

## 2W.7: LESSON PLAN

<b>Title</b>	<b>Values: Aspirations and Personifications</b>
<b>Subject</b>	Writing
<b>Grade Level</b>	6-12
<b>Time</b>	Short and sustained research projects
<b>Purpose</b>	Students engage with the figures on the ceiling of the fresco to explore a variety of topics as it relates to the historical past and aspirations for the future.
<b>Key Questions</b>	<ol style="list-style-type: none"> <li>1. How do the figures in the ceiling reflect aspirations and personifications? Why might the artist choose to personify values and aspirations?</li> <li>2. What other image(s) can you identify in the fresco that relates to each of the eleven written values? What is the history of those images?</li> <li>3. How can we creatively consider and represent each of the eleven values? How is each value both personal and collective?</li> </ol>
<b>Values</b>	Creativity, collectivity, compassion, aspirations
<b>Materials &amp; Resources</b>	Virtual tour of the fresco (Optional: Modified tour); fresco image guide; paper and pencil; colored pencils, markers, old magazines; stapler
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Lead students through a virtual tour of the fresco. Ask students to write down a list of themes they notice throughout the fresco. Students share their lists with the large group. Write their responses on the board and document to create a master list.</li> <li>2. Draw students' attention to the ceiling of the fresco. In groups, students discuss: What do you think is the meaning behind the collection of images on the ceiling? How does it relate to the rest of the fresco? Have students share their responses with the class.</li> <li>3. Focus on the themes of aspirations and personification. Teach students about personification as an artistic and literary technique. Discuss: Why might the artist choose to personify values and aspirations?</li> </ol>

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4. Included on the ceiling are eleven images with values written below (Justicia, Fe, Arquitectura, Militar, Paz, Ciencia, Música, Esperanza, Medicina, Sagrada Tierra y Amor, and Educación). Ask: What do these words mean? Why are they important to the theme of aspirations? Make sure students understand the meaning of each word.
  5. Distribute materials: each student will create a booklet with a title page, a table of contents, two pages per value, and a page for works referenced at the end. Staple the booklet together.
  6. For each value, students are responsible for two parts:
    - a. Using the virtual tour, students should identify an image in the fresco that relates to each value and research the history of the event or figure depicted. Then, students will write a short one-page report on the image and its history.
    - b. Students will create a page that creatively reflects on the value as an aspiration for the future. They can use old magazines to create a collage, write a poem, story, or diary entry, draw a comic strip, etc. Ask them to think about how the value is both personal and collective.

Keep in mind this activity is to be completed over time. Students should focus on one value at a time.

7. By the end of the activity, students should have a booklet containing historical information about images in the fresco as they relate to each of the eleven values, and creative interpretations of each value. Once these pages are completed, have students complete: the table of contents, the title page, and the works referenced.
8. Once each student's booklets are complete, have students do a gallery walk. At each booklet, leave a notecard for students to write one positive comment/feedback for each booklet. Students will look at each booklet and leave positive feedback.
9. As an exit slip, each student should answer the following question: What are three things you learned during your research and creation of your booklet?

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**Evaluation/Assessment**

[Share results of the lesson with the NHCC](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

