

5 E's Lesson Plan Template

Lesson: *Hinhanska (White Owl) Part 2*

“See Me”

Part 2 Objective: To examine personal characteristics that define personality and shape identity

Note:

Lesson: *Hinhanska, (White Owl) Part 1* sets the foundation for this lesson and for Lesson: *Hinhanska (White Owl) Part 3*, although any of the three parts can be stand-alone lessons.

Essential Question(s):

- How does culture shape identity?
- How do actions, behavior and attitude develop personality?
- How can symbols represent identity and culture?
- How do artists use traditional cultural symbols to convey meaning?

Materials/Resources

Essential Vocabulary

Teacher


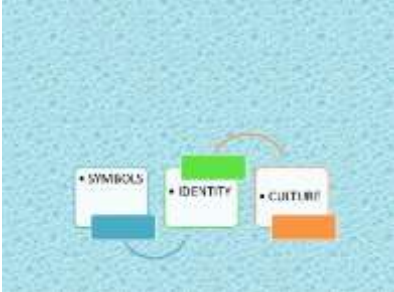

1. *Google Search* to gather examples of symbols for students
2. Ideas, collage materials and supplies: Loughran, Maire. "Collage Materials and Supplies." thoughtco.com/collage-materials-and-supplies-193075.
3. Use material, above, or: acrylic paints, sizing, primer, synthetic bristle brushes for acrylic paint—flats and rounds (choice of size); white glue, canvas, pointed metal palette knife (2" - 2 ½" blade) for mixing colors; palette paper pad for mixing paint; mounting board or plywood particle board



Student: Use this list or materials listed in Point 2 under *Teacher Materials*

- Brushes, House-painting brushes 2" to 4" for applying colors
- Elmer's glue
- Leftover house paints
- Optional: fabric, wallpaper, magazine pictures, cardboard, old brown paper, color shopping bags, styrofoam sheets

- Personality
- Identity
- Culture
- Personality
- Symbols
- Characteristics/ Traits
- Ethnic Group

Learning Experience

<p>Standards and Practice: OSEU 2: Identity-Resiliency</p>	<p>Anchor Standard 10: K-2.Cn.10: Synthesize and relate knowledge and personal experiences to make art. HSa.VA.Cn.10.1 Anchor Standard 3: K-2.Cr.3: Refine and complete artistic work. HSp.VA.Cr.3.</p>
<p>Cultural Integration:</p>  <p>Youth Culture http://examples.yourdictionary.com/examples-of-youth-culture.htm</p>	<p>Students examine their own culture to gain a more complete picture of their identity and express it through the use of symbols.</p> 
<p>I Can Statement(s):</p>	<p>I can know more about me—character traits that shape my personality. I can know more about my culture—family values/beliefs that influence my identity. I can use symbols and elements and principles of art,—to communicate who I am.</p>
<p>Engage: Activating Strategy/Hook:</p>  <p>Dominant Personality Trait</p>	<p><i>Dominant Personality Trait</i> (Wait a minute for each image to pop up on this website) What you see on this website activity will reveal your strongest characteristic: Wisdom, courage, passion, honesty, kindness, or intuition http://www.playbuzz.com/answers10/this-abstract-image-test-will-determine-your-dominant-personality-trait</p> <ol style="list-style-type: none"> 1. What behaviors make this my strongest characteristic? 2. What are some of my other dominant traits? (Continue with No. 1, below) 3. If I don't like the reveal, how can I change this part of my personality? 4. Do my classmates and others see me like this?
<p>Explore: Learning Experiences When we know who we truly are, we can work on building a trusting and honest relationship with ourselves. https://www.selfstir.com/self-awareness-Behind/Self-Awareness-The-Why-Behind-Myself</p>	<ol style="list-style-type: none"> 1. Students may use some of the lists found on <i>Attachment A</i> to continue exploration of their behavior. 2. Students record 10 traits from the lists that reflect their personality. 3. Students think about their culture by asking: <ol style="list-style-type: none"> a) How were holidays and special occasions celebrated? Any special traditions? b) What events had an impact while growing up? c) What symbols are important to me and my family or what might they be? Why are these symbols important? d) What beliefs, values, interests, and traditions do these symbols communicate? e) What ethnic/cultural group do I identify with?

<p>Explain: Learning Experience</p> <p>“Know yourself. Don’t accept your dog’s admiration as conclusive evidence that you are wonderful.” —Ann Landers</p>	<ol style="list-style-type: none"> 4. Next, the teacher will display symbols gathered for students and ask them to identify the meanings associated with them. 5. Class will discuss values or beliefs that the symbols represent. 6. Students generate their own list of symbols that represent them personally. This list will remain visible throughout this lesson. 7. Respond to the following questions: <ul style="list-style-type: none"> ➤ Where can I find more symbols and how can I use them? ➤ How do my symbols help me communicate who I am and what values and beliefs are important to me? ➤ How do the symbols I have chosen reflect important aspects of my cultural knowledge and beliefs? 	
<p>Elaborate: Extending/Defining</p> <p>“The more you know yourself, the more patience you have for what you see in others”—Erik Erikson</p> <p>This knowledge can be applied in our daily lives as we come to know ourselves better. We can improve ourselves and our relationships with others. We can be honest about who we are and honest with everyone else when we recognize what it is everyone else sees in us.</p> <p>https://www.selfstir.com/self-awareness-behind/Self-Awareness-The-Why-Behind-Myself</p>	<ol style="list-style-type: none"> 8. Students, with a partner, will briefly share their list of symbols and describe their meaning. Peer will respond to the question: Explain: How do you see your partner in this way? 9. Teacher will introduce the following vocabulary. Students will <i>Pair-Share</i> to define the vocabulary (below) in their own words. <ul style="list-style-type: none"> ➤ CULTURE is the way of life of a group of people—religion, language, art, food, music, dress, customs, traditions, and social habits. ➤ PERSONALITY is a set of personal qualities that are consistent, long-lasting and form the identity of a person. ➤ IDENTITY is knowing who you are. ➤ A SYMBOL is anything that stands for, or represents some-thing else. 10. Students reflect and respond: How can the four concepts connect to observations of myself and the way my peer observed me? <p>Activity: The student will design and construct a “Self-Portrait Collage” using symbols representative of their culture and themselves. (See ideas for making the collage under Point 2 in the <i>Materials and Resources Teacher</i> Section, above.)</p>	
<p>Evaluate: Summarizing Strategy</p> 	<p>Students will have used art media of their choice to create a “Self-Portrait Collage.” It will demonstrate increased understanding of their personality and identity through the use of symbols that represent themselves within their own culture. To summarize this activity, students to do a <i>Changing Point of View</i> quick-write about their symbols, identity, and culture, as reflected in their “Self-Portrait Collage”. The quick-write can come from family, teacher, peer, or personal point of view.</p> 	
<p>Differentiation Strategies</p>		
<p>Extension</p>	<p>Intervention</p>	<p>Language Development</p>

<p>Lesson: <i>Hinhanska</i> (White Owl) Part 1 <i>See Hihanska—See Lakota Culture</i>”</p> <p>Lesson: <i>Hinhanska</i> (White Owl) Part 3, “See <i>Hinhanska—See Me</i>”</p>	<p>Design a group or classroom collage</p>	
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Assessment(s)	
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Formative	Summative
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<p>List 10 Things - Midway through the lesson, ask students to list ten things they have learned to this point. Gather the lists and read through them to get an idea of students understanding. Look for gaps in learning or misunderstandings to address as the lesson progresses.</p>	<p>See Attachment B</p>
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Teacher Reflection: (Next steps?)

Attachment A

Examples of Youth Culture <http://examples.yourdictionary.com/examples-of-youth-culture.html>

Here are lists of words that describe behavior in general.

First are words that refer to what may be perceived as *good behavior*:

Adaptable	Brave	Confident
Cooperative	Courageous	Debonair
Decisive	Determined	Generous
Hilarious	Honorable	Kind
Lively	Pleasant	Productive
Protective	Receptive	Reflective
Responsible	Romantic	Self-assured
Sensitive	Shrewd	Unusual
Witty	Wonderful	Zany
Zealous		

Next are words that describe an opposite behavior. All people exhibit these behaviors from time to time. For others these are dominant behaviors. It is easier to see these behaviors in others but more difficult to admit they may be dominant in ourselves:

Abrasive	Abusive	Angry
Anxious	Belligerent	Boorish
Cowardly	Crazy	Creepy
Cruel	Dangerous	Defiant
Erratic	Finicky	Flashy
Flippant	Foolish	Furtive
Guarded	Jittery	Malicious
Mysterious	Obnoxious	Outrageous
Panicky	Secretive	Strange
Threatening	Unsuitable	Vengeful
Wary		

Finally, people behave differently at home than at school or work, and in the company of certain people. Let's look at different types of behavior and some words that describe them behavior in social situations:

Caring: desire to help people	Charming: pleasant, delightful
Considerate: thinking of others	Enthusiastic: has strong feelings; ardent
Excitable: gets excited easily	Faithful: being loyal
Funny: causing people to laugh	Kind: thoughtful, caring

Attachment B

Visual Symbols Collage	Excellent: Student effort is evident in the utmost capacity.	Very Good – Good: Student effort is evident.	Fair: Some student effort is evident.	Poor: Student effort is not evident.	Student Evaluation	Teacher Evaluation
Image Selection Student thoughtfully selected multiple types of symbol images to represent themselves as a whole (not just one idea – ex basketball only images) Student incorporated symbolic images (as discussed in class).	30	19-16	15-7	6-0		
Technical Construction The collage shows considerable attention to construction. The collage is exceptionally attractive in design and layout to communicate the message the artist wants to send.	20	19-16	15-7	6-0		
Design Graphics are trimmed or cropped to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the collage (elements/principles of art).	20	19-16	15-7	6-0		
Overall Impression The collage fully communicates the author's understanding of the relationship among culture, personality, and identity clearly and creatively.	30	9-8	7-5	4-0		
Total Points	100					