

Grade 4: Module 1A: Unit 3: Lesson 5

Making Connections: Building a Community



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED. Used by permission and not subject to Creative Commons license.

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<ul style="list-style-type: none"> I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. (RI.4.9) I can create an artwork in response to a theme studied in class. (W.4.11) 	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can create a quilt square that will help to define my classroom community. I can explain how symbols help to define a community. 	<ul style="list-style-type: none"> Teacher observations Student-created quilt square

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Artist (10 minutes) Work Time <ol style="list-style-type: none"> Creating our Quilt Squares (30 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Exit Ticket (5 minutes) Homework 	<ul style="list-style-type: none"> In advance, find images of quilts with symbols/squares to show students as a model for the quilt they will be creating. A Google search for “images of symbolic quilts” yields many options. Students may spend some time brainstorming ideas together, but the final product must be made individually. Display anchor charts: Keeping Track of How it All Fits Together (from Unit 1) and Culture and Community (from Lesson 1 of Unit 3) Reword this: The students’ quilt squares can be as elaborate as you are able to have them be. This quilt activity is designed to bring the class together and to serve as a reminder that everyone has a contribution to make. Therefore, based on the means available to your students, remind them that the artistry is not what is being assessed. They should endeavor to create a square that they will be proud to display in the classroom. Computer-created items may also be used in this activity, if the means is available. If time or supplies are a factor, students may use the blank square in the Supplemental Materials.

Lesson Vocabulary	Materials
conflict resolution, territory, assemble, address, deliberation, peaceful, patient, calm, discuss, respect	<ul style="list-style-type: none"> Culture and Community anchor chart (from Lesson 1) Keeping Track of How it All Fits Together anchor chart (from Unit 1)

- Art supplies including: paper, crayons, pencils, felt, yarn, glitter, glue, scissors, markers, images from magazines, etc.

Opening	Meeting Students' Needs
<p>A. Engaging the Artist (10 minutes)</p> <ul style="list-style-type: none"> • Orient students to the learning target: “I can create a quilt square that will help to define my classroom community.” Circle the phrase <i>define my classroom community</i>. Ask the students: “Based on our previous lessons, how should we define a classroom community?” Listen for responses such as: “Students get along with one another,” “Students support each other,” or “Everyone contributes.” Allow several students to share. • Remind the students of the last two texts they read about quilts. Explain that they will be creating a quilt together that will be displayed in the classroom. Every student will create a square to add to this quilt. Display images of quilts with symbols and squares to give students a better idea of what this type of quilt looks like. Discuss the images they see and refresh the conversation about symbolism. • Have students take out their Keeping Track and Culture and Community anchor charts. Post these statements for students to see: “Think about how these cultures use symbols to define themselves. Think about a symbol that could represent you and something you can contribute to your classroom community.” Allow students a few minutes to silently review the notes they have written and think about how symbolism is used in the cultures they have studied. They should reflect on their own stories, achievements, goals, personal attributes, etc. • After a few minutes, call students’ attention to the line on the anchor chart for the video, “Daily Life at Onondaga.” Recall that there was no symbolism mentioned in that video. Say, “Let’s pretend that the boy in the video needs to think of a symbol to represent himself; just as you do. Based on your notes and what you remember of the video, what might be a symbol the boy would choose and why?” Cold call students and listen for responses like: a drum—because he enjoys playing it and/or it is important for the Haudenosaunee ceremonies, a boy dancing—because he enjoys singing and dancing, a lacrosse stick—because he plays lacrosse and/or it is important to his culture, a book—because he likes ELA, a Hiawatha Belt—because he is proud of his people. Students may think more abstractly than this, which is acceptable as long as they can support their thinking. 	

Work Time	Meeting Students' Needs
<p>A. Creating Our Quilt Squares(30 minutes)</p> <ul style="list-style-type: none"> • If students need more time to think of a symbol, allow a few more minutes of brainstorming. Explain that the artistry is not what is being assessed. They will have to explain the symbol on their square in the next lesson and then write about the quilt. 	

<p>The writing will be assessed. Remind students to choose symbols they are comfortable sharing with the class.</p> <ul style="list-style-type: none"> Distribute art supplies and allow students time to create their quilt squares. Circulate to provide assistance and to question students on their symbols. Ensure that they are able to explain its meaning and that they are choosing symbols that represent something they are comfortable sharing with the class. 	
---	--

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Invite students to discuss symbolism. Why do we use symbolism? What purpose can symbols serve in a community? What kinds of symbols have they seen in this module? How did those symbols influence their own symbols? Invite a few students to share. 	
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> Distribute index cards. Ask students to respond to the prompt: “Explain the meaning behind your symbol. How does it show a contribution you can make to our classroom community?” Give students time to write their response. Glance over students’ responses for a quick assessment and to help you with planning for next learning needs. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> For tonight’s homework, continue reading at your independent level at home. <i>Note: The Exit Ticket prompt will be the focus of the next lesson, so you may wish to collect them.</i> 	

Grade 4: Module 1A: Unit 3: Lesson 5

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (NYSED). Used by permission and not subject to Creative Commons license.

My Quilt Square

Directions: Think of a symbol that represents you. You may focus on a goal, an achievement, a skill, a personality trait, likes, etc. This symbol should connect to something you can contribute to the classroom community. Create this symbol, and be prepared to explain your symbol in the next lesson. Choose a symbol you are comfortable talking about and displaying in the classroom.

A large, empty square box with a thin black border, intended for students to draw their personal symbol. The box is centered on the page and occupies most of the lower half of the document.