Our Global Community  
By Chelsea Mills

**Title:** Our Global Community  
**Subject:** Arts, Literacy  
**Grade:** 1  
**Designer:** Chelsea Mills

### Global Big Idea

For very young students to understand the importance of peace and social justice on a global scale they must first develop an understanding of the commonality of human needs, wants and experiences around the world. Developing this sense of global community is the jumping off point from which more complex global issues such as war, inequality and discrimination can be examined. In the early primary grades students’ experiences with global education should focus on the positive to ensure children develop an understanding and respect for all those who share our global community. It is from this respect that a sense of global responsibility and compassion can grow.

### Stage 1: Desired Results

**Time:**

The following is an activity that integrates literacy and visual art. This lesson plan would require 30 minutes of shared reading literacy time and 1 hour of arts time.

<table>
<thead>
<tr>
<th>Key concepts and/or skills to be learned/applied:</th>
<th>Prior Knowledge:</th>
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</thead>
<tbody>
<tr>
<td>Through read-alouds, students will be exposed to literature which portrays the many forms communities take around the world. Following this, students will be using ‘junk’ to construct 3D artistic creations representing different elements of their own community and of the global communities they have read about. These will be compiled into one ‘global community’ art creation. Through this lesson students are literally and figuratively developing an understanding of and appreciation for our global community. As well, students are developing artistic skills, creativity and critical and analytical thinking skills.</td>
<td>Students should already have an understanding of community. Activities and discussions on the topic of community will have already taken place and children will have had the opportunity to identify the elements that make up their local community.</td>
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### Ontario Curricular Overall Expectation

- **Visual Arts Grade 1**
  Students will produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes.

- **Language Grade 1 – Oral Communication**
  Students will listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

### Ontario Curricular Specific Expectation

- **Visual Arts Grade 1**
  Students will make artistic choices in their work, using at least one of the elements of design specified for this grade (e.g., create a three-dimensional work, using “found” materials to create specific textures).
Students will produce two- and three-dimensional works of art that communicate thoughts and feelings (e.g., paint a picture about a class trip).

Language Grade 1-Oral Communication
Students will demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.

Students will extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.

Stage 2: Planning learning experience and instruction

<table>
<thead>
<tr>
<th>Student Groupings</th>
<th>Instructional Strategies</th>
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<tbody>
<tr>
<td>Whole Group (Read-alouds) and individual or small group (Artistic creations)</td>
<td>Shared Reading  &lt;br&gt;Hands-on activity  &lt;br&gt;Cooperative Learning</td>
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<tr>
<th>Materials</th>
<th>Prior Considerations</th>
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<tr>
<td>-Glue  &lt;br&gt;-Scissors  &lt;br&gt;-Any junk that is available. Some useful materials could include: egg cartons, paper towel roles, cardboard boxes, milk cartons, wall paper books, old magazines, fabric and natural materials. As appropriate ask parents to collect these items and send them to school. There is no need to buy new craft materials for this project.  &lt;br&gt;-Picture books from a variety of cultures (please see below for suggested resources)</td>
<td>Prior to engaging students in this activity, the teacher should familiarize him/herself with a selection of quality children’s books which emerge from diverse cultures and/or sensitively and accurately portray diverse cultural realities. As well the teacher should collect ‘junk’ which can be used for building materials for this project. Finally, the teacher must ensure the students have the prior knowledge necessary to begin this project. It is important that students already have an understanding of community. Activities and discussions on the topic of community should have already taken place and children will have had the opportunity to identify the elements that make up their local community.</td>
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Accommodations
Because of the nature of the project accommodations and modifications will likely not be necessary. The literature selected for the read aloud portion of the lesson should be short and varied and all students are to be invited to participate in discussions at their own ability and comfort level. The visual art component of this lesson is largely self-directed and thus the student can create at his/her own skill level and still be a meaningful contributor to the final product. As needed, the teacher should ensure that she supports those students who are having difficulty grasping the concept of the project. This can be done in a number of ways including scaffolding conversations, strategic pairings, and engaging the student in alternate ways of exploring the theme of community at his/her intellectual level.

Stage 3: Learning experience and instruction

Open
The educator will engage in read alouds of picture books that feature communities from different global cultures and locations. The read aloud portion of the lesson should take **approx 30 minutes** and should be used as an opportunity to draw out the theme of community as represented in each of the books. At least three culturally diverse books should be read and discussed. Students will be encouraged to look for the theme of community in each of the books and to identify ways that their communities are similar to communities around the world. The teacher should encourage discussion at appropriate times throughout the story and also allow for discussion following each of the read alouds. The teacher should ensure that these discussions do not focus on the differences and the ‘othering’ of people from different global cultures. Rather the focus should be on identifying
Any quality picture books which are set in different communities around the world can be used for this project. Examples include: Mem Fox *Whoever You Are*, Beatrice Hollyer *Wake up, World!: A Day in the Life of Children Around the World*, Cynthia Smith *Jingle Dancer*, Mari Takabayashi *I Live in Tokyo*, Florence Parry Heide *The Day of Ahmed's Secret*.

### Body

Students will be using junk to create 3D art structures that represent different elements of their local community and the communities they are exposed to in the aforementioned read-alouds. These can be created from whatever materials the teacher has at hand (cardboard boxes, egg cartons, towel rolls, fabric, etc). This art project requires approx. 1 hour of uninterrupted arts time. All materials should be ‘junk’ and no new materials need to be provided with the exception of glue and scissors. Very little direction should be given to students with regards to their artistic creations as students should be encouraged to be as creative as possible and to express their own understanding of the different elements of global communities. The teacher will need to provide a large area of floor space for this ‘global community’ art creation to be assembled and displayed. As students complete the different elements of the community they can add them to this creation. Students can work collaboratively or individually on their creations. The final product can take many different forms but should represent a fusion of different global elements into one community. In this way the students are literally and figuratively engaging in developing an understanding of and appreciation for our global community.

### Close

The teacher will engage the students in a discussion of the different elements of their ‘global community’ art creation. Students will have the opportunity to share their artistic creations with their classmates as well as to comment on the creation as a whole. The teacher should encourage conversation that focuses on appreciating the diversity of their created community and valuable the contributions and innovations of different cultures.

### Link to Future Lessons

This lesson plan could be a catalyst for an ongoing project. The teacher could continue to engage the students in read-alouds of picture books from different cultural communities. As this takes place over the week, month or years students could create and add artistic creations to their global community art creation. This way more cultural and global communities could be discussed and represented.

### Assessment

**Checklist:**

- ✔ Student has contributed creation(s) to the artistic community creation
- ✔ Student has engaged in orally describing/reflecting upon their artistic creation
- ✔ Student has participated in class discussions
- ✔ Student has made a connection between material covered and lived experience
<table>
<thead>
<tr>
<th>Category</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Visual Artistic Creation(s)</td>
<td>Creates 3D work(s) of art that effectively represent features of local and global communities using a variety of materials and artistic techniques.</td>
<td>Creates 3D work(s) of art that for the most part effectively represent features of local and global communities using different materials and artistic techniques.</td>
<td>Creates 3D work(s) of art that demonstrate an attempt at representing local or global communities. Does not use diverse materials or artistic techniques.</td>
<td>Does not create 3D work or creates work that is not relevant to the assigned topic.</td>
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<tr>
<td>Ability to reflect on Artistic Creation(s)</td>
<td>Explains elements of their 3D creation(s) with high level of insight and accuracy.</td>
<td>For the most part, explains elements of their 3D creation(s) with insight and accuracy.</td>
<td>Attempts to explain elements of their 3D creation with limited insight or clarity.</td>
<td>Is not able/willing to reflect on or explain their 3D creation.</td>
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<td>Participation in class discussion</td>
<td>Frequently offers sophisticated ideas and opinions during class discussions and demonstrates a thorough understanding of the concepts covered.</td>
<td>Often offers relevant ideas and opinions during class discussion and demonstrates a good understanding of concepts covered.</td>
<td>Sometimes offers relevant ideas and opinions during class discussion and demonstrates limited understanding of concepts covered.</td>
<td>Does not participate meaningfully in class discussions.</td>
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<tr>
<td>Connecting content to lived experience</td>
<td>Connects the information presented in texts to their own experiences with a high level of insight and accuracy.</td>
<td>Connects the information presented in texts to their own experiences with a good level of accuracy and insight.</td>
<td>Attempts to connect the information presented in texts to their own experiences with limited accuracy and insight.</td>
<td>Does not connect information presented in text to their own experiences.</td>
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