Unit Design

Geometric Expressions of Culture

Grade Level: 3/4

Content Areas:
Math
Social Studies
Language Arts

Names:
Sara Ciak
sciak@greenbay.k12.wi.us

Jennifer Georgia
jgeorgia@greenbay.k12.wi.us

Dexter Daul
Ddaul@greenbay.k12.wi.us

and

Linda Pletcher
lpletche@greenbay.k12.wi.us
**Standards and Benchmarks**

Math: Standard C-Geometry

C.4.1 Analyze two dimensional shapes and objects.
C.4.2 Identify properties and relationships by using physical materials.

Horizontal Connections:
Social Studies-Standard E

E.4.11 Give examples and explain how language, stories, folktales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

Language Arts-Standard A

A.4.2 Read, interpret, and critically analyze literature.

Concepts:
Patterns, shapes, symmetry, culture, similarities
<table>
<thead>
<tr>
<th>Generalizations:</th>
<th>Essential/Guiding Questions:</th>
</tr>
</thead>
</table>
| Mathematical patterns are reflected in the art forms of different cultures. | How are mathematical patterns reflected in the art forms of different cultures?  
- What is a pattern?  
- What is a triangle, square, rectangle, parallelogram, trapezoid, rhombus, pentagon, hexagon, and octagon?  
- What do these shapes look like?  
- What does congruent mean?  
- What do congruent shapes look like?  
- What is symmetry?  
- What kinds of shapes have symmetry?  
- What do translation, vertical reflection, horizontal reflection, rotation, glide reflection, vertical reflection/horizontal reflection, and vertical reflection/rotation mean? |
| Similarities can be found in the art and literature of different cultures through time. | How are the art and literature of different cultures and times similar?  
- How are patterns used in the art of the Hmong, Native American, and Mexican cultures?  
- What can we learn about the Hmong, Native American, and Mexican cultures by examining their art?  
- What are the characters, plot, setting, and theme of a story?  
- What can stories tell us about a culture?  
- What elements do cultural tales have in common?  
- What do cultural tales tell us about ourselves? |
Benchmark: C.4.1 Analyze two dimensional shapes and objects

<table>
<thead>
<tr>
<th>Benchmark Proficiency Criteria</th>
<th>Learning Target</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- recognize attributes of geometric shapes</td>
<td>K</td>
<td>CR, SR</td>
</tr>
<tr>
<td>- know meanings of prefixes (tri, quad, penta, hexa, octa,)</td>
<td>K</td>
<td>CR, SR</td>
</tr>
<tr>
<td>- identify two dimensional shapes</td>
<td>K</td>
<td>CR</td>
</tr>
</tbody>
</table>

K = Knowledge
S = Skill
R = Reasoning
D = Dispositions

P = Product
CR = Constructed Response
SR = Selected Response
P = Product
PA = Performance Assessment
O = Observation
PC = Personal Communication
PF = Portfolio
Benchmark: C.4.2 Identify properties and relationships by using physical materials.

<table>
<thead>
<tr>
<th>Benchmark Proficiency Criteria</th>
<th>Learning Target</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- know meaning of similarity, congruence, symmetry, slide, flip, and turn</td>
<td>K</td>
<td>SR</td>
</tr>
<tr>
<td>- apply vocabulary to assess relationships between geometric shapes</td>
<td>S, P</td>
<td>SR, CR</td>
</tr>
<tr>
<td>- recognize when/how shapes have been flipped, turned, and slid</td>
<td>K</td>
<td>SR</td>
</tr>
<tr>
<td>- identify 7 different strip patterns based on rigid motions</td>
<td>K</td>
<td>SR</td>
</tr>
</tbody>
</table>

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R = Reasoning
D = Dispositions

P = Product
CR = Constructed Response
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Benchmark: E.4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

<table>
<thead>
<tr>
<th>Benchmark Proficiency Criteria</th>
<th>Learning Target</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>-recognize/identify geometric shapes and patterns in different examples of cultural art</td>
<td>K</td>
<td>CR, O</td>
</tr>
<tr>
<td>-create original art based on geometric shapes and strip patterns</td>
<td>P</td>
<td>P,PA</td>
</tr>
<tr>
<td>-recognize specific culture reflected in artifacts</td>
<td>K</td>
<td>SR,PA</td>
</tr>
<tr>
<td>-recognize aspects of a culture through their literature</td>
<td>K</td>
<td>P, O</td>
</tr>
</tbody>
</table>

K = Knowledge  
S = Skill  
R = Reasoning  
D = Dispositions

P = Product  
CR = Constructed Response  
SR = Selected Response  
P = Product  
PA = Performance Assessment  
O = Observation  
PC = Personal Communication  
PF = Portfolio
Benchmark: A.4.2 Read, interpret, and critically analyze literature.

<table>
<thead>
<tr>
<th>Benchmark Proficiency Criteria</th>
<th>Learning Target</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>-identify story elements of character, plot, setting, and theme</td>
<td>K</td>
<td>CR, O</td>
</tr>
<tr>
<td>-relate cultural tales to own self</td>
<td>S</td>
<td>CR</td>
</tr>
<tr>
<td>-compare/contrast tales across different cultures</td>
<td>R</td>
<td>CR, PA</td>
</tr>
</tbody>
</table>

K = Knowledge  
P = Product  
SR = Selected Response  
P = Product  
PA = Performance Assessment  
O = Observation  
PC = Personal Communication  
PF = Portfolio
### Baseline Assessment

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th><strong>Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Basic shapes</td>
<td>1. Shape search around room&lt;br&gt;- sort shapes on board by number of sides&lt;br&gt;- sort shapes on board by type</td>
</tr>
<tr>
<td>Observation</td>
<td>2. Shape search around home (worksheet)</td>
</tr>
<tr>
<td>Constructed Response</td>
<td></td>
</tr>
<tr>
<td>Congruence</td>
<td>3. Model examples of congruence on board&lt;br&gt;- students create own pair of congruent shapes</td>
</tr>
<tr>
<td>Observation</td>
<td>4. Origami shapes - create and count number of congruent shapes</td>
</tr>
<tr>
<td>Symmetry</td>
<td>5. Define symmetry by using mirror to model</td>
</tr>
<tr>
<td>Observation</td>
<td>6. Students find lines of symmetry on basic shapes&lt;br&gt;- discuss vertical and horizontal symmetry</td>
</tr>
<tr>
<td>Constructed Response</td>
<td>7. Folding/cutting activity</td>
</tr>
<tr>
<td>Creating Strip Patterns (flips, turns, slides)</td>
<td>8. Model rigid motions (slide, flip, turn) on overhead using pattern blocks, then stencils</td>
</tr>
<tr>
<td>Observation</td>
<td>9. Students create own strip pattern using stencils. Must show slide, flip, and turn</td>
</tr>
<tr>
<td>Observation</td>
<td>10. Model 7 rigid motions using stencil on overhead.&lt;br&gt;- students follow along with own stencil and paper</td>
</tr>
<tr>
<td>Performance</td>
<td>11. Students create own strip pattern with original stencil.&lt;br&gt;- describe in writing the rigid motion used to create the pattern</td>
</tr>
</tbody>
</table>
### Formative Assessment:
- journal
- product—paper paj ntaub

- journal
- performances
- observation checklist (with focus on understanding of story elements)

<table>
<thead>
<tr>
<th>1. Read <em>The Whispering Cloth</em> by Pegi Deitz Shea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify patterns/shapes</td>
</tr>
<tr>
<td>3. Explore Hmong trunk <em>or</em> powerpoint of paj ntaub</td>
</tr>
<tr>
<td>4. Discussion of patterns/rigid motions/cultural meaning of motifs</td>
</tr>
<tr>
<td>5. Create paper paj ntaub</td>
</tr>
<tr>
<td>6. Re-read <em>The Whispering Cloth</em></td>
</tr>
<tr>
<td>7. Pantomine character activities</td>
</tr>
<tr>
<td>8. Discussion/character</td>
</tr>
<tr>
<td>9. Brainstorm events (plot)</td>
</tr>
<tr>
<td>10. Groups present tableaux</td>
</tr>
<tr>
<td>11. Groups arrange themselves in sequential order of events</td>
</tr>
<tr>
<td>12. Discussion/plot</td>
</tr>
<tr>
<td>13. Brainstorm settings</td>
</tr>
<tr>
<td>14. Locate places on map</td>
</tr>
<tr>
<td>15. Create setting mural</td>
</tr>
<tr>
<td>16. Discussion (setting)</td>
</tr>
<tr>
<td>17. Brainstorm/discuss universal themes</td>
</tr>
<tr>
<td>18. Groups read Hmong folktales taken from <em>Folk Stories of the Hmong</em> by Noma J. Livo &amp; Dia Cha</td>
</tr>
<tr>
<td>19. Prepare/present improvisation based on story group chose</td>
</tr>
<tr>
<td>20. Discussion—What does Hmong art &amp; literature reveal about their culture?</td>
</tr>
</tbody>
</table>

### Formative Assessment:
- journal
- product—based on strip pattern

- journal
- performances
- observation checklist (with focus on working within a group cooperatively)

<table>
<thead>
<tr>
<th>1. Read <em>Buffalo Dance</em> retold by Nancy Van Laan</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify patterns/shapes</td>
</tr>
<tr>
<td>3. Explore patterns based on Native American beadwork (see attached suggestions/pictures) <em>or</em> guest speaker from Oneida Museum.</td>
</tr>
<tr>
<td>4. Discussion of patterns/rigid motions</td>
</tr>
<tr>
<td>5. Create beaded pattern</td>
</tr>
<tr>
<td>6. Re-read <em>Buffalo Dance</em></td>
</tr>
<tr>
<td>7. Pantomine character activities</td>
</tr>
<tr>
<td>8. Discussion/character</td>
</tr>
<tr>
<td>9. Brainstorm events (plot)</td>
</tr>
<tr>
<td>10. Groups present tableaux</td>
</tr>
<tr>
<td>11. Groups arrange themselves in sequential order of events</td>
</tr>
<tr>
<td>1. Read <em>The Lizard and the Sun</em> by Alma Flor Ada</td>
</tr>
<tr>
<td>2. Identify patterns/shapes</td>
</tr>
<tr>
<td>3. Powerpoint presentation of Mexican art or Guest speaker</td>
</tr>
<tr>
<td>4. Discussion of patterns, rigid motions, and cultural motif meanings</td>
</tr>
<tr>
<td>5. Create mosaic tile</td>
</tr>
<tr>
<td>6. Re-read <em>The Lizard and the Sun</em></td>
</tr>
<tr>
<td>7. Pantomine character activities</td>
</tr>
<tr>
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</tr>
<tr>
<td>14. Create setting mural</td>
</tr>
<tr>
<td>15. Discussion/setting</td>
</tr>
<tr>
<td>16. Brainstorm/discuss universal themes</td>
</tr>
<tr>
<td>17. Groups read Hispanic folk tales taken from <em>The Eagle and the Rainbow</em> by Antonio Hernandez Madrigal</td>
</tr>
<tr>
<td>18. Prepare/present improvisation based on group story chosen</td>
</tr>
<tr>
<td>19. Discussion</td>
</tr>
</tbody>
</table>

**Formative Assessment:**
- journal
- product-mosaic tile with pattern
- journal
- performances
- observation checklist(with focus on making cultural connections/understanding of culture)
C.4.1 What do you know about geometric shapes?

1. Draw a line to match each description to its definition.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>A polygon that has 3 sides and 3 angles</td>
<td>square</td>
</tr>
<tr>
<td>A parallelogram whose corners are all right angles</td>
<td>hexagon</td>
</tr>
<tr>
<td>A rectangle whose sides are all the same length</td>
<td>octagon</td>
</tr>
<tr>
<td>A four sided polygon with exactly one pair of</td>
<td>triangle</td>
</tr>
<tr>
<td>parallel sides</td>
<td></td>
</tr>
<tr>
<td>A polygon with six sides</td>
<td>trapezoid</td>
</tr>
<tr>
<td>A parallelogram with all four sides the same length</td>
<td>pentagon</td>
</tr>
<tr>
<td>A polygon with eight sides</td>
<td>rectangle</td>
</tr>
<tr>
<td>A four-sided polygon that has two pairs of parallel</td>
<td>rhombus</td>
</tr>
<tr>
<td>sides which are the same length</td>
<td></td>
</tr>
<tr>
<td>A polygon with five sides</td>
<td>parallelogram</td>
</tr>
</tbody>
</table>

2. Label each geometric shape with its name from column B

[Diagram of geometric shapes with labels for labeling]
C.4.2 How can geometric shapes be used to create patterns?

3. Circle the pair of congruent shapes.

4. Circle the image that is symmetrical.

5. Look at the following pattern and circle how the pattern was made (by sliding the shape, flipping the shape, or turning the shape).

6. Create a pattern by sliding the shape.

7. Create a pattern by flipping the shape.
8. Create a pattern by turning the shape.

9. The following examples of Native American beadwork display what type of strip pattern?

- Reflection
- Translation
- Flip
- Rotation

10. Create a strip pattern using the following shape.

11. Tell what kind of strip pattern you created in #10.
(Reflection, Translation, Flip, Rotation)
12. Match the strip pattern with its name:

- Translation
- Vertical Reflection
- Horizontal Reflection
- Rotation
- Glide Reflection
- Vertical Reflection/
  Horizontal Reflection
- Vertical Reflection/
  Rotation
E.4.11 Do you know how different cultures express patterns in art?

13. Use the word bank to identify the culture each artifact represents. Write the name of the culture on the line below each picture.

Word Bank:

Hmong

Native American

Mexican
A.4.2 What do you know about the parts of a story?

14. Match the story element with its definition.

Characters                       the events of a story

Plot                             the time a story takes place and where a story takes place

Setting                          the people in the story

Theme                            the central idea of a story
Baseline Scoring

**Benchmark # C.4.1** Analyze 2 dimensional shapes and objects.
- 18 correct = 4 (advanced)
- 15 correct = 3 (proficient)
- 12 correct = 2 (approaching proficiency)
- 9 correct = 1 (not proficient)

**Benchmark # C.4.2** Identify properties and relationships by using physical materials.
- 18 correct = 4 (advanced)
- 15 correct = 3 (proficient)
- 12 correct = 2 (approaching proficiency)
- 9 correct = 1 (not proficient)

**Benchmark # E.4.11** Give examples and explain how artistic creations are expressions of culture.
- 4 correct = 4 (advanced)
- 3 correct = 3 (proficient)
- 2 correct = 2 (approaching proficiency)
- 1 correct = 1 (not proficient)

**Benchmark # A.4.2** Read, interpret, and critically analyze literature.
- 4 correct = 4 (advanced)
- 3 correct = 3 (proficient)
- 2 correct = 2 (approaching proficiency)
- 1 correct = 1 (not proficient)
Performance Assessment

Goal: The student demonstrates understanding about the critical component of the unit topic (Use generalizations to guide writing the goal)

#1 Students will use mathematical patterns to create a paper pau ntaub. OR Students will use mathematical patterns to create a Native American beaded strip. OR Students will use mathematical patterns to paint Mexican pottery.

#2 Students will be able to complete a Venn diagram comparing/contrasting two different pieces of literature from different cultures.

Scenario: The student is placed in a real-world situation in which the student assumes a role with an authentic audience. (Use G.R.A.S.P.S to guide writing the scenario)

Scenario #1: A museum is creating an exhibit of multicultural artifacts that illustrate mathematical patterns.

Role: An artist interested in creating a piece of art to be displayed in the exhibit

Audience: Classmates/ museum visitors

Evaluation Criteria: The student meets the criteria for benchmark proficiency by producing evidence of learning.

Product:

#1a Paper pau ntaub or Native American beaded strip or Mexican pottery that reflects a strip pattern created using one of the seven rigid motions

#1b Narrative description of how the strip pattern was created on the artwork

#2a Venn diagram comparing two stories using four story elements (plot, character, setting, theme)

#2b Oral presentation

Criteria:

#1 Accuracy of strip pattern and description

#2 Verbal justification of favorite tale
Performance Assessment

C.4.2 Identify properties and relationships by using physical materials.
E.4.11 Give examples and explain how artistic creations are expressions of culture.

#1. The local museum is putting together an exhibit of multicultural artifacts that illustrate mathematical patterns. You are a local artist and would like your work exhibited. After studying examples of cultural artifacts, you decide to create a piece based on your favorite culture. You will submit your piece with a title and a written description of the rigid motion used to create it along with the culture it reflects. All pieces will be displayed.

A.4.2 Read, interpret, and critically analyze literature.

#2. The Disney company is looking for ideas for its next animated film. They would like to base it on a cultural tale. You are on Disney’s creative team. Your job is to find two tales from two different cultures and evaluate them. You will create a visual display (Venn diagram) that compares the story elements of each tale. You will share your evaluation and justify which tale you believe should be animated.
### Performance Assessment Rubric

<table>
<thead>
<tr>
<th>Benchmark # C.4.2/E.4.11</th>
<th>Benchmark # A.4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Creates a piece of art that illustrates multiple strip patterns. Title and written description make references to type of strip pattern and a specific culture.</td>
</tr>
<tr>
<td></td>
<td>Compares/contrasts more than two cultural tales. Detailed justification of favorite tale.</td>
</tr>
<tr>
<td>3</td>
<td>Creates a piece of art that illustrates a strip pattern and gives a title and an accurate written description of the rigid motion used to create it.</td>
</tr>
<tr>
<td></td>
<td>Compares and contrasts two cultural tales in terms of story elements using a venn diagram. Verbally justifies favorite tale.</td>
</tr>
<tr>
<td>2</td>
<td>Creates a piece of art that illustrates a strip pattern. Written description is inaccurate.</td>
</tr>
<tr>
<td></td>
<td>Compares/contrasts two cultural tales. Some story elements missing and/or student was unable to clearly articulate favorite story.</td>
</tr>
<tr>
<td>1</td>
<td>Creates a piece of art that doesn’t illustrate an accurate strip pattern. Written description is inaccurate or missing.</td>
</tr>
<tr>
<td></td>
<td>Compares or contrasts two cultural tales. Some story elements missing. No articulation of favorite story.</td>
</tr>
</tbody>
</table>
Unit Title: Geometric Expressions of Culture  Time: 60 min.  Lesson #: 1M

Key concept/understanding/skill: Basic Shapes

Baseline Assessment

Materials/Resources: Shape identification cards (individual geometric shapes and labels Pages 22-30)
Homework worksheet (Shape Search at Home Page 31-32)
The Greedy Triangle by Marilyn Burns

Neville Public Museum Artifact: Native American beadwork and textiles
  Hmong textiles
  Penrose tiles
  Temari balls
  Polyhedra

Classroom Setup: Create chart on board on which examples of different geometric shapes can be sorted by number of sides and/or name

Instructional Plan:
1. Students complete Baseline Assessment
2. Read The Greedy Triangle by Marilyn Burns to class
3. Introduce shapes by showing identification cards and asking students to describe shapes by number of sides and name
4. Invite students to find examples of shapes around the room and sort them on the chart on the board (by number of sides and/or name)
5. Explain homework assignment (same instructions as in class-find examples of shapes at home and complete the chart)

Learning Strategies: Teaching students to sort and classify shapes by attributes

Assessment Connection: Observation/Constructed Response

Teacher notes/ reflections:
PARALLELOGRAM
PENTAGON
SHAPE SEARCH AT HOME

Look around your house. Can you find the different geometric shapes we talked about today? Look carefully and record what you find on the chart below.

<table>
<thead>
<tr>
<th>Shape</th>
<th>List or draw a picture of the things you find around the house</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Square</strong></td>
<td><img src="image" alt="Square" /></td>
</tr>
<tr>
<td>Triangle</td>
<td><img src="image" alt="Triangle" /></td>
</tr>
<tr>
<td>Pentagon</td>
<td><img src="image" alt="Pentagon" /></td>
</tr>
<tr>
<td><strong>Rhombus</strong></td>
<td><img src="image" alt="Rhombus" /></td>
</tr>
<tr>
<td>Hexagon</td>
<td><img src="image" alt="Hexagon" /></td>
</tr>
</tbody>
</table>

Name _________________________
<table>
<thead>
<tr>
<th><strong>Shape</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Rectangle</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Trapezoid</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Octagon</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Parallelogram</em></td>
<td></td>
</tr>
</tbody>
</table>
Unit Title: Geometric Expressions of Culture  
Time: 30 min.  
Lesson #: 2M

Key concept/understanding/skill: Congruence

Materials/Resources: Examples of congruent shapes
- Real life examples of congruent shapes (quilts, rugs, etc.)
- Provide photographs if samples are limited
- Paper and scissors
- Teacher resource book 25 Super Fun Math Spinner Games

Neville Public Museum Artifact: Native American beadwork and textiles
- Hmong textiles
- Penrose tiles
- Temari balls
- Polyhedra

Classroom Setup: Write CONGRUENCE on board

Instructional Plan:
1. Ask students to guess the meaning of CONGRUENCE or explain in their own words.
2. Ask for examples of congruent shapes around the room and write a list on the board. Call attention to quilt and rug samples in room.
3. Ask students to brainstorm how to create their own pair of congruent shapes and give sheets of paper and scissors for students to execute their original designs.
4. Extra time can be spent playing Toothpick Mania (from reference book above). Students take turns recreating different geometric shape puzzles with toothpicks. Shapes are congruent.

Learning Strategies: Differentiating between shapes that are congruent and merely similar
- Identifying congruent shapes in everyday objects and art
- Creating original examples of congruent shapes

Assessment Connection: Baseline

Teacher notes/reflections:
**Unit Title:** Geometric Expressions of Culture  
**Time:** 60 minutes  
**Lesson #:** 3M

**Key concept/understanding/skill:** Symmetry

**Materials/Resources:** Teacher resource book *Spatial Problem Solving with Paper Folding and Cutting*  
Teacher resource book *Math Art*  
Mirror  
Different shapes (some that illustrate symmetry, others that do not)  
Construction paper (black and other bright colors)  
Scissors  
Glue

**Neville Public Museum Artifact:** Pictures from exhibit: Native American quilt, Japanese Temari balls, Native American beadwork  
Symmetry Room

**Classroom Setup:** Write SYMMETRY on board  
Reproduce (page 2 in *Spatial Problem Solving...*) or create your own worksheet with different shapes that illustrate vertical, horizontal, or lack of symmetry.

**Instructional Plan:**
1. Ask students to guess the meaning of SYMMETRY or explain in their own words.  
2. Define the terms *vertical* and *horizontal* and relate them to symmetry.  
3. Invite students to identify examples of symmetry found in the classroom or world. List on board. Ask them to identify the type of symmetry illustrated. Show museum exhibit pictures and identify symmetrical patterns.  
4. Distribute worksheet and give instructions. Students complete and turn in.  
5. Introduce Stained Glass Window Project and model how to create windows for students. Students will fold and cut two identical pieces of black construction paper (page 13 in *Math Art*). Emphasize the use of geometric shapes. Once two “frames” have been created, students can slide different colored pieces of paper between the openings and secure with glue. Encourage students to work toward symmetry in terms of color, as well. Hang from ceiling or mount on windows.

**Instructional Strategies:** Identifying shapes that illustrate symmetry, determining the type of symmetry illustrated by different shapes, and creating original art that illustrates different types of symmetry.

**Assessment Connection:** Baseline

**Teacher notes/ reflections:**
Unit Title: Geometric Expressions of Culture  Time: 45 min.  Lesson #: 4M, Part 1

Key concept/understanding/skill: Strip Patterns

Materials/Resources: Examples of basic rigid motions (flip, turn, slide)
Stencils and stencil-making materials

Neville Public Museum Artifact: Native American beadwork, pottery, and textiles
Hmong textiles

Classroom Setup: Overhead projector/markers
Create basic stencil to display patterns

Instructional Plan:
1. Use a basic stencil shape to show students how to slide, turn, and flip a shape.
2. Provide paper and stencils for students to create their own patterns. Show students how to create an original stencil design with tagboard. Allow to cut out own or cut out for students. Remainder of class will be spent creating original patterns with new stencil. Color and/or embellish. Display in classroom.

Learning Strategies: Creating and classifying strip patterns
Manipulating shapes to create different patterns

Assessment Connection: Baseline

Teacher notes/reflections:
Unit Title: Geometric Expressions of Culture  
Time: 45 min.  
Lesson #: 4M, Part 2

**Key concept/understanding/skill:** Strip patterns

**Materials/Resources:** Examples of strip patterns  
Stencils to create strip patterns

**Neville Public Museum Artifact:**  
Native American beadwork, textiles, and pottery  
Hmong textiles

**Classroom Setup:** Overhead projector and markers, stencils

**Instructional Plan:**
1. Review flip, turn, and slide from previous lesson. Demonstrate on overhead.
2. Model all 7 rigid motions on the overhead with a stencil. Provide paper, pencil, and basic stencil for students to duplicate patterns as you go.
3. Students create original stencil (or use original stencil from previous activity) to create own strip pattern.
4. Provide enough time for students to color in pattern and write a brief description of how the pattern was created (strip pattern must be identified).
5. Share strip patterns with class.

**Learning Strategies:** Creating and classifying strip patterns  
Manipulating shapes to create strip patterns  
Describing process involved in creating product

**Assessment Connection:** Performance Assessment #1

**Teacher notes/reflections:**
Unit Title: Geometric Expressions of Culture  Time: 90 min  Lesson #: 1

**Key concept/understanding/skill:** Students will be able to identify patterns, symmetry, and rigid motions used to create Paj ntaub. Students will be able to create paper paj ntaub applying understanding of patterns, symmetry, and rigid motion.

**Materials/Resources:** The Whispering Cloth by Pegi Deitz Shea, Hmong trunk or powerpoint examples of paj ntaub, wooden disks (one per student/approx. size of quarter), 18” X 2” strips of paper, 9”X9” squares of colored construction paper, scissors

**Neville Public Museum Artifact:** Hmong apparel & paj ntaub examples

**Classroom Setup:** Powerpoint presentation of paj ntaub examples on computer projector

**Instructional Plan:**
1. Read The Whispering Cloth by Pegi Deitz Shea.
2. Identify patterns, shapes, and cultural motifs in the pictures.
3. Share powerpoint presentation of paj ntaub examples. Discuss patterns and cultural motifs.
4. Explore the Hmong trunk, examples of paj ntaub. Discuss what students are seeing in examples, note patterns, stitches, details, etc.
5. Share what cultural motifs represent. (background information found in Folk Stories of the Hmong by Norma Livo & Dia Cha.
6. Demonstrate how to fold strip of paper and create snail motif using wood disk and scissors.
7. Students practice.
8. Hand out 9”X9” pieces of colored construction paper. Have students create paper paj ntaub by folding, cutting, and applying understanding of pattern, symmetry, and rigid motions.

**Learning Strategies:** Recognize and describe different strip patterns. Create original patterns in paper paj ntaub.

**Assessment Connection: baseline, performance #1**

**Teacher notes/ reflections:**
Unit Title: Geometric Expressions of Culture  Time: 30-45 min.  Lesson #: 2

Key concept/understanding/skill: Students will be able to identify elements of a culture through study of character. Students will be able to identify characters and character activities. Students will be able to pantomine a character from the story.

Materials/Resources: The Whispering Cloth by Pegi Dietz Shea, index cards, chart paper, marker

Neville Public Museum Artifact:

Classroom Setup: Have chart paper titled “Characters from The Whispering Cloth” taped to chalkboard

Instructional Plan:
1. Re-read The Whispering Cloth
2. Brainstorm characters from the story. List on chart paper
3. Re-write brainstormed characters on index cards.
4. Have student volunteers pick an index card and pantomine character doing one activity from the story. Rest of class tries to guess who the character is and what they are doing.
5. Continue until every student volunteer has a turn.
6. Have students journal responses to following question to prepare for follow-up discussion: What do the characters reveal about the Hmong culture? Give specific examples from the story.
7. Follow-up discussion. Chart student responses on chart paper under brainstormed characters.

Learning Strategies: Pantomining characters engaged in activities from story, brainstorming

Assessment Connection: summative, journal

Teacher notes/ reflections:
Unit Title: Geometric Expressions of Culture Time: 30-45 min. Lesson #: 3

Key concept/understanding/skill: Students will be able to identify elements of a culture through the plot of a story. Students will be able to identify events of a story. Students will be able to determine correct sequence of events in a story.

Materials/Resources: The Whispering Cloth, index cards, chart paper, marker, colored scarves

Neville Public Museum Artifact:

Classroom Setup: chart paper titled “Events from The Whispering Cloth” taped to chalkboard, class divided into groups of 4

Instructional Plan:
1. Re-read The Whispering Cloth (students may volunteer to do this in groups of 2 or 3)
2. Brainstorm major events of the story, focus brainstorm on beginning, middle, and end. Record brainstormed events on chart paper.
3. Have students identify 6 most important events from story.
4. Write 6 major events on index cards.
5. Have each group choose an index card and prepare a tableau to present to class. May not use any props except for colored scarves.
6. Randomly have groups present their tabeleaux’s. Discuss each tableau, event being depicted, specific details of tableau.
7. After all groups have presented, students determine the correct sequence of 6 events presented and put index cards in correct order on chalk tray.
8. Have students journal responses to following question to prepare for follow-up discussion: What do the events of this story reveal about the Hmong culture? Give specific examples from the story.
9. Follow-up discussion. Chart student responses on chart paper under brainstormed events from story.

Learning Strategies: Group tableaux depicting major event from story, brainstorming

Assessment Connection: summative, journal, baseline

Teacher notes/reflectons:
**Unit Title:** Geometric Expressions of Culture  **Time:** 30-45 min.  **Lesson #:** 4

**Key concept/understanding/skill:** Students will be able to identify what the setting of a story reveal about the culture. Students will be able to identify setting as related to **time** and **place**.

**Materials/Resources:** The Whispering Cloth, chart paper, colored butcher paper, markers, colored construction paper, paint, paintbrushes, glue

**Neville Public Museum Artifact:**

**Classroom Setup:** chart paper titled “Setting of The Whispering Cloth” taped to the chalkboard, students put into groups of 2 and/or 3, painting workstations with covered tables

**Instructional Plan:**
1. Re-read story. (students may volunteer to do this)
2. Brainstorm setting of the story, focus brainstorm on time and place. Discuss what details from the story reveal this to us.
3. Locate Thailand, Laos, and Mekong River
4. Have students in pairs/3’s create a setting mural based on the brainstormed list, mural should be detailed enough to include elements of time and place. Mural can be painted, drawn with colored markers, or mixed media with some elements cut out of colored construction paper and glued on painted/markered surface.
5. Students share completed murals, explaining what their murals depict from the story.
6. Have students journal responses to the following question to prepare for the follow-up discussion: What does the setting of this story reveal about the Hmong culture? Give specific examples from the story.
7. Follow-up discussion. Chart student responses on chart paper under brainstormed setting ideas.

**Learning Strategies:** Illustrating setting elements, brainstroming

**Assessment Connection:** baseline, performance, summative

**Teacher notes/reflections:**
Unit Title: Geometric Expressions of Culture  

Time: 30 min.  

Lesson #: 5

Key concept/understanding/skill: Students will be able to identify universal theme in multicultural literature.

Materials/Resources: sentence strips, markers, chart paper

Neville Public Museum Artifact:

Classroom Setup: chart paper titled “universal themes from The Whispering Cloth” taped to chalkboard, students paired with partners

Instructional Plan:
2. Have students identify details from story that related to the universal themes.
3. Have pairs of students write a “theme sentence” based on brainstormed list on their sentence strip.
4. Draw/decorate around theme sentence with symbols related to theme.
5. Have students journal responses to the following question to prepare for the follow-up discussion: What do the identified universal themes tell us about the Hmong culture? Give specific examples from the story.
6. Follow-up discussion. Chart student responses on chart paper below brainstormed list.

Learning Strategies: Brainstorming, summarizing theme of story in sentence

Assessment Connection: baseline, summative, journal

Teacher notes/ reflections:
Unit Title: Geometric Expressions of Culture  Time: 2-60 min. time periods Lesson #: 6

Key concept/understanding/skill: Students will be able to identify elements of the Hmong culture in Hmong folk tales.

Materials/Resources: Hmong folk tales taken from Folk Stories of the Hmong by Norma J. Livo & Dia Cha, colored scarves, colored construction paper, chart paper

Neville Public Museum Artifact:

Classroom Setup: Class divided into groups of 5 or 6, copies of folk stories (2 copies per story), chart paper taped to chalkboard

Instructional Plan:
1. Explain improv. activity. Students will be in groups. Each group will choose one folk story. They will read the story together and plan/practice and improvisation to present the folk story. Props are minimal, limited to colored scarves, items located in room, and items that can be created with colored construction paper.
2. Students read, practice improv.
3. Day 2, students present improv.
4. Student journal what they learned about the Hmong culture through their improv. and folk story.
5. Students share journal responses. List student responses on chart paper.

Learning Strategies: drama

Assessment Connection: journal, baseline, summative

Teacher notes/reflections:
Unit Title: Geometric Expressions of Culture  Time: 90 min  Lesson #: 7

Key concept/understanding/skill: Students will be able to identify patterns, symmetry, and rigid motions used to create Native American beadwork. Students will be able to create a piece of beadwork applying understanding of patterns, symmetry, and rigid motion.

Materials/Resources: Buffalo Dance retold by Nancy Van Laan, powerpoint presentation with Native American beadwork examples, beading looms made from shoe boxes, cotton kite string, pony beads-multicolored, large-holed needles, graph paper, colored pencils

Neville Public Museum Artifact: Native American beadwork, strip patterns, moccasins, beaded bandolier bag, beaded strip patterns, clay pots

Classroom Setup: Powerpoint presentation of beaded strip pattern examples on computer projector

Instructional Plan:
1. Read Buffalo Dance retold by Nancy Van Laan.
2. Identify patterns, shapes, and cultural motifs in the pictures.
3. Share powerpoint presentation of beaded strip pattern examples. Discuss patterns and cultural motifs.
4. Discuss what students are seeing in examples, note patterns, stitches, details, etc.
5. Share what cultural motifs represent.
6. Have students create strip pattern using graph paper and colored pencils. Each square on graph paper represents one bead.
7. Demonstrate how to bead on shoe box looms.
8. Students work on beading.

Learning Strategies: Recognize and describe different strip patterns. Create original patterns in beadwork.

Assessment Connection: baseline, performance #1

Teacher notes/ reflections:
**Unit Title:** Geometric Expressions of Culture  **Time:** 30-45 min.  **Lesson #:** 8

**Key concept/understanding/skill:** Students will be able to identify elements of a culture through study of character. Students will be able to identify characters and character activities. Students will be able to pantomine a character from the story.

**Materials/Resources:** Buffalo Dance retold by Nancy Van Laan, index cards, chart paper, marker

**Neville Public Museum Artifact:**

**Classroom Setup:** Have chart paper titled “Characters from Buffalo Dance” taped to chalkboard

**Instructional Plan:**
1. Re-read Buffalo Dance
2. Brainstorm characters from the story. List on chart paper
3. Re-write brainstormed characters on index cards.
4. Have student volunteers pick an index card and pantomine character doing one activity from the story. Rest of class tries to guess who the character is and what they are doing.
5. Continue until every student volunteer has a turn.
6. Have students journal responses to following question to prepare for follow-up discussion: What do the characters reveal about the Native American culture? Give specific examples from the story.
7. Follow-up discussion. Chart student responses on chart paper under brainstormed characters.

**Learning Strategies:** Pantomining characters engaged in activities from story, brainstorming

**Assessment Connection:** summative, journal

**Teacher notes/reflections:**

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Culture Counts: People, Patterns and Pi  Page 44
Unit Title: Geometric Expressions of Culture  Time: 30-45 min.  Lesson #: 9

Key concept/understanding/skill: Students will be able to identify elements of a culture through the plot of a story.  Students will be able to identify events of a story.  Students will be able to determine correct sequence of events in a story.

Materials/Resources: Buffalo Dance, index cards, chart paper, marker, colored scarves

Neville Public Museum Artifact:

Classroom Setup: chart paper titled “Events from Buffalo Dance” taped to chalkboard, class divided into groups of 4

Instructional Plan:
1. Re-read Buffalo Dance (students may volunteer to do this in groups of 2 or 3)
2. Brainstorm major events of the story, focus brainstorm on beginning, middle, and end.  Record brainstormed events on chart paper.
3. Have students identify 6 most important events from story.
4. Write 6 major events on index cards.
5. Have each group choose an index card and prepare a tableaux to present to class.  May not use any props except for colored scarves.
6. Randomly have groups present their tableaux’s.  Discuss each tableaux, event being depicted, specific details of tableaux.
7. After all groups have presented, students determine the correct sequence of 6 events presented and put index cards in correct order on chalk tray.
8. Have students journal responses to following question to prepare for follow-up discussion:  What do the events of this story reveal about the Native American culture?  Give specific examples from the story.
9. Follow-up discussion.  Chart student responses on chart paper under brainstormed events from story.

Learning Strategies: Group tableaux depicting major event from story, brainstorming

Assessment Connection: summative, journal, baseline

Teacher notes/reflectios:
Unit Title: Geometric Expressions of Culture  Time: 30-45 min.  Lesson #: 10

Key concept/understanding/skill: Students will be able to identify what the setting of a story reveal about the culture. Students will be able to identify setting as related to time and place.

Materials/Resources: Buffalo Dance, chart paper, colored butcher paper, markers, colored construction paper, paint, paintbrushes, glue

Neville Public Museum Artifact:

Classroom Setup: chart paper titled “Setting of Buffalo Dance” taped to the chalkboard, students put into groups of 2 and/or 3, painting workstations with covered tables

Instructional Plan:
1. Re-read story. (students may volunteer to do this)
2. Brainstorm setting of the story, focus brainstorm on time and place. Discuss what details from the story reveal this to us.
3. Have students in pairs/3’s create a setting mural based on the brainstormed list, mural should be detailed enough to include elements of time and place. Mural can be painted, drawn with colored markers, or mixed media with some elements cut out of colored construction paper and glued on painted/markered surface.
4. Students share completed murals, explaining what their murals depict from the story.
5. Have students journal responses to the following question to prepare for the follow-up discussion: What does the setting of this story reveal about the Native American culture? Give specific examples from the story.
6. Follow-up discussion. Chart student responses on chart paper under brainstormed setting ideas.

Learning Strategies: Illustrating setting elements, brainstorming

Assessment Connection: baseline, performance, summative

Teacher notes/Reflections:
Unit Title: Geometric Expressions of Culture  Time: 30 min.  Lesson #: 11

Key concept/understanding/skill: Students will be able to identify universal theme in multicultural literature.

Materials/Resources: sentence strips, markers, chart paper

Neville Public Museum Artifact:

Classroom Setup: chart paper titled “universal themes from Buffalo Dance” taped to chalkboard, students paired with partners

Instructional Plan:
1. Brainstorm possible universal themes for the story, Buffalo Dance.
2. Have students identify details from story that related to the universal themes.
3. Have pairs of students write a “theme sentence” based on brainstormed list on their sentence strip.
4. Draw/decorate around theme sentence with symbols related to theme.
5. Have students journal responses to the following question to prepare for the follow-up discussion: What do the identified universal themes tell us about the Native American culture? Give specific examples from the story.
6. Follow-up discussion. Chart student responses on chart paper below brainstormed list.

Learning Strategies: Brainstorming, summarizing theme of story in sentence

Assessment Connection: baseline, summative, journal

Teacher notes/reflections:
Unit Title: Geometric Expressions of Culture  Time: 2-60 min. time periods  Lesson: 12

Key concept/understanding/skill: Students will be able to identify elements of the Native American culture in Native American stories.

Materials/Resources: Native American stories taken from Native American Stories, told by Joseph Bruchac, colored scarves, colored construction paper, chart paper

Neville Public Museum Artifact:

Classroom Setup: Class divided into groups of 5 or 6, copies stories (2 copies per story), chart paper taped to chalkboard

Instructional Plan:
1. Explain improv. activity. Students will be in groups. Each group will choose one story. They will read the story together and plan/practice and improvisation to present the story. Props are minimal, limited to colored scarves, items located in room, and items that can be created with colored construction paper.
2. Students read, practice improv.
3. Day 2, students present improv.
4. Student journal what they learned about the Native American culture through their improv. and story story.
5. Students share journal responses. List student responses on chart paper.

Learning Strategies: drama

Assessment Connection: journal, baseline, summative

Teacher notes/Reflections:
Unit Title: Geometric Expressions of Culture  Time: 90 min  Lesson #: 13

Key concept/understanding/skill: Students will be able to identify patterns, symmetry, and rigid motions used to create Hispanic artwork. Students will be able to create a painted ceramic tile applying understanding of patterns, symmetry, and cultural motifs.

Materials/Resources: The Lizard and the Sun by Alma Flor Ada, powerpoint presentation with hispanic artwork examples, 12”X12” ceramic tiles, acrylic paints, spray sealer, paintbrushes, 12”X12” white drawing paper, colored markers/pencils

Neville Public Museum Artifact:

Classroom Setup: Powerpoint presentation of Hispanic artwork examples on computer projector

Instructional Plan:
1. Read The Lizard and the Sun by Alma Flor Ada.
2. Identify patterns, shapes, symmetry, and cultural motifs in the pictures.
3. Share powerpoint presentation of Hispanic artwork examples. Discuss patterns and cultural motifs.
4. Discuss what students are seeing in examples, note patterns, details, ect.
5. Share what cultural motifs represent.
6. Have students design tile using cultural motifs, patterns, and symmetry on white drawing paper. Color with markers.
7. Transfer design to ceramic tile with a pencil. Paint ceramic tile. Seal with spray sealer when dried.

Learning Strategies: Recognize and describe different patterns, cultural motifs, and symmetry in Hispanic artwork. Design original design on ceramic tile.

Assessment Connection: baseline, performance #1

Teacher notes/ reflections:
**Unit Title:** Geometric Expressions of Culture  **Time:** 30-45 min.  **Lesson #:** 14

**Key concept/understanding/skill:** Students will be able to identify elements of a culture through study of character. Students will be able to identify characters and character activities. Students will be able to pantomine a character from the story.

**Materials/Resources:** The Lizard and the Sun by Alma Flor Ada, index cards, chart paper, marker

**Neville Public Museum Artifact:**

**Classroom Setup:** Have chart paper titled “Characters from The Lizard and the Sun” taped to chalkboard

**Instructional Plan:**
1. Re-read The Lizard and the Sun
2. Brainstorm characters from the story. List on chart paper
3. Re-write brainstormed characters on index cards.
4. Have student volunteers pick an index card and pantomine character doing one activity from the story. Rest of class tries to guess who the character is and what they are doing.
5. Continue until every student volunteer has a turn.
6. Have students journal responses to following question to prepare for follow-up discussion: What do the characters reveal about the Hispanic culture? Give specific examples from the story.
7. Follow-up discussion. Chart student responses on chart paper under brainstormed characters.

**Learning Strategies:** Pantomining characters engaged in activities from story, brainstorming

**Assessment Connection:** summative, journal

**Teacher notes/reflections:**
**Unit Title:** Geometric Expressions of Culture  **Time:** 30-45 min.  **Lesson #:** 15

**Key concept/understanding/skill:** Students will be able to identify elements of a culture through the plot of a story. Students will be able to identify events of a story. Students will be able to determine correct sequence of events in a story.

**Materials/Resources:** The Lizard and the Sun, index cards, chart paper, marker, colored scarves

**Neville Public Museum Artifact:**

**Classroom Setup:** chart paper titled “Events from The Lizard and the Sun” taped to chalkboard, class divided into groups of 4

**Instructional Plan:**
1. Re-read The Lizard and the Sun (students may volunteer to do this in groups of 2 or 3)
2. Brainstorm major events of the story, focus brainstorm on beginning, middle, and end. Record brainstormed events on chart paper.
3. Have students identify 6 most important events from story.
4. Write 6 major events on index cards.
5. Have each group choose an index card and prepare a tableau to present to class. May not use any props except for colored scarves.
6. Randomly have groups present their tableaux’s. Discuss each tableau, event being depicted, specific details of tableaux.
7. After all groups have presented, students determine the correct sequence of 6 events presented and put index cards in correct order on chalk tray.
8. Have students journal responses to following question to prepare for follow-up discussion: What do the events of this story reveal about the Hispanic culture? Give specific examples from the story.
9. Follow-up discussion. Chart student responses on chart paper under brainstormed events from story.

**Learning Strategies:** Group tableaux depicting major event from story, brainstorming

**Assessment Connection:** summative, journal, baseline

**Teacher notes/reflectiions:**
Unit Title: Geometric Expressions of Culture  Time: 30-45 min.  Lesson #: 16

Key concept/understanding/skill: Students will be able to identify what the setting of a story reveal about the culture. Students will be able to identify setting as related to time and place.

Materials/Resources: The Lizard and the Sun, chart paper, colored butcher paper, markers, colored construction paper, paint, paintbrushes, glue

Neville Public Museum Artifact:

Classroom Setup: chart paper titled “Setting of The Lizard and the Sun” taped to the chalkboard, students put into groups of 2 and/or 3, painting workstations with covered tables

Instructional Plan:
1. Re-read story. (students may volunteer to do this)
2. Brainstorm setting of the story, focus brainstorm on time and place. Discuss what details from the story reveal this to us.
3. Have students in pairs/3’s create a setting mural based on the brainstormed list, mural should be detailed enough to include elements of time and place. Mural can be painted, drawn with colored markers, or mixed media with some elements cut out of colored construction paper and glued on painted/markered surface.
4. Students share completed murals, explaining what their murals depict from the story.
5. Have students journal responses to the following question to prepare for the follow-up discussion: What does the setting of this story reveal about the Hispanic culture? Give specific examples from the story.
6. Follow-up discussion. Chart student responses on chart paper under brainstormed setting ideas.

Learning Strategies: Illustrating setting elements, brainstorming

Assessment Connection: baseline, performance, summative

Teacher notes/ reflections
Unit Title: Geometric Expressions of Culture  

Time: 30 min.   
Lesson #: 17

Key concept/understanding/skill: Students will be able to identify universal theme in multicultural literature.

Materials/Resources: sentence strips, markers, chart paper

Neville Public Museum Artifact:

Classroom Setup: chart paper titled “universal themes from The Lizard and the Sun” taped to chalkboard, students paired with partners

Instructional Plan:
2. Have students identify details from story that related to the universal themes.
3. Have pairs of students write a “theme sentence” based on brainstormed list on their sentence strip.
4. Draw/decorate around theme sentence with symbols related to theme.
5. Have students journal responses to the following question to prepare for the follow-up discussion: What do the identified universal themes tell us about the Hispanic culture? Give specific examples from the story.
6. Follow-up discussion. Chart student responses on chart paper below brainstormed list.

Learning Strategies: Brainstorming, summarizing theme of story in sentence

Assessment Connection: baseline, summative, journal

Teacher notes/reflections:
Unit Title: Geometric Expressions of Culture  

Time: 2-60 min. time periods

Lesson: 18

Key concept/understanding/skill: Students will be able to identify elements of the Hispanic culture in Hispanic folk tales.

Materials/Resources: Hispanic folk tales taken from The Eagle and the Rainbow by Antonio Hernandaz Madrigal, colored scarves, colored construction paper, chart paper

Neville Public Museum Artifact:

Classroom Setup: Class divided into groups of 5 or 6, copies stories (2 copies per story), chart paper taped to chalkboard

Instructional Plan:
1. Explain improv. activity. Students will be in groups. Each group will choose one story. They will read the story together and plan/practice and improvisation to present the story. Props are minimal, limited to colored scarves, items located in room, and items that can be created with colored construction paper.
2. Students read, practice improv.
3. Day 2, students present improv.
4. Student journal what they learned about the Hispanic culture through their improv. and story story.
5. Students share journal responses. List student responses on chart paper.

Learning Strategies: drama

Assessment Connection: journal, baseline, summative

Teacher notes/reflections:
Observation Checklist

Student Name__________________

**Personal Growth Goals**

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participates in class discussions

contributes ideas to group

listens attentively during class/group discussions

maintains focus during group worktime

respects group members ideas and input

comes prepared for class (props, supplies)

**Knowledge Goals**

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created art piece reflects understanding of pattern, symmetry, and cultural motifs (Lessons 1, 7, 13)

pantomine’s character engaged in activity (lessons 2, 8, 14)

contributes to group tableaux depicting plot event (L. 3, 9, 14)

creates an accurate setting mural (lessons 4, 10, 16)

explains setting depicted in mural (lessons 4, 10, 16)

identifies a universal theme from the story (lessons 5, 11, 17)

symbolically illustrates theme (lessons 5, 11, 17)

improv. Accurately depicts cultural tale (lessons 6, 12, 18)

effective use of props (lessons 6, 12, 18)
What do folk tales and stories tell us about a culture?

1. Choose two folktales from two different cultures to compare/contrast using the venn diagram. Be sure to use the story elements studied in the unit.
A.4.2 Read, interpret, and critically analyze literature

2. Complete the venn diagram comparing yourself/your culture to a folk tale character/their culture.

Name__________________________________________Date________________
Summative pg. 2

your name______________________________________
character name_________________________________

your culture_____________________________________
character culture______________________________
These are images that could be used to create a powerpoint presentation or could be shared with students as examples.

Hispanic art
Hmong paj ntaub
Beadwork based on Native American design
# Individual Record Keeping

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Standard: 4.11 Give examples and explain how language, stories, folktales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

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Standard: A.4.2 Read, interpret, and critically analyze literature.

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Resources


Book List

Hmong Picture Books:

The Whispering Cloth by Pegi Deitz Shea

Nine-In-One adapted by Cathy Spagnoli, told by Blia Xiong

Hmong Folktales:

FolkStories of the Hmong by Norma Livo and Dia Cha

Hispanic Picture Books:

Blanca’s Feather by Antonio Hernandez Madrigal

The Lizard and the Sun by Alma Flor Ada

Hispanic Short Folktales:

The Eagle and the Rainbow by Antonio Hernandez Madrigal

Native American Picture Books:

Turquoise Boy written and adapted by Terri Cohlene

The Boy Who Lived With the Bears told by Joseph Bruchac

Buffalo Dance retold by Nancy Van Laan

Coyote Places the Stars retold by Harriet Peck Taylor

Native American Story Collections:

Native American Stories told by Joseph Bruchac

Native Plant Stories told by Joseph Bruchac

Native American Animal Stories told by Joseph Bruchac

Keepers of the Animals by Michael J. Caduto and Joseph Bruchac

Keepers of Life by Michael J. Caduto and Joseph Bruchac

Keepers of the Earth by Michael J. Caduto and Joseph Bruchac
Math Picture Books:

The Greedy Triangle by Marilyn Burns