

*LESSON TITLE*

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| **Introduction**  |
|  My class will take part in a lesson based around Rukuri using the website of *Windows to the World* and a class read aloud.  |
| **Indiana Standards Connections Reading & Math Standards:**  4.RC.12 Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.4.G.1 Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology) 4.G.2 Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge, technology). Identify these in two-dimensional figures.)4.G.3 Classify triangles and quadrilaterals based on the presence of absence of parallel or perpendicular lines, or right, acute, or obtuse angles.  | **Compelling Question(s):**  How do the Huichol tribe use nature and animals in their artwork? How will students make their own Rukuri today that would differ from the way the artifact is displayed on the *Windows of the World* website?How will students use lines of symmetry, geometric shapes, and angles in their Rukuri design?       |
| **Lesson Objectives:**  4.RC.12 Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.4.G.1 Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology) 4.G.2 Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge, technology). Identify these in two-dimensional figures.)4.G.3 Classify triangles and quadrilaterals based on the presence of absence of parallel or perpendicular lines, or right, acute, or obtuse angles.  |
| **Materials**  |
|   Map of MexicoMap of Sierra Madre Mountains Coloring supplies Paper plates Glue Beads Scissors Tape<https://www.youtube.com/watch?v=tSEpUzUnPtk> <https://www.youtube.com/watch?v=Hz6hcWybcdg>     |
| **Learning Plan**  |
| **Activities** The lesson will begin, by showing the students a map of Mexico. Students will locate on the Mexican map, where the Sierra Madre Mountains are located. Students will watch an informational video about Huichol tribe, their artwork and the symbolism behind their artwork.Following the two videos, students will share on an anchor chart the types of animals, colors, patterns, shapes, nature and spiritual representation they noticed in the Huichol tribe’s artwork. After students share their noticings with the class, students will them be given their craft supplies for their assignment. Students will have not only create a Rukuri, but they will need to identify geometric shapes, angles and lines in their personal Rukuri design.  |
| **Assessment Suggestions**   Students will be assessed on a premade rubric using the following Geometric concepts in their Rukuri: Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology). Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge, technology). Identify these in two-dimensional figures). Classify triangles and quadrilaterals based on the presence of absence of parallel or perpendicular lines, or right, acute, or obtuse angles. |
| **Extensions**  Students can research additional native tribes from Mexico and learn of different art forms from these tribes.  |