Describe what you see! (D.O.K. 1)

What objects do you see? Where did the artist place these objects? What is happening?
I created this piece by first thinking of the game Rock-Paper-Scissors. I thought of how two figures are opposite and can beat the other. My artwork depicts a rock, piece of paper, and a pair of scissors playing Rock-Paper-Scissors on a picnic table. The figures are throwing out the gestures that beats them in the game. To me, Embracing Our Differences means two opposites, that have nothing alike, try to understand each other and try to get along. My piece represents this theme because, the figures are trying to get along by playing a game that brings them all together and playing a hand that would normally beat them.
"Through our eyes we see differences; through our brains we see humans; through our hearts we see friends."

Colby Labreque, Student Quote, Sarasota

Who invented Rock Paper Scissors?

In Asia, the Chinese or Japanese invented the game "Rock, Paper, Scissor". The game could date back to the time of Chinese Han dynasty. The earliest known written record of the game is from around 200 BC in Japan, where the game was (and is) referred to as "Jan-Ken.".

Do you have an opposite? Have you learned to be more understanding and become friends? What can you do to learn to get along?

(D.O.K.3) Let's look at another pair of opposites!
1801 • Love
Charles Kalambo
Blantyre, Malawi

It has been said that opposites CAN get along...
how can it be that the balloon didn’t pop?
What is the name of this work of art? (D.O.K. 1)
A Balloon and a cactus are REALLY opposites! Discuss why!
Can you think of other opposites? (D.O.K. 2)

Here is a list of a few opposites. Choose a pair of opposites and tell a story, make up a short play, or write a poem/song that explains how they ended up getting along and became friends! Share with the class! (D.O.K. 4)

Cat and Dog
Mouse and Cat
Sun and Moon
Elephant and Mouse
Chicken and Fox
Fire and Ice
Day and Night
Ice Cream and Jalapeno
Salt and Pepper
Larisa Okhotna  Are you like the water, the shoe or the flower?
Svitlovodsk, Ukraine

"Using your voice is a choice. A choice we take for granted. A choice that can change lives or make the world a better place."  Nicholas Bohlman, Sarasota (student)
"This work shows how people react differently to situations and to the world. One person is trying to destroy the flower; the other trying to nourish it. Every day, we have a choice to recognize and nurture the beauty of nature or to ignore or destroy it. I’d like this piece to inspire people to think more about our beautiful earth, which can still be saved".

Larisa Okhotna
Svitlovodsk, Ukraine

"Choice"

NATURE: noun

1. The phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations.

‘the breathtaking beauty of nature’
This saying is a Jewish Proverb! A proverb is short a saying that tells truth or a lesson to learn. Can you write a short saying (proverb) about being kind?

It would be so great if everyone would be kind and gentle? Can it be taught? HOW? What are YOUR ideas?
"Our picture represents compassion and kindness. Some people make fun of people who mourn the loss of a pet. This piece was inspired when a friend shared that she was made fun of because she was grieving the loss of her dog. We selected a dog for the pet in this picture because over half of the world’s population owns or has owned a dog. We chose a retriever because it is one of the most popular breeds of dogs."

Isabel Diehl, Noah Ferlazzo, Lily Irelan, Niley Molina, Izik Rodriguez
5th Graders
Braden River Elementary School
Bradenton, Florida

Read what these students wrote about their art!

Children can be kind to each other, adults and animals....how is this child being KIND?
Compassion

The words below are **antonyms** of compassion and kindness.

- animosity
- coldness
- cruelty
- ill will
- meanness
- mercilessness
- harshness
- hatred
- indifference
- tyranny

Kindness

- animosity
- hatred
- hostility
- ill will
- indecency
- indifference
- intolerance
- meanness
- mercilessness
- selfishness
- thoughtlessness
- barbarousness
- cruelty
- harshness

Make a list of **synonyms** for compassion and kindness!

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People are always going to have HAPPY and SAD moments, and LOTS of other feelings as well! Pick an emoji and tell or write a quick story that explains one of those moments! (D.O.K. 4)

For Example:
I chose number 4. I chose number 4 because I was surprised when we went to the beach late one afternoon and we got to see a dolphin jumping in the water near us! I NEVER thought I would see a dolphin up close!
Remember the Balloon Dancing with the Cactus?
What was the name of that art?

Look at the art and the titles!
What clues are in the art that help tell about the meaning?
Do you need to know the meaning of any other words or pictures?
Explain how these works of art are good examples of friendship!
(D.O.K. 3)
You have learned that you can be kind to animals, people and the earth! And you can be kind EVEN if a person is your opposite! BUT...it is something you have to PRACTICE, just like anything else you want to get better doing.....

Start practicing being KIND! YOU will CHANGE the WORLD!
Lesson Plan using "Love"

**Learning Objectives:** What should students know and be able to do as a result of this lesson?

Students will be able to:
- ask and answer questions about the EOD image "Love".
- determine the main idea of the artwork and determine how the key details support the main idea.

**Prior Knowledge:** What prior knowledge should students have for this lesson?

Students should be able to:
- ask and answer questions about the work of art
- determine the main topic of a text or non-text image and its key details.
- describe how reasons support what the artist is trying to say.
- identify opposite words and make real-life connections for their use.
- create written responses using grade-appropriate organization, grammar, and conventions.

**Guiding Questions:** What are the guiding questions for this lesson?
- How does the artist use objects to tell a story?
- How do we identify key details in this art?
- How can we use key details to determine the main idea?
- What should I include in my story, play or poem to support the claim that I am making?

**Teaching Phase:** How will the teacher present the concept or skill to students?

**Prior Knowledge:** Students will participate in the creation of a K-W-L Chart to share what they know and would like to learn about cactus plants and balloons. Students can ask any questions in the Want to Know column. The last column, L - What I Learned, will be completed at the end of the lesson. A K-W-L chart can be found at www.fcrr.org/studentsactivities/C_023a.pdf.

**Guided Practice:** What activities or exercises will the students complete with teacher guidance? Have students watch the teacher blow up a balloon. The teacher will demonstrate the sharpness of a cactus by holding the balloon closer and closer to a small cactus until it pops. Have students discuss what their reactions were to the loud pop! Discuss what changes the balloon AND the cactus would have to make for the balloon NOT to pop!

**Independent Practice:** What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

1. Tell students that they are going to work in pairs. One student is going to choose either the cactus or the balloon. They will create a chart to describe the skills and traits needed to be able to "Dance" with each other! Using creative problem solving and LOTS of imagination.

2. Ask, "What elements should you include in your chart to support the claim that you are making?" Discuss. Then display the charts. Provide clarification and feedback as needed.

3. Provide materials for creation of the chart as well and keep the image of the art up on the Activpanel. Circulate and provide guidance as needed as students create their charts.

**Closure:** How will the teacher assist students in organizing the knowledge gained in the lesson?

1. Allow students to present their charts. Allow the students to demonstrate in dance.

2. Complete the L - What I Learned section of the K-W-L chart.

3. Review the guiding questions.
Webb’s Depth of Knowledge

DOK 1
Recall & Reproduction
- Who?
- What?
- Where?
- When?

DOK 2
Basic Application of Skills and Concepts
- How did it happen?
- Why did it happen?
- How does it work?
- Why does it work that way?

DOK 3
Strategic Thinking
- How can you use it?
- Why can you use it?
- What is the cause?
- What if the effect?
- What is the reason?
- What is the result?

DOK 4
Extended Thinking
- What is the impact?
- What is the influence?
- What is the relationship?
- What if?
- What would happen?
- What if you think, feel, believe?

Apply!
Interpret!
Analyze!
Describe!
KINDNESS

It Matters!

HearthstoneStudio.com