

## **LESSON PLAN: Martin Luther King Jr.'s Guiding Beliefs Art**

**Grade:** 3rd Grade **Content Area:** Visual Arts and Social Studies

### **Key Content Standards:**

3.VA:Cr2.1: Create personally satisfying artwork using a variety of artistic processes and materials.

HSS.3.4.2: Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

HSS.3.4.6: Describe the lives of American heroes who took risks to secure our freedoms.

### **Learning Objective/Goal:**

The students will create artwork that corresponds with Martin Luther King Jr.'s Six Guiding Beliefs to represent how to take what a hero in history has done to be a better citizen today.

### **Language Objective:**

The students will identify a guiding belief that they will implement into their own lives to become a better citizen, and will create artwork with crayons and watercolor to represent accordingly.

### **Lesson Resources/Materials (e.g., student handouts, manipulatives, PPTs, text pages, special supplies) Attach copies of any student handouts or worksheets:**

31 Watercolor paint kits with brush (on counter)

31 Small dixie cups with water to dab brush (on counter)

17 Large cups with water to clean brushes (on desks)

31 paper towels (on desks)

31 pieces of white 8 x 11 paper (on desks)

31 Quotes worksheets (on desks) [Worksheet](#) and see bottom of lesson plan

Variety of crayons (on desks)

Powerpoint with quotes and images

Soothing [Music](#)

### **Introduction:**

- Prompt class to recall the book we read aloud the previous week, "Love Will See You Through" about Martin Luther King Jr.'s 6 Guiding Beliefs. Show class the book cover to remind them.
- Tell students that today we will create artwork that corresponds with Martin Luther King Jr.'s Six Guiding Beliefs to represent how to take what a hero in history has done to be better citizens today.

**Body of the Lesson:** Describe step-by-step what the teacher **and** the students will be doing during the lesson.

Expectations:

- Explain to class:
  - During art, the same concentration, perseverance, and respect is required.
  - Respect the art materials and respect your classmates. No art will look the same.
  - Listen carefully for instructions. I will be guiding you step by step and it is important to hear all instructions.
  - Artists need a quiet space to focus, quiet music will be playing while they produce artwork but no talking to others.
  - No one is a “bad artist”, what is necessary is a positive attitude, willing to try something new, relax and have fun. Everyone is born creative.
  - Clean up after yourself and others if you see an opportunity. Be a leader.
  - Mrs. Whitaker and I will be looking for scholars who are being role models to pass out SOAR tickets at the end.

Review directions with powerpoint: [MLK Beliefs](#)

- Show direction slide: Explain that students are to select one of Martin Luther King Jr.’s guiding beliefs and think about how they can use this guiding belief in their own lives to be a better citizen.
- Tell students that after they choose a guiding belief from a provided paper on their tables, they will decide on symbols and/or images to draw.
- Show students “Have courage” and “Fight the problem, not the person who caused it” slides as examples.
- Model a think aloud of why one might choose these images:
- Fight the problem, not the person who caused it: If I am passionate about fighting the problem of ocean pollution and the turtles dying, maybe I will draw a turtle to represent this. If I am passionate about keeping our planet clean through recycling, I would draw the recycling sign,
- Have courage: Explain that if your dream is to be a doctor to help people, this would take courage. If you want to succeed in school to get a job that will help the community maybe you will draw a paper and pencil.
- Explain to students that we are using crayon before watercolor to draw their images, which is called “crayon resist” because the crayon resists or pushes away the watercolor so that you can see it through.
- Once the drawing is complete, tell students to see Miss Farney or Mrs. Whitaker for permission to get watercolors and water dabbing cup from counter by cubbies.
- Turn and talk- How would you represent having courage in your life to be a better citizen?

Painting Instruction:

- Show students sample artwork. Explain that crayon is used first to write the guiding belief, the images, then the watercolor is applied once approved by teacher to move on.
- Remind students to be respectful of one another and to take turns with crayons if needed.
- Show students the materials they will be using: Crayons, watercolor palette, brushes in cup with water to rinse, small water cup to dab, paper towel and paper.
- Remind students that it is important to stay quiet so that all students can hear instructions and focus.
- Explain that each student has their own materials so no talking or sharing is needed.
- Remind students that they are all capable and creative.
- Tell students that they have until 2:05 to finish their artwork and then listen for clean up directions. Remind them to stay on task or else they won't get to watercoloring.
- Tell class that teacher will begin a new art piece with students to model the steps.
- Remind class they have a worksheet on their tables with the guiding beliefs to choose from.
- Ask if class has any questions about how to get started.

### Art Creation:

- Model artwork creation in front of class once students are settled with "Fight the problem, not the person who caused it"
- In crayon, write the guiding belief, then draw the recycle symbol.
- Think aloud for the class and explain that this symbol represents what you would do to fight the problem of pollution. (Language support and IEP support)
- Walk around the room to ensure students are using the Guiding Beliefs worksheet and are on task. (Language support and IEP support)
- Ask questions to refocus students if needed:
  - What is important to you in life in the community?
  - How are you a good citizen?
  - What do you want the world to improve on?
  - How can you help the community?
- Once students begin to move onto watercolor, call class attention to instruct:
  - Dab wet paint brush in color of choice, more water will result in lighter colors and less water will result in darker colors.
  - Model painting in front of class. Explain that students have the freedom to be creative and paint however they want to represent their guiding belief in their life.
- Walk around the room assessing student work and decide on two students to share their finished art with in front of class at closure.

### Clean Up:

- 2:05- Call class attention, tell them to sign their artwork and show Slide # 10 with table groups
- Tell class it is time to clean up
- Instruct class to dab paper towel in watercolors to clean and make sure colors are not mixed (Model this in front of room). Instruct students to dry paint brush with paper towel and place in watercolor box.

- First starred student- Collect all watercolor packs and bring to counter.
- Second starred student- Collect all water cups, pour out in sink and throw away.
- Rest of table- Clean up trash and wipe desks
- Instruct class to leave artwork on their desk to dry and meet on the carpet.

**Closure:** Describe how you will **prompt the students** to summarize the lesson and restate the learning objective.

- Prompt students to sit on carpet.
- Tell students to turn and talk and explain which one of Martin Luther King Jr.'s guiding beliefs they chose to try in their own life and what they painted.
- Ask for strategically selected volunteers to share their artwork and explain why this represents how they will use the guiding belief in their life to be a better citizen.