



**Grade/s:** 6-8

**Enduring Idea:** Perseverance

**Integrated Discipline:** Language Arts

**Unit Title:** Culture and Perseverance

**Unit Designer:** Chelsea Wagner

**Unit Description:** Learners will be introduced to the cultural aspects of perseverance. Understanding that students belong to all kinds of cultures will help students to become more empathetic across cultures. Empathy is an integral means of knowing and relating to others and adds to the quality of life and the richness of social interactions thereby strengthening relationships with peers and social groups. The unit focuses on getting to know one another through a close examination of the artists and writing a poem.

**Images:** 2002.11.2 Martin Luther King Jr., John Wilson. 2002. 2011.16.1 Red House, Leo Twiggs. 2006.

**Key Concept:** Survival through Challenges

**Essential Question:** How can human beings overcome challenges?

**CCSS Art:** VA8-3.3 Discuss the ways that choices of subject matter, symbols and ideas combine to communicate meaning in his or her works of visual art.

**Integrated CCSS:** **CCSS.ELA-Literacy.W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Learning Outcomes:**

1. Learners will define perseverance and how it relates to difference aspects of life.
2. Learners will explore the works of ... and ...and discuss how cultural background influenced their artworks and subjects or artworks.

3. Learners will create an illustration and poem that depicts their cultural background and perseverance.

**Motivator:** Show clips from the movie "42"

**Day Breakdown:** **Day 1:** Begin with showing the students a few clips from the movie "42"...the life story of the baseball player Jackie Robinson. Discuss the different cultures that are evident in the movie. Further discuss cultures in the learner's schools and families. Group learners into small groups to further discuss the following questions:

1. What are some of the groups/cultures found in school
2. What are some of the characteristics of a group?
3. What are some of the stereotypes of the group or culture?

Review: Discuss, perseverance, stereotypes, culture

**Day 2:** Begin the lesson by having students list

1. Where their family comes from and all the places where their family (ancestors) have lived.
2. Favorite family sayings, i.e. "you are your father's daughter", "Hot cha, cha, cha!"
3. Favorite family foods
4. Names of all the people who are in their family

Have the students list the items into four stanzas in an artful and poetic way. Share several of the poems.

Demonstrate the use of a watercolor value scale. Give learners strips of paper to begin value scale. Have learners work out 3-4 colors of watercolor value.

Learners begin exploring the content and composition of their artworks by .

**Day 3-5:** Studio work and formative assessment. Review each day, read more poems.

## Day 6: Summative Assessment

**Materials:** Watercolor paper, Watercolors, brushes, large water containers

**Resources:** Jacob Lawrence poster of *The Builders*  
Carmen Lomas Garza

**Assessment:** Checklist for vocabulary use, discussion, and how cultural background may influence perseverance.  
Create a rubric for the finished artwork and the finished poem.

