Lesson Plan - Unit: Turkish Art and Culture (2nd/3rd Grade)

Lesson Number 2 of 5 Lessons  Lesson Name: Art and Culture of Turkey

Titles of Lessons for Entire Unit -

Lesson 1 - What is Culture? – How do we develop a symbol representing our own culture?
Lesson 2 - Art and Culture of Turkey – Where can we place our symbols to represent what’s important to us?
Lesson 3 - Islamic Art and Geometric Patterns – How can we arrange our symbols in an aesthetically pleasing way?
Lesson 4 - Printmaking – How do we replicate our symbol?
Lesson 5 - Critique/Reflect on Lesson – Where will we display our symbols? Why?

Standards:

**Visual Arts**

CAS.VA.Grade2;1: Observe and Learn to Comprehend
- GLE.1: Artists make choices that communicate ideas in works of art
  - EO.b: Identify and compare ideas and artistic choices in a work of art

CAS.VA.Grade2;2: Envision and Critique to Reflect
- GLE.1: Visual arts use various literacies to convey intended meaning
  - EO.a: Identify, distinguish and interpret the basic characteristics of art
  - EO.b: Generate and discuss personal interpretations about works of art based on observation
  - EO.c: Recognize and respect cultural differences in works of art

CAS.VA.Grade2;4: Relate and Connect to Transfer
- GLE.1: Visual art responds to human experiences by relating art to the community
  - EO.a: Communicate observational responses to works of art from a variety of social, emotional and historical contexts

CAS.VA.Grade3;1: Observe and Learn to Comprehend
- GLE.1: The identification of characteristics and expressive features of art and design help to determine artistic intent
  - EO.a: Articulate commonalities seen in visual information
  - EO.b: Identify patterns seen in visual information
  - EO.c: Identify real-life depictions found in visual information

CAS.VA.Grade3;4: Relate and Connect to Transfer
- GLE.1: Works of art connect individual ideas to make meaning
  - EO.a: Identify societal ideas found in art such as attire worn in different periods, and purpose of everyday objects and activities.

**Reading, Writing and Communication**

CAS.RWC.Grade2;1: Oral Expression and Listening
- GLE.1: Discussions contribute and expand on the ideas of self and others
  - EO.b: Contribute knowledge to a small group or class discussion to develop a topic
  - EO.c: Maintain focus on the topic

CAS.RWC.Grade3;1: Oral Expression and Listening
GLE.2: Successful group activities need the cooperation of everyone
   EO.a. Engage effectively in a range of collaborative discussions with diverse partners on
   grade 3 topics and texts, building on other’s ideas and expressing their own clearly.
   EO.c: Ask and answer questions about information from a speaker, offering appropriate
   elaboration and detail.

Objective/Purpose for Today’s Lesson:
Students will be able to discuss and recognize similarities and differences between Turkish culture
and their own by analyzing visual information and participating in a guided group discussion.

Students will be able to study Turkish art and design to find pattern and form.

Students will be able to infer purpose and intent of a work of art through careful observation and
connection to classroom discussions.

Vocabulary
- Turkey/Turkish
- Muslim
- Islam
- Secular
- Mosque
- Palace
- Form
- Pattern
- Purpose
- Observational Drawing
- Decorative
- Functional

Resources/Materials
- Turkish Observational Drawing Worksheet
- Pencils, erasers, sharpeners
  (Copy and paste in address bar to access presentation)
- Chart paper or white board
- Projector
- Images from image library or other resources

Teaching Approach/Methods:
Project “Turkish Art and Culture” Prezi on projection screen. This presentation is meant to act as a
visual support and guide for conversation. Each bullet indicates talking points for one slide.
- Ask students to recall our learning from the last lesson. What is culture? If possible, show
  students scribed answers from lesson 1. One important thing we should recall is culture can
  be the similarities and differences between people and places.
- Today we will look at the culture of one country, Turkey! What do we already know about
  Turkey?
- Use the next 3 slides to discuss the geographical location of Turkey. It’s important to note
  Turkey is not just located in Asia, its also has land in Europe. Turkey is the only country
  which bridges two continents.
- What does Turkey look like? Allow students to form a hypothesis to this question.
• Ask students to look at the next two slides and discuss similarities and differences they see between Turkey and their own location.
• Discuss where people live. What area of culture does this fall under? (Possible answer, lifestyle) How is this similar or different to where you live?
• Also a part of our lifestyle is food! Use the next two slides to look at similarities and differences in food. Dining with friends and family is important and guests are often invited to Turkish homes to share a meal. Meals often consist of several courses including mezes, fresh salads, soups, delicious meats, and unique desserts.
• Tea and coffee is an important part of Turkish culture. Tea is almost always offered to visitors, both in the home and in professional settings. Tea is served everywhere from the ferries crossing the Bosphorus straight, to restaurants, teahouses and Turkish homes. Coffee is specially prepared by the cup to individuals desired sweetness. Often it is served with a glass of water and a piece of Turkish delight (a gummy sort of candy). Use the next two slides to discuss. What do you notice about the way it is served? (Cups and glasses are often elaborately decorated. Teacups are a unique bulb shape. They have a very unique design)
• In Turkey 98.9% of the population is Muslim. There are a small percentage of Turkish people who practice Christian and Jewish religions. About 80% of Turkey follows the Sunni branch of Islam. All branches of the Muslim religion believe in one god, Allah and that Muhammad was the last prophet. Although 98.9% of the population is Muslim, Turkey is a secular state, and does not recognize an official religion. Secular means there is a division of church and state. The government and not the church or their religious beliefs run the country.
• A mosque is a place of worship for those who practice the Islamic religion. Here we see a modern mosque and a more traditional style mosque. Can you tell which is which? Why?
• In and around the mosque we tend to find elaborate artwork, patterns and designs. Why do you think this is true? Do we see this in other religions? Cultures? Where do you see artwork? Arabic script is often found as a decorative element in the mosque. Traditionally, the Qur’an (the religious book of Islam) was written in Arabic. It is also traditional for women, even visitors, to cover their heads with a scarf upon entering the mosque.
• Lets take a closer look at art from Turkey.
  • Give instructions for the Turkish Art observational Drawing sheet. Utilize images from the image library or other resources to provide students with visual references and information on Turkish art.
  • Students will be asked to look at and draw the pattern they see. They will also be asked to find specific forms within their patterns. Describe form as the shapes or objects that make up the patterns in the artwork.
  • Students should name the object they are studying, and hypothesize what is was used for.
• After students have completed the work, ask them to share their findings. Record some of the answers, being sure to separate items that are decorative or ornamental and functional. Once there is a sufficient list, see if students can name the two groups we have created. Discuss the terms decorative and functional. Ornamental art is usually a part of the building structure and added for visual aesthetics (relief sculpture, tile work). Decorative objects are usually for aesthetics as well and don’t serve a specific function (wall rugs, tile work). Functional art may be items that are embellished, but still have a specific use or purpose (Tea cups, vases, prayer rugs, embellished linens)
• Now lets think about our own symbols from lesson one. Students exit ticket will be to think and write about where they might place these symbols in order to communicate what is important to them. This will become the canvas for printing in the next lesson.

Student Assessment Reflection:
Collect and assess Turkish Observational Drawing worksheet to gauge understanding of form pattern and purpose. Exit ticket completed on the back of worksheet should also indicate student’s ability to critically think and relate the material to themselves and their own work. This exit ticket and students small drawings will act as thumbnails and planning for the larger project.
Student’s participation in discussions also act a significant indicator of their understanding of similarities and differences within the Turkish and U.S. cultures. Recording participation levels with a simple rating of a check, check + or check – is one way to indicate participation and level of participation.

**Extensions:**

Students who finish early might take time to add color to their observational drawing.

Students could also pair up with another student to discuss similarities and differences found in the work they are studying.