

W.4: LESSON PLAN

Title	Cultivating Curiosity: Exploring <i>Mundos de Mestizaje</i> Imagery
Subject	Writing
Grade Level	K-5
Time	80 minutes
Purpose	<ol style="list-style-type: none"> 1. After exploring the imagery in the fresco, students will develop and illustrate an imagined narrative, create a KWL chart, and make connections between imagined narratives and historical facts.
Key Questions	<ol style="list-style-type: none"> 1. What imagery are you curious about in the fresco? 2. What stories does the fresco tell us about people and events in New Mexico? 3. What is the difference between an imagined narrative and a historical narrative?
Values	Curiosity, Exploration
Materials & Resources	Virtual tour of the fresco; fresco image guide; Handouts 1 and 2; crayons/colored pencils/markers; paper and pencil
Activities	<ol style="list-style-type: none"> 1. In pairs, have students explore the virtual fresco. Then, ask each pair of students to select one image from the fresco that they are curious about. 2. Using Handout #1, ask students to complete the “What I Know” and “What I Want to Know” sections of the chart. Have them think about these questions while they complete it: <ol style="list-style-type: none"> a. Have you seen the image you selected before? If yes, what is the story of the image you know? If you have not seen this image before, what about this image caught your attention? b. What about the image are you curious to know more about? 3. After completing the “What I Know” and “What I Want to Know” chart, in pairs, ask students to describe the image to one another. Use the following questions as a guide: <ol style="list-style-type: none"> a. What do you see? Think about colors, shapes, symbols. b. Use the questions <i>Who? What? Where? When? Why?</i> to describe the image.

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4. Ask students to imagine a story about the image they selected. In pairs, using Handout #2, students will write and illustrate the story they imagine for this image. Questions to consider:
 - a. Who is this story about?
 - b. What is happening in the story? What is the action?
 - c. Where does this story take place?
 - d. When does this story take place?
 - e. Why do these events happen? What is the outcome?
 5. Provide time for each group of students to share the story they imagined. Then, as a large group, discuss: Did any students select the same images? Different images? How were the stories similar or different?
 6. Using the image guide, learners will find their image with the corresponding description. With teacher and peer support, ask each pair to read the description and discuss:
 - a. After reading the description, what did you learn about the image you selected?
 - b. How was the history presented in the description similar and different to your imagined story?
 - c. If you were going to illustrate this story again using the image description, how might you tell this story?
 7. On Handout #1 have students complete the "What I Learned" section of the chart. Students will share what they learned in groups (I learned...).

Evaluation/Assessment

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

Handout 1

What I Know	What I Want to Know
What I Learned	



Handout 2
