

Theme:

Our Place in the World

Story Title:

Fee of the Meadow People

Writing Lesson:

Descriptive paragraph

National Writing Standards:

2 Understanding the Human Experience; 4 Communication Skills; 5 Communication Strategies; 12 Applying Language Skills

6+1 Trait®:

Ideas, Organization, Voice, and Word Choice

Art Making and Meaning Questions:

Visual Features:

What lines, shapes, and colors appear on Fee's cloak?

Objectives:

Students will:

Recognize that artists need to make decisions about the visual features of their artwork.

Identify the significance of certain articles of clothing in ancient cultures as well as in modern cultures.

Recognize that a descriptive paragraph is about a person, place or thing.

Compose a descriptive paragraph that includes a topic sentence, body, and concluding sentence.

Understand that the purpose of their writing is showing not telling.

Incorporate a graphic organizer to assist in the idea-generating process.

Revise their writing to utilize words to create a vivid picture of the subject.

Preparation

Prepare copies, transparencies, or use images from ArtsConnectEd Supplement, or from other sources, that show decorations on functional items such as shoes or clothing. Make copies of the story, "Fee of the Meadow People." Select how you wish to have the story read to the students. They may take turns. You may

read the story to them or make a recording of the story ahead of time and play it to the students as they read along. Make an overhead of the guidelines for writing a descriptive paragraph.

Activities

1.) Have the students look at the clothes they are wearing. Ask them why they chose to wear them. Do the clothes have any significant meaning? Is there some component of their clothes that makes them art? Have them describe patterns or designs that appear on their clothes. Do these decorations have meaning? Who makes their clothes?

Inform students that designers are artists and they have to make decisions about technical and visual features of the clothes they design. Explain the process designers go through to make their clothes from sketching out an idea that will be appealing to their market, and selecting fabrics, to choosing how and who will put the clothes together. Designers also consider the details, such as decoration and symbols, that are desirable to the people who will wear their designs.

2.) Read "Fee of the Meadow People."

3.) After reading the story, discuss with the students the importance of the cloak. What did Fee have to do to earn the right to wear the cloak? How does wearing the cloak change Fee? Why do the Meadow People put such great time and effort into making the cloak? Can they compare Fee's cloak to a similar type of garment in today's culture?

4.) Introduce students to the format of writing a descriptive paragraph.

In a descriptive paragraph, the writer paints a vivid picture of a person, place or thing. The descriptive paragraph includes the sensory elements of sight, smell, sound, and touch to bring the writing alive for the reader.

There are three main components of the descriptive paragraph. It should include 1) a topic sentence that tells what the paragraph is about; 2) the body, which includes all the supporting details, and 3) the concluding sentence that brings the description to a close (Sebranek, Kemper, and Meyer).

5.) Assign students to write a descriptive paragraph that details the design, purpose, materials, tools, and processes that went into designing Fee's cloak. The students should assume the role of chief designer of the Meadow People. As chief designer, they will incorporate lines, shapes, and colors that have personal significance to the person for whom the cloak is designed. The role of chief designer requires them to present a written description to Fee, informing her how her cloak will look when it is finished.

6.) Demonstrate to the students how to use a graphic organizer, such as a cluster map, to select important characteristics of Fee and the Meadow People to help them decide how the clock might be constructed and what type of designs might be added.

7.) After students complete a graphic organizer, have them write a rough draft of their descriptive paragraph. Review the rough draft and remind students to choose words that relate to the senses; their writing should show, not tell. When corrections are completed, instruct students to write their final descriptive essay.

Resources

Erickson, M. (2005). *Art making and meaning: Understanding through questions*. Tucson, AZ: CRIZMAC.

Sebranek, P. Kemper D. & Meyer, V. (2005). *Write source: A book for writing, thinking, and learning*. Wilmington, MA: Houghton Mifflin.