



Collaborative "Peace"

GRADE: 2 **TIME: 1 session**

Developed by John Lentine, Art Specialist

KIT INCLUDES:

- lesson plan
- book: No One Can Ever Steal Your Rainbow by Barbara Meislin
- binder with a set of "masters" to copy.
- mural guide/key--large master to trace
- poster of a finished mural
- vocabulary board

MATERIALS:

- many colors construction paper-- 3" X 4"
- colored marker sets (to share):
 - large chisel points
 - fine points
- white butcher paper (large rolls, most schools have) (3' X 6")
- glue sticks
- ruler or strait edges

LESSON DESCRIPTION:

The book No One Can Ever Steal Your Rainbow by Barbara Meislin is used for inspiration. The students create a "peace" mural by designing their own rainbow on 'puzzle pieces' and assembling into a class mural. Each student writes a wish for the world and the wishes then become part of the art.

VOCABULARY:

peace rainbow
 piece unique
 tolerance
 collaborative
 chisel marker

ART ELEMENTS:

Line
 Shape/Form
 Color
 Value
 Texture
 Space/Perspective

ART PRINCIPLES:

Pattern
 Rhythm/movement
 Proportion/Scale
 Balance
 Unity
 Emphasis

CONTENT CONNECTIONS:

Social Studies:
 World Peace

THEMES:
 Tolerance

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. Discuss a person's uniqueness and share personal facts in class or small group.
2. Discuss ideas of ways to help the world and write a personal wish.
3. Listen to teacher read No One Can Ever Steal Your Rainbow and sing the Peace Song.
4. Properly apply marker colors on their pieces of the class "Peace Mural".

PREPARE:

- Teachers:
1. Copy the pieces of the mural puzzle on white copy paper, except for pieces 32-35.
 2. Use blue paper for pieces 32-35--these pieces are for the water on the globe.
 3. Trace master mural onto new white poster paper--do not use the master for class!
 4. Organize set of large chisel point and fine markers for students to share.
 5. Give kids ruler or cut some matt board 2"x6" to make straightedges to guide markers.

ENGAGE AND EXPLORE:


“Collaborative Peace” is a collaborative work of art; explain that to be collaborative people work together. Each person in the class is unique and will contribute his or her own “piece” of the mural. A way to express each person’s uniqueness is to use a rainbow example. Every facet of a person is a special color in that person’s unique rainbow. Every unique person has his or her own talents that can be used to make the world a better place.

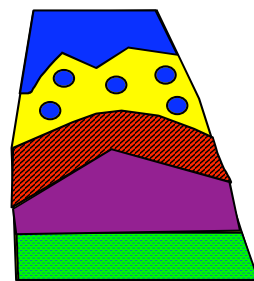
Therefore, to begin the lesson, the teacher should discuss the idea that everyone is unique and that everyone has his or her own rainbow to share to help make the world better. Discuss some ways people can make the world a better place. Have some 3x4” pieces of colored construction paper on which everyone can write a wish for the world to help make it better. Instruct the students to do that during the work time when they finish their “puzzle piece.” Collect wishes as students finish by having them placed in an assigned spot.

Teacher will demonstrate marker technique, teaching particular ways to fill space. The goal is to prevent students from scribbling, and have them work methodically but creatively. As students work on their 'peace piece', the teacher reads No One Can Ever Steal Your Rainbow by Barbara Meislin. The book is a mother’s story of how special her daughter was and how the memory of that daughter lived on in a “Rainbow Park of Friendship” to create a peaceful place to play for children.

CREATE:

Have students design papers. Pass out a paper to each student. Some papers will have one shape on them and some will have two. They are all numbered except for the 8 rectangles.

1. Take one of the shapes, (#19 or 20 are good for demonstration) and show students how to use chisel point markers for either fat or thin lines as follows: 
 - a. Use the point of large marker for thin lines and the flat edge for fat ones.
 - b. Move the marker side to side in sweeping strokes, covering a good portion of the piece before changing colors. Using the straight edges for repeated lines is a technique that helps provide control.
2. Color the piece with different areas of colors and patterns as desired.
3. Use the fine markers or fine lines for details and textures.
4. After demonstrating on one piece, instruct the students to begin on their own pieces and to color them very carefully and creatively showing lines, shapes, patterns and textures.



Read the book as the students begin their work, pausing to have them look up at the pictures and repeat after you the “chorus” of the book. (This book is also a song and the song is on a CD included with the book in the back cover.)

When finished with the book, **have students cut out their pieces:**

1. Show students how to cut out each piece by cutting **outside the BLACK LINE**. They need to cut carefully; the black line is important to the overall look.
2. If there is a dotted line on an edge, then **CUT ON THE DOTTED LINE**. Pieces 19 and 20 make up the lower portion of the skirt on the figure on the right. Pieces 1 through 7 make up the figure’s pants on the left. You can see how the black lines and dotted lines work to make the colors and patterns join.

Ready the mural by placing a piece of 6 foot by 3 foot white banner roll paper on the board. Later in the lesson, put the large mural “key” or master with the numbers on it UNDER it. Do not do it at the beginning of the class as the students will see what they are making. It is supposed to be a surprise.

1. Ask for the rectangles first and glue them on the paper where the key indicates. They will form the sides of the “wish tower.” Make it roughly 3 wishes wide and alternate the wishes in rows of 3 and 2 as shown. Some students can help with this while the teacher assembles the mural.
2. Call for pieces 1 to 5. Give them a generous amount of glue from the gluestick and begin building the mural. Then call for 5 to 10, etc.
3. As the figures are being completed, have a student take a black marker and cover over any number on the pieces that are glued on the mural already. This will give a feeling of unity to the mural. The blue pieces need cutting only. Attach them as the water portions of the globe.
4. Add the class signature under the world and you are done making a COLLABORATIVE PEACE.



CLOSE

V. ASSESSMENT:

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Did you listen to the book <u>No One Can Ever Steal Your Rainbow?</u> (E)
			2. Did you write a wish to make the world a better place? (K)
			3. Did you design your piece with colors, shapes, patterns and texture? (C)
			4. Did you use your markers skillfully? (S)
			5. Did you add an imaginative touch to your art? (C)
			6. Did you actively listen and follow directions? (A)
			7. Did you do your best during this lesson? (E)

Teacher self-critique

8. My teaching of this lesson:
- | | | | | | | | | | |
|--------------------|---|---|---|---|---|---|-----------------------|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| needed improvement | | | | | | | was highly successful | | |
9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1-5. B4,5,8. C2b,c4,5. D4.

Eng/LA: A,B,C,E.

History: B. Math: A.

Govt/Citizenship: C,E.

Healthy Skills: C,D

CREDITS:

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Class take-home handout and Board Display follow in one form. This may be used for both.

**The ART of Tolerance:
A Collaborative “Peace”**

Today in ART the second graders practiced TOLERANCE by “collaborating” or “working together” to make a very large PIECE of art that promotes world PEACE. Using marker techniques inspired by the book *No One Can Ever Steal Your Rainbow*, by Barbara Meislin, the students each colored individual small pieces that combined together to make this large work almost 6 feet wide. They also wrote wishes that would help make the world a more peaceful place. Working together, they accomplished a real “masterPEACE” for the world, while noting that “peace in the world begins with each member of the class” and spreads like ripples in the water.

Sing to the tune of “Row, Row, Row Your Boat.”

“Peace, Peace” piece by piece

Peace the world can see...

Colorful and wonderful

Peace begins with me!

Keep up the GREAT WORK!!! Best of everything to you. Mr. Lentine, Art Teacher

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