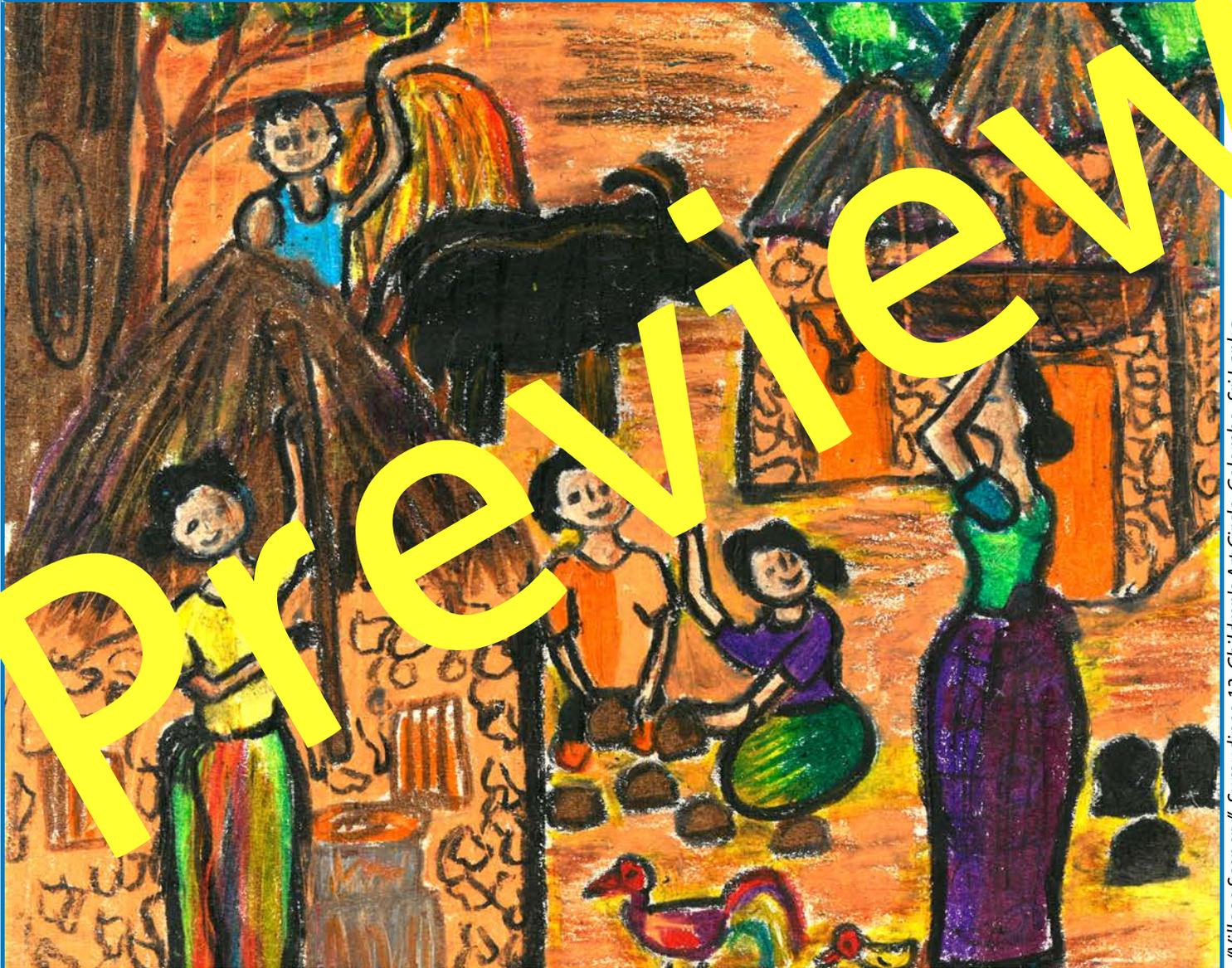


My Community, My Point of View



"Village Scenery", Sumudinee, 13, Children's Art Circle, Colombo, Sri Lanka.



**Creative
Connections**

An International Cultural
Education Organization

2015-2016 ArtLink Teacher Handbook

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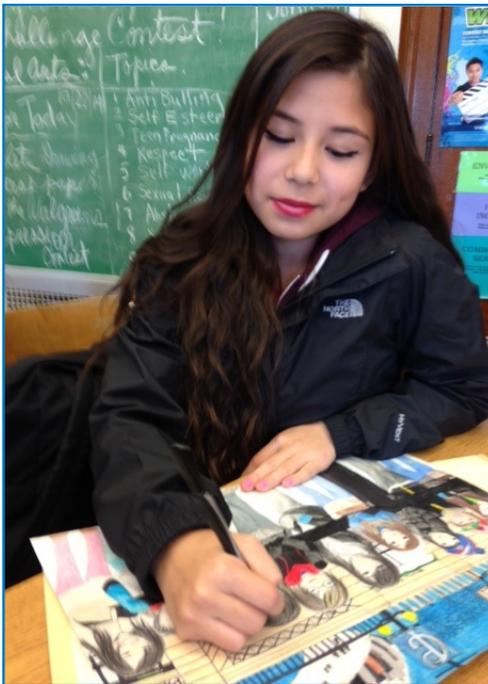
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Creative Connections

An International Cultural Education Organization



I. Program Overview

Welcome to ArtLink

You and your students are about to embark on an adventure of cross-cultural discovery. Since 1996, Creative Connections has facilitated *ArtLink* exchanges among students in the USA and sixty countries on six different continents.

Guided by dedicated teachers, thousands of young students have had the opportunity to share their culture and way of life through the creation and exchange of artwork. Many partner classes also take advantage of the opportunity to meet through live videoconferences.

Program Goals

ArtLink's curriculum helps students expand their world view to build both Global Competence and 21st Century Learning Skills. *ArtLink* participants will:

- Expand their awareness, understanding and appreciation of the lives of peers living in another country
- Gain a new perspective into their own culture
- Learn cross-cultural communication skills through written and video exchanges
- Discover the power of art to convey cultural norms and values

What is Global Competence?

Global Competence is the capacity and disposition to understand and act on issues of global significance ("Educating for Global Competence," Asia Society, 2011: <http://asiasociety.org/files/book-globalcompetence.pdf>).

What are 21st Century Learning Skills?

21st Century Learning Skills are the essential capabilities for students to succeed in today's world. These skills, often referred to as the four C's – Communication, Collaboration, Creativity and Critical Thinking – provide the foundation for mastery of core academic subjects as well as success in work and life ("Framework for 21st Century Learning," Partnership for 21st Century Skills, 2011: http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf).

I. Program Overview

Program Calendar

Month	Activity	Description	Check Your Progress
Month 1 September	Launch <i>Creative Connections forms a unique partnership between your class in the USA and one in another country.</i>	<ul style="list-style-type: none"> Download and print handbook and partner profile Introduce program to students Complete Pre-Exchange Survey online Begin creating art 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Months 2 & 3 October & November	Students Create Art <i>Students create individual art pieces for their partner class illustrating meaningful aspects of their own culture.</i>	<ul style="list-style-type: none"> Complete art Fill out Artist Description Sheets (ADS) Classes examine their own artwork Art with ADS attached sent to Creative Connections with Packing List 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Month 4 December	Processing the Art <i>The art is sent to our USA office.</i>	<ul style="list-style-type: none"> Creative Connections reviews, translates and processes all art Jury selects art for International Children's Art Exhibit 	
Month 5 January	Examining Partner's Art <i>Students examine and analyze their partner class' art.</i>	<ul style="list-style-type: none"> Receive partner class' art and international art portfolio Videoconferences are scheduled 	<input type="checkbox"/> <input type="checkbox"/>
Months 6 & 7 February & March	Responding to Partner's Art <i>Insights and follow-up questions are shared with partners through the following:</i> <ul style="list-style-type: none"> Response Form Live Videoconference 	<ul style="list-style-type: none"> Videoconferences and dialoguing Complete Post-Exchange Survey online <u>Recommended:</u> Classes share exchanged art and insights with schoolmates and community 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Months 8 & 9 April & May	Art Exhibit <i>International Children's Art Exhibit in Connecticut.</i> <i>Art is also exhibited on our website www.creativeconnections.org</i>	<ul style="list-style-type: none"> Visit the International Children's Art Exhibit in Connecticut Complete Response Form Complete Program Evaluation (online) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

II. Lesson Plan and Activities

ArtLink Cultural Norms and Values Assessment

A rubric is a scoring guide which can be used to measure student performance based on a set of criteria. Rubrics are a tool that can be used by students to self-assess, give peer feedback and/or be used by the teacher to assess finished projects. Used as pre- and post-evaluation criteria, this rubric can identify individual student growth from the beginning to the completion of Creative Connections' *ArtLink* program.

While this rubric can be used for multiple age/grade/ability levels, the performance level of students being introduced to the study of cultural norms and values is likely to be at a lower level than that of students who have more experience with this subject. Also, it would be expected that the quality of work necessary to achieve each level would be academically and developmentally appropriate to the students' age/grade/ability level. The criteria are: Beginning, Developing, Proficient, Mastery and Advanced. However, you may substitute your school's ranking criteria in place of these degrees of quality.

Use of this rubric can provide valuable information for teachers and administrators regarding student achievement and the efficacy of Creative Connections' *ArtLink* program.



ArtLink Cultural Norms and Values Assessment Criteria (Rubric)

	<i>Defining Culture</i>	<i>Responding to Culture</i>	<i>Content: Use of Cultural Details</i>	<i>Elements of Art: Emphasis of Cultural Details</i>
<p>BEGINNING <u>Demonstrates</u> limited prior and/or learned knowledge</p>	Developing a verbal and/or written meaning for "culture."	Identifying a personal cultural tradition and/or aspects of culture in others' artwork.	Generating artistic ideas and artwork based on a central theme.	Using elements of art (e.g. color, scale/size, value, space) to develop an idea illustrating a cultural norm and/or value.
<p>DEVELOPING <u>Demonstrates</u> some basic prior and/or learned knowledge</p>	A verbal and/or written meaning for "culture" based on verbal, written and/or visual sources.	Identifying the central idea of artwork by identifying some aspects of "visible" cultural norms and traditions (e.g, holidays, clothing, food).	Generating artistic ideas based on a central theme, illustrating a cultural norm and/or value in planning and final artwork. Includes specific "visible" aspects of culture (e.g. holidays, clothing, food).	Using an element of art (e.g. color, scale/size, value, space) to emphasize specific "visible" aspects of culture (e.g. holidays, clothing, food). Refines ideas and techniques based on teacher feedback.
<p>PROFICIENT <u>Comprehends and interprets</u> some prior and/or learned knowledge</p>	A verbal and written meaning of culture by identifying and describing some "visible" aspects of culture (e.g. holidays, clothing, food).	Using specific details from artwork and writing to describe similarities and differences between one's own cultural norms and values.	Using personal experience to generate multiple ideas based on a central theme illustrating a cultural norm and value in planning and final artwork. Includes specific "visible" aspects of culture (e.g. holidays, clothing, food) used to identify a selected cultural norm and value.	Identifying and using specific elements of art (e.g. color, scale/size, value, space) to develop an idea emphasizing important "visible" aspects of a selected cultural norm and value related to a personal narrative. Refines ideas and techniques based on teacher feedback.
<p>MASTERY <u>Explains and compares</u> prior and/or learned knowledge</p>	A verbal and written meaning of culture that identifies and describes specific "visible" qualities of culture (e.g. holidays, clothing, food) connected to a specific culture group. Identifies "invisible" qualities of culture (i.e. political systems and belief systems).	Posing and responding to specific questions with elaboration and detail (orally and/or in writing) about partner's artwork. Demonstrates understanding of multiple perspectives about cultural norms and values through reflection and paraphrasing.	Conceptualizing and organizing ideas based on a central theme. Using "visible" and "invisible" aspects of culture. Details in artwork reference specific cultural norms and values. Interprets intent and meaning in verbal and/or written response.	Combine specific elements of art (e.g. color, scale/size, value, space) to organize and develop an idea emphasizing important "visible" and "invisible" aspects of selected cultural norms and values. Refines ideas and techniques based on own observations, peer and/or teacher feedback.
<p>ADVANCED <u>Supports and interprets</u> prior and/or learned knowledge</p>	Understands nuances of culture through differentiation of beliefs, values, institutions, behaviors, traditions and way of life of a group of people. Distinguishes specific cultural norms and values within a variety of cultural groups.	Using relevant evidence and specific references to one's own and partners' artwork and writing to analyze multiple perspectives that derive from different cultural vantage points. Infers the global impact of "invisible" aspects of culture.	Synthesizing multiple ideas based on a central theme. Using "visible" and "invisible" aspects of cultural norms and values. Subject of artwork illustrates societal, cultural and/or historical context to deepen understanding. Analyzes significance of intent and meaning in written response.	Intentional use of color, scale/size, value and/or space, in addition to use of unique media techniques which emphasize "visible" and "invisible" cultural norms and values. Refines ideas and techniques based on own observations, peer and/or teacher feedback.

Cultural Art Worksheet #1A



Work with your group to answer the following questions about this work of art: What is happening in this scene?

What cultural details does the artist include that support your idea?

What is the artist trying to communicate that is valued in his/her culture?

II. Lesson Plan and Activities, Lesson 1

Cultural Art Worksheet #1B

Artist Description Sheet			
Title: My House In One Morning		Art Medium: Pastel	
Artist: P.N.K.	Age: 11	City: Colombo	Country: Sri Lanka
School: Children's Art Circle / Colombo Children's Book Society			
Description of Piece: My family is preparing paddy (rice) for us to use throughout the year. My father is carrying a sack of paddy on his head. My uncle is boiling the paddy in a large pot. My mother is drying boiled paddy in the sunlight. I chose this scene because our family is working in harmony together.			
More about the artist: My family consists of my mother, father, sister, grandmother, grandfather, aunty, uncle, and myself. I like to do cross-stitching but I dislike snakes. I spend my free time reading books, watching TV, and playing with friends. I hope to be a doctor someday.			



II. Lesson Plan and Activities

Lesson 2: Looking Closer at Culture and Values

Essential Questions	Enduring Understandings
What is culture?	Art is a universal language that can convey cultural norms and values. Expanding one's awareness of other cultures enhances appreciation of the lives of peers living in another country.
What are values and how do they help define one's culture?	

Activity	Description and Important Points	Materials
1. Re-Examining Definitions of Culture and Values	<ol style="list-style-type: none"> Discuss the aspects of culture and values identified from Lesson 1. Review the students' definitions of culture and values Discuss how students' definitions for culture and values compare with those found in the glossary. 	 ArtLink Pre-Exchange Survey from Lesson 1
2. Creating List of Values and Activities that Illustrate those Values	<ol style="list-style-type: none"> Working in small groups, have students brainstorm a list of values using the <i>Cultural Values in Everyday Life</i> worksheet. These values can represent their personal, family, school or community values. Students compare their list to the <i>Cultural Values of Recent ArtLink Students</i> handout. Based on their list of values, students should identify and write down everyday activities or special occasions where an observer might see these values being carried out. As an example, see the three activities listed for "Love of Family." 	 Cultural Values in Every Day Life worksheet  Cultural Values of Recent ArtLink Students handout

ArtLink Tool Box: Strategies for Deeper Understanding

- Each group shares the central ideas or information identified in the examples. Provide an accurate summary of their identified cultural norms and values based on information from the *ArtLink Cultural Values in Everyday Life* worksheet. Include written and verbal sharing opportunities. For example, students could participate in a pair-share, a turn and talk share, write their comments in a journal or share out to the large group.
- Students work in small groups or individually depending on age/grade and ability level. Check the U.S. Grade Level Learning Standards for specific objectives for age/grade appropriate content.
- Use the [Cultural Iceberg](#) image to illustrate and facilitate a discussion about the "visible" and "invisible" aspects of culture (See Appendix).
- Ask students to respond in writing to the "Questions to Think About" at the bottom of the worksheet.

US Learning Standards Addressed	Grade	3	4	5	6	7	8	9-10	11-12
<i>Click on link or go to page indicated</i>	Page	56	57	58	60	61	63	65	67



Creative Connections

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IV. National Academic and Common Core Standards How Creative Connections' ArtLink Program Addresses the Common Core Standards*

To be ready for college, workforce training and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize and report on information and ideas, to conduct original research in order to answer questions or solve problems and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new.

"Key Points" found in the Common Core Standards illustrate the academic application of Creative Connections' ArtLink program:

- "Literacy standards...are predicated on teachers of ELA, history/social studies, science and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening and language in their respective fields."
- The term "technical subject" includes the arts, and it is defined by the standards as "[a] course devoted to practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music."
- Speaking and Listening: Students should, "Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly" and "gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media."
- Numerous examples are listed regarding the use of information gathered from both images or graphics' and digital media and technology' to enhance understanding.

*Sources:

www.corestandards.org

www.corestandards.org/resources/key-points-in-english-language-arts

The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework, 2012: The College for the National Coalition for Core Arts Standards.

IV. National Academic and Common Core Standards Grade Level US Academic Standards

Grade 6

LESSON 1:

Common Core State Standards

CCSS ELA-LITERACY.RI.6.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS ELA-LITERACY.RI.6.1: Determine a central idea of a text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments.

CCSS ELA-LITERACY.SL.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

CCSS ELA-LITERACY.SL.1.C: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

National Core Visual Arts Standards

VA:Re7.2.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

VA:Re8.1.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

LESSON 2:

Common Core State Standards

CCSS ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Core Visual Arts Standards

VA:Cr1.1.6: Combine concepts collaboratively to generate innovative ideas for creating art.

VA:Cr1.2.6: Formulate an artistic investigation of personally relevant content for creating art.

National Curriculum Standards for Social Studies

NCSS: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions;

NCSS: Give examples and describe the importance of cultural unity and diversity within and across groups.

LESSON 3:

Common Core State Standards

CCSS.ELA-LITERACY.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

National Core Visual Arts Standards

VA:Cr1.1.6: Combine concepts collaboratively to generate innovative ideas for creating art.

VA:Cr1.2.6: Formulate an artistic investigation of personally relevant content for creating art.

VA:Cr2.1.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Cr3.1.6: Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

VA:Cn10.1.6: Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

National Curriculum Standards for Social Studies

NCSS: Explore factors that contribute to one's personal identity

LESSON 4:

Common Core State Standards

CCSS ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language).

National Core Visual Arts Standards

VA:Re7.2.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

VA:Re8.1.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

VA:Re9.1.6: Develop and apply relevant criteria to evaluate a work of art.

National Curriculum Standards for Social Studies

NCSS: Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs.

LESSON 5:

National Core Visual Arts Standards

VA:Re7.2.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

VA:Re8.1.6: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

VA:Re9.1.6: Develop and apply relevant criteria to evaluate a work of art.

National Curriculum Standards for Social Studies

NCSS: Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

NCSS: Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

NCSS: Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

The ArtLink Videoconference:

Common Core State Standards

CCSS.ELA-LITERACY.SL.6.1.A: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B: Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

National Core Visual Arts Standards

VA:Re7.2.6: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

National Curriculum Standards for Social Studies

NCSS: Explore ways that language, art, music, belief systems and other cultural elements may facilitate global understanding or lead to misunderstanding.

NCSS: Examine the effects of changing technologies on the global community.

IV. National Academic and Common Core Standards Grade Level US Academic Standards

Grade 7

LESSON 1:

Common Core State Standards

CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.SL.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

National Core Visual Arts Standards

VA:Re7.2.7: Analyze multiple ways that images influence specific audiences.

VA:Re8.1.7: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

LESSON 2:

Common Core State Standards

CCSS.ELA-LITERACY.RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

National Core Visual Arts Standards

VA:Cr1.1.7: Apply methods to overcome creative blocks.

VA:Cr1.2.7: Develop criteria to guide making a work of art or design to meet an identified goal.

National Curriculum Standards for Social Studies

NCSS: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions;

NCSS: Give examples and describe the importance of cultural unity and diversity within and across groups.

LESSON 3:

Common Core State Standards

CCSS.ELA-LITERACY.W.7.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.7.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

National Core Visual Arts Standards

VA:Cr2.1.7: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr2.3.7: Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA:Cr3.1.7: Reflect on and explain important information about personal artwork in an artist statement or another format.

National Curriculum Standards for Social Studies

NCSS: Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

LESSON 4:

Common Core State Standards

CCSS.ELA-LITERACY.RST.6-8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

National Core Visual Arts Standards

VA:Re7.2.7: Analyze multiple ways that images influence specific audiences.

VA:Re8.1.7L Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

VA:Re9.1.7: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

Curriculum Standards for Social Studies

NCSS: Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs.

IV. National Academic and Common Core Standards

Grade Level US Academic Standards

Grade 7 (continued)

LESSON 5:

CCSS.ELA-LITERACY.WHST.6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.6-8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.

National Core Visual Arts Standards

VA:Re7.2.7: Analyze multiple ways that images influence specific audiences.

VA:Re8.1.7L Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

VA:Re9.1.7: Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

National Curriculum Standards for Social Studies

NCSSS: Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

NCSSS: Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

NCSSS: Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

The ArtLink Videoconference:

Common Core State Standards

CCSS.ELA-LITERACY.SL.7.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D: Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify.

CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-LITERACY.RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

National Core Visual Arts Standards

VA:Pr.4.1.7: Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

VA:Pr6.1.8: Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

VA:Re7.1.8: Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Curriculum Standards for Social Studies

NCSSS: Explore ways that language, art, music, belief systems and other cultural elements may facilitate global understanding or lead to misunderstanding.

NCSSS: Examine the effects of changing technologies on the global community.

Glossary

ADS: Artist Description Sheet created by participant students on Lesson 3 and attached to each art piece submitted as part of the *ArtLink* program.

Cross-Cultural: Relating to or involving two or more different cultures or countries.

Culture: Culture refers to the total way of life for a particular group of people. It includes what a group of people thinks, says, does and creates – its customs, language, material artifacts and shared systems of beliefs and values.

Cultural Norms: Behavior patterns that are typical of specific groups. Such behaviors are learned from parents, teachers, peers and many others whose values, attitudes, beliefs and behaviors take place in the context of their own organizational culture.

Docent: A person (student) who acts as a guide in a museum, art gallery or exhibit. Origin: from Latin *docent*- 'teaching', from *docere* 'teach'.

Enduring Understandings: Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand - not just know or do - as a result of studying a particular content area.

Essential Questions: Questions which set the focus for the lesson or unit, are initiators of creative and critical thinking and are conceptual commitments focusing on key concepts implicit in the curriculum.

Gallery Walk: Students explore multiple images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers or respond to a collection of pieces. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Global Competency: The capacity and disposition to understand and act on issues of global significance ("Educating for Global Competence," Asia Society, 2011).

Introspection: A reflective looking inward; an examination of one's own thoughts and feelings.

Learning Outcomes: Statements that describe significant and essential knowledge that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Pair Share: An instructional strategy to promote individual, small group, and whole group learning and discussion. Students are given a topic which they think about individually. Then they pair with a partner and discuss what each other was thinking. Finally, they share their ideas on the topic with the entire class.

Parable: A short story that teaches a moral lesson.

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Turn and Talk: Students turn and talk to a partner about what they have just heard or read, or to discuss their answer to a teacher's question. It gives students an opportunity to clarify their thinking and get answers to questions, which aids in developing understanding and promotes engagement.

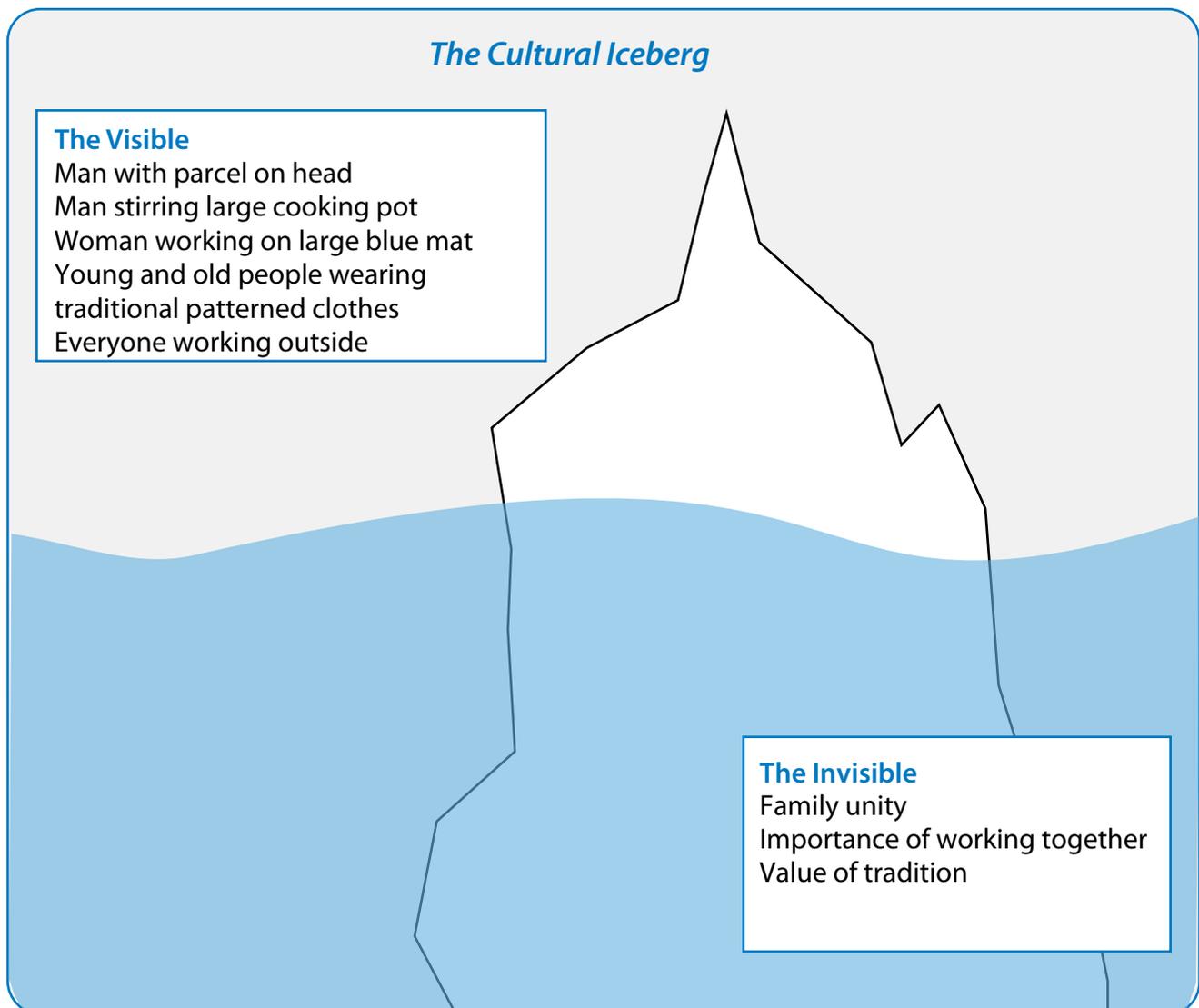
Values: A person's principles or standards of behavior; the ideals one feels are the most important to live by.

V. Appendix

The Cultural Iceberg

Culture has been aptly compared to an iceberg. Just as an iceberg has a visible section above the waterline and a larger, invisible section below the waterline, culture also has some aspects that are observable and others that can only be intuited. The “below waterline aspects” are the values and beliefs that underlie a culture (*adapted from Culture Matters, The Peace Corps Cross-Cultural Workbook*).

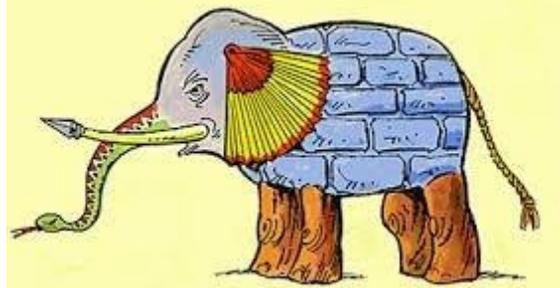
- Ask students to revisit the sample art pieces, writing the observable visible cultural aspects above the iceberg’s waterline and the invisible values and beliefs below. Aspects of culture found in “My House in One Morning” (from *Cultural Art and Analysis Worksheet #1*) are already listed.



V. Appendix

The Blind Men and The Elephant

The parable "The Blind Men and the Elephant" asks us to think about how we view our world and how we too often jump to conclusions before gaining a more complete perspective. Read and then answer the questions below.



The Blind Men and the Elephant John Godfrey Saxe (1816-1887)

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The *First* approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a WALL!"

The *Second*, feeling of the tusk,
Cried, "Ho, what have we here,
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a SPEAR!"

The *Third* approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the Elephant
Is very like a SNAKE!"

The *Fourth* reached out an eager hand,
And felt about the knee
"What most this wondrous beast is like
Is mighty plain," quoth he:
"'Tis clear enough the Elephant
Is very like a TREE!"

The *Fifth*, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a FAN!"

The *Sixth* no sooner had begun
About the beast to grope,
Than seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a ROPE!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

- How does the lesson of this parable relate to the challenge of providing an accurate picture of a culture through a single piece or even a single collection of student art?
- How complete a view of culture did your class' collection of art provide for your partners? Were there important aspects that you and your classmates didn't cover?
- How complete a view of culture did your partner class' collection of art provide for you? Do you have any clarifying follow-up questions you would like to ask them?



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