning. Select one of the following options to facilitate the activity and discussion:

1. 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.
2. 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
 IIntegration and
 Lliteracy

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 the TRAIL Markers on 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 (Resources, pages 6-7) to enter notes for individual students and use to inform future instruction.

Suggested Dialogue

REFLECTING ON COLLAGE ACTIVITY

"We are going to do a quick activity to help us reflect on the collages you just made and see if we need to make any changes before gluing our collages. Open your A4L Notebooks to page 13. We'll use these sentence stems to help us reflect."

"In this practice 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 the text.)

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

"I showed the evidence and quality in my collage by...
 _____." (Describe how you used color, shape, texture, scale, emphasis, contrast, and/or the compositional techniques. For example, "I used contrasting colors and overlapping shapes when I put bright blue lines coming from Roberto and lay them over red shredded paper to show how his persistence and positive attitude were more powerful than the bad things people said about him.")

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

FINALIZING YOUR COLLAGES

"Now that you've reflected on your work, feel free to make changes and finalize your decisions. The final step is to glue your pieces down. I'll come around and give you a glue stick when you are ready. Can someone remind us of the techniques for gluing?" (Students respond: "glue the backside, gluing edges and corners, glue on the art mat, pressing down around all edges, etc." Pass out glue.)

STEP 7: GALLERY WALK

Process: If time permits, lead students in a gallery walk to notice how others used texture and scale to show emphasis and contrast.

Suggested Dialogue

INSTRUCTING ON THE GALLERY WALK

"You have made visually dynamic collages using several elements of art and compositional techniques. Let's walk around the room and notice where our classmates used the criteria to show what they learned about Clemente. Notice what stands out for you." (Encourage students not to say which ones they "like," but instead, to point out places where their peers demonstrated the criteria.)

STEP 8: CLEAN UP COLLAGE MATERIALS

Process: Clean up collage materials. Make choices about how to organize the process, with students taking responsibility for the cleanup. Timing for cleanup is 5 - 10 minutes. This cleanup establishes routines and takes longer than subsequent cleanup sessions. The following day, display the mini collages in the classroom or hallway.

CLEANING UP

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/waxed paper.
- 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 in A4L Notebooks so they can be pressed down to dry for 24 hours.

STEP 9: CLOSE LESSON 6

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

Suggested Dialogue

LOOKING FORWARD

"In the next part of the unit, you will continue your investigation and read several different nonfiction texts to learn more about Clemente. Then, we will decide if the evidence we have collected qualifies him as everyday hero."

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 6! YOU ARE NOW READY TO MOVE ONTO LESSON 7 OF UNIT 3.

Is this Lesson Public or Members only?:
Members Only