2024 Global Children’s Literature Teacher Fellowship Program Lesson Plan Template

| **Context** |
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| **Lesson Title:** Lippan Kaam- The Art of the Mud Mirror by Kathleen Mohr |
| What was the context for your lesson?1. Your grade level= 5th Grade2. The subject area(s) for which you created the lesson=Art 3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson=This lesson was designed for an urban Public Elementary School in Burton, Michigan near Flint. The Grade levels taught at the Elementary are Prekindergarten-5. The enrollment of the elementary school is 330 students. There is a Student to Teacher Ratio of 16:1 and a minority enrollment of 33%. None of my students are from India, one is from Palestine. 4. Your own identities and how they play into your lesson (here, you might think of how your identities and experiences might affect what and how you plan to teach this lesson) I was raised by a Teacher and a Radio/Television personality in a first-generation American home. Our family would take part in many different cultural celebrations and were taught at home about many different cultures. I want to share art from different cultures and I try to link stories or literature with the art.  |
| **Process** |
| How did you select the literature for your lesson?1. What literature will you use? The book I have chosen is “Rumi: Poet of Joy and Love” by Rashin KheiriyehYoutube video: All About India for Kids :<https://www.youtube.com/watch?v=6J6UpxMxG_8>Youtube video: Mesmerizing Flower Lippan Art<https://www.youtube.com/watch?v=MJkBmGwO5_0>Bhungas: Traditional Mud Architecture (video)<https://www.youtube.com/watch?v=fG7j8zyidDU>2. What was your process for literature selection? I went to Chicago and visited several book stores. I looked through as many as I could find. After reviewing picture books for Asia, I chose the book based on illustrations. I looked for books with artwork that would help demonstrate repetitive patterns, bright colors, and cultural symbolism.3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.) In browsing, I was looking for artwork to connect with other cultures. The cover of this book was exactly what I was looking for. I sat and read the book while a lesson formed in my head. 4. Did you consult some of the resources identified in the library visit and the Zoom meetings?I did look at books through Global networks given in the library visit. I also looked at resources given by others during meetings and in documents. |
| **Lesson** |
| 1. What do you want students to learn? (goals) I would like the students to understand and respect that there are different responses to specific art in a global community by learning the history of the art, comparing and contrasting to other cultures, times or places, and by making and studying the art of a variety of cultures. Review of Value and Shade.**ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community.** **ART.VA.III.5.4 Analyze the characteristics of personal artwork.** **ART.VA.III.5.5 Develop a sensitivity and understanding of how personal experiences can influence the development of artwork.****ART.VA.IV.5.1 Defend the history of visual arts and specific relationships to various cultures and times.** **ART.VA.IV.5.2 Compare and contrast works of art as belonging to particular cultures, times, and places.**2. Why does this lesson matter from the perspective of global understanding and engagement? (rationale)By studying different cultures’ works of art, we see how interconnected we are globally as humans; experientially, emotionally, and through our senses. Students are taught to have an appreciation for the art and its representative culture.3. What will you do? (the actual lesson). Please explain the lesson in detail. Feel free to use whatever format you usually use to create a lesson plan. (You may wish to include artifacts.). You should include theme/topic, global perspective, unit/lesson background, activities/instructional approaches and so on. 5th Grade Lesson- Lippan Kaam-The Art of the Mud Mirror - created powerpoint lesson1. Use flowers as a talk starter- seeing commonality
2. What do you know about India? Ten questions
3. Watch video about India and use worksheet of questions to answer.

All about India for Kids: <https://www.youtube.com/watch?v=6J6UpxMxG_8>You live in Burton. Does it look like India? If you came here from there, would you think everything in the United States looked like Burton? Would that be accurate? Keep in Mind that we are looking at ONE little part of India- when we see the video about our project. This is Rann of Kutch. It is a small place in India that is the birthplace of Lippan Art. (Show Second Video) We won’t be decorating any walls or doors, however we will make a small Lippan art decoration.  1. Looking at our art project origin- Rann of Kutch-video <https://www.youtube.com/watch?v=fG7j8zyidDU>

What were your impressions of the village? Turn and talk with your neighbor. What is common, or about the same, in what you saw here, and what you saw on the video? Call and Discuss answers.What did you notice about the art on the wall? What do you notice about this piece (open video to picture of camel)1. Read Rumi with the students. Point out the flowers, make sure students are looking for the bird on each page. Read the back of the book about Rumi’s life. Go over the slide in the presentation with Rumi quotes. Ask students to pick one that means something to them and jot it down on the paper they have in front of them.
2. Looking at a quick explanation of the art project-video <https://www.youtube.com/watch?v=MJkBmGwO5_0>

Continuing with slides.1. Looking at several design ideas and thinking of their Rumi quote, students will create a design that includes one repeated design, and one mirror, Read through the quotes together.

Have students write down their chosen quote. This quote will help you design your piece. It will become the title of your piece.  Continue with slides upon completion. 1. Gather supplies: 1 round wood disc, pencil, paper, 1 round mirror, air dry clay, paint, tacky glue, and paintbrushes. Students should be taken quickly through the process in slides.
2. Students will
3. The students will transfer the design to their wood disc by using carbon paper or carbon process.
4. Students will create clay rope for circles and clay pieces for designs. They are to use the tacky glue first and press the clay into the clay to hold.
5. After the clay is dry (24-48 hours) the students may paint their designs. Review painting rules and Tips for the project. Review terms: Value and Shade. They must include one value and one shade.

 4. How will you know if students learned what you intended? (assessment)Our completed projects will show the understanding of the process, will represent at least one repeated pattern in a round form, and will be based on a Rumi saying of the student’s choice.The artist statement will include the connection to their understanding of the project, and the completed post-test will assess how well the students understood this area. |
| **Enactment** |
| How did the lesson go?1. When did you teach the lesson? April 2-5, 20242. What did you do? (sometimes what is done is different from the plan) I taught the lesson and revised my slides to meet what I taught. I found the original order didn’t work for my class time. I revised my slides a few times! Students had a very hard time with the quotes, as there are so many. At the end of class, they told me not to change it. 3. How did students respond? (you may wish to include artifacts)Our discussion about what was the same in the village and art. (Quotes combined in two classes.* “They both have people.” “They both have houses.”
* “Our houses are…” (We both, or they both only, please.) Our…(6x)
* “We both have families.”- “We love” “We are people.”
* “We both like to live next to other people-(why?) for safety and security.”
* “Both our houses are built to keep us from the weather.”
* “What’s dung?”
* “What art?” (At this time I backed up the video to the camel)
* “How do they do that?” “Is it religious?”
* “Why do they use mirrors and not just paint?” (The mirrors help to add additional light inside the home when lighting is nearby.”
* “Are you going to make us use mud and dung?”
* “Hey Mrs. Mohr? When we’re done with this project, what country can we do next?”
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| **Reflection** |
| Reflection (Self-evaluation)1. What were you pleased with? (strategies that worked well)I was pleased with the information portion of my lesson. The students were engaged with the video, and the discussion that occurred afterward. I really think I should choose several quotes and change the list. My 5th graders did not want the list cut down. Some of them needed help.However, they told me they talked about what some of the meanings meant to them. A few asked me to read the quote again, it gave them chills and they really understood it then. They are excited about the project and really enjoyed learning about where the art came from, instead of Who the art came from. 2. Are there things you learned for next time? (strategies that worked less well) I need more than two days for the project to be ready to do clay. The students were almost ready at the end of day two. Do not try to play classical music from India for the kids! Allow students to use symbols or shapes to represent their quote. If they think about the nouns in the quote, it would be better. Could have done a project with the 30 birds! 3. Were there any surprises? (positive or negative) The kids were thrilled to learn about another country. They really had no prior knowledge except hearing the name. They laughed during one video reading, they didn’t understand that other people talk with accents.The story of the person, Rumi, struck a nerve with the kids. Many have been in the position of someone trying to take one person away from others because of jealousy. The story of the birds was their favorite, and they liked the picture of the 30 birds. We got into a discussion about what the meaning of the story was. I was really surprised when they groaned when I said Asia. When I told them that Asia was a continent and India was a country within that continent, they were amazed. I was amazed when the comparison came back of states to country and they had no idea they lived in North America. 4. What recommendations do you have for other teachers when using this book? The book pictures help move the story. Make sure to look for common images, such as the bird, throughout the book. Read it in parts, rather than all at once. Some discussion may take place. This is an end of year project designed for a specific set of students. The Rumi quotes are really not needed for the lesson. The project could be just as effective with the reflective book cover and by making a Lippan Art of the 30 birds. 5. What did this experience teach you about global children’s literature and including global children’s literature in your curriculum? I loved creating this lesson and one for all my other classes and to see the kids excitement in learning about new places. I am planning to do more countries! |
| **References** |
| List all references or resources you used.**“Rumi: Poet of Joy and Love”** by Rashin Kheiriyeh- no read aloud on youtube **All About India for Kid**s :<https://www.youtube.com/watch?v=6J6UpxMxG_8> video Mesmerizing Flower Lippan Art (video)<https://www.youtube.com/watch?v=MJkBmGwO5_0> Bhungas: Traditional Mud Architecture (video)<https://www.youtube.com/watch?v=fG7j8zyidDU>Mesmerizing flower Lippan Art<https://www.youtube.com/watch?v=MJkBmGwO5_0>Extension Activities/resources:**Grandma and the Great Gourd** <https://www.youtube.com/watch?v=RPxAOQBNYoM>**Pooni at the Taj Mahal** By: Manjula Padmanabhan <https://www.youtube.com/watch?v=l90e6KiWJQ8>**Nadia’s Hands** [**https://www.youtube.com/watch?v=g\_4i5hs\_arM**](https://www.youtube.com/watch?v=g_4i5hs_arM)**A Garden in My Hands**[**https://www.youtube.com/watch?v=oX4vDte-NPQ**](https://www.youtube.com/watch?v=oX4vDte-NPQ)**A Bucket of Blessings** <https://www.youtube.com/watch?v=M7wSfbIhBM8>Photos: Courtesy of Kathy Mohr and the students of Barhitte Elementaryimages: The Crafty Classroom- Peacock drawing example and finished exampleQuotes included in the slide were taken from various sources, |