

Decoding the Silk Road Frescoes

Unit:

Historical Narratives: Power & Perspective

Unit Essential Question:

How is history maintained? How do we know what happened in the past? How can we use non-textual evidence to determine what happened in the past?

Unit Objectives:

- Students will learn about the Silk Road and the diaspora of related iconographies
- Students will analyze iconographic images to decode Mogao cave frescoes
- Students will create their own frescoes based on traditional iconography
- Students will use the CEA model to decode each others' personal frescoes
- Students will evaluate different historical narratives
- Students will recreate a scene using appropriate role plays
- Students will use literary strategies to create a 5 paragraph essay

Unit Agenda:

	Day 1	Day 2	Day 3	Day 4	Day 5
Essential Question:	How do people learn?	How do we Interpret Frescoes?	How do we interpret Frescoes pt. 2	What fresco/ icons represent my life?	How do we learn about our own community?
Topic:	Intro to Frescoes	Jatakas/ Iconography	Group Pres	Fresco creation	Peer fresco interpretation
Activity	Warm Up: What ways have you learned? Group Activity Interpretation (writing, performance, visual art)	Intro to Buddhism Intro to Frescoes Jataka: 9 colored deer Visual inquiry	Intro to Moral fables Iconography	What are some important times of my life? What symbols/ pictures represent these events?	a. Create personal key b. Create fresco c. Group activity/ peer exchange & interpretation
	Effect of seeing	Level 1	Moral of the	Stories/	Sentence Frames:

Unit 2: Lesson 1, Day 4-5

Exit Slip	other group presentations?	questions	story- type question (?)	events that helped me shape who I am	<ul style="list-style-type: none"> • "My partners fresco explains _____" • "I interpreted this because _____" • I learned _____"
Assessment/ Homework	Sentence starters: Way you learned visually, from performance, from pictures?	Fable from your own culture			

Lesson 1: Decoding the Silk Road Frescoes

Introduction:

Paragraph 1: I am currently a 9th grade teacher of Ethnic Studies for Newcomer students (recently arrive refugees with less than 3 years of US schooling). A majority of my students come from Latin America (El Salvador, Guatemala, Honduras and Mexico), with some from the middle East as well. Most of our students are level 1 beginner English language learning (ELL) students, and many are also SIFE (students with interrupted formal education) as well as unaccompanied minors. In our Ethnic Studies class, the foundation of the curriculum establishes that all students are part of a learning community that embraces and celebrates our similarities over fighting over our differences. This class focus on thematic units and project-based learning objectives that give students critical thinking and writing skills, content and language-based literary skills and a basis for seeing history in terms of patterns and connections

I chose to design this lesson as Unit 2, after our Unit 1: Identity because I want students to start thinking about the ways we learn history. Students will have a visual representation of how history is depicted, and will gain tools to decode some of the Mogao caves as a basis for questioning narratives and the traditional (text-based) ways Western society learns. Particularly for our ELL students, the imagery will give academic opportunities for students to describe what they see (as they simulateneously practice new English vocabulary), make connections to text-based sources, utilize their creative abilities to create their own murals and use their inference skills to make claims about the meaning of the murals.

Unit 2: Lesson 1, Day 4-5

Lesson 1 Objective:

- Students will learn about the Silk Road and the diaspora of related iconographies
- Students will review iconographic images to strengthen understanding of Mogao cave frescoes
- Students will create their own frescoes based on traditional iconography
- Students will use the CER model to decode each others' personal frescoes

Materials

1. [handouts](#) (small paragraph with: a. vocabulary/ icon explanations, b. picture fresco c. inquiry questions on the bottom),
+Dunhuang murals booklet
+powerpoint & computer (for lecture, pre-teach)
+ flipchart & markers
2. [Powerpoint](#)

Equipment

Computer with Internet access, computer with projector, projector screen

Teacher Preparation

1. Set up the computer and projector before day two
2. Print handouts
3. Finalize powerpoint
4. Prepare art/ drawing supplies
5. Check sentence starters

Time

1 90- minute class period (we have block schedule)

Procedures

1. Welcome and Intro to Today's lesson (**5 min**)- choral review of previous lessons
2. Warm Up (**15 min**)
 - TPS & Writing activity: "Think of an old story/ folktale you grew up hearing, like *"La Llorona," "Cinderella," etc.* OR an experience that you had that taught you an important lesson
 - Students will sketch 3 important symbols they think of when they think of this story/ experience

3. Introduction to Frescoes as Visual Art **(15 mins)**
 - Visual Inquiry Activity= gallery walk “What do you see?”
 - 3 things I see, 2 questions I have, 1 connection to my life
 - Explanation of the 9 spotted Dear
4. Media Inquiry: Summer Insitutute in China 2018 **(25 minutes)**
 - What we learned about- highligh Buddhism
 - Speak about Buddhism across Empires
 - Compare/ Contrast 9 spotted dear from China, India
 - Highlight symbolic elements, group inquiry into meaning
5. Interpretation Activity **(20 minutes)**
 - Explain Activity (3 mins)
 - Pass handout to students (2 mins)
 - Have them fill in the first set of symbols and meanings, making a “key” about their folktale/ experience (5 mins)
 - Next, have them draw their story in the large box below (5 mins)
 - Have students exchange drawings, and using the “key,” students will try to interpret their partner’s story/ situation, filling out the sentence starters on the right-hand side of the handout (5 mins)
6. Whole Group Discussion & Conclusion (5 min)
 - Choral Inquiry: How many students had the same interpretation? Different?
 - What did you learn about the symbols and their meaning? About your partner?
7. Exit Ticket (5 min)
 - “Something I learned about symbols today was _____”
 - “Something I learned about my partner today was _____”
 - “I think symbols can/ cannot be used to explore history because _____”

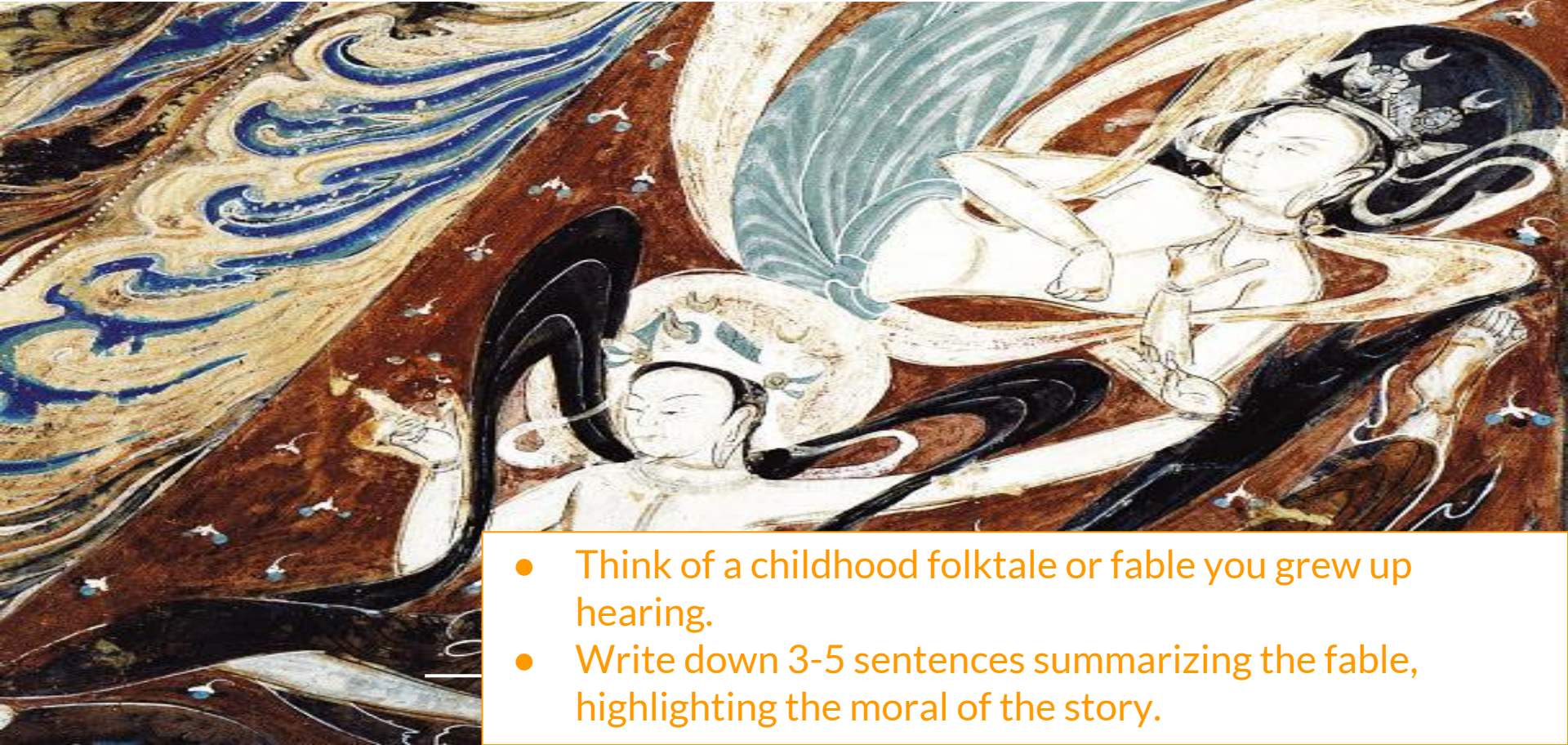


Interpreting Frescoes:

Visual & Language Learning through Iconography

Ms. Acacia, 9th Grade Newcomer Ethnic Studies, Castlemont High School, Oakland,

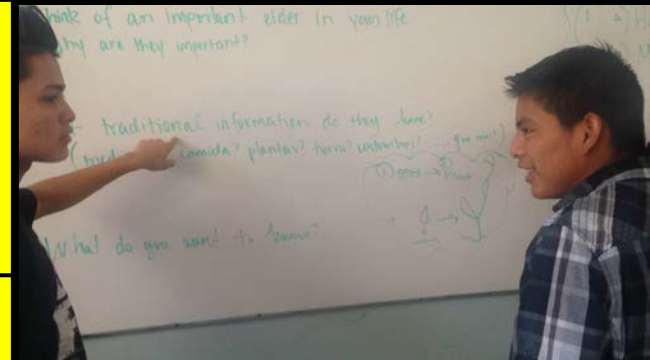
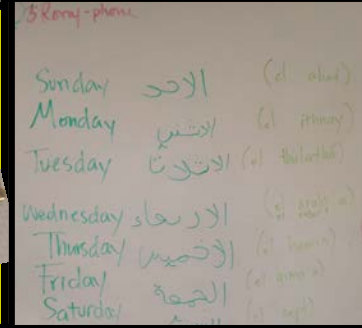
Warm Up (1 minute)



- Think of a childhood folktale or fable you grew up hearing.
- Write down 3-5 sentences summarizing the fable, highlighting the moral of the story.

Background/ Student Profile

- Refugee students from central America and the Middle East
 - Students with Interrupted Formal Education (SIFE)
 - Unaccompanied Minors
 - English Language Learners (ELL)
- Program-wide learning objectives
 - Acculturation to US schooling system
 - Community Building
 - Socioemotional Learning
 - Culturally Relevant Teaching
 - English
 - Subject area content



Context for Curriculum: Previous Unit 1 on Identity

Content Objective: Students will engage in **community-building** activities that explore aspects of **identity**

ELL Objective: Students will learn vocabulary to express the identification with speaking different languages, nationalities and ethnicities using starter verbs: **to be (from)**, speak and the use of **negation**

Essential Questions: What is identity and how do I self-identify? How does identity affect people's experiences?

Lessons: Intro Geography: Continents, countries, cities

Vocabulary: languages, nationalities

Grammar structure: subjects & "to be"

Unit Assessment: Peer presentations pt. 1 & 2



ELL Strategies: Text Reconstruction

Strategy: 3R's

Part 1: Do Now / Gallery Walk

In 1956...

<p>#1 Observations: 1) I see...</p> <p>2) I see...</p> <p>3) I see...</p> <p>Questions: 1) _____ 2) _____</p> <p>Connection: This reminds me of _____ because _____</p>	<p>#2 Observations: 1) I see...</p> <p>2) I see...</p> <p>3) I see...</p> <p>Questions: 1) _____ 2) _____</p> <p>Connection: This reminds me of _____ because _____</p>	<p>#3 Observations: 1) I see...</p> <p>2) I see...</p> <p>3) I see...</p> <p>Questions: 1) _____ 2) _____</p> <p>Connection: This reminds me of _____ because _____</p>	<p>#4 Observations: 1) I see...</p> <p>2) I see...</p> <p>3) I see...</p> <p>Questions: 1) _____ 2) _____</p> <p>Connection: This reminds me of _____ because _____</p>
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Jesus Colon

Part 2: Video observations

- Who: The person speaking is _____
- What: The problem is _____
- When: This takes place in the morning / afternoon / evening / night time _____
- Where: They are in _____



Part 3: "Little Things are Big," by Jesus Colon

- Listen.
- Write down any words you hear

Should take care help courtesy Puerto Ricans
midnight lady white needing black

- Work in a group to *reconstruct* (write out) the whole text:

- Correct using the text:

Should I offer my help? Should I **take care** of the girl and the boy, **help** them until they reach the concrete stairs? **Courtesy** is important to us **Puerto Ricans**. And here I was, hours past **midnight**, and the white **lady** with the baby in her arm, a suitcase and two white children badly **needing** someone to help her. I remember thinking; I'm a **black** person and a Puerto Rican.

Current Unit 2: Ways of Learning

Content Objective: Students will continue to **learn** about **perspective** and the different ways of learning

ELL Objective: Students will use **fresco icons** to explore new vocabulary in their home languages as well as **SVO (subject-verb-object)** structure with open-ended **folk tales**

Essential Questions: How do people learn about history?
What ways do societies share what happened in the past?

Lessons: Intro to Buddhism through Frescoes

Pictorial evidence for history

Creating Icons/Interpreting Frescoes

Unit Assessment: 2 paragraph essay/ peer presentations



- **analyze** iconographic images to make connections in meaning between different pictographs
- **create** their own frescoes based on traditional folk tales
- Use new and diverse **vocabulary** to share about their own prior knowledge
- use the **CEA model** to decode each others' personal frescoes

CA Content Standards

[CCSS.ELA-LITERACY.RH.9-10.4](#)

Determine the meaning of **words and phrases** as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

[CCSS.ELA-LITERACY.RH.9-10.9](#)

Compare and contrast treatments of the same topic in several primary and secondary sources.

[CCSS.ELA-LITERACY.RH.9-10.8](#)

Assess the extent to which the **reasoning and evidence** in a text support the author's claims.



Lesson 1, Days 1-3

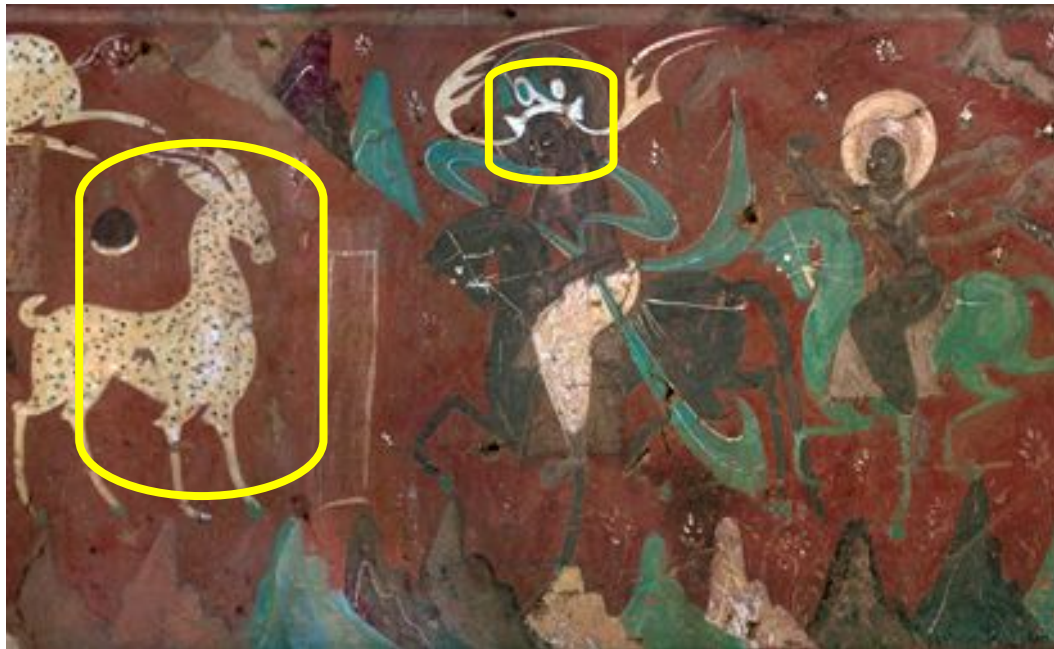
	Day 1	Day 2	Day 3
Topic	Different ways of learning Intro to Frescoes	Intro to Buddhism Intro to Frescoes & Buddhist diaspora	Discussion on fables and moral stories Bringing in your knowledge
Essential Question	<ul style="list-style-type: none"> • What ways do we learn about things that happened in the past? 	<ul style="list-style-type: none"> • What is Buddhism? • How do visual images help to spread learning? • What are the role of icons in frescoes? 	<ul style="list-style-type: none"> • What fables do you know? • What are the morals of the story? • How are these represented visually?
Activity	Group Activity Interpretation (Ms. Acacia's Trip to China): writing, performance, visual art	Gallery Walk (scenes of the 9 spotted deer) a. 3 things I see... b. 2 questions... c. connection... Lecture on Iconography in Frescoes	Bring in background Knowledge Fable from your own culture

LESSONS 4-5:

CREATING AND INTERPRETING
OUR OWN FRESCOS!!!

Interpreting Icons

China



What iconic symbols do you see?
What do they represent?

India



For today: You are the Artist!!!

You will make your own fresco (5 minutes)

1. Use your Warm Up
2. Get a handout
3. Make a “key,” with 3 icons/ symbols that play part of the fable
4. Draw your own fresco image of the event/ moral story
5. When you finish, please raise your hand

Interpreting Peer Frescoes (2 minutes)

1. Look at the key of your partner, along with the bullet points on the side
 2. Look at the fresco drawing
 3. Fill in part B, with your own interpretation of the drawing
 4. When finished, switch back with your partner and see if it was correct
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Check with Your Partner

How many icons did you get correctly?


How much of the story did you get correctly?

How similar or different were your interpretations?



My Life in a Fresco

1. 1Partner A: Create a Key

Word/ Icon	Meaning in Your Life	Drawing
<i>Example</i> : teddy bear	<i>Little brother</i>	
1)		
2)		
3)		

Language practice

Example: *This icon is a teddy bear. This is important in my life **because** it was the first thing I gave my little brother when he was born.*

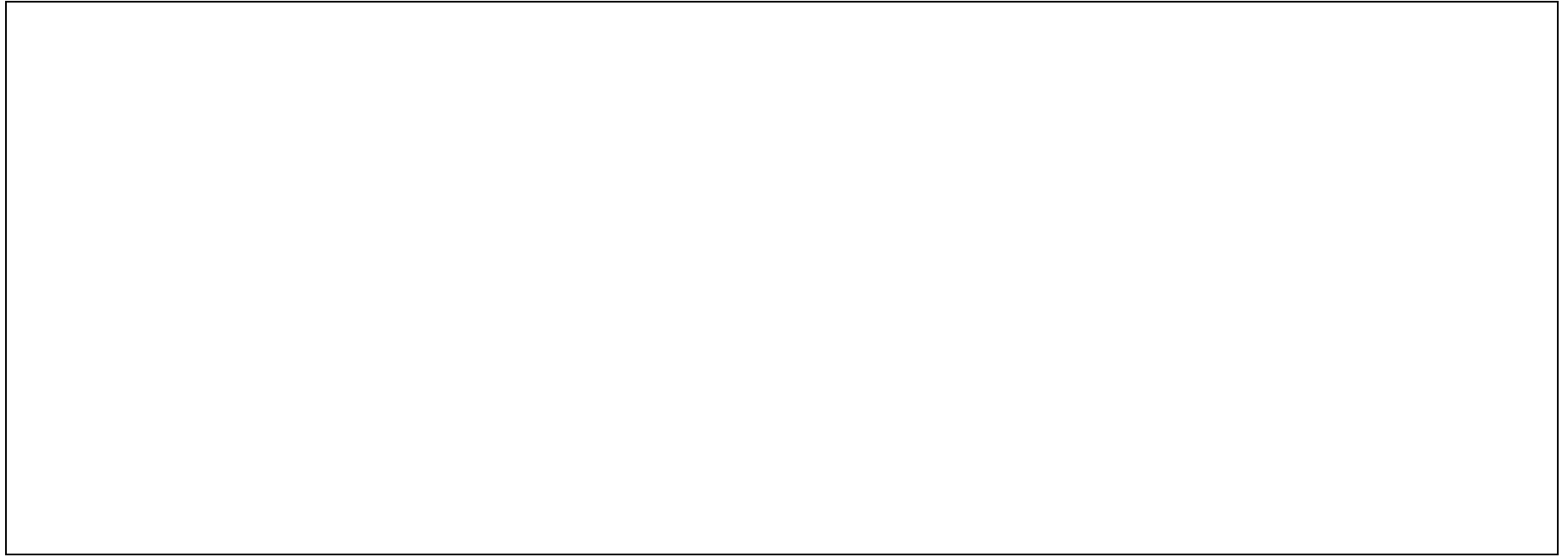
- This icon is a _____
- This is important in my life **because** _____

- This icon is a _____
- This is important in my life **because** _____

- This icon is a _____
- This is important in my life **because** _____

2. Partner B: Look at this fresco drawing and interpret the meaning of Partner A

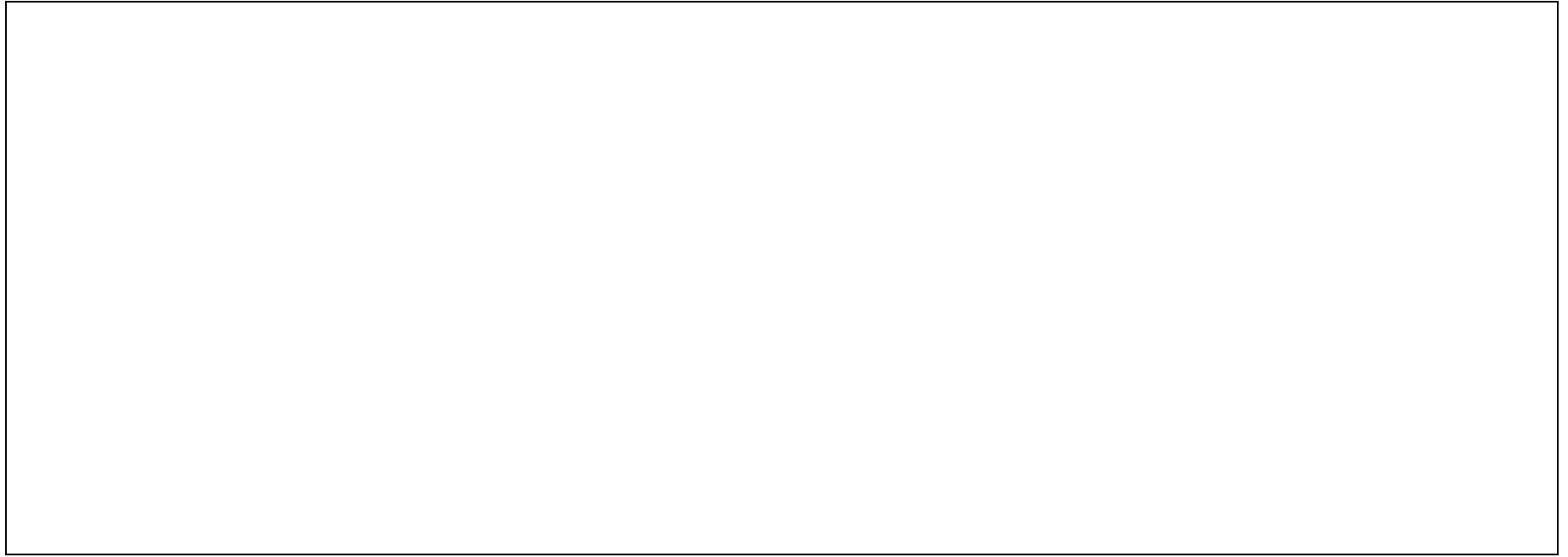
Side B



This fresco shows _____. The 1)_____ icon is a _____, I know this because_____. The 2)_____ icon is a_____. I know this because_____. The 3) icon is a_____. I know this because_____.

3. Partner A and B share each other's interpretations

2. Partner B: Look at this fresco drawing and interpret the meaning of Partner A




This fresco shows _____. The 1)_____ icon is a _____, I know this because_____. The 2)_____ icon is a_____. I know this because_____. The 3) icon is a_____. I know this because_____.

3. Partner A and B share each other's interpretations

2. 1Partner A: Create a Key

Side B

Word/Icon	Meaning in Your Life	Drawing
Example : teddy bear	Little brother	
1)		
2)		
3)		

Language practice

Example: *This icon is a teddy bear. This is important in my life **because** it was the first thing I gave my little brother when he was born*

- This icon is a _____
- This is important in my life **because** _____

- This icon is a _____
- This is important in my life **because** _____

- This icon is a _____
- This is important in my life **because** _____