ACTIVITY SHEET #1

TEAM MEMBER: Rebekah Alquero

INTERDISCIPLINARY UNIT: Cultural Diversity

GRADE LEVEL: 7th

SUBJECT: Fine Arts

NAME AND DESCRIPTION OF ACTIVITY: “Protecting Thy Family Name”

In this activity, students will find out the history of their family names or what it represents. Using the Japanese Language Symbols and Japanese Nature Symbols handouts, students will choose two (2) language symbols and (1) nature symbol that best represents or describes their family name to create an artwork using paint (i.e., watercolors, oil paint, acrylics).

STUDENT LEARNING OUTCOMES (SLOs):

* Students will be able to produce an artwork with symbols from another culture
* Students will be able to produce an artwork that depicts the character of a family name
* Students will be able to share an explanation of the chosen symbols.

COMMON CORE STANDARDS:

* [CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
* [CCSS.ELA-Literacy.RST.6-8.4](http://www.corestandards.org/ELA-Literacy/RST/6-8/4/)  Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

Guam Content Standards: Fine Arts

* MSP.2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
* MSP.4.5 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.
* MSP.1.2 Discuss works of art with regard to theme, genre, style, idea, and differences in media.

SUPPLEMENTARY READING MATERIALS AND INTERNET SOURCES TO EXTEND STUDENTS’ UNDERSTANDING OF THE CONTENT:

*A Portrait of the Artist as a Young Man* by James Joyce (Fiction, for ages 13 and up)
*Japanese Art* by Sadakichi Hartmann (Nonfiction, for ages 13 and up)
*Kimchi & Calamari* by Rose Kent (Fiction, ages 10 and up)

<http://www.linguanaut.com/japanese_symbols.htm>

[http://www.cherryblossom.co.nz/Articles+of+Interest/Symbology.html](http://www.cherryblossom.co.nz/Articles%2Bof%2BInterest/Symbology.html)

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| Rubric for Protecting Thy Family Name |
| **Category** | 4 – Exemplary | 3 – Proficient | 2 – Partially Proficient | 1 - Incomplete |
| **Creativity** | Student has takenthe technique being studied and applied it in a way that is totally his/her own. The student’s personality/voice comes through. | Student has takenthe technique being studied and has used source material as a starting place. The student’s personality comes through in parts of the painting | Student has copied some painting from the source material.There is little evidence ofcreativity, but the student has done the assignment. | Student has not made much attemptto meet therequirements of the assignment. |
| **Symbol Design** | Student has used 2 Japanese symbols and 1 nature symbol in artwork. | Student has used 1 Japanese symbol and 1 nature symbol in artwork (or student is missing 1 symbol) | Student has used 1 Japanese symbol and 0 nature symbol in artwork or student is missing 2 symbols) | Student is missing a Japanese symbol and a nature symbol |
| **Explanation** | Student can accurately name the 3 symbols meaning and explain why it has been chosen | Student can accurately name the 2 symbols meaning and explain why it has been chosen | Student can accurately name the 2 symbols but gives no explanation | Student cannot accurately name symbols and gives no explanation |
| **Neatness** | Application of paint is preplanned and done in a logical,sequential manner | Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident. | Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident. | Student needs towork on controlling paint and preplanning paint application. Muddy colors, lack of texture,drips, and/or blobs are evident. |