

THOUGH MANY, WE ARE ONE

UNIT 1

Building Community

Lesson 9

Warm Hands ... of Many Hues

Unit 1 Lesson 9

Building Community

Warm Hands ... of Many Hues

Lesson Overview

In this lesson, students will reflect on their own contributions as students to the school community. By the end of this lesson students will understand the concept of peace, its important role in our schools and community, and what it looks like.

Duration: 2 class periods

CURRICULUM CONNECTIONS

Religious Education:

Fundamental Concept ML1: Christian Morality as a living response of our human vocation to life in the Spirit as revealed by reason, the Scriptures and Tradition

Gr. 4 - LS2.2: Articulate the three essential elements which promote the common good (i.e. respect for the fundamental rights of the person; prosperity and the development of the spiritual and temporal goods of society; peace and security of societies and nations) and make connections through examples of how these improve the conditions of human life.

Language Connections:

Writing 1: generate, gather, and organize ideas and information to write for an intended purpose and audience

Writing 2: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Life and Dignity of the Human Person
Solidarity

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE5: A Collaborative Contributor

CGE7: A Responsible Citizen

Though Many, We Are One - Religious Education for Combined Junior Grades

	Art Connections: D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.	
--	---	--

	GUIDING QUESTIONS (coming out of the Big Idea) Big Idea: <ul style="list-style-type: none"> How can students contribute to building peaceful schools and communities?
--	---

	LEARNING GOALS <p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> Identify how their own actions have created a peaceful environment in their own school community. <p>Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the “look-fors”) in relation to curriculum expectations.</p>
--	--

	INSTRUCTIONAL COMPONENTS AND CONTEXT <table border="1"> <tr> <td data-bbox="248 1276 626 1877"> Terminology: <ul style="list-style-type: none"> Warm Colours Cool Colours Complimentary Colours Primary Colours Secondary Colours </td><td data-bbox="626 1276 1425 1877"> Materials: <ul style="list-style-type: none"> “Warm Hands” assignment and rubric (<i>Resource A</i>) “Warm Hands” art piece template (<i>Resource B</i>) Internet Resources: <ul style="list-style-type: none"> http://artprojectsforkids.org/product/warm-hands/ http://www.colormatters.com/color-and-design/basic-color-theory Songs: <ul style="list-style-type: none"> My Peace (Arlo Guthrie) http://www.youtube.com/watch?v=mny3h6_NAyk http://www.arlo.net/forums/viewtopic.php?t=3284 (lyrics & guitar chords) These Hands (Andrew Chinn) http://www.butterflymusic.com.au/ Be The Hands, the Heart of God (Janet Vogt & Mark Friedman) </td></tr> </table>	Terminology: <ul style="list-style-type: none"> Warm Colours Cool Colours Complimentary Colours Primary Colours Secondary Colours 	Materials: <ul style="list-style-type: none"> “Warm Hands” assignment and rubric (<i>Resource A</i>) “Warm Hands” art piece template (<i>Resource B</i>) Internet Resources: <ul style="list-style-type: none"> http://artprojectsforkids.org/product/warm-hands/ http://www.colormatters.com/color-and-design/basic-color-theory Songs: <ul style="list-style-type: none"> My Peace (Arlo Guthrie) http://www.youtube.com/watch?v=mny3h6_NAyk http://www.arlo.net/forums/viewtopic.php?t=3284 (lyrics & guitar chords) These Hands (Andrew Chinn) http://www.butterflymusic.com.au/ Be The Hands, the Heart of God (Janet Vogt & Mark Friedman)
Terminology: <ul style="list-style-type: none"> Warm Colours Cool Colours Complimentary Colours Primary Colours Secondary Colours 	Materials: <ul style="list-style-type: none"> “Warm Hands” assignment and rubric (<i>Resource A</i>) “Warm Hands” art piece template (<i>Resource B</i>) Internet Resources: <ul style="list-style-type: none"> http://artprojectsforkids.org/product/warm-hands/ http://www.colormatters.com/color-and-design/basic-color-theory Songs: <ul style="list-style-type: none"> My Peace (Arlo Guthrie) http://www.youtube.com/watch?v=mny3h6_NAyk http://www.arlo.net/forums/viewtopic.php?t=3284 (lyrics & guitar chords) These Hands (Andrew Chinn) http://www.butterflymusic.com.au/ Be The Hands, the Heart of God (Janet Vogt & Mark Friedman) 		

Though Many, We Are One - Religious Education for Combined Junior Grades

	http://www.spiritandsong.com/compositions/51705 - The Eyes and Hands of Christ (Tom Kendzia) https://www.youtube.com/watch?v=a7hxcIWjyVI
--	--

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Learn the song *My Peace*, by Arlo Guthrie, using the video and lyric handout (*see resource links above*).

The song mentions many colours and speaks of passing peace around “cross hands of every hue.” Discuss the meaning of the lyrics.

In this lesson students will create hands of many hues.

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

- Introduce the concepts of colour theory to your students. Students should gain an understanding of the following concepts: Primary Colours, Secondary Colours, Warm Colours, Cool Colours and Complimentary Colours.
- Once students have a good understanding of colour theory, it is now time to introduce the “Warm Hands” task. Students are to trace their hand on the template. Using crayons, students will alternate colouring the inside of their hand with warm colours (red, yellow and orange). Once students are finished colouring their hand, they will colour the remainder of their template. Students will use the complimentary cool colours to fill in the remainder of their template.

Students should follow the pattern (Red/Green, Orange/ Blue, Yellow/Purple)

CONSOLIDATION

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Upon completion of the art assignment, students will create a writing piece that will answer the following question:

- *How do you use your “warm hands” to help make our school a peaceful place?*
- *How can you use your “warm hands” to help make our community a peaceful place?*

Share ideas of peace.

Though Many, We Are One - Religious Education for Combined Junior Grades

Listen to and learn one or more of the songs:

- *These Hands*
- *Be the Hands, the Heart of God*
- *The Eyes and Hands of Christ*

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- September 21 is designated by the United Nations as the International Day of Peace.
- Students can create a display of their artwork, or plan an event to celebrate this day.
- <http://www.peaceoneday.org/> offers free videos, lesson plans, and other resources.