ACTIVITY SHEET #2

TEAM MEMBER: Rebekah Alquero

INTERDISCIPLINARY UNIT: Cultural Diversity

GRADE LEVEL: 7th

SUBJECT: Fine Arts

NAME AND DESCRIPTION OF ACTIVITY: “Revered Relic”

       In this activity, students will research an artifact from a culture (their own or a culture of their choice) that was regarded as sacred to their people. Using recyclable materials, students will create a "revered relic". On a separate sheet of paper, they will indicate where the relic originated from (country/island), its purpose, and why they chose that item.

STUDENT LEARNING OUTCOMES (SLOs):

* Students will be able to research background information on (their own or another culture's) artifacts
* Students will be able to produce an artificial relic using recyclable matierals
* Students will be able to write about the artwork explaining its origin, purpose, and why they chose it

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*.
* CCSS.ELA-LITERACY.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
* CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Guam Content Standards: Fine Arts

* MSP.1.2 Discuss works of art with regard to theme, genre, style, idea, and differences in media.
* 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.

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

http://www.visit-micronesia.fm/culture/index.html  
http://www.guampedia.com/ancient-chamorro-jewelry-manmade-accessories-and-body-coverings/  
http://www.daa.wa.gov.au/en/Heritage-and-Culture/Aboriginal-heritage/Aboriginal-objects/  
*Culture*by Lisa Gezon (Nonfiction, appropriate for 7th grade and up)   
*Mixed: An Anthology of Short Fiction on the Multiracial Experience* edited by Chandra Prasad (Nonfiction, appropriate for 7th grade and up)  
*The Tequila Worm* by Viola Canales (Fiction, 7th grade and up)

RUBRIC TO EVALUATE THE LEARNING OUTCOMES

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| --- | --- | --- | --- | --- |
| Rubric for Revered Relic | | | | |
| **Category** | 4 – Exemplary | 3 – Proficient | 2 – Partially Proficient | 1 - Incomplete |
| **Research** | Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized variety of resources to make project effective | Did a very good job of researching; utilized materials provided to their full potential; solicited adequate resources to enhance project; at time took the initiative to find information outside of school. | Used the material provided in an acceptable manner, but did not consult any additional resources  . | Did not utilize resources effectively; did little or no fact gathering on the topic |
| **Explanation** | Student can accurately explain where the artifact originated from, its purpose, and why they chose it. | Student can accurately explain where the artifact originated from, its purpose. | Student can accurately explain where the artifact originated from but leaves details out (ex. no purpose) | Student cannot explain where the artifact originated from, or its purpose in that culture |
| **Creativity** | Was extremely clever and presented with originality; a unique approach that truly enhanced the project | Was clever at times; thoughtfully and uniquely presented | Added a few original touches to enhance the project but did not incorporate them throughout | Little creative energy used during this project; was bland, predictable, and lacked “zip” |