

Vocabulary

Inside/Out Art

Attribute	A characteristic or quality of a person or thing.
Calligraphy	Calligraphy means 'good' 'writing'. Chinese calligraphy is an art form, and calligraphers are highly respected. There are several styles of writing: seal, official or clerical, regular, running or semi-cursive, and cursive.
Collaboration	To work jointly with other, especially to create something.
Dream	A strongly desired goal or purpose.
Fingerprint	A unique, distinctive impression of the markings of the inner surface of the last joint of the thumb or other finger.
Hobby	An activity or interest pursued for pleasure or relaxation.
Identity	A name or persona by which one is known. Knowledge of who one is.
Imagine	To form a mental image of something not present to the senses.
Symbol	A material object representing something else, often something immaterial.
Represent	To serve to express, designate, stand for, or denote, as a word, symbol, or the like does; symbolize.
Script	The letters or characters used in writing by hand.
Unique	Having no like or equal.
Wish	Something you desire.

Activity: Read *Tar Beach* and Discuss

Inside/Out Art

In this activity, students will read *Tar Beach* by Faith Ringgold, either independently or as a class, and then re-construct and discuss as a class after the reading.

Materials

Tar Beach by Faith Ringgold (or similar book)
Wipe-off board, chalk board, or big piece of paper
Markers

Procedure

1. Find the book *Tar Beach* by Faith Ringgold in the library. If you can not find *Tar Beach*, here are some other books with similar themes: *Willy the Dreamer* by Anthony Bowne, *Harold and the Purple Crayon* by Cockett Johnson, *Ruby's Wish* by Shirin Yim Bridges, *No Good In Art* by Miriam Cohen.
2. Set the scene of the story. Introduce the idea of imaginary adventures. Ask students if they have ever wished or dreamed for something. Tell them that this book is about a young girl who imagines her dream is coming true.
3. Predict what will happen inside the story. Show students the cover of the book. Ask, what do you think this book will be about? Who do you think the characters are?
4. While you read, pause at one or two stopping points. Ask the students to predict what they think will happen next and why. Encourage them to guess what Cassie (the main character) will do, or how she will solve the problem.
5. Retell the story. After you have finished the story, review with the children by asking such questions as: Who was the main character? What did she do? Where did she go? What happened next? In this story Cassie's dream was to fly around New York. What is your dream? Write down the children's answers on the board or the piece of paper to reference in the next activity.

Alignment with State Goals

State Goal 1

Read with understanding and fluency.

State Goal 4

Listen and speak effectively in a variety of situations.

Extension Activities

Ask students to think of details of their dream, like where it would be and who would be there.

Have the students draw or paint a scene of their dreams.

Have students act out their dreams using pretend play. Offer fabric remnants for costumes and set pieces.

If young children have a hard time understanding the idea of dreams, have them talk about or draw something that they are looking forward to—such as an upcoming birthday, holiday, party or visit from grandparents.

Activity: Write a Story Starring Yourself

Inside/Out Art

Your students can each write a story all about their lives, hopes, and dreams just like the main character, Cassie, in *Tar Beach*.

Materials

Several sheets of paper, 8 x 10 or smaller
Glue sticks
Oil pastels, crayons, markers, or colored pencils
Pencils

Procedure

1. Remind the class of the book *Tar Beach*, which you have already read, and the main character who starred in the story. Tell them that they can write a story where they will be the stars.
2. Bring out the paper or board on which you took notes in the last activity (where the students brainstormed about their dreams). Ask the students to think about what would happen if their dreams came true. (Example: in the book Cassie dreamed she could fly and many things happened when she flew around New York.)
3. Distribute paper, pencils and oil pastels or crayons to each student.
4. Ask the students to think about what happens in the beginning of the story, the middle, and the end. They should also think of a title for their story.
5. Then, they can begin writing and/or drawing their story.

Pre-Writing Adaptation

Instead of writing their story, have younger students illustrate their story onto a special page divided into three boxes. Use the boxes to draw a scene from the beginning, middle and end.

Extension Activity

Have the students read their stories to each other in the classroom, or invite another classroom from your school into your classroom and read your stories to them. The students will feel a sense of pride in their stories by reading them aloud. Place the finished stories in the classroom library.

Alignment with State Goals

State Goal 1

Read with understanding and fluency.

State Goal 3

Write to communicate for a variety of purposes

State Goal 5

Use the language arts to acquire, assess and communicate information

Activity: What's in a Name?

Inside/Out Art

Names are a special part of identity! Your students can investigate the meaning behind their name by talking to their families about why their names were chosen.

Materials

Chalk board or wipe off board
Interview questionnaires (described below)

Procedure

1. On a chalk board or on a large piece of paper, make a list of all the first names in your classroom, including your own.
2. Investigate the list with your class by asking questions. Does anyone share a name with someone else? If so, do they have different middle names? Are there lots of long names or short names? Does someone abbreviate their first name or use a nickname?
3. Ask students to think about their names. Ask them to share the story of their name, if they know it.
4. Explain that they are going to investigate their names by interviewing their families. Work as a class to create a list of questions to ask, such as:
 - Why did you pick my name?
 - Did you almost name me something else?
 - Did you know someone that has my same name?
5. Send a copy of the questions on which your class decided home with each child. Explain that they should interview someone at home and fill in the answers (either independently, or with the help of the adult.)
6. Students can bring back their findings to share with the class.

Extension Activity

Find something in the classroom that needs a name, like a fish, stuffed animal or plant. Brainstorm as a class a list of potential names, and ask to students to also say why they chose to nominate each name. Have students vote for their favorite name nomination. After tallying the results, announce the winner and post a sign displaying the new name.

Alignment with State Goals

State Goal 3

Write to communicate for a variety of purposes

State Goal 4

Listen and speak effectively in a variety of situations

State Goal 5

Use the language arts to acquire, assess, and communicate information.

Activity: In a Word

Inside/Out Art

There are so many interesting words that we can use to describe ourselves! As a class, list adjectives that could describe someone and then students will pick one with which they especially identify.

Materials

Chalk board or wipe off board

Markers or fabric paint

Fabric remnants large enough to make sashes

(If fabric is not available, consider completing the activity to make a sign that could sit on a desk, or a paper medallion that can be worn.)

Procedure

1. Talk about what an attribute is—a characteristic or quality of a person or thing.
2. Have students think of words that describe themselves. Encourage them to think beyond appearance, and instead to list words that describe character or personality. Record the ideas on the board. Older students may brainstorm adjectives in a group and then come back together and share each group's ideas.
3. Have each student pick one word that they most strongly identify with.
4. Pass out a sash and fabric paint or markers to each student. Ask them to design a sash listing their attribute. Allow time to enjoy decorating the sashes.
5. Once finished, tie the ends of the fabric together and have students put their sashes on.
6. Allow students time to walk around and see each other's attributes on display.
7. If you make these before coming on your field trip, you can wear them to the museum. We'd love to see them!

Extension Activity

In addition to making a sash, have each student make a word definition card that includes the attribute word, a definition and a picture of that attribute in action. Then laminate and bind the definitions together to make a colorful book that showcases the unique attributes of the students in your class. Consider hanging it directly outside your classroom for other people to see.

Alignment with State Goals

State Goal 3

Write to communicate for a variety of purposes

State Goal 4

Listen and speak effectively in a variety of situations

State Goal 5

Use the language arts to acquire, assess, and communicate information.

Activity: Statue Shopping

Inside/Out Art

You can bring creative movement to your class with this lively game. Students have a chance to enjoy body movement and are challenged to think about what their body language can represent.

Materials

A clear floor space
CD player
Music CD's

Procedure

1. Find a space outside or in an open area, or have your students push their desks against the wall to create open space. Chose upbeat music to turn on and off during the game.
2. Explain to the students that you are “shopping” for a new statue to put in your living room. But you don’t want a statue that just stands there; you want one that does something.
3. Tell the students that when the music starts we’re all going to dance, spin and move around the room. Then when the music stops, they freeze, no matter what position they are in.
4. With the kids frozen into different positions, go around “shopping” and pressing their “on buttons” by tapping their heads. Have them announce what kind of statue they are and perform their action (For example, a student frozen with their hands in the air could pantomime picking apples and be an apple farmer; A student with arms out could be a bird flapping its wings and about to take off for flight.)
5. Give students a chance to be shoppers, too!

Alignment with State Goals

State Goal 19 A

Demonstrate physical competency in individual and team sports, creative movement and leisure and work related activities.

State Goal 26A

Benchmark

Understand that the body is a primary tool of dance and identify secondary tools (pictures, visual aids, words, props and music/sounds.)

Activity: Measure Me!

Inside/Out Art

Appearance is often a starting point for noticing similarities and differences between students. Instead of just noticing these similarities and differences, chart and graph them! Students will work in small groups to take measurements and record basic statistical information using graphs and tables.

Materials

Worksheet (example included)
Measuring tape
Pencils

Procedure

1. Assign students to work in small groups of 3 or 4
2. Give each group one worksheet and a measuring tape.
3. Have students work together to measure both height and arm span and then organize the data they collect into the given tables on the worksheet.
4. Have students create a simple line graph of the information they collected

Extension Activity

List the whole class totals on the board and then the information collected to introduce or practice mean, median and mode. Or, create charts and graphs to demonstrate a variety of similar and different qualities among students, like:

- How many students have one sibling?
- How many play soccer? A musical instrument?
- How many students name their favorite color as 'blue'?
- How many students have lived in a city other than their current one?

This gives you a chance to make math more personal and specific to your class!

Alignment with State Goals

State Goal 10

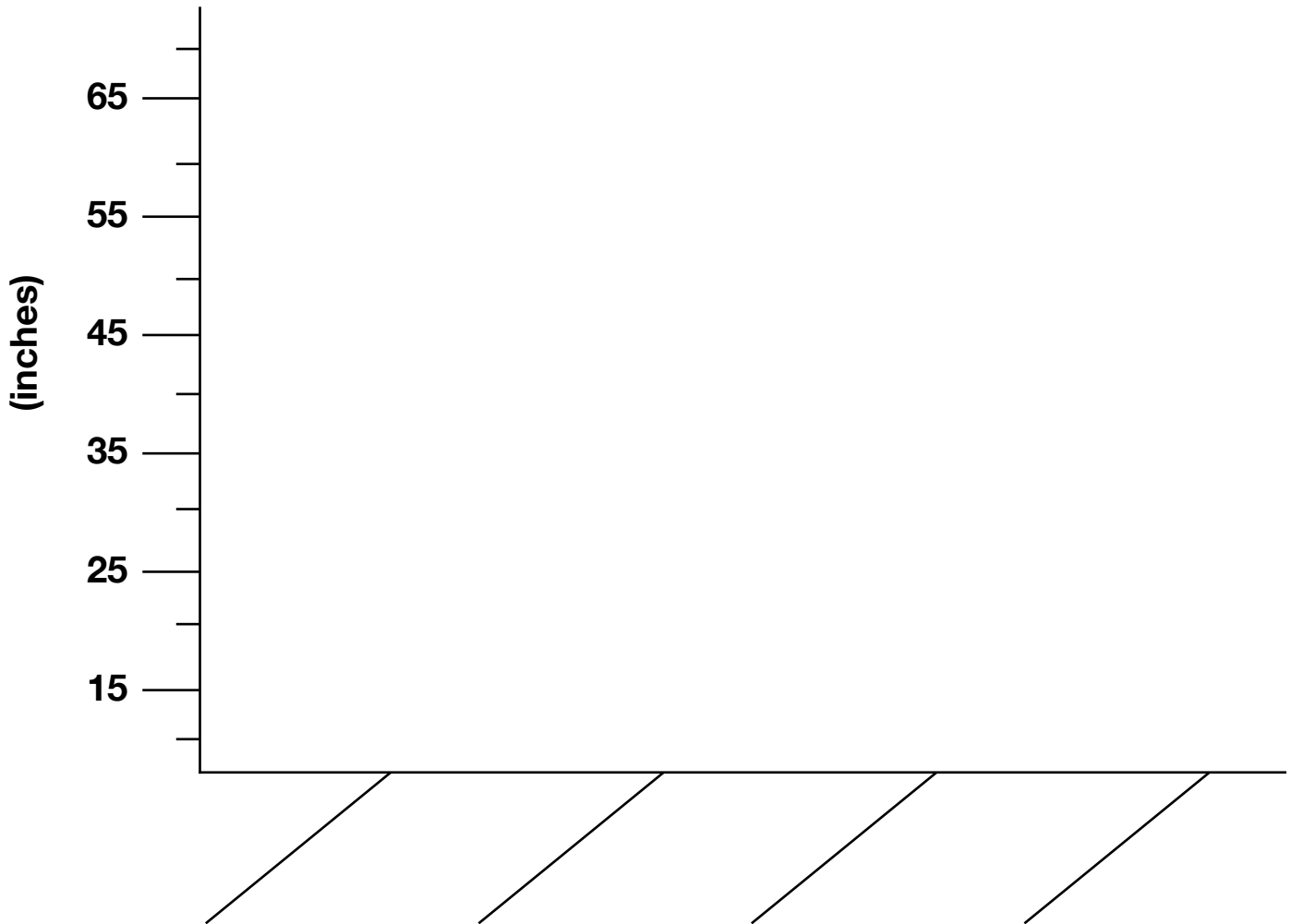
Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using probability.

Measure Me! Worksheet

Measure how tall each group member is in inches. Record your data on this table:

Name	Height

Graph your measurements. List names on the X-axis, along the bottom; heights are listed on the y-axis, along the side. Make a dot above each person's name that corresponds to their height. Then connect the dots to make a line graph.



Books for Students

- Bridges, Shirin Yim. *Ruby's Wish*
- Browne, Anthony. *Willy the Dreamer*
- Carlson, Nancy. *I Like Me*
- Cohen, Miriam. *No Good In Art*
- Curtis, Jamie Lee and Laura Cornell. *I'm Gonna Like Me: Letting off a Little Self-Esteem*
- dePaola, Tomie. *The Art Lesson*
- Fournoy, Valerie and Jerry Pinkney. *The Patchwork Quilt*
- Johnson, Crocket. *Harold and the Purple Crayon*
- Ringgold, Faith. *Tar Beach*
- Thomas, Marlo. *Free To Be You and Me*
- Tyler, Michael. *The Skin You Live In*

Books For Educators

- Adams, M. *Teaching For Diversity and Social Action*
- Barlin, Anne Lief. *Hello Toes!: Movement Games for Children*
- Kaufmann, Karen. *Inclusive Creative Movement and Dance*
- Singelis, Theodore M. *Teaching About Culture, Ethnicity, and Diversity; Exercises and Planned Activities*

Helpful Websites

www.naeyc.org

National Association for the Education of Young Children

www.nameorg.org

National Association of Multicultural Education

www.pbs.org/readytolearn

PBS Teacher's website

<http://clas.uiuc.edu/index.html>

Culturally and Linguistically Appropriate Services Early Childhood Research Institute

www.splcenter.org/teachingtolerance/

A non-profit educational foundation developed the Teaching Tolerance Project to help children overcome hatred and prejudice