

Creating Garden Peace Poles Marshall Early Learning Center

Stage 1 - Desired Outcome

Established Goals: **G**
 Create a collaborative class peace pole using pictures to represent selected virtue and also conveys the message, “may peace prevail on earth”.

<p>Understandings: U <i>Students will understand that...</i> Peace poles send the message may peace prevail on earth. We have been learning about virtues (kindness, love, empathy, grace, compassion...) as a part of our PBIS assemblies. We will select a virtue to represent through pictures and words to decorate our peace pole to reinforce virtues and the central message of peace poles.</p>	<p>Essential Questions: Q How does the students of Marshall send the message, may peace prevail on earth, to the community?</p>
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Students will know . . . **K** *Students will be able to* **S**
 The history and significance of peace poles.
 They will be able to create a peace pole design and execute design, using painting as a medium.

Stage 2 - Assessment Evidence

<p>Performance Tasks: Model planning through color, composition, design, and technique. This</p>	<p>Other Evidence: Self scored rubric/assessment, teacher observation.</p>
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T **OE**

will be a large group discussion. Paint peace poles. Model brush holding and brush stroke techniques.

Stage 3 - Learning Plan

Learning Activities:

Show class Peace Pole Powerpoint presentation. Talk about the history of peace poles and how we can send peace to the world through our message on our peace pole. Show examples of other peace poles and stories. Brainstorm with each class to figure out how best to represent the virtues; ie. what pictures they want to draw and then paint on the peace pole, what colors, background, etc. Sketch out ideas on whiteboard and add or alter as ideas are brought up. Decide as a group what the finished product will be. Students will draw and paint on the peace pole

following sketched
idea. Two to four
students will work
on the peace pole
at the same time.
Students will
rotate so that every
student will get a
chance to work on
the peace pole at
least two times.

W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?

We will review brush stroke and painting techniques. We will have classroom teachers have a large group discussion after viewing peace pole powerpoint to collectively decide on a virtue and how to represent virtue on pole.

H = Hook all students, and Hold their interest?

Their peace pole will be in the garden forever. We will host a peace pole dedication ceremony in the fall and have the Madison Children's Museum rooftop coordinator come and bring her homing pigeons. We will write the message, May Peace Prevail on Earth and place in pigeon's locket to fly back and send the ELC students message of peace to the world.

E = Equip students, help them Experience the key ideas and Explore the issue?

Again, we will connect to the work we have done in our weekly PBIS assemblies and talk about peace and how we can show peace.

R = Provide opportunities to Rethink and Revise their understandings and work?

After first sketch we will talk about any modifications that need to be made before we use the mural paint.

E= Allow students to evaluate their work and implications.

We will use a self evaluation rubric that students write what they did well, what they would do differently.

T = be Tailored (personalized) to the different needs, interests, and abilities of learners?

Each class is unique and therefore will have a different story to share with their peace pole.

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

Have post holder and post ready.