



EMBRACING OUR DIFFERENCES

Looking Inward - Same, But Different (50 min.)

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Standard(s):

ELA.9. C.1.2 - Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

ELA.10. C.1.2 - Write narratives using an appropriate pace to create tension, mood, and/or tone.

ELA.11. C.1.2 - Write complex narratives using appropriate techniques to establish multiple perspectives.

ELA.12. C.1.2 - Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

Essential Question:

What does having a 'shared human experience' mean?

Learning Intention(s):

- **I will...**Analyze an artist's stylistic choices and understand how their work can convey an overarching theme.
- **I will...**Create an original written poem that utilizes a specific tone and authorial perspective.
- **So, I can...**Understand how an artist's and author's tone contribute to an overall theme.
- **I am successful when...**I determine a theme for a piece of artwork and justify my thinking.
- **I am successful when...**I can create a poem that shares a similar theme.

Resources / Materials Needed:

- "Looking Inward, Same But Different" PowerPoint
- Sticky notes (optional)
- Writing utensils (including dry erase markers to directly jot ideas onto desks)
- Lined paper or journals

Before Instruction:

Florida ELA BEST Standards Consideration

- If facilitating this lesson to 9th graders: focus on the speaker's/persona's perspective and the intent behind what is being conveyed.
- If facilitating this lesson to 10th through 12th graders: focus on the overall tone of the artwork and have student's focus on the tone they wish to convey within their own writing (i.e., how it supports an overarching theme). Students may also choose an authorial perspective.
 - Consider the grouping process for this activity. Determine whether students will be grouped based on similar needs (within a group) or based on leveraged strengths (mixed ability). Students will need to collaborate closely for the brainstorming activity.
 - Prior to this lesson, students may need to be reminded about the elements of poetry. Particularly, symbolism and imagery.



Direct Instruction:

Slide 2 (5 min.):

- Ask students to consider this question: What does it mean to have a ‘shared human experience’?
- Have them turn and talk as they take turns answering the question. As you circulate, field exemplar responses and share what you heard students say.
- Using the think aloud strategy, tell students what a shared human experience means to you.
- Ask them to consider how despite geography, time, language, etc. all people share core experiences such as love, family, community, a need to be valued/recognized/treated fairly, and sense of peace.
- Tell students to keep this idea in mind as they view the upcoming artwork.

Slide 3 (1 min.):

- Read the lesson objective aloud for students:
 - **I will...**
 - Analyze an artist’s stylistic choices and understand how their work can convey an overarching theme.
 - Create an original written poem that utilizes a specific tone and authorial perspective.
 - **So, I can...** Understand how an artist’s and author’s tone contribute to an overall theme.
 - **I am successful when...**
 - I determine a theme for a piece of artwork and justify my thinking.
 - I can create a poem that shares a similar theme.

Slide 4 (1 min.):

- Present the artwork to students. Do not give them the title.
- Have students silently examine the image for 30 seconds or so. This should be a time that is contemplative.
- Encourage them to look at every aspect of the image and make a mental note of what comes to mind.

Slide 5 (10 min.):

- Now ask students what they notice. Tell them to examine the artist’s use of lineation, coloring, and object placement.
- Have them randomly share what they see and what deeper meaning they believe it conveys.
- After students are done sharing, have them turn and talk as they discuss what they think the author is trying to convey overall.
- After students discuss the artwork, provide them with the title: *Shared Core, Individual Layers*. Ask them if they think the title fits the image and ask why.

**Slide 6 (10 min.):**

- After students discuss what they see and make predictions as indicated in slide 5, have them work with their group to generate 10-15 words that reflect the artwork.
- Do not have students share as an entire class (to maintain original ideas). Instead, check in with each group as they brainstorm and guide their thinking so that the words that they generate supports an overarching theme for the artwork (in some way).

Slide 7 (15 min.):

- After you've checked in with each group and they've justified their reasoning for the words they generated, tell students that they will work independently to create their own poem using the words they've generated.
- Tell them that the poem will employ the narrative structure and use 'I' 'we' as the narrative perspective.
- As students write, show the artwork (slide 4). Tell them that the poem will 'resemble' the artwork in some way.

Extensions:**Slide 8 (10-15 min.):**

- For enrichment - ask students to reread their poem and have them read the artist's statement.
- Ask them to reflect on how their poem compares to the artist's statement by writing a paragraph discussing the tone and theme of their poem and explain how it supports the artist's intent for artwork.