

UNIT 1: Understanding and Creating Symbols: Adinkra & Kente

Big Question: How can we learn about the people through their art and artifacts?

Subject Area: Visual Arts (Culture & Social Studies)

Grade Level: 3rd grade at *Brooklyn New School* in Brooklyn, New York.

Time: 4 sessions of 80-minute art class (double period)

Central Focus: This unit is designed to be conducted in junction with the 3rd grade social studies curriculum on West African culture and arts at Brooklyn New School. A dual focus on West African culture and arts in both Social Studies and Art class provides for a reinforced and wholesome overview of a foreign culture. This particular unit will look at the use of **Adinkra** symbols of the Ashanti people of Ghana. *The unit is grounded in the belief that content should be relatable and relevant to students.* Therefore, the unit is designed to encourage students towards their own self-expression *inspired by* an introduction to foreign art traditions and universal art techniques, such as **printmaking**. At the end of the unit, students will be familiar with Adinkra symbols, their meanings and cultural uses. Students will understand what is an abstract symbol and have produced prints of their own design. Students will also have acquired a basic working knowledge of the printmaking process.

This unit scaffolds into another learning segment on *Kente cloth traditions* of the Ashanti people, as dictated by the social studies curriculum for 3rd graders at Brooklyn New School.

This learning segment asks students to *interpret art, develop works of art, and relate art to context.*

Pedagogical Rationale: This unit *begins with student experience and context* as the starting point for investigation of our culture and then other cultures as we inspect them through their art and art techniques. The unit is inherently multiculturalist both due to unit content, classroom context, and demographics of the students in New York City.

Lessons were designed to mainly engage students through hands-on activities and movement-based learning to accommodate different learning styles and children's energy level. *Student-based* and *activity-based learning* are two precepts of the driving education philosophy of this unit, as inspired by like-minded educational theorists John Dewey, Paolo Freire, and Bell Hooks.

Section 1: Exploring Our Society

Lesson 1: Symbols in Our Culture and Symbol-Making

What is a symbol?

Section 2: Way Across the Ocean / Adinkra + Printmaking

Lesson 2: Adinkra Symbols by the Ashanti People of Ghana

What can we know about Adinkra symbols?

Lesson 3: Printmaking Inspired by Adinkra Symbols

What is printmaking and how do we do it?

Section 3: Coming Back to Ourselves

Lesson 4: Weaving it All Together: Adinkra, Storytelling.

How can we tell our own stories using symbols and bookmaking?

Introduction to Kente (as bridge into next learning segment)

UNIT 1: Understanding and Creating Symbols

Big Question: How can we learn about people through their art and artifacts?

Lesson 1: Symbols in Our Culture and Symbol-Making

Sub Questions:

- What is an abstract symbol?
- Where do we see symbols in our own society?
- How can we create our own symbol?

Grade Level: 3rd grade

Time: Double period (80 min. total)

Central Focus: This lesson introduces to students what a symbol is by examining symbols used in our every-day environment. After looking closely at some common symbols in our city of New York, we will design and create our own symbols. Students analyze their environment and symbols *in context*, *interpret* them, and *create* their own. Students are introduced to the concept of *abstract* symbols. Design will be emphasized in this lesson in terms of *negative* and *positive* space (two colors- white paper + black marker) to communicate clear, bold lines.

Rationale: This lesson is an introduction to the concept and analysis of symbols that will scaffold into an investigation of Adinkra symbols in particular. We examine symbols recognized in our society (street, subways, restaurants, parks). This leads up to lesson two, where they will be introduced to the Adinkra system of abstract symbols developed by the Ashanti people for their own society. Students begin creating their own abstract symbols in this lesson for our printmaking studio in upcoming lessons.

Learning Objectives:

- Students will learn to create an abstract symbol.
- Students will learn what is abstract.
- Students will learn to recognize symbols in their own environment.
- Students will learn about negative and positive space as design technique.

Language Use:

Symbol: a thing that represents or stands for something else

Abstract: Something that is can be felt, but not seen or touched. (opposite of concrete)

Analyze: To look at closely something and think about *what*, *why*, and *how*.

Interpret: to explain the meaning of something (gestures, tone of Mom's voice, our pet's behavior)

Instructional Resources & Materials:

Supplies/Equipment/Tools:

- Sketchbooks
- Letter Paper
- Black markers, pencils, erasers

Artwork/Media:

- Slideshow of symbols in our environment (Stop Signs, Caution: Slippery, Subway, Bathroom)
- Slideshow of abstract symbols (yin yang, infinity, etc)

Handouts/Ancillary Instructional Resources

- Eric Carle's *The Secret Birthday Message*
- Sample secret message with use of symbols
- Secret Message activity sheet

Instructional Strategies and Learning Tasks:

- 1) **What is a symbol? (12:00-12:15)** Students will be greeted and seated in the meeting area for attendance, introduction to lesson’s agenda. Students will be asked *What is a symbol?* They will be asked to draw in their sketchbooks one symbol they are familiar with.
- 2) **Symbols in Our Everyday Environment (12:15-12:30):** Students will share what they have come up with. Teacher will open slideshow for viewing common everyday symbols. For each slide, teacher will ask students to respectfully, by raising their hands, offer information about meaning of each symbol. *Teacher will reiterate definition of symbol* and ask if students agree and if they have anything to add to the class definition of symbol. Teacher will announce next exercise to create our own symbols and give instructions to return to their tables and wait for prompts.
- 3) **How Can We Create Our Own Symbols? Experimental Activity (12:30-12:40)** Students will return to tables and sketchbooks. Teacher will ring a bell to signal the beginning of the activity. Teacher will read 3 prompts: 1. draw a tree 2. draw a flower 3. draw your favorite snack. At the end of last prompt, several students will be invited to share their symbols. Class will compare similarities and differences of *concrete* and *abstract* designs.
- 4) **The Secret Birthday Message (12:40-12:50)** Students will be asked to return to the meeting area for storytelling! The main character receives a letter that uses symbols to direct him towards his birthday surprise.
- 5) **Create Your Own Secret Message (12:50-1:05)** Teacher will hand out worksheet. Teacher has prepared a sample of the worksheet on a large white chart. Students will create symbols for the words in **bold** in the worksheet. Students are asked to be creative, that they do not have to draw something that looks like a tree when creating a symbol for “tree.”
- 6) **Abstract Symbols for Things Unseen (1:05-1:15)** Teacher will ask students to define the difference between concrete and abstract things. Students have thus far worked with creating symbols for things that we can see and touch. Teacher will show slideshow of more abstract representations in symbols.
- 7) **Creating Our Own Symbol (1:15-1:25)** Students will choose an abstract meaning (*an adjective, feeling, or something you cannot touch*) for which to create their abstract symbol. They will be instructed to use bolder lines, and to create in a more crisp, readable manner.

Quick Demo Option: negative + positive space.
- 8) **Share and Closing (1:25-1:35)** A couple of individual students will be asked to share, and the class will do a walking museum. Students will be reminded of what to expect next week and dismissed

Informal and Formal Assessment of Student Work:

Does the student demonstrate an understanding of an abstract symbol?

Did the student create an abstract symbol?

Create Your Own Secret Message! Worksheet

Criteria	Yes!	Somewhat	No
Is the worksheet complete? (participation)	Student completed the worksheet.	Worksheet is half-complete.	Student did not engage with assignment.

Criteria	Yes!	Somewhat	No
Does the student demonstrate originality? (creativity)	All of student's symbols are of their own unique design.	Most of student's appear to be a unique creation, some resemble teacher's examples and/or neighboring classmate's.	Student either did not engage or have copied most of their symbol designs from the teacher and/or other students.
Extra Credit: Does the student employ abstraction in their symbol-making?			

Creating Our Own Symbol

Criteria	Yes!	Somewhat	No
Does the student's symbol delineate a clear negative and positive space? (technique)	The student demonstrates clear understanding of expected visual technique.	The student has created a symbol loud and clear enough with some questionable shady lines <i>or</i> under/over use of space in some areas.	The student either did not create a symbol or their symbol does not demonstrate proper use of bold, crisp lines for affective positive and negative space.
Did the student create an abstract symbol? (conceptual understanding and task completion)	Yes, student reveals clear understanding of abstract symbols.	Student combines use of abstract and concrete representations.	Student has assigned a concrete meaning to symbol, and symbol resembles its concrete meaning. (ie. to symbolize Flower, student draws a Flower.)
Is the student's symbol an original design? (integrity)	Yes, student's design is uniquely their own and represents no one else's in the classroom.	Yes, but student's design is similar to a neighbor's or the teacher's example.	No symbol or the student has directly copied another's design.

National Core Arts Standards:

VA Cr1.1.3a: Elaborate on an imaginative idea.

VA Re,7.2.3a: Determine messages communicated by an image.

VA Cn10.1.3a: Develop a work of art based on observations of surroundings.

State Standards:

VA Standard [Elementary] 1, b: Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

VA Standard [Elementary] 1, c: Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.

VA Standard [Intermediate] 1, b: Know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art.

UNIT 1: Understanding and Creating Symbols

Big Question: How can we learn about people through their art and artifacts?

Lesson 2: Adinkra Symbols by the Ashanti People of Ghana

Sub Questions:

- What can we know about Adinkra symbols?
- How do Ashanti people use their Adinkra symbols?
- What do various Adinkra symbols mean?
- How can we transfer own designs (begun last week, continued current lesson) onto styrofoam plates for printmaking?

Grade Level: 3rd grade

Time: Double period (80 min. total)

Central Focus: Students have thus far explored how symbols and clothes function in our society. This lesson will introduce Adinkra symbols, what they mean, and how they are traditionally used in Ashanti culture. Students are expected to printmake their own symbols in mimicry of how Adinkra prints are made in Ghana. In preparation for printmaking studio, students rework their design inspired by Adinkra symbols. Students will ensure that their symbols are abstract with clean cut designs like the Adinkra symbols.

Rationale: Students have explored some aspects of Ashanti culture in social studies class and are now ready for the art-introductory to some of Ashanti's cultural artifacts and traditions. Having explored our vocabulary list of *symbol*, *abstract* through investigating our own culture, students are better prepared to understand and investigate Adinkra symbols as used by the Ashanti people. This lesson is an informative introductory and hands-on preparatory for creating our own cultural artifacts as inspired by Adinkra symbols and how Adinkra symbols are created through the classic, universal technique of printmaking.

Learning Objectives:

- Students will learn about the use of Adinkra symbols by the Ashanti people of Ghana.
- Students will learn what different Adinkra symbols mean.
- Students will learn to consider the position from which they study a foreign culture, and natural limitations to our understanding.
- Students will learn to create their own personal symbol.
- Students will learn to set plates for printmaking.

Language Use:

Symbol: a thing that represents or stands for something else

Abstract: Something that is can be felt, but not seen or touched. (opposite of concrete)

Analyze: To look at closely something and think about *what*, *why*, and *how*.

Inspiration (to be inspired by art): to get an idea to create something from something else. (can combine ideas, but not copy)

Instructional Resources & Materials:

Supplies/Equipment/Tools:

- Sketchbooks
- Square sheets of paper
- Black ink/pens/markers
- color markers
- Styrofoam plates for engraving.

Artwork/Media:

- Chart of Adinkra symbols and their meaning.

- Slideshow of symbols in our environment.
- Slideshow of Adinkra symbols in traditional and contemporary Ghanaian fashion.
- Closing slideshow of symbols all around the world.

Handouts/Ancillary Instructional Resources

- 6 large charts of Adinkra Symbols and their Meaning for each table group
- Step-by-step instruction for setting plate.

Instructional Strategies and Learning Tasks:

1) Review & Agenda (12:00-12:10) After attendance, class will share what they remember of lesson 1 and lesson 2. Students will be asked, **what is a symbol?** and **What is an abstract symbol?** to recap lesson 2. Agenda for the day will be shared.

2) Drawing Exercise Integrated with Movement(12:10-30): Students will observe and sketch Adinkra symbols. Students are instructed to return to their group seats to obtain their sketchbooks. One sheet of Adinkra symbols and their meaning will be at each table to be observed by groups of students in rotation. Students will be given 5 minutes at each table to observe symbols and their meaning, and to copy 1 symbol at each table in large print with a black marker.

Pay close attention to how Adinkra symbols maximize negative and positive space.

3) Share (12:30-12:35): Return to the meeting area, form a circle. 3 students will share one symbol they drew and reason for choosing.

4) Brainstorm: Contextualizing Adinkra Studies (12:35-12:40): Students will be prompted with the question: *Why do you think it's important to learn about other cultures?* Students will be asked to address the question with the person next to them.

5) Share, Acknowledging Our Limitations as Outsiders of a Foreign Culture, Slideshow (12:40-12:55): Students will share some reasons they came up with. *Teacher will facilitate a reflection on the trickiness of translation.* Students will be asked to share if they know words in other languages that cannot be translated into English. After acknowledging our limitations as spectators of Ghanaian culture, we will view what we might be able to know through slideshow presentation.

6) Stamp-Making Demo + Studio (12:55-1:25): Students will be encouraged to look at their abstract symbol from last week. Using Adinkra symbols as **inspiration**, they will be instructed to refine their symbol, or come up with a new one with assigned meaning. Teacher will provide demonstration and example of finished product. Students will draw it in black marker in their notebooks before drawing the same symbol into their styrofoam plates for printmaking. Everyone will be given 10 to 15 minutes to edit and design before teacher hands out plates.

7) Closing (1:25-1:35): Clean up and feedback. Would any student like to share? Is there anyone that would like to ask the class for feedback on their work so far? What's the difference between copying and being inspired by it?

Informal and Formal Assessment of Student Work:

Is the printmaking plate successfully prepared?

Criteria	Yes!	Somewhat	No
Did the student follow directions for preparing plates? Rough draft with Black Marker, then transferring design onto Styrofoam plate with a pencil. (task completion)	Yes, student was well prepared, followed directions, and successfully created a plate for printmaking.	Student completed the assignment, but neglected to create rough drafts and consequently asked for one or more extra plates. Did not employ efficient use of material.	Student did not prep a plate.
Did the student participate in class discussions? (participation)	Yes, student contributed to class discussion and slideshow presentation about Adinkra symbols.	Student was attentive but did not contribute to class discussion.	Student was distracted and did not pay attention.
Did the student effectively refine or rework their symbol from last week? (active engagement with artwork)	Yes, student made cleaner lines, or alterations to their symbols to make it more abstract, or left their symbols alone if already completed and satisfied.		Student needs to rework symbol but did not engage in re-working the design or in re-assigning an abstract meaning to their symbol.

National Core Arts Standards:

VA Re,7.2.3a: Determine messages communicated by an image.

VA Cr2.2.3a: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.

State Standards:

VA Standard [Elementary] 1, b: Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

VA Standard [Elementary] 1, c: Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.

VA Standard [Elementary] 1, d: Reveal through their own art work understanding of how art mediums and techniques influence their creative decisions.

UNIT 1: Understanding and Creating Symbols

Big Question: How can we learn about people through their art and artifacts?

Lesson 3: Printmaking Inspired by Adinkra Symbols

Sub Questions:

- What is printmaking and how do we do it?
- What does your symbol mean?
- How can we tell our own stories using symbols and bookmaking?

Grade Level: 3rd grade

Time: Double period (80 min. total)

Central Focus: Students gain proficiency in traditional printmaking, as used by the Ashanti people to reproduce Adinkra symbols. Instead of woodblocks, our class will use styrofoam plates, which works just as well. Instead of etching with carving tools, we will pencil in our markings on the plate. Though our materials are different from traditional woodblocks, students will see that in concept, we are printmaking exactly as people in Ghana have done for ages to reproduce their Adinkra symbols. Students practice printmaking by reproducing at least 5 pieces of their original symbol as designed and refined in previous lessons.

Rationale: Students have thus far designed and set to plate their own Adinkra-inspired symbols, each imbued with unique meaning assigned by individual students. We will now make our designs come to life: This lesson is a hands-on, technique-based portion of a universal technique not just used by the Ashanti, but all over the world. Printmaking our own symbols better simulates our understanding and engagement with Ashanti people's cultural artifacts, while giving students experience and knowledge of an old art form in the process. Each print is unique to individual students, given the symbols and their meanings, while inspired by Adinkra, are of their own creation entirely. Students will utilize the products of this studio session in later projects in subsequent lessons.

Learning Objectives:

- Students will learn a printmaking technique to print their symbol designs from last lesson.
- Students will learn to book-bind in preparation for last lesson of the unit.
- Students will learn to write an About the Author page (in preparation for next lesson in storytelling)

Language Use:

Symbol: a thing that represents or stands for something else

Abstract: Something that is can be felt, but not seen or touched. (opposite of concrete)

Analyze: To look at closely something and think about *what, why, and how*.

Inspiration (to be inspired by art): to get an idea to create something from something else. (can combine ideas, but not copy)

printmaking: an old art technique that allows for making copies of a design.

Instructional Resources & Materials:

Supplies/Equipment/Tools:

- Thick Papers to print their symbols. 5 per student. 1 of 5 will be on book cover paper.
- Black and Color ink options at Printmaking stations.
- hole punched book covers
- hole punched sheets for book binding.
- pencils, erasers, color pencils, color markers.

Artwork/Media:

- Chart of Adinkra symbols and their meaning.
- bonded-book sample

Handouts/Ancillary Instructional Resources

- Question chart for book-bio project.
- Bio-page sample

Instructional Strategies and Learning Tasks:

- 1) **Review, Demonstration (12:00-12:20):** Teacher will review past lesson on what is **abstract, symbol, and Adinkra**. Map of World/Africa will be on Smartboard to contextualize geographically once more our inspiration for this project: Adinkra Symbols.

Students will be shown a short, educational clip of a man in Ghana printmaking Adinkra symbols onto cloth. This will be followed by a demonstration of printmaking in our own classroom. Studio space in the classroom is limited and students will take turns producing prints. [<https://www.youtube.com/watch?v=sAmJEMsbAUo>]

Students who are waiting their turn to print will be instructed to bind their books and complete an *About the Author* page with a drawn profile picture that best represents who they are.

- 2) **Studio: Printmaking + Bookmaking*** (12:20-1:15):** There will be at least two printmaking stations and parent volunteers. Students will take turn printmaking and bookbinding. Adult helpers will assist with printmaking and bookbinding.

Each student will create 5 prints total, 1 of the 5 will be printed on the cover of their book.

***** *Symbol-stamped books will be used in the next and final lesson.***

- 3) **Cleanup and recap (1:15-1:35):** Students will post one symbol on a huge sheet of paper for everyone to view each other's works and to compare to Adinkra symbols. Students will be asked to share about their work, or ask questions they might have about adinkra symbols and ashanti people.

Informal and Formal Assessment:

Criteria	Yes!	Somewhat	No
Did the student successfully produce 5 prints using demonstrated printmaking technique? (task completion, technique)	Yes, student practiced printmaking and produced 5 prints.	Student made prints but some prints were poorly executed.	Student was unable to grasp or practice printmaking and did not produce at least 5 prints.

Criteria	Yes!	Somewhat	No
Did the student work on bookbinding while awaiting their turn at the studio station? (participation and engagement)	Yes, student was actively working on binding and creating an About-the-Author page.		Student was distracted and did not engage in bookbinding or creating an About-the-Author page.

National Core Arts Standards:

VA Cr2.2.3a: Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA Pr6.1.3a: Identify and explain how and where different cultures record and illustrate stories and history of life through art.

VA Re7.2.3a: Determine messages communicated by an image.

State Standards:

VA Standard [Elementary] 2, a: develop skills with a variety of art materials and competence in at least one medium.

VA Standard [Elementary] 3, a: explain their reflections about the meanings, purposes, and sources of works of art: describe their responses to the world and the reasons for those responses.

UNIT 1: Understanding and Creating Symbols

Big Question: How can we learn about people through their art and artifacts?

Lesson 4: Weaving it All Together: Symbols & Storytelling.

Sub Questions:

- How can we tell our own stories using symbols and bookmaking?

Grade Level: 3rd grade

Time: Double period (80 min. total)

Central Focus: Students read a story about a young Ghanaian-American girl exploring her heritage. Then, students return to the books they created during our Printmaking studio. So far they have their own Adinkra-inspired print on the book cover and an About the Author. This wrap-up lesson will focus on exploring their own stories and/or creative story ideas. The books are meant as mementos of the teacher's student-teaching experience with the class, to be kept in their regular classroom libraries.

Rationale: The unit began with the student's own social context as the starting point of investigation for a new culture. The unit comes full circle: having explored symbols and meaning making inspired by Adinkra and through printmaking, students return the focus unto themselves. Each now have a book with an Adinkra-inspired print on the cover. It is a personalized artifact of the unit: the book's cover page essentially represents the student and his/her idea(s), setting the tone for the personal project at hand. Students will be invited to explore their symbol as a theme in their stories, or to tell a non-fiction story similar to the story we read in class about the young Ghanaian-American girl exploring her heritage. It can be about their family, something that happened to them, or anything that their classmates may not know about unless it is shared.

The storybook chosen also introduces to students the concept of *Kente*. This scaffolds into the *next learning segment* that teaches them about the Kente cloth tradition of the Ghanaian people, as dictated by the grade-wide curriculum at Brooklyn New School.

Learning Objectives:

- Students will learn to develop and narrate their stories through writing and visuals, inspired by the young girl in our storybook who tells of her own Ghanaian heritage.
- Students will learn about Kente, which is expounded upon next learning segment.
- Student will learn to enhance abstract symbol meaning by assigning meaning to an intentional color.

Language Use:

Symbol: a thing that represents or stands for something else

Abstract: Something that is can be felt, but not seen or touched. (opposite of concrete)

Analyze: To look at closely something and think about *what, why, and how*.

Inspiration (to be inspired by art): to get an idea to create something from something else. (can combine ideas, but not copy)

printmaking: an old art technique that allows for making copies of a design.

Adinkra: visual symbols, originally created by the Ashanti, that represent concepts or aphorisms.

Kente: a brightly colored, banded material made in Ghana. Traditionally woven on a loom, its patterns and colors represent a famous figure, historical event, or well-known wisdom.

Instructional Resources & Materials:

Supplies/Equipment/Tools:

- SmartBoard/Youtube
- Large Chart
- Paper, pens, colored Markers
- hand-made books

Artwork/Media:

- Adinkra symbols chart

Handouts/Ancillary Instructional Resources

- Kente color and meaning sheet.
- Active reading question sheet for story time.
- *The Talking Cloth* by Rhonda Mitchell.
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Instructional Strategies and Learning Tasks:

1) **Review, Agenda, Worksheet: (12:00-12:15)** Recap and review vocabulary (symbol, adinkra, abstract, printmaking). Students will return to the book made during printmaking studio in lesson 4.

2) **Active storytelling. (12:15-12:35)** Teacher will read *The Talking Cloth* by Rhonda Mitchell about a young Ghanaian-American girl exploring her heritage. A large question sheet will be up and be reviewed before reading the story and teacher will stop at appropriate places to address questions.

- *What does her aunt mean when she says “this child just grew an inch or two inside, for knowing that?”*
- *Notice the expression on her dad’s face.*
- *What does green, blue, and red mean on Adinkra?*
- *Wearing her Adinkra cloth, Amber imagines herself as an Ashanti princess with all of her family and ancestors who had ever worn Adinkra. Wearing this gives her a social magical feeling. Is there anything that you wear, or look at, that makes you feel this way?*

3) **Worksheet for reflection and assessment (12:35-12:50):** Students will go to their tables and fill out a worksheet questionnaire about their own heritage. Students will meet in meeting area to share our responses including what languages we speak at home, where we or our parents are from, etc. The worksheet also asks students to expound their symbol’s meaning and chosen color to gauge for understanding of meaning-making.

4) **Brainstorming for Storybook (12:50-1:00):** Like the *The Talking Cloth*, students will create their own storybooks based on their own lives that also incorporates the theme of their adinkra symbol print on the cover. Students will brainstorm at least 3 story ideas in their notebooks. Teacher will give example of her own ideas. *Turn to your partner and share your ideas. Help your partner choose 1 story idea to develop*

5) **Meeting area (1:00-1:05): Quick review. What makes a story?** Refer to Talking Cloth. 1) Picture + 2-3 sentences formula. or 2) Comic strip or a 3) story in just pictures.

- a) Choose a story form^ (from 1, 2, 3)
- b) Outline your story: Have an idea for what happens in the beginning, middle and end.
- c) Your story must be about or include the meaning of your colored-symbol.

4) **Storybook Studio (1:05-1:30):** Students will work till end of the period.

Negotiate with classroom teacher about having either further studio next week or in their main classroom; and arrange a time to officially share their stories. These books will be included in

students' classroom library.

Leftover prints (2 per student) are for keeping and sharing with family and/or optional holiday-card making activity with homeroom teacher.

Informal and Formal Assessment:

Do student answers in their worksheet about their symbol demonstrate an understanding of abstract representation? Did the student apply relevant meaning to their symbol's color?

Storytelling

Criteria	Yes!	Somewhat	No
Student's book has: -adinkra inspired print on front cover -an About the Author page -at least an outline of their story (task completion)	Yes, student has book set up and ready to work, and has at least an outline of their story, and/or is near completion, or have completed their story by the end of studio.	Yes, student has book set up and ready to work, and has at least an outline of their story and is working on their story.	Student does not have book prepared, and/or does not yet have an outline of a story idea prepared.
Storytelling & Questionnaire (participation)	Yes, student paid active attention to story and answered active-reading questions.		Student was distracted and/or did not engage in storytime.
Does the student successfully incorporate their symbol into their story? (conceptual understanding)	Yes, student demonstrates understanding of symbol and applies their own creation intelligently to their story, as modeled by <i>The Talking Cloth</i> .	Yes, student includes symbol in their story but does not flow with the plot.	No, student does not include their symbol into their story and does not demonstrate an understanding of the application of symbols in storytelling.

National Core Arts Standards:

VA Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.

VA Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning.

State Standards:

VA Standard [Elementary] 1, a: experiment and create art works, in a variety of mediums, based on a range of individual and collective experiences

VA Standard [Elementary] 1, b: Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

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VA Standard [Elementary] 3, a: explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.

VA Standard [Elementary] 4, c: create art works that show the influence of a particular culture.