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| Unit Title | Mandalas – an art form from Tibet | | |
| Unit Summary | Students will be learning about Asia during their 4th grade school year. Asia is a larger theme that will be embedded into Social Studies, Writing, Art and Reading.  The unit will take place in both the immersion language (Japanese or Spanish) classrooms as well as in the English classroom.  This section of the unit focuses on Tibet, the history, culture and the art form of the Tibetan Mandala. | | |
| Subject Area | Art, reading, writing, social studies, math | Grade Level | 4th Grade |
| Teacher | Nicole Silver ncsilver@seattleschools.org | Estimated Time Needed | 3 weeks |
| Targeted Content Standards (i.e. state standards, CCSS, national standards) | **Art: GLE: 1.1.7** Applies, analyzes, and creates repetition/pattern, contrast, variety, balance, movement/rhythm, and proportion in a work of art. Writing: W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.    **Writing: W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  **Speaking and Listening:** **S.L.4.4** Report on a topic in an organized manner, using appropriate facts and relevant details; speak clearly at an understandable pace.    **Reading RI. 4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.    **Social Studies EALR 3: Geography** – The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments | | |
| Accommodations for differentiated instruction | Students can use a variety of media and can be as elaborate or as simple as they choose.  Students can use a writing frame to write the essay, if necessary.  Vocabulary will be scaffolded | | |
| Materials/Resources | Examples of student-made Mandalas., websites that show Tibetan Mandalas and how they are made, art supplies (markers, pastels, colored pencils), white circles, approximately 15” in diameter, student appropriate books on Tibet, film on Tibet - “Tibet for Kids” (available on YouTube), map of the world. | | |

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| Global Perspectives/Cultural Competence/21st Century Skills |
| 21st Century Skills Creativity – The student develops a successful solution to a real-world problem. **Collaboration – Students work and make decisions together.**  **Communication – Students produce extended communication.**  **Critical Thinking – The student constructs knowledge. They analyze/synthesize/evaluate.** Cultural and Global Competencies Investigate the World Students investigate the world beyond their immediate environment    Recognize Perspectives Students recognize their own and others’ perspectives  Communicate Ideas Students communicate their ideas effectively with diverse audiences, students listen effectively  Take Action Students translate their ideas into appropriate actions to improve conditions  Proficiency in Second Language (Students learn other languages and understand the culture of the people who speak them)   |  |  |  | | --- | --- | --- | | Spanish | Mandarin | Japanese | |

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| Assessment | | |
| Before Unit | During Unit | After Unit |
| KWL about Tibet. Class discussion. | Monitor progress. Provide support, as needed. | Students use a rubric to evaluate their work. Teacher also uses a rubric. |

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| **Content** | **Essential Questions** | **Skills** |
| **Geography/Politics of Tibet:**   * Tibet is part of Asia and China. * The geography and landscape of Tibet and how humans interact with it. * Students will gain a very basic understanding of the politics of Tibet as it relates to China. | What is China’s perspective?  What is Tibet’s perspective?  Who is the Dalai Lama? | Listening  Critical thinking  Comparing and Contrasting |
| **Culture of Tibet:**   * religion * art * daily life | What is the culture of Tibet and how does it affect daily life?  How do people adapt their culture to survive in their physical environment (i.e. living in the highest mountain range in the world)?  How is Tibetan culture similar to or different than my own? | Reading for information  Critical thinking  Comparing and Contrasting |
| **The Tibetan Mandala:**   * Mandalas are an art form in Tibetan Buddhism. * The concept of impermanence and perseverance. * Read the book, “Tibet from the Red Box.” | What is a sand Mandala?  How is it constructed?  How are they taken apart?  Why are they taken apart? | Observation  Compassion for other cultures  Persevere under challenging circumstances. |
| **Students create a Mandala and write an essay:**  Students learn how to create Mandalas.  See attached outline that is given to each student, explaining how to plan and create a Mandala.  Students then write and present an essay explaining their Mandala and the patterns and symbols they have chosen. | What is a symbol?  What is a pattern?  What is symmetry?  How do I divide a circle into fractions?  How do I write to explain my ideas? | The Writing Process  Drawing  Geometry – dividing up a circle into fractions and incorporating patterns into art.  Presentation skills |