

Theme

Farm Folk, City Folk

Story Title

Kag and the River People

Writing Lesson

Journal Entry

National Writing Standards

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

6+1 Trait®

Ideas, Word Choice, Organization, Sentence Fluency

Art Making and Meaning Questions

Function:

What does it (artwork) do?

Treasure/Condition

How is it (artwork) protected from harm? How has time changed the condition of the artwork?

Objectives

The students will:

Understand that some artworks are also functional.

Recognize that unless artwork is protected, over time it will become damaged.

Identify the main idea of a text.

Select significant details that support the main idea.

Summarize a text.

Describe an object using sensory detail.

Create a journal entry that reflects the thoughts of an imaginary person.

Preparation

Prepare copies, transparencies, or use images from ArtsConnectEd Supplement, or from other sources, that depict images of functional three-dimensional objects such as pots, urns, jars, etc. Make an overhead of the main idea chart. Make copies of the story; select how you wish to have the story, “Kag and the River People”, 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.

Bring in a three-dimensional artwork that serves a function.

Activities

1.) Show the students the artifact that you brought to class.. Share the story behind your artifact: where it came from, how old it is, who made it, etc. Ask the

students if they can guess what the function of the artifact is. Explain to them that many ancient works of art also served functional purposes. Show the students the images of functional objects you prepared. Have the students describe the objects and make inferences as to the function of each piece. Have the student identify characteristics that make the image art.

2.) Read "Kag and the River People."

3.) Discuss the main idea and the significant details of the story. Use the overhead with the main idea chart and fill in the chart while the students discuss the story.

4.) Ask the students why the seed pots were so important to Kag and his family that he was willing to risk his life to retrieve the pots. Have the students describe what they think the seed pots looked like. Next, have the students discuss how they think Kag's seed pots would look today. Would they be in good condition or would they be broken, faded, or cracked. What elements would effect the condition of the pots? Then, ask the students why they think that Kag and his family would consider the seed pots a treasure and keep them for several generations.

5.) Inform the students that they will be writing a journal entry from the perspective of Kag. He is an old man and he wants to leave the story of the pots with his family as part of his legacy. Have the students summarize how Kag rescued the pots. Tell the students that they must describe in detail how the pots looked when Kag was young and how they look now. The students must also include in the journal entry why the pots are important to the family.

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.

