

Art Teaches



Lesson Title: The Jade Pagoda

Anticipated Grade Level: 4-6

Lesson # in Sequence: 1

Total Lesson Time: 60-80 minutes

Lesson Agenda

Standards Addressed:

Common Core

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.w.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Oregon State Visual Arts Standards

VA.3.CR3.5: Creating-Refine and complete artistic work.

VA.7.RE1.5: Responding-Perceive and analyze artistic work.

Learning Objective:

- Students will be able to identify, explain, and represent a symbol that represents themselves.
- Students will be able to write a short paragraph describing a color or experience

Language Objective:

Students will be able to understand and employ symbolism.

Beginning the lesson

1. The teacher will begin by introducing the topic of the “Jade Pagoda.”
2. The teacher will review classroom discussion norms and any expectations for note-taking.
3. The teacher will prepare students to look for vocabulary words that may be difficult in the video
4. Specifically, the teacher will prepare the students by discussing or explaining the concept of “symbolism.”
What does symbolism mean? How and why is it used? (See the supplementary materials for resources on symbolism)

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher can use checks for understanding while discussing the norms and expectations
- The teacher can have a student leader conduct the reminders

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

Middle of the lesson (Small Group/Individual Work/Whole Class Discussion)

1. The teacher will begin the video
2. The teacher will **pause the video at 2:39**. “The word longevity means “long life”. There are many symbols of longevity in Asian art beside the number nine. What are some symbols of longevity that you know or have seen? Write them down or draw pictures of them.”
Discussion Question: What are some symbols of longevity that you know or have seen?
3. The teacher has students write down or draw 3-5 symbols.
4. The teachers has students write 1-2 sentences explaining what their symbol is and why it means longevity.
5. The teacher has students share their favorite symbol and asks after each if anyone else had the same symbol. If a student did, the teacher allows them to explain why they chose it. (ex: I chose a turtle because they can grow very old. I also chose a turtle and I said it was because they are all wrinkly). This conversation can take as much or as little time as the teacher thinks is valuable. Students are encouraged to refer to each other’s comments.
6. While the symbols are being shared the teacher writes down/collects the common describing words between the symbols (age, time, life, etc.) then asks students together if they can come up with any other symbols of longevity.
7. The teacher restarts the video.
8. The teacher will **pause the video at 4:02 (video timestamp)**. “Name and describe your favorite color in 2 or 3 sentences.” If necessary, the teacher can give an example of their favorite color (example: “my favorite color is the color of the Rocky Mountains in the morning in the summer as seen from a cabin in Colorado).
Discussion Question: Name and describe your favorite color in 2 or 3 sentences.
9. The students take 5-10 minutes to write their descriptions. Once done students can share their ideas with a partner or small group. The teacher can offer additional support by explaining their favorite color (ex: my favorite color is at night when the moon is full and the sky is purple with a couple of wispy clouds).
10. OPTIONAL EXTENSION: The students can hold a short writer’s workshop where they workshop their descriptions with a partner or alone. The process can be: share, get feedback, revise, share again, etc.
11. OPTIONAL EXTENSION: The teacher can have the students return to their descriptions of the symbols in the first activity and revise those in the same way.
12. Once this activity is completed, the teacher will explain the concept of descriptive writing (ex: there is no such thing as a “red car.” The car is always “fire red” or “stop sign red” or “rust red. As we continue to the video and you continue to write, be as creative as you can.”)
13. The teacher restarts the video.
14. The teacher will **pause the video at 5:35**. “In east Asian culture, dragons are good, kind and smart. Who do you know who is good, kind and smart and what do they do that makes you feel that way? List 4 attributes of your good person on your paper. We will pause here for you to respond.”
Discussion Question: Who do you know who is good, kind and smart and what do they do that makes you feel that way? List 4 attributes of your good person on your paper.
15. The teacher again encourages the students to write more than one word for their answer. The teacher can allow students to include the names of friends in the descriptions or not depending on classroom dynamics.
16. The teacher has students read some of their descriptions and records or writes down some of the common descriptors (ex: kind, fun, nice, etc.).
17. The teacher has students look at the list and come up with other symbols like the “good dragon.”
18. The teacher explains how symbolism and descriptive writing are related and important.
19. The teacher restarts the video.
20. The video concludes.

Academic language supports:

- Students who need it can be provided with the video script
- The video will include subtitles

Assessing for understanding:

- The teacher will use two write-pair-shares and can collect answers
- The teacher will conduct one “reason-off”
- The teacher can check in on group discussions

Adaptations for student support:

See above.

Students can be sent a link to the video allowing them to watch it on their own.

End of the lesson:

1. The video concludes with an activity: “I want you to now take your paper and pencil and sketch the pagoda that you would like to have in your garden, one that you can pause by and listen to the bells ring in the breeze. Write the 4 attributes of your good and kind friend that you listed before in the space around your pagoda drawing.”
2. The teacher will have students complete the activity on their own or in small groups.
3. The students will draw their pagoda and include 3-5 symbols of longevity, goodness, and kindness in their drawing. They will also write short descriptions of their symbols on the back of their paper.
4. OPTIONAL EXTENSION/MODIFICATION for older students: Students can write a long (1-2 paragraph) description of their pagoda with no drawing. This will force them to be more explicit with their descriptions meaning they will need to include specifics like the number of sides AND more artistic descriptions like the color of the jade.

Academic language supports:

- Students will have notes explaining key terms (symbolism, descriptive writing)
- Students will have access to the script of the video for reference

Assessing for understanding:

- The teacher will check for understanding before beginning the activity.

Adaptations for student support:

- Students will be able to dictate the description of their symbol.
- Students will be able to type their paragraphs
- Students will be able to refer to images when drawing their pagoda.