

“Journey” Lesson Plan

Lesson Title & Big Idea*: Exploring Your Journey Through Art	Big Idea: Journey	Week #
<p>Lesson Overview/Summary*: (This is like an abstract of the structure and procedures section)</p> <p>In this meeting, MU international students are going to explore their life journey through art. Participants would appreciate and discuss some artists who explore the idea of “journey” and they are asked to make their maps of journey by drawing or using collage method. Finally, they will share their maps and thought to the class and the rest of them could examine whether their views are close to the presenters.</p>		1
<p>Key Concepts for each area (1-2 each): What you want the students to <i>know</i>.*</p> <ol style="list-style-type: none"> 1. Life’s special moments are captured in photographs and collated in albums, but it also can be painted/drawn/displayed through art. 2. It is important to know yourself as an individual, while it is significant to know that our university community consists of diversity. 3. International students’ unique journeys, backgrounds, cultures contribute to a richer university society. 4. Knowing someone’s journey is a good way to know someone’s identity. 	<p>Essential Questions (1-2)*:</p> <ol style="list-style-type: none"> 1. How do artists explore their life journey and why do they display their journey through art in that ways? 2. Where do you come from? 3. What makes you grow up? 4. How do you link your past with the present day? 5. What is interesting about your journey? 6. How do your cultural history contribute to our university community? 7. What cultural tradition would you like to share with others in Columbia, Missouri? 8. How do different cultures make our university community better? 9. How do people get through hard time? 	
<p>Lesson Objectives/Goals: (Excellent resource at http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1): What you want the students to <i>do</i> or be able to do by the end of the lesson.</p> <ol style="list-style-type: none"> 1. The international students will be able to identify different aspects of culture; 2. The international students will be able to recall their history to learn about their cultural history; 3. The international students will be able to identify why aspects and traditions of their cultural history are important and how they contribute to our university community understand, appreciate and respect differences and similarities among participants’ cultures; 		
<p>Lesson Structure & Procedure(s) <i>Sequence of events of the lesson elements. (The before, during, and after the lesson, e.g. Engagement/Opening, Procedures, Guided Practice, Conclusion. Please be very specific, walk me through step by step of the “What” of what is happening .</i></p> <ol style="list-style-type: none"> 1. Icebreaker questions: have participants get to know each other and make our meeting environment comfortable. (Icebreaker questions can be seen at Appendix 1; 10 minutes) 2. An overview of this meeting Map of Your Journey and my goals and objectives; (5 minutes) 3. Have students watch a TED talk <i>A Journey Through the Mind of An Artist</i> (https://www.ted.com/talks/dustin_yellin_a_journey_through_the_mind_of_an_artist#t-438874); (8 minutes) Dustin Yellin makes mesmerizing artwork that tells complex, myth-inspired stories. How did he develop his style? In this disarming talk, he shares the journey of an artist -- starting from age 8 -- and his idiosyncratic way of thinking and seeing. Follow the path that leads him up to his latest major work (or two). 		

<ol style="list-style-type: none"> 4. Introduce and discuss Lin Onus’s artwork by watching a video: https://www.youtube.com/watch?v=9frtcJgZhVM He presents two interpretations of the landscape using two cultural styles – Western realism and traditional aboriginal techniques. He makes a humorous comment about Australian beach culture and also comments on our multicultural society by including a dingo riding a carved manta ray atop the Japanese artist Hokusai’s “The Great Wave of Kanagawa”; (5 minutes) 5. Have students watch my visual map of journey; https://www.youtube.com/watch?v=cl_m9hd2q24 (2 minutes) 6. Discuss how artists explore their journey and why they display their journey through art in that ways? (5 minutes) 7. Use PowerPoints to show some artworks (collage, drawing etc) talking about journey; hand out the prompt sheet (See Appendix 2), and participants would get inspiration from it. Have students contemplate on those prompts. (5 minutes) 8. Artmaking activity: participants are asked to make a map of journey, and it could be either drawing or collage. With the support of prompts, participants can start to make their maps; (30 minutes) 9. Have students view each other’s map and take a note in the observation sheet (See Appendix 3). (5 minutes) 10. Have participants share their maps and thoughts and the rest of them could examine whether their views are close to the presenters. (10 minutes) 11. Clean up the space. (5 minutes) 	
<p>Opening (Introduction, Gaining Attention, what will you show, or demonstrate, this might be several sequential things) Icebreaker game</p>	<p>Closure/ Summative Assessment strategy (Reflecting, how will student share what they learned): We will close the class by sharing their maps and thoughts.</p>
<p>Technology <i>Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning</i> Projector, computer</p>	
<p>Materials <i>List of materials used in the planning of and during the instruction of the lesson</i> Scissors, color and white papers, magazines, glues or glue sticks, tapes, color pencils, markers,</p>	

Appendix 1 Icebreaker Questions

Prepare a sheet (or several sheets, if you wish) of good icebreaker questions. The following are some sample questions:

1. If you could be any dessert, what would you be and why?
2. If you could be any animal, what animal would you choose? Why?
3. If you had to be a superhero, which one would you be? Why?
4. If you could have any super power, which one would you have? Why?
5. If you could be any cartoon character, who would you be? Why?
6. If you could be one for just 24 hours, what cereal box cartoon character would you be? Why?
7. If you had to describe yourself in three words, which ones would you choose and why?
8. If your house were on a fire and you only have time to save 3 objects, what would you save?
9. If money didn’t matter, what would your dream job be?

10. What is the most beautiful thing in the world?
11. What is the most surprising thing about you?
12. If a movie star had to play you in a movie about your life, which movie star would be you?
13. If your life were a song, what would the title be?
14. If your life were a book, what would be the name of it?
15. If you had to be any age for the rest of your life, what age would you choose?
16. If you won the lottery, what would you do with the money? If you had to do one thing for the rest of your life, what would it be?

Appendix 2 Map of Your Journey Prompts

1. Where do you come from? Who are you?
2. What makes you grow up?
3. How do you get through hard time?
4. How do you link your past with the present day?
5. What is interesting about your journey?
6. What cultural tradition would you like to share with others in Columbia, Missouri?

Appendix 3 Observation Q&A

	Based on what you've seen, can you guess where he/she is from? Why?	What makes you interested and you'd like to know more? Why?	What makes you confused? Why?	Based on the map, can you tell the map belongs to? Why? Can we identify a person by seeing his/her map of journey?
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