



Project Starter Kit for Online Collaborations

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Seattle, WA
December 2006

Global Art: A Sense of Caring *Nos Preocupamos por los Demas*

A Starter Kit for Language Teachers

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This work was made possible by a grant from the Asia Society and Longview Foundation. Many thanks to the contributing teachers and students who shared their work.

Arte Global: Nos Preocupamos por los Demas

Global Art: A Sense of Caring

The contents of this kit will enable any language teacher to adapt this project to their classroom. Adapted here for Spanish Language and Culture class, grades K-2, this project is appropriate for any level, any language and can serve many disciplines. The *National Foreign Language Standards* are used as a guide throughout the project design.

To seek a partner class through iEARN, teachers can post a message in one or both of these options:

- Global Art Forum, saying that you are looking for a partner, when you would like to begin and what age your students are. Include your email address for direct responses.
<http://www.iearn.org/projects/senseofcaring.html>
- Teachers Forum, telling teachers around the world that you are looking for a partner, the ages of your students and when you would like to start. Include your email address for direct responses.
<http://foro.iearn.org/>
- Language Forum, of your choice, telling your colleagues what project you would like to do and when you would like to start. Include your email address for direct responses. <http://foro.iearn.org>
(Look to the right side bar for language options.)

After you establish contact, *the single most critical thing you can do* to ensure the success of your collaboration is get to know your partner teacher through frequent, friendly email or forum correspondence.

For general materials for getting started on any project, a *Basic Starter Kit* is also available. In addition, the iEARN website has many resources and materials for enhancing project work. Your iEARN colleagues around the world are the best resource of all!

Global Art: A Sense of Caring

INSTRUCTIONS FOR CREATING AND SENDING ARTWORK:

By: Kristi Rennebohm Franz

1. **ARTWORK to SHARE:** Students in participating schools and communities create artwork that shows what they care about and how they care for one another and other living things in their schools, families, communities and the world. Each student also writes an essay or poem on his/her ideas on caring. The artwork and writing is shared with other participants in the project by doing one or more of the following:
 - a. putting digital images of their artwork and writing on a website and posting the webpage address on the Global Art Images of Caring iEARN Forum
 - b. sending some of their artwork or copies of their artwork by regular mail to each of the other participating schools/communities
 - c. sending a CD with images of their artwork and their writing documents to the other participating schools/communities
 - d. sending images (small file size) of their artwork and writing by email to the other participating schools/communities

2. **ACTIONS:**
 - A. After sharing their artwork and writing, participants in the project respond to each other's artwork and writing about caring using email messages and by posting their responses on the Global Art Images of Caring Forum.
 - B. Participating schools and communities do a local display of the artwork and writing they have created and received from other participants as a "Global Art Show" to share their iEARN Global Art Images of Caring Project locally.
 - C. Participants do a local or global project that demonstrates caring for others. They share their caring actions with other participants through email messages and on the Global Art Images of Caring Forum.

- 3) **Possible project/classroom activities:**
 - A. Class discussions on how we can be caring people in our school, families, communities and the world
 - B. Class service learning project that demonstrates caring for others and our earth
 - C. Reading and Discussing books that have a topic or theme of caring
 - D. Creating artwork with images of caring
 - E. Writing about caring
 - F. Using technologies of email, websites and interactive online forums to communicate, collaborate and better understand one another's important ideas and actions of caring.

Arte Global: Nos Preocupamos por los Demas

INSTRUCCIONES PARA CREAR Y ENVIAR LAS OBRAS DE ARTE

By: Kristi Rennebohm Franz

Translation: Jennifer Geist

1. La creación de la obra de arte sobre el tema del sentido de cariño o solicitud
 - A. La clase discute ejemplos de cómo mostramos el cariño, la solicitud o la preocupación por otros (en la escuela, la familia, la comunidad, el mundo...)
 - B. Cada estudiante elige una idea basada en el concepto de cariño y crea un dibujo que expresa tal idea.
 - C. Los estudiantes comparten su obra con sus maestros y compañeros y entre todos hablan de las ideas de cariño expresadas en sus dibujos.
 - D. Luego cada estudiante escribe dos o tres frases sobre las ideas expresadas en su obra de arte. La redacción puede ser a mano o en el ordenador en su primer idioma (la lengua de la casa y del colegio).
 - E. Los maestros luego pueden traducir las frases al inglés o enviar las obras y las redacciones en versión original para que se traduzcan en las escuelas que las reciben.
 - F. Las frases deben acompañar a la obra de arte, indicando en ésta nombre, escuela, ciudad y país del estudiante.

2. Compartir las obras de arte con otras escuelas afiliadas al programa iEARN
 - A. Un paquete con los dibujos y las redacciones se envía a las otras escuelas colaboradoras. Se ha de incluir el nombre de la escuela y del maestro. O bien:
 - B. Se puede colgar los dibujos y las redacciones en la red, en una página web, enviando a las otras escuelas colaboradoras la dirección de dicha página para que puedan ver las obras y redacciones y responder por correo electrónico. O bien:
 - C. Enviar las redacciones por correo electrónico con las imágenes como ficheros adjuntos (attachments) a todas las escuelas colaboradoras.

Que lo pasen muy bien creando y compartiendo sus dibujos y redacciones sobre el tema del cariño.

iEARN Project Planning Worksheet #1

Project Title	Global Art
GenerativeTopic (Essential Questions)	<p>What do we care about and how do we show that we care?</p> <p>Could we understand someone else's feelings, even if they were in another language?</p> <p>How can we express our feelings to others so that they will understand?</p>
Understanding Goals <input type="checkbox"/> Literacy <input type="checkbox"/> Culture <input type="checkbox"/> Subject Area Content	<p>Gain confidence to use context for decoding.</p> <p>Understand commonalities with students far away who speak different language. Art and language are ways to communicate, and we can use them to cross barriers.</p>
<input type="checkbox"/> Student Performances of Understanding <input type="checkbox"/> Skills and Knowledge <input type="checkbox"/> Inquiry to gain understanding <input type="checkbox"/> Apply Understanding	<p>Students review vocabulary (transportation, art supplies and actions) and use in a new context and for real purposes.</p> <p>Students gain new vocabulary (caring verbs and other misc. nouns)</p> <p>Students express personal feelings and ideas using target language.</p>
Collaborative Community <input type="checkbox"/> Teacher <input type="checkbox"/> Student	<p>Online peers, project coordinator and other teachers and classroom volunteers. School and community who will attend art show.</p>
Ongoing Assessment <input type="checkbox"/> Monitoring <input type="checkbox"/> Culminating	<p>Through group and one on one work, teacher monitors comprehension. TPR assesses art instructions and mapping inquiries in Spanish.</p>

iEARN Planning Worksheet #2 Projects and NFLS: Global Art

1. **Teacher goals/Student goals:** Students and teachers use target language to understand and communicate about universal human topic of caring, and recognize that regardless of language children around the world care about similar things even though they express that caring differently and there are broad differences as well. Students and teachers create friendship across language, culture and geography.

2. **A timetable:** Four weeks.

3. **Specific lessons:**

- How will you present this project to your students? Class will read several books about caring topics aloud in class and discuss responses to the books.
- How will you tie it into their curricular studies? This fits with first grade themes of friendship and anti bullying in curriculum.
- How will you get them interested in the topic? Tell them that they will be working with students in another country on the same project and mail their art to Argentina.
- What background knowledge do your students bring to the project? Life experience and Second Step curriculum.
- Will your students need to do research for their project? They need to learn where Argentina is on a map and begin to understand that their art will physically travel all that way. They will need several new key expressions in Spanish related to caring: *Me importa... Me cuida... Cuido...* plus new words generated by art.
- How will they be organized to gather information? They will work in groups to decode messages and teachers will facilitate. They will collect new vocabulary on cards at each table and we will play “pictionary” to reinforce vocabulary.
- Who will be responsible and in charge? Teachers and table group captains.
- How will the appropriateness of their work be evaluated? Rubric for responses and artwork caption. Participation in class discussion (-,√,+)
- How you will handle the e-mail exchanges, how often, who will be in charge? We will compose group messages in the forum along with a class photo and a few drawings. We will mail original art to Argentina and email responses back and forth thru teacher email accounts.
- Conclusion of activity: When does your participation end? We will hope to continue with the same partners and do another project.
- How will the students draw their projects to a conclusion? They will display their art in a slideshow at the school art festival as well as the actual drawings they receive from Argentina.

4. **Identify technological and material requirements:**

- Technological requirements: Internet access for all classes. Audio recording software. Digital camera. Overhead Projector. Scanner.
- Material requirements: Art supplies. Books about caring/friendship in Spanish.

Project Title	Global Art
Phase 1: <u>Introductory Performances</u> Activities to set the stage: What do they know? What else do they need to know to begin the project?	Introduce students to forums using basic starter kit. Lesson 1: Read stories about caring and discuss how we care for others (English: Ask classroom teachers to do this.) (3.1)
Phase 2: <u>Guided Inquiry</u> <ul style="list-style-type: none"> • Activities to engage students in learning (fieldtrips, visiting experts, vocabulary sets, map work, interviews, research....) • Activities where students prepare documents to share locally and globally. 	Lesson 2: Locate Argentina on map and plan different ways of getting there, reviewing transportation vocabulary and <i>Voy/Vamos</i> . See Powerpoint of images of Argentina. (3.1, 1.2, 1.3) Lesson 3: Review art supply vocabulary, and begin composing drawings using either red or blue crayon. (1.2, 1.3, 3.1) Lesson 4: Watercolor using warm or cool colors, respectively. (3.1) Lesson 5: With volunteers, write captions for all drawings. Ask students to label or say any of the words they do know in Spanish. (1.1,1.2,1.3, 4.1,5.1)
Phase 3: <u>Culminating Performances</u> Activities in which students share knowledge in culminating event, as well as reflect on project and learning.	Lesson 6: Students receive art from Argentinian students and write responses using rubric. Teachers help to translate. Send by email. (1.1,1.2, 1.3, 2.1, 3.2, 4.2, 5.1) Lesson 7: Students read and decode messages from Argentinian students. Respond with thanks. (1.1,1.2, 1.3, 2.1, 3.2, 4.2, 5.1) Lesson 8: Students prepare art show for school. (5.1,5.2)

Arte Global: Nos Preocupamos por los Demas

Art in the world language classroom: Art is a chance to express what you may not have enough words to say, but you can use your art and your words to communicate a complete message. Students are motivated to write, and to do their best, when they have a real audience of their peers.

Sample from 1st Grade FLES students of Spanish:

Response rubric:

- 1) What is the author's name and age?
- 2) What do you see in the drawing?
- 3) What message does the author want to communicate?
- 4) What do you think about of the drawing?

- 1) Nombre y edad del autor del dibujo.
- 2) ¿Qué ven en el dibujo?
- 3) ¿Qué mensaje estará queriendo comunicar?
- 4) ¿Qué opinan sobre el dibujo?

We can decode the responses when they are in the same predictable framework that we used and looking at the drawing for reference and context:

Gisela y Rocío dijeron:

- 1) Dibujo de Dyamon.
- 2) Vemos en el dibujo: un gato, un perro y una nena.
- 3) Los chicos demuestran cómo se debe cuidar a los animales.
- 4) Sobre el dibujo opinamos: que es lindo, los colores no son tan comunes, como por ejemplo: fue divertido ver un gatito violeta.

Another sample response rubric: (by Kristi Rennenbohm Franz)

- 1) Compliments on drawing and painting....
- 2) Compliments on writing...
- 3) Compliments on caring ideas...
- 4) Connections to our caring ideas...
- 5) Questions we want to ask our new friends...



NOS PREOCUPAMOS POR LOS DEMÁS

A Sense of Caring

A Global Art and Language Sharing

A Project with iEarn

Estimadas Familias,

IN SPANISH CLASS, FIRST GRADERS have been working on a global art exchange with elementary school students in Mar del Plata, **Argentina**; Novosibirsk, Russia; Opatalji, Croatia; and Kobe, Japan.

The artwork is now completed, and translated thanks to our UW Spanish and parent volunteers. The art package is being shipped to Argentina this week! The children's art tells a story about some of the things we care about and how we show that we care. Their words describe their feelings in more detail, and are translated into Spanish so that our new friends in Argentina can understand them in addition to the pictures. We should be receiving artwork from them in the next week or so, and will be corresponding with our friends in Argentina, as a class, through email.

WE ARE USING **LANGUAGE, ART AND TECHNOLOGY TO COMMUNICATE** AROUND THE WORLD.

With your permission, we would like to post this project on the **SCHOOL WEBSITE**.

PLEASE COMPLETE THE ATTACHED FORM, giving your student permission to participate in these Internet technologies.

Don't miss the Slide Show of this project at the

School Festival of the Arts

This project will also be presented at the 11th Annual

iEarn International Conference in Kosice, Slovakia in July 2004.



Brett-

Me importa el sol porque le trae la luz. Iluminan a todos los planetas.

I care about the sun because it brings light. It lights up all the planets.



Jonathan-

Me importan mi familia y mis amigos. Les doy regalos como
puzles y les escribo notas.

*I care about my family and friends. I give them presents like jigsaw
puzzles and write them notes.*



Andrew-

Me importa la Tierra. Pasandolo bien es como demuestro que me importa la Tierra. Limpio la basura. Un buen camino para demostrar que me importa es no llamando nombres malos a otros.

I care about the world. Having a good time is how I show I care about the world. I clean up trash. No name calling is a good way to show I care.



Rocio Ayelen Oyarzún- 9 años- 4º Grado- E.G.B N° 72 "Pioneros del Sur"
Perito Moreno- Santa Cruz- Argentina- Sud América.

Yo cuido de mi mascota porque lo quiero, me gusta darle la comida porque es juguetón. Pienso a veces que lo pueden pisar y lo muerden.