

WILLIAM PATERSON UNIVERSITY
Department of Elementary and Early Childhood Education

CIEC 330 Multidisciplinary Lesson Plan
(Modified Teacher Work Sample)

Assignment #1: LEARNING GOALS

Candidate Name: School: Grade: 3

I. Subject Areas: Social Studies and Language Arts

II. Topic and Core Standards: Mexican Art Murals

Social Studies:

6.2.E.8 Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.

Visual & Performing Arts:

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Language Arts:

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

III. Concept(s):

Social Studies: Mexican Culture

Visual & Performing Arts: Mexican Art

IV. Essential Question: What is a Mexican art murals and why are they important to Mexican culture? What do the artists of the murals communicate through their work?

V. Learning Goals / Objectives:

- Students will be able to **recall** one famous Mexican artist who painted murals.
- Students will be able to **describe** what an art mural is.
- Students will be able to **compare and contrast** Mexican murals to murals seen in different parts of the United States.
- Students will be able to work collaboratively with their classmates to **create** a group mural portraying important social issues and meaningful illustrations.
- Students will be able to **decide** which social issues (bullying, homelessness, equality, etc.) they would like to portray in their own group mural.

VI. Resources and Materials: BOOKS/ WEBSITES ETC.

I will need a supply of paint and paintbrushes and large butcher paper for the students to use to create their group murals. Students will need lined paper to write an essay reflecting what they have learned about Mexican mural paintings. Students will use the computer to research images of Mexican mural paintings. They will also research famous information Mexican mural painters, specifically Diego Rivera. On the smart board I will also show the students a slide show of Mexican murals and other important information such as a time line of Mexican murals. I will also use the smart board to show the class murals that are painted throughout the United States.

Websites:

<http://www.dpsk12.org/programs/almaproject/pdf/MexMuralist.pdf> - Mexican Muralist Movement and an Exploration of Public Art.

This website is a curriculum guide for high school students in Denver, CO. It features suggested materials and provides background information about the Mexican muralism.

<http://www.lindakreft.com/pdf/mexicanmurals.pdf> – This is a lesson plan focused on Mexican Murals.

Books:

Murals: Walls That Sing by George Ancona

Diego By Jeanette Winter

The Life and Work of Diego Rivera By Adam Schaefer

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Assignment #2: ASSESSMENT PLAN

Candidate Name: School: Grade: 3

Lesson Topic: Mexican Art Murals

Concept: Mexican Art & Culture

Essential Question:

What are Mexican art murals and why are they important to Mexican culture?
 What do mural artists communicate through their work?

Learning Goal	Format of Assessments (Specify which part of / question on assessment)	Differentiation of Assessments
<p>Learning Goal #1: Lower Order</p> <p>Students will be able to describe what an art mural is.</p>	<p>Pre-assessment / Post-assessment (identical): On an index card, students will be asked to answer the question: “What is an art mural?”</p> <p>Formative Assessment(s): At the end of the lesson on day 1, I will hand back each students index card. I will ask them to turn to the back of the card and write down what new ideas or changes they have about what they think an art mural is.</p>	<p>Pre-assessment / Post-assessment: Students who are having difficulty writing their ideas can orally communicate their response to a teacher instead of writing independently.</p> <p>Formative Assessment(s): Students who are having difficulty writing their ideas can orally communicate their response to a teacher instead of writing independently.</p>
<p>Learning Goal #2: Higher Order</p> <p>Students will be able to work collaboratively with their classmates to create a group mural portraying important social issues and</p>	<p>Pre-assessment: (Before meeting in groups) On a piece of paper, students will be asked to answer the following question in few sentences: “Why do you think artists paint murals?”</p> <p>Formative Assessment(s): Prior to beginning work on their murals, students will meet in groups to pre-</p>	<p>Pre-assessment: Students who are having difficulty writing their ideas can orally communicate their response to a teacher instead of writing independently.</p> <p>Formative Assessment(s): During group meetings, I will observe each group. If groups are</p>

<p>meaningful illustrations.</p>	<p>plan their murals. They will record and discuss their ideas. I will observe their groups meetings and take anecdotal notes.</p> <p>Post-assessment (Create/Performance Task): Create a group art mural representing an important social issue.</p>	<p>having difficulty, I will ask them probing questions to help students develop and decide on ideas about their murals.</p> <p>Post-assessment (Create/Performance Task): I will strategically assign students in groups according to how they work with others.</p>
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Assignment #3: DESIGN FOR INSTRUCTION

Candidate Name: School: Grade: 3

DAY ONE

- Students will be able to **describe** what an art mural is.
- Students will be able to **recall** one famous Mexican artist who painted murals.

1. Pre-Assessment: As part of our morning board work, I will give each student an index card and ask them to write their name on the top of the card. I will then ask the students to write a brief description of what an art mural is on the index card. I will collect the cards. Students who are having difficulty writing their ideas can orally communicate their response to a teacher instead of writing independently.

2. Motivate:

- Together as a whole group, I will put up a slide on the smart board asking, “What is an art mural?” I will ask students to volunteer their ideas about what an art mural is.
- I will record the children’s ideas about what an art mural is on the smart board.
- I will then ask the students if they have ever seen an art mural before. We will have a brief discussion about where they have seen art murals before.

3. Teach:

- I will begin by explaining to the students that art murals are pieces of art that are painted on walls, ceiling and other large surfaces.
- I will show the students pictures of Mexican art murals on a smart board slide show.
- I will then ask them if they know about any famous artists who paint murals.
- I will then read aloud the book *Diego* by Jeanette Winter.
- After the read aloud we will talk about the life of Diego Rivera, a famous Mexican muralist.
- I will then show the class slides of his work as well discuss reason for his paintings.
 - Diego painted murals of everyday life, mostly people.

- Diego also painted about the history of Mexican people like in his mural *The Aztec World*, 1929.
- Diego also painted murals in the US; Detroit, San Francisco and New York City.
- His paintings were mostly in public places like large offices, or government buildings.
- He painted murals helping causes, and also to help promote unity like in his mural *Pan-America Unity*, 1940. (This mural showed how N. American and S. American people should all be working together.)
- Diego also painted about his political beliefs that became controversial.
- Next, I will introduce slide of murals that can be found in the United States. I will show slides of murals at schools, and in cities.
- We will discuss the murals, who painted them and what messages they are trying to display with each mural. (Unity in a neighborhood, imagination at a school, the history of an area, etc.)

4. Image:

- I will show the students a smart board slide show of different art murals created by Diego Rivera.
- I will use pictures from the book *Murals: Walls that Sing* by George Ancona to show the students images of murals found in the United States today. Students will pass around the book and I will also display images on the Elmo.

5. Ask:

- Recall: What kind of painter was Diego Rivera?
- Describe: What is a mural? Where would be a good place to paint a mural?
- Apply: Have you seen a mural before? If so where? What do you think the purpose of the mural is?
- Compare: What are the similarities between murals I have shown you from Mexico, and the murals we can see in the United States today?
- Predict: If you were to create a mural for your school, what do you think you would paint.
- Judge: Why do you think some artist paint murals? What are they trying to do with their art?

6. Formative Assessment: At the end of the lesson on day 1, I will hand back each students index card. I will ask them to turn to the back of the card and write down what new ideas or changes they have about what they think an art mural is? Students who are having difficulty writing their ideas can orally communicate their response to a teacher instead of writing independently.

7. Accommodations: Students who are having difficulty writing their ideas can orally communicate their response to a teacher instead of writing independently. I will also assist students who are having difficulty putting their ideas in writing. Students who wish to independently explore murals will have access to the computers in the classroom and all books I used for the lesson, including *The Life and Work of Diego Rivera* By Adam Schaefer.

8. Role of Auxiliary Personnel:

- Cooperating teacher will assist in handing out and collecting index cards.

- Cooperating teacher will be available for students who are possibly struggling with the assessment and need to orally respond.

DAY TWO

- Students will be able to **compare and contrast** Mexican murals to murals seen in different parts of the United States.
- Students will be able to **decide** which social issues (bullying, homelessness, equality, etc.) they would like to portray in their class mural.

1. Review:

- I will show slides of murals to refresh the students' memories of murals seen around the United States.
- I will ask the students to recall information about Diego Rivera and his work. Such as, "Who remembers what Diego Rivera made his paintings about?"
- I will also ask, "Why do other artists paint murals?"

2. Practice Skills:

- Before breaking into groups, together as a class we will brainstorm ideas of social issues or other ideas for their mural. I will record the class ideas as a list on the board.
- Students will then work in cooperative groups to pre-plan their group mural.
- During group work students will be asked to create a list of ideas that they could use for their mural and decide on one or two ideas. Each group will be responsible for writing down their mural topic to refer to when they begin to create.

3. Formative Assessment: As student meet in their cooperative mural groups I will observe their groups meetings, read their group lists of ideas and take anecdotal notes. During group meetings, I will observe each group. If groups are having difficulty, I will ask them probing questions to help students develop and decide on ideas about their murals.

4. Accommodations:

- I will strategically assign students in groups according to how they work with others.
- I will observe the students while they are pre-planning their murals in groups. If groups are having difficulty, I will ask them probing questions to help students develop and decide on ideas about their murals.
- Groups that are having difficulty developing their ideas can refer to the class list made during the lesson.
- I will display the books used during this lesson for the students to refer to throughout their group meeting.
- Students will also have access to the computers in the classroom to research murals.

5. Role of Auxiliary Personnel:

- Cooperating teacher will also assist in observing each group as they work planning their murals.

DAY THREE

- Students will work collaboratively with their classmates to **create** a group mural portraying important social issues and meaningful illustrations.

1. Review:

- I will display the class list of social issues and mural ideas for the students to reference as they work.

2. Create (Performance Task): Students will work in groups of 4 to create a group mural portraying an important social issue using meaningful illustrations. Students will sketch their mural on a large 5-foot sheet of white butcher paper, first using pencil, and then will use colorful paints to bring their design to life.

When each group is finished with their mural they will be asked to give their mural a title and write 3-4 sentences describing their mural. Each group will then present their murals to the class after they are hung in the classroom. (They will be hung in the hallways instead of the classroom if we get permission to do so.)

3. Post-assessment: Like on day 1, I will give each student a new index card and ask them to write their name on the top of the card. I will then ask the students to write a brief description of what an art mural is on the index card based on what they learned from the entire lesson and creating their own mural. I will collect the cards. This will be done at the end of day after the students have cleaned up painting materials and have returned to their desk. I will also assess each group's mural and the mural's message using a rubric.

4. Accommodations:

- I will strategically assign students in groups according to how they work with others.
- I will observe students as they work to ensure that they are all contributing to the group project.
- Additional time on day four will be provided for groups who do not have enough time finish on day 3.

5. Role of Auxiliary Personnel:

- Cooperating teacher will be available to assist students in retrieving materials such as paint, paper towels, etc.
- Cooperating teacher will also assist in observing each group as they work painting their murals.
- Cooperating teacher will assist in handing out and collecting index cards.

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Assignment #4: INSTRUCTIONAL DECISION-MAKING

Candidate Name: **School:** **Grade:** 3

1. One portion of the lesson that I modified was during the create task on day 2, when the students had met in their cooperative groups to pre-plan their murals.

A. Initially I planned for the students to have a lengthy period of time to meet in groups to pre-plan their murals. As planned, during the preplanning I asked the students to make sure to brainstorm ideas with one another prior to making a final decision. Once they were done brainstorming they were asked as a group to write a short paragraph describing what they would like their mural to be about. I planned for the students to use the rest of the period to complete this before they began to sketch their murals the next day. However, I found that the groups worked much quicker in their pre-planning than expected. I noticed that each group did a fine job working together to brainstorm ideas and come to decisions about their mural much quicker than expected.

B. With time still left in the lesson, I allowed the students to begin their mural sketching, rather than waiting until the next day of the lesson. I was hesitant to give the students too much time in pre-planning. I was concerned that they would begin to over think their ideas. I also felt that after observing each group and reading their descriptive paragraphs, each group had a solid idea that represented the messages they wanted to portray through their mural.

2. Another portion of the lesson that I slightly modified was the discussion about Diego Rivera. I planned to teach the students who Diego was and what he was famous for.

A. I was pleasantly surprised at the amount of knowledge that students already had about Diego Rivera. When I showed the book I was about to read, Diego, the students began to call out asking if it was about Diego Rivera. This made me realize that the students were familiar with the fact he was a Mexican artist.

B. Therefore, instead of beginning with reading aloud the book right away, I decided to ask the class, as we sat in a read aloud circle, to raise their hand and share information they knew about Diego. This helped me to formatively assess what students already knew about him and what students may not know about him and his work. I was then able to base my teaching off of their previous knowledge of Diego, which I thought was non-existent prior to my lesson.

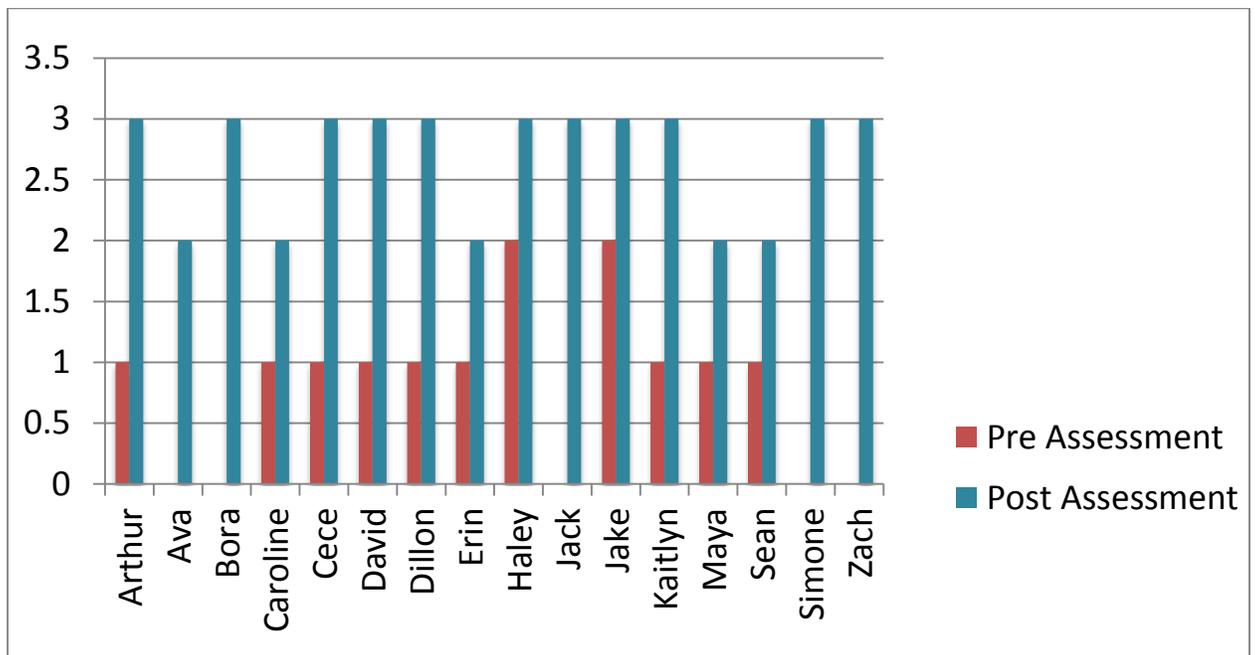
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Assignment #5: ANALYSIS OF STUDENT LEARNING

Candidate Name: **School:** **Grade: 3**

A. *Table 1. Entire Class Performance Pre/Post Assessment, Learning Goal #1: Students will be able to **describe** what an art mural is.*



B. *Performance of the entire class on Learning Goal 1*

1. Percentage change in scores from the pre- to the post-assessment:

Students were scored on a rubric that ranged from 0-3 points. Students received 0 points for providing no accurate idea of what an art mural is, 1 point for providing one accurate idea, 2 points for providing 2 accurate ideas, and 3 points for providing 3 or more accurate ideas.

Each student's score increased by at least 1 point from the pre- to post-assessment. After the pre-assessment the highest score was 2 points, and was only

obtained by 2 students. After the post-assessment the highest score became a 3, which was received by a total of 11 students.

Overall there was a 70% increase in scores from the pre- to the post-assessment. Individually, there were 5 students with a 100% increase in score. There were 5 students who had either a 67% or 70% increase in their scores. 4 students' scores increased by 50% and 2 students' scores increase by 33%.

2. Reflect on what this percentage change shows about your students' learning and what you did to facilitate it.

After examining the students' scores, it is evident to me that each students learning increased during the course of the lesson. I am confident that each student learned from the lesson that I implemented. I found that my strategies for implementing the lesson were effective. Incorporating the use of the technology, specifically the smart board, helped to keep the students engaged in the instructional part of the lesson. I was able to show large colorful images of murals to help facilitate class discussions. These class discussions lead to students creating meaningful ideas about what an art mural is. By looking at existing murals, students were able to evaluate and discuss their messages, which in turn helped the students to develop ideas and themes for their murals.

C. Subgroups performance on Learning Goal 1

1. The subgroups whose performance I chose to examine was: *Group 1*- Students who are pulled for BSI. *Group 2*- Students whom remain in the general classroom. I felt it was important to look at these two subgroups because there is sometimes a discrepancy between the performances of students in these groups. *Group 1* is made up of only one student, Erin. *Group 2* consists of the other 15 students in the class. She is pulled out during the language arts writing period. The rest of the students that are pulled out of the classroom are out for mathematics only. Therefore, I decided that they should remain a part of *Group 2* because the lesson did not incorporate any mathematical concepts. Erin is usually not present in the classroom for writing activities. During other activities, she often requires additional support by either myself, or my cooperating teacher in areas such as reading comprehension. After looking at the results of each assessment, I found that Erin was not among the

students who scored the lowest on the post assessment. She scored a 1 on her pre-assessment, which seemed to be the class average. For the post assessment, Erin scored a 2. She was one of 5 students to receive a score of a 2. *Group 2* had 11 students who scored a 3 on the post-assessment, yet 5 students from *Group 2* scored a 0 on the pre-assessment.

2. To modify the assessments to meet the needs of those who were having difficulty writing their answers, I allowed for students to orally communicate their ideas when answering the question “What is an art mural?” Erin was the only student who required this modification. She was having difficulty putting her ideas in written form; therefore I discussed her ideas with her first verbally, and then helped her to record them in writing. I feel as if this was a successful modification in helping gauge what Erin already knew, and what she had learned.

D. Individual Student Learning on Learning Goal 1

Fortunately all of my students reached the learning goals. If they did not score the highest on the rubric, they still obtained an increase in their learning. No single student remained at the same number on the rubric. I will look at one student who scored 0 on the pre-assessment then received a 3 on the post-assessment. I will also look at a student who score higher than a 0 on the pre-assessment, and did not receive the full 3 points on the post-assessment.

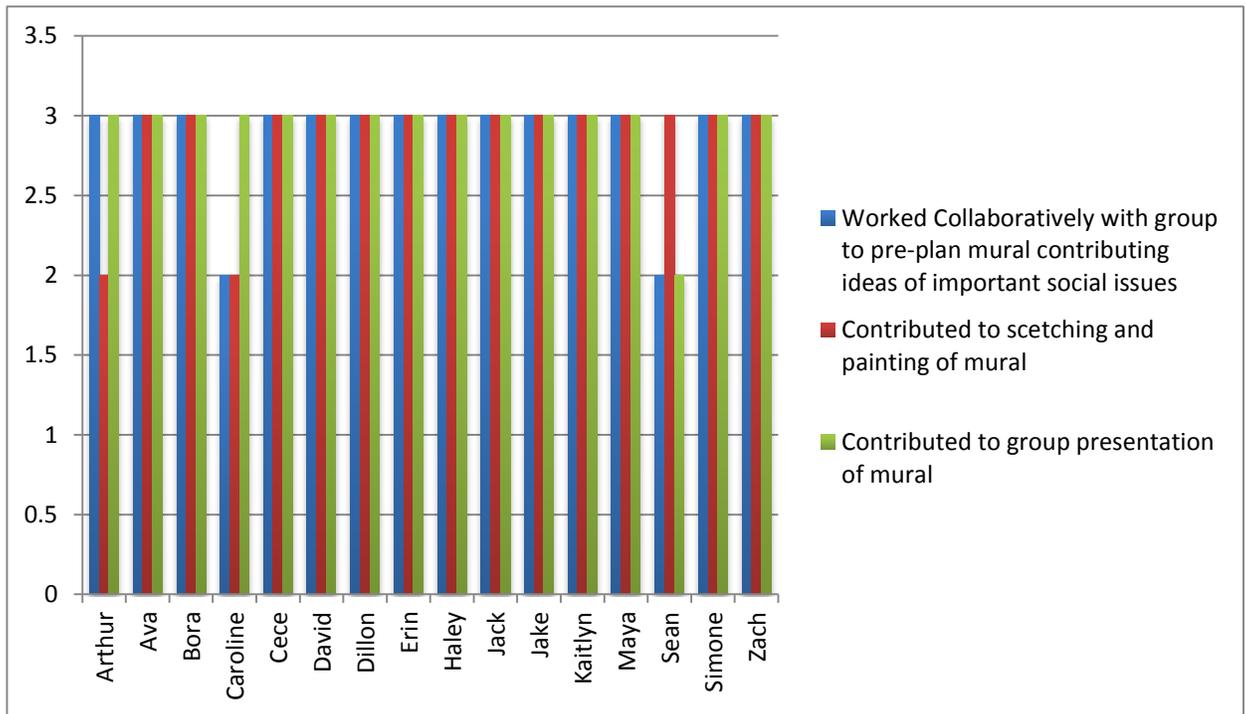
1. Haley is a general education student. She receives no additional support or modifications in the classroom. She can be considered a high-level learner in most subject areas. Her first response to the post-assessment was “I think an art mural is a painting that people put on walls or buildings.” On her post-assessment she wrote “Murals can also be painted on ceilings and artists use them to send messages to people who look at it.”

Jack is also a general education student. He receives no additional support or modifications in the classroom. His original response the pre-assessment was “I don’t know.” This is why he received a score of 0. His post-assessment response

was “A mural is a painting on a wall or ceiling. It usually means things like peace, love or joy. It also means history and if there is war artists draw murals to say stop fighting and create peace.” I feel as if Jack was a perfect example of reaching the learning goals that I set forth. It was very rewarding to see the jump in performance from the pre- to post-assessment.

2. I do not have any recommendations to improve the student’s performance on learning goal 1 other than spending more time discussing reasons why artists create art murals.

E. *Table 2. Entire Class Performance- Create Task, Learning Goal #2: Students will be able to work collaboratively with their classmates to create a group mural portraying important social issues and meaningful illustrations. (Rubric Elements)*



F. *Performance of entire class on Learning Goal 2*

1. I found the students were most successful in contributing to the group presentation of their mural. Only one student did not receive the full point for this aspect of the rubric. I believe that this was because they became extremely proud of their work. This type of assignment was very different from a typical social studies project that they are used to working on. I feel as if they were very eager to show it to the class. I

also find that the students are very enthusiastic about using the computers to type word documents, which they used to explain their murals. I feel as if the students did not have any difficulty contributing to their final write up which was read to the class during their presentation because they each took turns within their groups while typing their descriptions.

2. I found that out of the three rubric elements, two elements were tied for the lowest performance. Caroline was one of only two who scored a 2 in both of these areas. Although Caroline worked collaboratively with her group in the preplanning of her group's mural, she did not contribute as much to the sketching and painting or the presentation. I feel as if Caroline felt that the other students took over the idea and began to draw before she had the chance to claim part of the mural to be her own. After noticing that Caroline was not participating as much as I would have liked I decided to sit with the group for a minute and encourage Caroline to express what part of the mural she would like to do. Together as a group they decided that she should be in charge of making the word "Overcome" since she is the one who came up with the title. However after that, she was still hesitant help with the rest of the mural. Arthur was hesitant to work on the mural as well. I found that he was more interested in helping the group gather and mix paint. I tried to encourage him to paint more, and after I sat and asked him questions about the mural, he began to work on the sunset part of the mural. I think that both students just required some extra motivation in getting them to participate.

Pre-Assessment, Learning Goal 1 Rubric:

Question: What is an art mural?

	3	2	1	0
Students will be able to describe what an art mural is.	Provides 3 or more accurate ideas of what an art mural is.	Provides 2 accurate ideas of what an art mural is.	Provides at least 1 accurate idea of what an art mural is.	Provides no accurate explanation of an art mural.
		Haley Jake	Cece Erin Kaitlyn Arthur David Sean Maya Caroline Dillon	Jack Zach Bora Simone Ava

Post Assessment, Learning Goal 1 Rubric:

Question: What is an art mural?

	3	2	1	0
Students will be able to describe what an art mural is.	Provides 3 or more accurate ideas of what an art mural is.	Provides 2 accurate ideas of what an art mural is.	Provides at least 1 accurate idea of what an art mural is.	Provides no accurate explanation of an art mural.
	David Bora Haley Jake Zach Simone Arthur Cece Dillon Jack Kaitlyn	Caroline Erin Sean Ava Maya		

Create Task, Learning Goal 2 Rubric:

	3	2	1
Student worked collaboratively within their group contributing ideas of important social issues.	Students contributed many ideas of important social issues to the pre-planning of their mural.	Student contributed some ideas of important social issues to the pre-planning of their mural.	Student contributed very few ideas of important social issues to the pre-planning of their mural.
Student contributed to the sketching and painting of the group mural.	Students contributed to much of the sketching and painting of the group mural.	Students contributed to some of the sketching and painting of the group mural.	Students contributed to little of the sketching and painting of the group mural.
Student contributed to the group presentation of their art mural.	Student fully contributed to the group presentation of their art mural.	Student somewhat contributed to the group presentation of their art mural.	Student contributed very little to the group presentation of their art mural.

	3	2	1
Student worked collaboratively within their group contributing ideas of important social issues.	Bora Kaitlyn Jack Cece David Erin Zach Jake Ava Simone Maya Arthur Haley Dillon	Caroline Sean	
Student contributed to the sketching and painting of the group mural.	Kaitlyn Sean Bora Jack Cece David Erin Zach Jake Ava Simone Maya Haley Dillon	Caroline Arthur	
Student contributed to the group presentation of their art mural.	Maya Arthur Haley Dillon Jack Erin Cece David Kaitlyn Bora Caroline Zach Ava Jake Simone	Sean	

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Assignment #6: REFLECTION AND SELF-EVALUATION

Candidate Name: **School:** **Grade: 3**

Professional Goal 1: The first professional goal that I would like to improve on would be to master the content knowledge of the subject or concept that I am implementing within my lessons. In order to properly teach subject matter, I must be knowledgeable in the topic that I am teaching.

Step 1: In order to reach the goal of becoming more knowledgeable on topics I could use the internet for resources. Searching the internet for reliable teacher resources I lead me to expanding my knowledge base in a particular subject. I can also use the internet to find interesting new lesson plan ideas. For example, using websites such www.readwritethink.org, I can review different lessons used by other education professionals.

Step 2: Another way to work towards my goal of obtaining more information about a topic or concept would be to collaborate with other professionals who specialize in the area that I am teaching. I can seek the guidance and knowledge of my fellow colleagues to further my own knowledge. This would help me in my planning, gathering of resources and developing an instruction plan.

Professional Goal 2: Another professional learning goal of mine is to become more aware of each students learning style. I also find that it is import that I also become more mindful of the level of each students abilities.

Step 1: Through the use of assessment I can become more proficient in evaluating the progress of my students. In addition to post assessments, I will incorporate the use of pre-assessments and formative assessments. I will continue to further

my knowledge regarding assessment by reading articles such as the following:
http://www.ets.org/Media/Tests/TOEFL_Institutional_Testing_Program/ELLM2002.pdf

Step 2: By taking professional development classes and attending educational seminars, I can further my abilities to help teach students with a variety of learning needs. While attending these types of events, I can learn new differentiated ways to approach material so that all students have an opportunity to learn in a way that best suits them individually. I plan to continue my membership with organizations like NJEA, NSTA and Kappa Delta Pi so that I have access to a variety of workshops and seminars.

Professional Goal 3: Lastly, another professional development goal that I would like to set for myself would be to become more effective in the area of classroom management. I would like to use new techniques and ideas in the classroom to make transitions in activities during and after lesson plans run smoothly. I would also like to become more organized and prepared with materials needed during lesson instruction.

Step 1: One way to better my classroom management skills I will read literature that help teachers focus in on ways to organize their classroom. I think that it is important to have a well-maintained and organized classroom to help facilitate productive instruction and activities in the classroom. For instance, I would like to refer to books like The First Days of School by Harry and Rosemary Wong.

Step 2: Another way to better my classroom management, specifically in transitioning from activity to activity would be to seek the advice of fellow colleagues. I can make sure to reserve time to observe other teachers in other classrooms to see first hand how they successfully handle transitioning within the classroom.