

## TEACHER INFORMATION

# Keep Creating

## My Museum Classroom Kit



Teachers, you are probably asking yourselves, “What do I need to know to use this kit in my classroom?” Excellent question! The following will help answer that question in a user-friendly way for yourself and your students.

Each kit contains two close-looking videos, two art-making activities, and ELA extension activities. Please take the kit and use it in any way that fits your unique classroom and needs. Some teachers will work through the kit in the sequence as we present it; others will use the kit in pieces as bell-ringers or end of day activities; and still other teachers will use bits and pieces of the kit as they fit into their already planned curriculum. It’s your choice, so have some fun with the kit!

Cross-curricular activities are also a possibility for you in using any of the kits. For example, once the students create their own artwork based on the Asawa sculpture, you can have them write about their creative choices and process. Alternatively, you might ask students to write a paragraph about a person they know who can make something wonderful out of ordinary things (like their favorite meal, maybe). After they have made a mask that represents themselves, ask them to write a short paragraph about how they feel when wearing the mask they made. Either of these ideas will fit your ELA standards and encourage further creativity. Cross-curricular activities can also sneak some fun into another context, and we all need some fun right now.

The first artwork, *Untitled* is about seeing the ordinary things around us in a new, creative way, while the second artwork, *In a Day, She Became The Master of Her House*, speaks to us about how we wear literal and metaphoric masks to hide ourselves from others (or to reveal our true selves to others.)

In a lesson about either of these, you can meet the following **ELA standards**:

**W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.3.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.3.3.B** Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

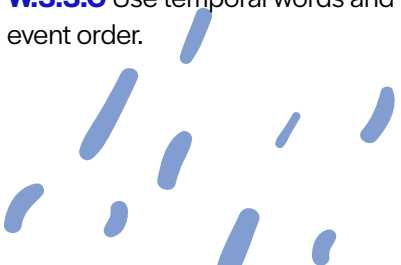
**W.3.3.C** Use temporal words and phrases to signal event order.


**W.3.3.E** Provide a conclusion that follows from the narrated experiences or events.

**L.3.1.H** Demonstrate command of simple sentences and produce compound sentences.

**L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.

**W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.





**W.4.3.A** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.4.3.B** Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.

**W.4.3.C** Use a variety of transitional words and phrases to manage the sequence of events.

**W.4.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.3.E** Provide a conclusion that follows from the narrated experiences or events.

**L.4.1.H** Demonstrate command of simple and compound sentences, recognizing and correcting inappropriate fragments and run-ons. Use independent clauses and coordinating conjunctions when writing a compound sentence.

**L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

**W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**W.5.3.A** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally

**W.5.3.B** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**W.5.3.C** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**W.5.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.5.3.E** Provide a conclusion that follows from the narrated experiences or events.

**L.5.1.H** Produce complex sentences using dependent clauses and subordinating conjunctions.

**L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level.

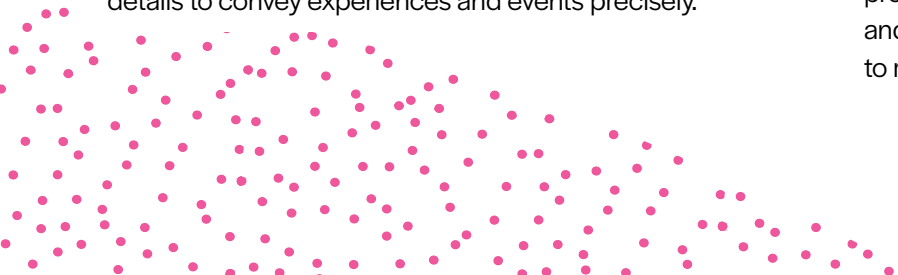
In a lesson using either or both of these artworks, you can meet the following **Social/Emotional standards:**

(from [dese.ade.arkansas.gov/divisions/learning-services/guide-for-life/3-5](https://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life/3-5))

**Growth** I am an active participant in my learning. Describe, create, and implement steps in reaching a concrete goal. Adapt to change that may occur in the classroom, school, or in a social situation.

**Understanding** Identify my emotions and use constructive language to express my feelings. Describe my own personal qualities (e.g., personal strengths, weaknesses, interests and abilities.) Describe and prioritize personal skills and interests that I want to develop. Identify my own emotions and recognize how they can be linked to behavior. Identify reliable self-help strategies (e.g., positive self-talk, problem solving, time management, self-monitoring.) Recognize qualities of positive role models and distinguish between negative, prevent and cope with stress or difficult situations in a positive manner.

**Interaction** Recognize how facial expressions, body language and tone impact interactions. Recognize when another needs help and offer assistance. Recognize the needs of others and how those needs may differ from my own. Recognize how facial expressions, body language and tone impact interactions. Initiate positive interactions with other students most of the time. Ask for help from adults and peers in socially acceptable ways. Recognize when another needs help and offer assistance. Identify problems and conflicts commonly experienced by myself and my peers. Identify appropriate and inappropriate ways to resolve conflicts.



**Decision** Recognize how and when to ask for help. Describe the reasons for my decision. Identify and describe a problem. Identify a desired outcome to the problem. Generate possible solutions to the problem and analyze the pros and cons of each solution. Select and implement the best solution.

**Empathy** Use listening and attention skills to identify the feelings and perspectives of others (e.g., face, body, voice.) Respond empathetically to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object.) Identify multiple reasons for an emotion. Show respect and cooperation when working with others. Acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.) Identify and appreciate the abilities, skills and qualities of others. Identify and perform roles that contribute to my home, school and community. I can recognize and utilize family, school, and community resources and supports.

**Diversity** Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. Students will respectfully express curiosity about history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

