

Understanding by Design Template

Title:	Using Akio Takamori's Piece Small Boy and Girl with Jumper to connect with our past and the role of immigration
Teacher(s):	Gerry Syms
School:	St. Marks
Subject:	Social Studies
Grade Level:	4 th or 5 th
Duration:	45 – 60 minutes (3 sessions)

Stage 1: Desired Results

Standards:

What relevant standards will this design address? (Be sure to integrate other subject matter Standards)

449. Migration and Immigration

01. Understand the role of migration and immigration of people in the development of the United States .

Essential Questions for Students:

What provocative questions will foster inquiry, understanding and transfer of learning?

1. What is the topic of this piece of art?
2. What makes it different from the other pieces in this room?
3. How does the artist show he is connected to his past?
4. What things in this piece tell you about the ethnicity or nationality of the artist?
5. Why do you think there are two or three figures in the piece?
6. What do you think the piece is made of? Do you think it is hollow or solid?
7. What do you notice about the proportions of the figures?
8. If you were to think about the artist as immigrating from Japan to the U.S., what things do you think the figures have in common with kids in this country?
9. Why is it important to look at art from artists from other countries?
10. What could be some possible reasons for leaving one country and moving to another?
11. How do immigrants make a contribution to their new country?
12. If you were moving from one country to another, what are some of the important things you would take with you?
13. Would you bring anything to remind you of when you were younger or special family treasures? Why or why not?
14. Why is it important to preserve memories?

Knowledge and Skill (Learning Targets):

What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?

I can...

1. Identify religious, political, and economic motives of voluntary immigrants to the U.S.
2. Identify common experiences of immigrants leaving one country and settling in another.
3. Make connections between art and our own history or past, and our nationality.

Stage 2: Assessment Evidence

Through what evidence will students demonstrate achievement of the desired results? By what criteria will the level of achievement be measured?

What will be assessed?	How will it be assessed?
*Ability to understand the “immigrant experience”?	*Through classroom discussion
*Ability to generate and discuss symbols of themselves	*Through peer group discussion
	*Final clay project

Stage 3: Learning Activities

What learning experiences and instruction will enable students to achieve the desired results? How will the activities be adapted to meet all students’ interests, abilities and needs?

1. Provide field trip to BAM’s permanent collection.
2. Discuss immigration of colonial times.
3. Discuss immigration to U.S. during 1800’s and early 1900’s.
4. Each student will design (with clay) five to eight symbols of “treasures” or items they would take with them if they were moving to another country and build a container or “vessel” to place them in.
 -Have students add to their collections at least two items from their younger years.
 Students will discuss in small groups (or in whole class setting) the importance and symbolism of these items.

Adapted from McTighe, Jay & Wiggins, Grant. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004.