



Grade: 7th grade - Designated ELD & The Arts

Unit: Communication: The Power of Communication and Expression

Language Functions: Description, Explanation/Informing and Compare & Contrast

How can art techniques help us communicate our ideas about science and other topics?

Student Facing Materials

This column contains the student facing materials.

Teacher Notes

This column contains the teacher facing materials.

0 | Introduction

In order to continue with your development of academic English, you will engage in the language of explaining, describing, informing, and compare and contrast. You will interact with other students in pairs, groups, and as a whole class to complete various tasks requiring your listening, speaking, reading and writing skills. Our learning will be centered around the following essential question:

- How can art techniques help us communicate our ideas about science and other topics?



Source: Pixabay

This module is divided into separate lessons that can take multiple days to complete. The lessons should be completed in order, as the progression builds the language needed to be successful in descriptive and informational writing.

In order to build into English Language Arts content instruction, during designated ELD we will preview and amplify the language of explaining, describing, informing, and compare and contrast. Students will interact in pairs, groups and as a whole class to develop academic registers of English. Through the different tasks and structures provided, students will strengthen their listening, speaking, reading and writing skills in order to develop academic English.

This module addresses the following cross-curricular standards:
Media Arts Standards:

7MA:Cr2 Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering



By the end of this module, you will reflect on the following statements.

1. I can contribute to class, group and partner discussions.
2. I can adjust language choices according to social settings and audience.
3. I can explain ideas based on close reading of articles and viewing of videos.
4. I can plan and deliver an oral presentation.
5. I can write an informative/explanatory text collaboratively and independently.
6. I can link ideas in my writing.
7. I can expand noun phrases in order to enrich and add details to my writing.
8. I can expand sentences with adverbials to provide details to my writing.
9. I can combine clauses to make connections between and to join ideas in my writing.

Below are sentence frames to support your learning and participation. Use them as needed throughout the module. These statements are differentiated by proficiency level: emerging, expanding, and bridging. Choose your proficiency level.

Emerging: _____ and _____ both have _____.

Expanding: _____ is different than _____ because _____

expressive intent and resources.

7MA:Cr3b. Refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.

7MA:Pr6 Evaluate various presentation formats and results to improve the presentation of media artworks for personal growth.

7MA:Re7a. Describe, compare, and analyze the qualities of and relationships between the components and content in media artworks.

7MA:Re7b. Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.

7MA:Cn10a. Access, evaluate, and use internal and external resources, such as experiences, research, and exemplary works, to inform the creation of media artworks.

7MA:Cn10b. Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning through online environments.

Visual Arts Standards:

7VA:Cr1.1 Apply methods to overcome creative blocks.

7VA:Cr2.1 Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

7VA:Cr3.1 Reflect on and explain important information about personal artwork in an artist statement or another format.

7VA:Pr5 Based on criteria, analyze and evaluate methods for preparing, preserving, and presenting art.

7VA:Re7.1 Explain how the method of display, the location, and the



Bridging: Although _____ and _____ both have _____, they are also different because _____.

In this module there are several symbols you will see that will help you know what to do:



Read text/article or **watch** a video to build understanding



Talk with a partner, share with a group, or participate in a class discussion



Investigate a topic



Write, reflect, or answer questions



Listen to an audio file/piece of music



Follow a procedure or **complete** a project

experience of an artwork influence how it is perceived and valued.

7VA:Cn10 Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.

7VA:Cn11 Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

California ELD Standards:

ELD.PI.7.1; ELD.PI.7.2; ELD.PI.7.4; ELD.PI.7.6a; ELD.PI.7.9; ELD.PI.7.10

ELD.PII.7.1; ELD.PII.7.2b; ELD.PII.7.4; ELD.PII.7.5; ELD.PII.7.6

ELA Standards:

RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI 7.3: Analyze the interactions between individuals, events, and ideas in a text

RI 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W 7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and



Think about a question or idea

Materials needed:

Sketch paper or sketchbook

Journal

Pen or pencil

Colored pencils or markers or crayons

Gluesticks

Computer or tablet

Object from home for symbolic self-portrait

analysis of relevant content.

W 7.4: . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W 7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

L 7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Science Standards:



MS-LS2.A.1 Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.

MS-LS2.A.2 Growth of organisms and population increases are limited by access to resources.

Below are the language objectives addressed in this module.

1. Students will be able to contribute to class, group, and partner discussions.
2. Students will be able to adjust language choices according to social setting and audience.
3. Students will be able to explain ideas, processes, and text relationships based on close reading of articles and viewing of multiple media.
4. Students will be able to plan and deliver an oral presentation.
5. Students will be able to write an informative/explanatory text collaboratively and independently.
6. Students will be able to link ideas in their writing.
7. Students will be able to expand noun phrases in order to enrich the meaning of sentences and add details to their writing.
8. Students will be able to expand sentences with adverbs to provide details to their writing.
9. Students will be able to combine clauses to make connections between and join ideas in their writing.

Teacher Background

Want to know more about the Klamath River Basin before you begin



	teaching? Consider these resources for building your own background and content knowledge. These resources are provided for you as the teacher and are not intended to be used with students. Klamath River Basin NOAA Fisheries Lower Klamath Basin (The Nature Conservancy) How the Yurok Tribe is reclaiming the Klamath River (High Country News)
Line, Shape, and Movement Today we are going to learn some visual art vocabulary from the elements of art. • <u>Line</u> is the most basic element of art that is used in almost all types of artwork. A <u>line</u> is created through connecting at least 2 points together. • A <u>shape</u> is an element of art that is created through a series of lines that connect and meet multiple points. • <u>Movement</u> is a principle in art that refers to the direction our eyes travel in when looking at a work of art. Lines help imply <u>movement</u>, and create a path for our eyes to follow. In this activity, we are going to explore <u>line</u> by creating different types of <u>lines</u>. We will also learn about how <u>lines</u> are needed to create <u>shapes</u> and how <u>lines</u> create <u>movement</u> in a work of art. <u>Line</u> is the element of art used in almost everything we see. We sometimes assume that <u>lines</u> have to be straight, but <u>lines</u> can be curvy, wavy, jagged, squiggly, broken, spiky, boxy, and so on. <u>Lines</u> start at one	This activity helps students practice identifying and using different parts of speech as they describe the type of lines they have created. Line is a fundamental art element students will build on throughout this module. Use slides 2-8 of the Media and Visual Arts dELD 7th Grade Communication slide deck to lead the Line, Shape, and Movement Visualization Activities. Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 2-8 and share with students directly through your learning management system.



point, and they connect to another point. Lines create a path for our eyes to follow. That creates movement, which can make our artwork look much more interesting.

Lines are needed to create shapes. We sometimes assume that shapes have to be familiar like squares, triangles, circles, rectangles, or stars. However, something can be a shape even if it is not recognizable to you. If lines are used to connect points together, then it is a shape.

Let's give it a try! You will need paper and a pencil as you complete the following visualization activities.



Visualization Activities

- Imagine the lines you would use to draw the ocean. Draw this line from one end, or one or point of your paper to the other end, or the other point of your paper.
- Imagine the lines that you would use to draw lightning. Draw this line from one end, or one or point of your paper to the other end, or the other point of your paper.
- Imagine the lines that you would use to draw fire. Draw this line from one end, or one or point of your paper to the other end, or the other point of your paper.
- Imagine the lines that you would use to draw clouds. Draw this line from one end, or one or point of your paper to the other end, or the other point of your paper.



- Imagine the lines that you would use to draw grass. Draw this line from one end, or one or point of your paper to the other end, or the other point of your paper.
- Draw 5 more lines of your choice! There is not a wrong way to create the line, just remember that you start at one point and end at another point.



- Look at each line that you drew. How do your eyes travel or move across the lines?
- Describe the last 5 lines that you drew. What do they remind you of?

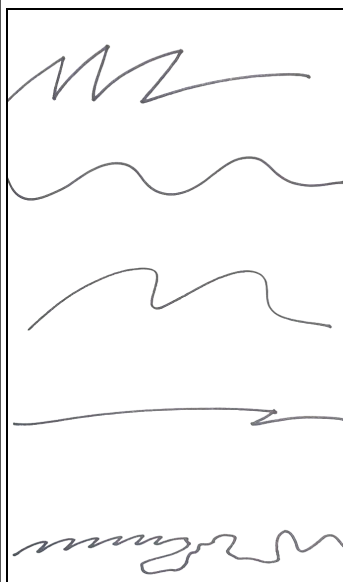


Share your thoughts with a partner or small group



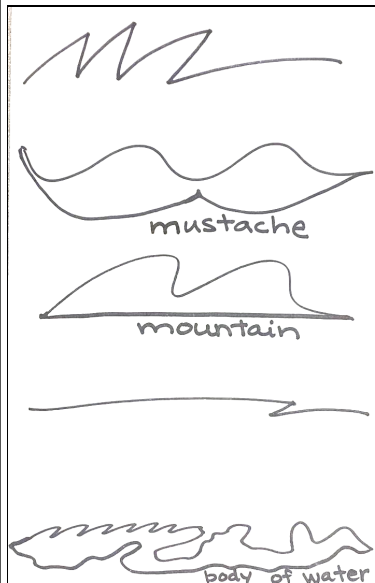
Now, choose 3 of your lines and create 3 different shapes. A shape uses lines, but instead of ending at your point, you are going to extend that line to meet your original point. Look at my example below.

5 More Lines



Source: C. Cochrane

3 Shapes



Source: C. Cochrane

1 | Describe a Picture: ELPAC Like Task Types and Formative Assessment-Based Instruction



Look at the picture and read the bold sentences below. Follow the directions to make additions and edits to the sentences to make them better.

Teachers, please note the spelling and grammatical errors in the student task are intentional.

Direct students to look at the picture and read and respond to the sentences below the photograph.

Use the [ELPAC rubric](http://www.ccsesaarts.org) below to score written responses.



Source: Pixabay

1. **The children are playing.** Rewrite the sentence using more details.
2. **The boys is throwin water.** The sentence has TWO errors. Rewrite the sentence correctly.
3. **The boy is got water in her eyes.** The sentence has TWO errors. Rewrite the sentence correctly.
4. **The boys are playing in the water. Two boys are splashing.** Combine the two sentences into one sentence.
5. Write a sentence to describe what the children might do next.



Let's practice drawing lines. Remember lines connect one point to another and create a path for our eyes to follow.

Score	Descriptors
2	- The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next). - Grammar and word choice are appropriate.
1	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. - There are errors in grammar and word choice.
0	Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

For more ELPAC practice, refer to the [ELPAC Grade 6-8 Practice Test](#)

Consider creating a free PBS Learning Media account to download the handout as a pdf and assign directly through your Learning Management System or use PBS Learning Media's Share to Google Classroom option: [Symbiotic Relationships](#) | [Tending Nature](#) | [PBS LearningMedia](#)



Use the [Klamath River Basin Ecosystem](#) illustration by Iris Gottleib to follow the salmon's journey through the various ecosystems.

- Start at the ocean, the marine ecosystem. Draw a line that follows the salmon from living in the ocean to returning to the stream, or freshwater ecosystem.
- Continue the line through the salmon laying eggs and stop in the riparian/forest ecosystem where the salmon dies and decomposes.
- Start a new line at the log that provides a place for the salmon eggs to grow in the freshwater ecosystem.
- Continue the line through the salmon image that is making its way back to the ocean.
- Finally, stop the line at the ocean, the marine ecosystem where salmon spend 1-7 years.

Activity 1: Setting the Stage | The Klamath River Basin Ecosystem
Lesson from: [Klamath River Basin Ecosystem | Tending Nature | PBS LearningMedia](#)



Think - Pair - Share

Prepare for a discussion. Think about what you already know about ecosystems and the interactions of living and nonliving things. Use words and pictures (paying attention to the use of lines and shapes) to jot your thinking.

Share your thinking with a partner. Which of your ideas are the same?
Which ideas are different?

Chart student thinking.



Share your thinking with the whole class. What do we already know about ecosystems and the interactions of living and nonliving things?



With your partner, look at the [Klamath River Basin Ecosystem](#) illustration by Iris Gottleib again. This time think back to the Visualization Activity. Discuss how line, shape, and movement are used in the sketch.

2 | Group Discussion



Your teacher will lead you through a group discussion based on the written responses from the previous Describe a Picture lesson.

Use student written responses from the previous lesson to develop lesson two. Looking at the language patterns produced by students, customize lesson two to support the language skills needed to be addressed.

Let's continue to explore lines. This time we will use lines to create sketches. We will create two visionless contour sketches, drawing our lines without looking at the paper. The first sketch we will all sketch our hand.



Visionless Contour Sketch

Vocabulary:

- Line is the most basic element of art that is used in almost all types of artwork. A line is created through connecting at least 2 points together.

Use slides 14-17 of the [Media and Visual Arts dELD 7th Grade Communication slide deck](#) to lead the Visionless Contour Sketch. Slide 17 includes a video of an artist demonstrating the visionless contour sketch technique. Play the video for students and have them create their own sketch along with the video as it plays, or use the video as a teacher prep video and guide the students in the visionless contour sketch with your own demonstration. Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 14-17 and share with students directly through your learning management system.



- Contour lines define the shape of a subject being represented through an outline. Contour lines show us where the edges are, and where some of the other line details may be. Contour line drawings are usually simple and do not include shading.
- Sketching is a type of drawing that happens quickly to capture details about a subject without making a lot of changes to that drawing. It is not meant to be perfect. Sketches can be turned into more detailed drawings.
- The subject in a drawing is the main focus of the drawing or the sketch, or the thing that you are choosing to represent in your drawing.

As you think of these news words, let's connect them to the [Klamath River Basin Ecosystem](#) illustration by Iris Gottlieb again. This illustration is a sketch created by contour lines. The subject is the Klamath River Basin ecosystem.

The goal of this activity is to create a drawing of our subject without looking at our paper while we are drawing. Rather than looking at our paper, we will only look at the subject we are drawing and allow our eyes to trace the shape and the lines that we see while looking at your subject. We want to keep our pencil on the paper the entire time that you are drawing.



Watch the video and follow along to create a visionless drawing.

After drawing the hand together, give students the choice to draw a subject related to the content you're teaching - images of a salmon and a bear have been provided to connect the art of lines to the science learning of ecosystems in the Klamath River. Remind students that sketching is a quick drawing technique. Give students about 5 minutes to complete their drawings, reminding them that they are sketching and every detail of the picture doesn't need to be included in their sketch.



Your teacher will lead you in a class discussion. Be ready to discuss these questions:

- How did it feel to complete the task without one of your dominant senses?
- Do you think others could tell we were drawing our hands by looking at our finished sketches?



Let's do it again!

Now select one of the animals, the salmon or the bear, from the Klamath River Basin ecosystem. Try the visionless contour sketching technique again.



Source: Pixabay



Source: Pixabay

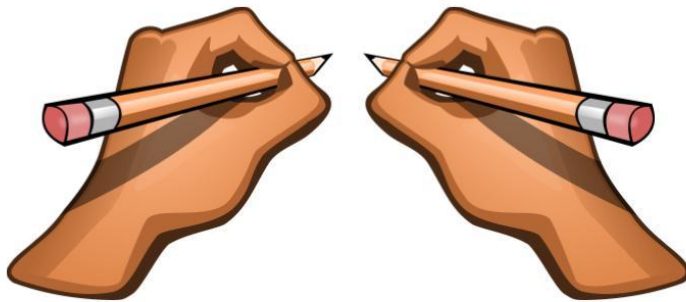


Your teacher will lead you in a class discussion. Be ready to discuss these questions:

- How did it feel to complete the task again?
- Do you think others could tell what we drew based on looking at our finished sketches?
- What features of the sketch could people use to tell if you drew the salmon or the bear?
- Compare and contrast how lines were used in each of your drawings?



Now let's try drawing with our eyes wide open, but using both of our hands at once using a technique called Two Hand Mirror Drawing.



Source: Pixabay

Two Hand Mirrored Drawing

Vocabulary:

- Line is the most basic element of art that is used in almost all types of artwork. A line is created through connecting at least 2 points together.
- Symmetry in art is having both sides of the paper mirror one another.

The goal of this activity is to create a line drawing using both of our hands. Both of our hands will draw at the same time and at the same pace. Our

It is likely that students will accidentally move their markers in a way where the lines follow one another rather in opposite directions and converge to the center. If this happens, tell them they can flip their paper over and start again.

The Two Hand Mirror Drawing process should start out very slow. The movement is similar to clapping- hands - our hands pull away from one another and then meet one another at the center. Prior to starting the drawing, consider clapping in different patterns and having students copy your movements. You may model having your hands coming close together but not actually touching and then moving away at different rates, using some slow movements and some fast movements. You can pick a song to play for students as they mirror your clapping. Next consider having students pick up their markers and again mirror your movements before completing the Two Hand Mirrored Drawing.

The Two Hand Mirrored Drawing is another warm up sketch that can be found on slides 18-20 of the [Media and Visual Arts dELD 7th Grade Communication slide deck](#). Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 18-20 and share with students directly through your learning management system.

Consider one of these images for an example of symmetry if students need a refresher before the discussion.



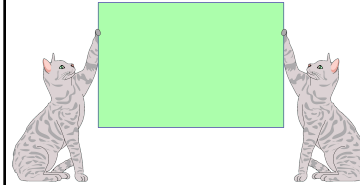
hands will either both move away from one another, or our hands will come towards the center together. When the drawing is complete we should see symmetry, and both sides of the paper mirror one another.



After drawing, your teacher will lead you in a class discussion.

Be ready to discuss these questions:

- How did it feel to complete the task?
- How do the two sides compare to one another? Is there a symmetry in your final drawing?
- Do you think someone could tell which hand is your dominant hand by looking at your drawing? Why or why not?



Source: Pixabay



Source: Pixabay

3 | Preview Key Vocabulary

The Yurok and Karuk tribes have a symbiotic relationship with the Klamath River Basin (Klamath River, Trinity River, and other streams and tributaries). They also have a symbiotic relationship with the salmon that live in those rivers and streams.

Symbiotic means

- close interaction between organisms in the same physical area
- a relationship where at least one organism benefits, and the other species
 - benefits too (mutually beneficial)
 - is harmed

Have a whole class discussion on ecosystems.



- neither benefits nor is harmed

A few examples of symbiotic relationships in the Klamath River Basin are the bear and the salmon that interact in the same physical area. The relationship is one where the bear benefits from the salmon using it as food. The salmon is obviously harmed and does not benefit. With salmon and condor, however, the relationship is different. The condor benefits from eating the dead carcass of salmon who die after laying their eggs. The salmon are unaffected because they were already dead.



Look at the [Klamath River Basin Ecosystem](#) handout from the previous lesson.

- What symbiotic relationships can you see evidence of in the illustration? Discuss with a partner.



- In this lesson, you will be learning more about the Klamath River ecosystem.
- Watch the [Symbiotic Relationships | Tending Nature | PBS LearningMedia](#) video to learn about the tribe's symbiotic relationships with the other living organisms.
- After watching the video, find a partner.
- Read each of the eight quotes from the video. Discuss each quote with your partner and decide if the interviewee is talking about the

Consider creating a free PBS Learning Media account to download the video and assign directly through your Learning Management System or use PBS Learning Media's Share to Google Classroom option: [Symbiotic Relationships | Tending Nature | PBS LearningMedia](#)



tribes' symbiotic relationship with the river, or with the salmon, or with both the river and the salmon.

- Next to the quotes, write "river," "salmon," or "both."
- Share your thinking with the class and see if everyone is in agreement for each quote. Refer back to the quote to identify words and phrases that acted as clues for you to use to determine if the interviewee was talking about the river, the salmon, or both.



Quotes from Symbiotic Relationships|Tending Nature video.

Quote #1 *"We feel like the salmon is related to us, the condor is related to us—that every little species are related to us and it's our place culturally and ceremonially to protect them."* —Rosie Clayborn, Yurok Tribal Preservation Officer, Yurok

Quote #2 *"We would not be Yurok without this place. This place has shaped us and to some extent we have shaped us."* —Bob McConnell, Yurok Cultural Fire Management Council, Yurok Tribal elder

Quote #3 *"The (Klamath) river is a teacher. We (Karuk Tribe) have a symbiotic relationship (with the river) ecologically as well as culturally. We can learn all these great life principles but that means nothing without reciprocating that responsibility in that relationship with the creatures of the Klamath River."* —Charlie Reed, Indigenous scholar, traditional dip-net fisherman, Yurok/Karuk/Hupa



Quote #4 *“The Klamath River is the lifeblood of our culture and since time immemorial we have lived off this river and this river has provided for us. And not just in the form of fish but in a lot of other things and many of our religious ceremonies revolve around the species that the river supports.”*
—Keith Parker, Yurok Tribe Biologist, Yurok

Quote #5 *“Salmon ... It’s our way of life, it brings us together, provides healthy food, happiness, sadness, great occasions.”* —Willard Carlson, Founder, Blue Creek-Ah Pah Traditional Yurok Village, Yurok

Quote #6 *“Not many people can say that they can catch their dinner and plan their dinners on what they catch... it not only saves us money, it’s good for us. It’s supposed to be what we eat. Our main food that we ate 100 years ago was acorns, eels, deer meat, and fish.”* —Pergish Carlson, Certified Fishing Guide, Blue Creek River Guide Service, Yurok

Quote #7 *“Fishing is who we are, we are a fishing people. So, the health of that river and its resources is the health of our people. If the river is sick, the people are going to be sick because our ceremonies, our spirituality, our strength, and health is all connected to the river, we are all one.”* —Susan Masten, Former Vice-Chairperson Yurok Tribe, Yurok

Quote #8 *“Thank the river, because everything I’ve got, everything I own is from the river.”* —Pergish Carlson, Certified Fishing Guide, Blue Creek River Guide Service, Yurok



An optional **Line, Sound & Movement** activity is included in the [Media and Visual Arts dELD 7th Grade Communication slide deck](#) on slides 9-13. Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 9-13 and share with students directly through your learning management system.

Students will likely need several sheets of paper for this activity. They can use scratch paper and will need one side of paper for each sound if possible. Have students label the number of the sounds they are listening to. The sounds included in the slide deck are from ZapSplat. You can access sounds for free if you create an account and want to adapt this for other sound related activities.

Additional sound effect options: if using a Mac computer, iMovie is a stock app that includes Sound Effects that could be played for students to hear during a synchronous session. The National Park Services also has a [Sound Gallery](#) that could be used that does not require an account.

Line, Sound & Movement

- Line is an element of art that is used in almost all types of artwork. A line is created through connecting at least 2 points together.
- Sound is vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear



- Movement is a principle in art that refers to the direction our eyes travel in when looking at a work of art. Lines help imply movement, and create a path for our eyes to follow.



We are going to continue exploring line, which is the most basic element of art that will be used in all of the art we create. However, we will also explore sound and movement as it relates to line. For this activity, we will listen to the different sounds and draw lines on our paper that match the sounds we are hearing.



Work with a partner to answer the following questions.

- What did all of the sounds have in common?
- How were the sounds different?
- What do all of your lines have in common?
- How are the lines different?
- Did any of your lines turn into shapes?
- What direction do your eyes move in when looking at each line?



Read, highlight and discuss the [Symbiotic Relationships](#) in the Klamath River article with your partner.

Consider creating a free PBS Learning Media account to download the reading as a pdf and assign directly through your Learning Management System or use PBS Learning Media's Share to Google Classroom option: [Symbiotic Relationships](#) | [Tending Nature](#) | [PBS](#)



One partner should read and highlight the **RIVER—ishkêesh (Karuk); 'We-roy (Yurok)** (page 1) and one partner should read and highlight the **SALMON—Ishyá'at (Karuk); Ney-Puh (Yurok)** (page 2).

Then discuss the BACKGROUND READING QUESTIONS on page 3.

1. What are 2 ways the Klamath Rivers tend to the local tribes?
2. What are 2 ways the tribes tend to the Klamath River Basin Rivers?
3. What are 2 ways the salmon tend to the local tribes?
4. What are 2 ways the tribes tend to the salmon?



After discussing with your partner, write your own answers to the BACKGROUND READING QUESTIONS.

In your journal, complete a reflection on what you learned.

[LearningMedia](#)

Explain how informative/explanatory texts are organized to express ideas and to support comprehension, for example the use of headers to indicate a new topic.

Direct students to find a partner. With their partner, have them read, highlight, and discuss the article about [Symbiotic Relationships](#) in the Klamath River Basin.

Have students complete a reflection on what they have learned in their journals.

4 | Descriptive Language



You will engage in a discussion about how salmon interact with other living things in the Klamath River ecosystem.

Discuss how salmon interact with other living things in the Klamath River ecosystem.

To introduce parts of speech, use rhythm and rhyme to help students discover how language works and experience the structural pattern of poetry. Use this [poem](#) to start the process. Use the following steps:

- Chant [poem](#) with students.



Source: Pixabay

- Chant the [Salmon Here, There, and Everywhere poem](#).
- As you chant, imitate the teacher's gestures.



- In your journal, write down the vocabulary words you discussed and draw a sketch for each word.

- The first time, chant all the way through.
- Use gestures while chanting to support comprehension.
- Process the chant by asking students what words are unknown to them. Provide this poem on [Google slides](#) for visual support to help students understand the words they identify.
- Have students write and sketch the words discussed in their journal.

Understanding Space with Foreground, Middleground & Background

In this lesson, we are going to learn about how artists create a sense of space in their photos, drawings and paintings by defining the foreground, middleground and the background. The goal of this activity is to read through the lesson, look at the examples of the photographs in the next few slides, and identify what subjects are in the foreground, middleground and background.

Slides 21-32 of the [Media and Visual Arts dELD 7th Grade Communication slide deck](#) include examples of photographs that students can use to practice identifying the background, middleground and foreground. You can include other photographs or artworks connected to topics of student interest or consider having students locate a photo online or on their own camera roll. Using images that have an “eye-level” perspective rather than a “bird’s eye view” or a “worm’s eye view” perspective. The angles used in a



Vocabulary:

- **Foreground:** The subjects in the foreground of an image are usually closest to the viewer, are bigger than subjects in the middle ground and background, and include more details.
- **Middleground:** The subjects in the middleground of an image are usually behind the foreground, and are smaller than the subjects in the foreground, but are bigger than subjects in the background.
- **Background:** The subjects in the background of an image are usually farthest away from the viewer, are smaller than subjects in the middleground and foreground, and show less detail.
- **Space** is an element of art that refers to how the space around the subjects is represented and divided.
- **Saturation** refers to the intensity or the brightness of colors. Subjects that are very saturated are usually very bright. Colors that are less saturated may be less bright and even appear to look gray.

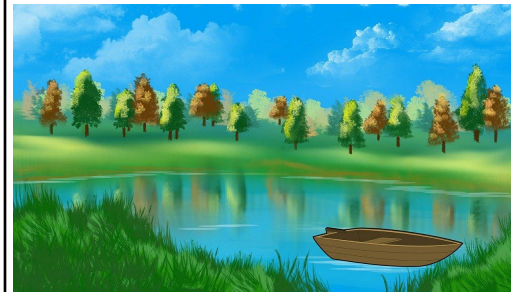


Look at the image below as we explore how to tell which subjects are in the foreground, middleground, or background when looking at a painting, drawing, photograph or any other image.

“bird’s eye view” and a “worm’s eye view” often do not provide the sense of depth and overlapping of subjects the way “eye level” perspective images do. It can be more challenging to identify the elements and location of the foreground, background and middleground. Landscape representations are a great option for beginners to practice. Cityscapes are a bit more challenging to work with.

Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 21-32 and share with students directly through your learning management system.

Additional image to consider using if students need additional practice identifying the foreground, middleground, and background.



Source: Pixabay



Source: Pixabay

- Foreground:
 - Subjects in the foreground are usually closest to the viewer and are usually located towards the bottom of the image.
 - Since the subjects in the foreground are closest to us, they usually appear to be larger in scale than the subjects in the middleground and background of an image.
 - The foreground subjects usually have more detail and the colors used appear to be more saturated, or brighter than the colors used in the middleground and the background.
 - Closer, larger, brighter, more detail



Look back at the image. Which subjects are in the foreground?

- Middleground:



- Subjects in the middleground are usually a little farther away from the viewer and are located towards the middle of the image.
- The subjects in the middleground are usually smaller than the subjects in the foreground, but bigger than the subjects in the background.
- The middleground subjects show less detail and less saturated colors than the foreground, but more detail and more saturated colors than the subjects in the background.
- Towards the center or middle of the image, smaller than foreground but bigger than background, less details than foreground but more details than the background.



Look back at the image. Which subjects are in the middleground?

- Background:
 - Subjects in the background are farthest away from the viewer and are usually located towards the top of the image.
 - Since the subjects in the background are farthest away from us, they usually appear to be smaller in scale than the subjects in the middleground and foreground of an image.
 - The background subjects usually have less detail and the colors used appear to be less saturated, or less bright than the colors used in the middleground and the foreground.
 - Farther away, smaller, less bright, grayish color, and less details.



Look back at the image. Which subjects are in the background?



Work with a partner. Look at the two photographs below.

Both photos are of the Klamath River.

1. Identify which subjects are in the foreground, middleground and background in each photograph.
2. Discuss how you know each of these subjects are in the foreground, middleground and background.

Image #1



Source: *Wikimedia Commons Image Klamath River (27693784104).jpg* in the public domain from Bureau of Land Management Oregon and Washington from Portland, America.

Image #2



Source: Wikimedia Commons Image *Klamath River Estuary.jpg* taken by Linda Tanner used under Creative Commons Attribution 2.0

An optional **Sound and Space** activity is included in the [Media and Visual Arts dELD 7th Grade Communication slide deck](#) on slides 32-40. Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 32-40 and share with students directly through your learning management system.

Introduce the volume scale with the claps before beginning. Suggest that students keep their eyes closed during the activity so they are not just choosing what their classmates are choosing. Move around the



classroom with this activity and observe whether the numbers students hold up vary depending on their distance to you. If this ends up being the case, share this observation with students to reiterate the distance.

Vocabulary:

- Foreground: The subjects in the foreground of an image are usually closest to the viewer, are bigger than subjects in the middle ground and background, and include more details.
- Middleground: The subjects in the middleground of an image are usually behind the foreground, and are smaller than the subjects in the foreground, but are bigger than subjects in the background.
- Background: The subjects in the background of an image are usually farthest away from the viewer, are smaller than subjects in the middleground and foreground, and show less detail.
- Space is an element of art that refers to how the space around the subjects is represented and divided. Space can also refer to the distance between different subjects.

In this lesson, we are going to explore how the distance and the volume of a sound source (the place the sound is coming from) will impact the way that we hear sounds. We will make a connection between the distance and volumes of a sound source to the qualities of how subjects appear in the foreground, middleground and background of an image.



Visualization Activities:

1. Distance - Imagine sitting at home inside of your room which is quiet. A car suddenly drives by playing music very loudly. You can hear the music and the beat of the song. However, you are unable to hear the lyrics of the song and are not sure what song is being played because you are too far away from the source of the sound. Now, imagine that you are a passenger inside of that car that is playing music very loudly. You can hear the beat, the song lyrics, and maybe you are even singing along! The distance of the sound source, or the space between yourself and the source of the sound will impact how you hear the sound.
2. Volume - Imagine that you are sitting inside of the classroom and your teacher is teaching a science lesson about dolphins. However, your teacher decides to teach the science lesson by whispering rather than using their normal teaching volume. It may be very difficult for you to hear what they are saying because the volume of their voice is so low. Now, imagine that your teacher is teaching the science lesson using their loudest voice possible! Everyone in the class may be able to hear them, but it might seem disruptive or feel like they are shouting because the volume of their voice is so high. The volume of the sound source is going to impact how you hear the sound.



Let's revisit the qualities of the foreground, middleground and background elements of an image. If we compare the subjects in the foreground to the subjects in the background, we can see that the subjects in the foreground are bigger, closer to us, and have more detail than the subjects in the background which appear to be smaller, farther away from us, with less details.

Similarly, the closer we are to the sound source, the more clearly we may be able to hear it. The volume of the sound source will also impact how clearly we hear it.

We are going to explore the distance and the volume of the sound source through a whole class activity. The teacher is going to be the sound source. We will close our eyes and listen to our teacher clap at 4 different volumes. When we hear them clap at the lowest volume, we are going to raise our hand and signal a "1" to indicate a very low volume. When our teacher claps at a slightly louder volume, we are going to raise our hand and signal a "2" to indicate an increase in the volume, but somewhat still low. When the teacher claps at a louder volume, we are going to raise our hand and signal a "3" to indicate an increase in the volume which starts to feel loud. When the teacher claps at a much louder volume, we are going to raise our hand and signal a "4" to indicate an increase in the volume which is very loud.

5 | Parts of Speech



- Find your digital or physical copy of the [Salmon Here, There, and Everywhere poem](#).



- Chant the poem with your classmates.
- Find the noun **salmon** and underline it with a black marker or in black font. You will underline this word in black every time you see it in the chant.
- Chant the poem again.
- Find the adjectives and underline them in red.
- Chant the poem again.
- Find the verbs and underline them in green.
- Chant the poem again.
- Find the adverbs and underline them in orange.
- Chant the poem again.
- Find the prepositional phrases and underline them in purple.
- Find a partner.



- With your partner, find five images about the poem and add them to your copy or sketch them on your poem.

To introduce parts of speech, use the poem to discuss nouns, adjectives, verbs, adverbs, and prepositional phrases.

- Use the [poem](#) document. Students will need to interact with the poem document for this lesson. Each student will need either a physical copy or a digital copy of the poem.
- Chant the poem together. Have students underline the word dolphins (the noun) in black throughout the poem.
- Chant the poem together. Have students underline all adjectives in red.
- Chant the poem together. Have students underline all verbs in green.
- Chant the poem together. Have students underline all adverbs in orange.
- Chant the poem together. Have students underline all prepositional phrases in purple.
- In pairs, have students find five images to illustrate the poem.



Non-Dominant Hand Sketch

In our next drawing, we will create a contour line drawing using our non-dominant hand. While we are drawing, we want to keep our pencil on the paper the entire time and draw continuous lines.

Vocabulary:

- Line is the most basic element of art that is used in almost all types of artwork. A line is created through connecting at least 2 points together.
- Contour lines define the shape of a subject being represented through an outline. Contour lines show us where the edges are, and where some of the other line details may be. Contour line drawings are usually simple and do not include shading.
- Continuous lines are not broken by taking a break and picking up the drawing pencil. Continuous lines have a single starting point and a single ending point.
- Sketching is a type of drawing that happens quickly to capture details about a subject without making a lot of changes to that drawing. It is not meant to be perfect. Sketches can be turned into more detailed drawings.
- The subject in a drawing is the main focus of the drawing or the sketch, or the thing that you are choosing to represent in your drawing.
- Our dominant hand is the hand that we use to complete tasks like writing and drawing. Our non-dominant hand is the hand that we have less control over and may use to support our dominant hand.

The Non-Dominant Hand Drawing is another sketch activity that can be found on slides 43-46 of the [Media and Visual Arts dELD 7th Grade Communication slide deck](#). Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 43-46 and share with students directly through your learning management system.

Students can draw something in their immediate environment, or you can select a subject related to the content you're teaching and project the image onto the screen. Give students about 3-5 minutes depending on the subject they are drawing.

When students are done drawing, review the parts of speech by having students name the nouns (objects) that are the subjects in the picture and describe the picture using adjectives.



Select a subject to sketch. Consider choosing a component of the Klamath River Basin ecosystem we have been studying. You may also consider sketching a subject found in your nearby environment like you will see in the video.



Watch the non-dominant hand sketch video and then sketch your subject.

6 | Descriptive Writing and Sentence Structure

- Find your digital or physical copy of the [Salmon Here, There, and Everywhere poem](#).



- Find a partner and discuss what you know about salmon and how they interact with other living things in the Klamath River.
- Brainstorm adjectives with your partner. Use the poem as a support if needed.
 - Next, brainstorm verbs
 - After that, brainstorm adverbs
 - Lastly, brainstorm prepositional phrases
- After your class completes the [parts of speech chart](#), copy it in your journal. You will need it later for a writing assignment.



To teach parts of speech, use a chart to help students see patterns in writing. This [link](#) provides an example of what the completed chart could look like by the end of this lesson.

Use the [parts of speech chart](#) to complete this process by following these steps:

- Direct students to find a partner and discuss what they know about salmon. Use the [parts of speech chart](#) and the [Salmon Here, There, and Everywhere poem](#).
- Start the lesson in the second column of the [parts of speech chart](#) using black font. Next to the word noun, write what a noun is (person, place, thing, or idea). In the next row, the noun **salmon** has been provided for you. Unlike the other columns, this column will only contain one word (salmon).
- Move to the first column. Use a red font color to write "Adjectives," add definition (describes noun), provide a prompt ("Look at those salmon, they are so _____. Listen to those salmon, they sound so _____. Feel those salmon,**



- With your partner, use the words on the [chart](#) to write three sentences.

they feel so ____.”) Use gestures for scaffolding, have students/partners discuss to brainstorm vocabulary. Write the adjectives they think of on the chart in red font.

- In the third column, write “Verbs” in green, add definition (action), provide prompt (“**What do salmon do?**”), use gestures, have students discuss together to brainstorm vocabulary. Write the verbs they think of on the chart in green font.
- In the fourth column, write “Adverbs” in orange, add definition (**tells how, most end in -ly**), model the difference between well (an adverb) and good (an adjective), use gestures, have students discuss to brainstorm vocabulary. Write the adverbs they think of on the chart in orange font.
- In the fifth column, write “Prepositional Phrases” in purple, add definition (prepositions tell us **where and when**), incorporate gestures for in, on, over under, etc., have students discuss to brainstorm vocabulary. Write the prepositional phrases they think of on the chart in purple font.
- Provide a copy of the [completed chart](#) to the students.
- Model how to use the [chart](#) to create a sentence.
- Have students work in pairs to write three sentences using the words from the [chart](#).

Environments and Landscapes

We have been exploring the interactions of living organisms in the Klamath River Basin ecosystem. In this lesson, we are going to use what we know about how animals interact with their environment. We will apply this

The Environments and Landscapes Drawing activity can be found on slides 47-54 of the [Media and Visual Arts dELD 7th Grade Communication slide deck](#). Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 47-54 and



knowledge to a new environment. You will choose a sea animal to research. You will explore the environment of the sea animal and learn how they interact with their environment. Once we have done our research, we will create a landscape drawing that shows the sea animal interacting with their environment. The landscape drawing will include a foreground, middleground and a background.

A landscape in art focuses on the natural environment of a place. A landscape drawing, painting or photograph may include subjects like mountains, trees, plants, bodies of water, the sky and other forms of natural life as the focus of the artwork. However, landscape art can also include animals and people that are interacting with the natural environment.

Vocabulary:

- Foreground: The subjects in the foreground of an image are usually closest to the viewer, are bigger than subjects in the middle ground and background, and include more details.
- Middleground: The subjects in the middleground of an image are usually behind the foreground, and are smaller than the subjects in the foreground, but are bigger than subjects in the background.
- Background: The subjects in the background of an image are usually farthest away from the viewer, are smaller than subjects in the middleground and foreground, and show less detail.
- Space is an element of art that refers to how the space around the subjects is represented and divided. Space can also refer to the distance between different subjects.

share with students directly through your learning management system.

In this activity, students will choose a sea animal of their choice to apply what they learned about the Klamath River Basin ecosystem to a new environment. If students need a more directed learning opportunity, consider doing a deeper dive into the Klamath River Basin and limiting their choice to animals within the ecosystem already under study.

Consider introducing students to threatened and endangered sea animals they may not be as familiar with such as the abalone, “Southern California’s forgotten treasure”, using the video embedded in this resource page from the National Oceanic and Atmospheric Administration (NOAA). [Forgotten Treasures: Abalone | NOAA Fisheries](#)

Students can download images from sites such as unsplash.com or pixabay.com that offer free image downloads for reuse without an account. An optional video is provided on slide 52 that shows students how to search photo options on unsplash.com.

Consider having students research their animals and search for images on the [Britannica School Middle](#) site from the California State Library.



- Landscape art refers to the representation of natural scenery in an environment. Landscape art often includes a foreground, middleground and background in the image.

Landscape art often includes a foreground, middleground and background in the image. We have already looked at a few different examples of photographs that represent landscapes, including images of the Klamath River Basin.



Research Process:

- Begin by choosing a sea animal to focus on.
- Research the sea animal. Read about the environment that the sea animal lives in and understand how that sea animal interacts with other living and nonliving organisms.
- Download and save photographs to help you create your landscape drawing.



Planning Process:

- Now that you have done your research, decide which subjects will go in the foreground, middleground and background of your landscape drawing. You can either write it out, or sketch it out using the [landscape template](#).



Drawing Process:

- On a separate sheet of drawing paper, use your drawing pencils to sketch out your landscape. Be sure to include all of the subjects and place them throughout the foreground, middleground and background.



Revision Process:

- Now that your subjects have been drawn in, begin applying color to the landscape using your colored pencils. Remember that the colors in the foreground are going to be more saturated, or more intense and brighter. The colors in the background are going to be less saturated and appear to be more grayish.

7 | Read and Highlight

We have been studying the important role of Chinook salmon in Klamath River ecosystems. There are many species of salmon. Many salmon live in other places as well. The next article will provide some background information about salmon.

Direct students to find a partner. With their partner, have them read, highlight, and discuss the article [Salmon](#). This article has three reading levels; the link defaults to level two. Your students can also have the article read to them by clicking on the audio icon. 



Source: Pixabay

- Find a partner.



- Read, highlight, annotate, and discuss the article [Salmon](#) with your partner. For additional support, you may choose to listen to the article being read aloud.



- As you read, take notes in your journal.

8 | Create a Digital Poster



- Find a partner.
- With your partner, review the article you read in the previous lesson, [Salmon](#).



- Create a pictograph poster with your partner.
 - Select one powerful idea from the text.
 - [Create a digital pictograph poster](#) that includes:
 - Title of the text
 - Paraphrase of the main idea
 - 2-3 bullets of significant facts or details containing descriptive language
 - Images that represent the descriptive language
 - Signatures of you and your partner

In this lesson, students will be creating a pictograph poster, a pictorial symbol for a word or phrase. (The use of pictograph in this lesson is not used in a mathematical context where the phrase can also refer to a pictorial representation of statistics on a chart.)

Direct partners to review the article [Salmon](#) and to [create a digital pictograph poster](#).

If you are asked for a code to access the Britannica resources please use the Access ID/Passcode that was sent to your district. If you need further help please email edsupport@eb.com.

Color, Contrast & Composition

In this lesson, we are going to learn about combining different elements of art such as line, shape, and color in order to make our pictographs look more interesting. These are skills that can be applied to pictographs that you create on posterboard, or digital pictographs that you create in google drawing on your chromebook.

Vocabulary:

The Color, Contrast & Composition activity can be found on slides 55-65 of the [Media and Visual Arts dELD 7th Grade Communication slide deck](#). Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 55-65 and share with students directly through your learning management system.

This lesson asks students to revise their digital pictograph poster. The learning can also be used to enhance any type of pictograph



- Line is the most basic element of art that is used in almost all types of artwork. A line is created through connecting at least 2 points together.
- A shape is an element of art that is created through a series of lines that connect and meet multiple points.
- Contrast is a principle of art that refers to difference. We create contrast combining at least 2 different things together.
- Color is an element of art that we also see very often in almost everything we look at.
- Complementary Colors are colors that are opposite of one another on a color wheel.
- Space is an element of art that refers to how the space around the subjects is represented and divided.
- Composition in art refers to the way we arrange the different elements and subjects within the space that we are creating a work of art.

We have already explored line, shape, color, and space in some of the activities that we have done. Now we are going to put these elements together, but we are going to learn some tips to make our pictographs look more interesting.

Using contrast can make our artwork stand out, especially when we are creating something that may be looked at from a distance. Contrast in art refers to difference. Contrast in art can be created by combining elements that are very different from one another. Colors like black and white can have high contrast because they are very different. A line that is straight and a line that is squiggly can have high contrast because they are very different from one another. A shape that is a heart is very different from a shape that is a star which makes

or poster project that is done throughout the school year, including posters that are not digital.



them contrast. Look at the examples of lines, shapes and colors that contrast one another.

Next time you watch a sports game, notice the colors of the players' uniforms. What color are their shirts? What color are the numbers that are printed on their shirts? The color of the shirt and the color of the number are probably very different and contrast one another. This is done on purpose so that we can identify the player by the number on their shirt because we are far away from them.

Similarly, if someone is looking at your pictograph from the back of the classroom, they will be able to see the different elements used more clearly because of the contrast.



Look at the digital pictograph poster you made through the lens of contrast. Do the colors, lines, and shapes you used provide contrast? What ideas do you have to revise elements of your digital pictograph poster to improve the contrast and allow the elements to be seen. Jot down your revision ideas.

Colors like black and white do contrast, but what about the colors that we see when looking at a rainbow?

Contrast refers to difference. We can work with complementary colors to create some contrast. Complementary colors are colors that are opposite of one another on a color wheel. Red and green are complementary colors. Blue and orange



and complementary colors. Yellow and purple are complementary colors. These colors are on opposite sides of the color wheel.

Do colors have to be complementary in order to contrast?

No, colors can contrast without being complementary. Understanding complementary colors gives you another set of tips to use in your pictographs, but you can use colors that do not complement one another. Colors like orange and purple have high contrast but colors like orange and yellow have low contrast.



Look at the digital pictograph poster you made through the lens of complementary colors. What colors did you use? Are they complementary colors? What ideas do you have to revise your digital pictograph poster so it includes complementary colors? Jot down your revision ideas.

Composition is about putting everything together. We have already worked with composition! Reflect back to the landscape drawing we created with the sea animal. Setting up our foreground, middleground, and background, and making decisions about where to place our subjects within the space is working with composition.



Look at the digital pictograph poster you made through the lens of composition. Look at the placement of information, the size, and the spacing. What ideas do you have to revise your digital pictograph poster to improve the



composition. Jot down your revision ideas.



Make a copy of your original digital pictograph paper. Look at the revision ideas you jotted down. Discuss your ideas with a partner.



Revise your digital pictograph poster.

Presentation:



Present your revised pictograph with your group! Share with your classmates what artistic decisions you made with the composition, contrast, colors, shapes, and lines used.

Analyzing and Interpreting Art

Work with a partner to study the picture of the Acrylic on Canvas painting [Hope and Renewal Swim Against the Current](#). This painting explores the relationship of the Yurok, Karuk, and Hupa with salmon. Think about what you learned about color, contrast, and composition as you work together to answer the questions on page 2.

Consider creating a free PBS Learning Media account to download the reading as a pdf and assign directly through your Learning Management System or use PBS Learning Media's Share to Google Classroom option: [Symbiotic Relationships | Tending Nature | PBS LearningMedia](#)

This activity can be found in the Support Materials for Use with Students HANDOUTS section, Digging Deeper- Symbiotic Relationships. Students will explore the relationship of the Yurok, Karuk, and Hupa with salmon through an analysis of a painting by a tribal artist. This activity is also referenced on pages 9 and 10 of the Tending Nature Teacher Guide for [Lesson 3: Symbiotic](#)



[Relationships.](#)

9 | Read and Highlight



Source: Pixabay

- Find a partner.



- Read, highlight, annotate, and discuss the article [Voice](#) with your partner. For additional support, you may choose to listen to the article being read aloud.



- As you read, take notes in your journal.

Direct students to find a partner. With their partner, have them read, highlight, and discuss the article [Voice](#). Your students can also have the article read to them by clicking on the audio icon.



If you are asked for a code to access the Britannica resources please use the Access ID/Passcode that was sent to your district. If you need further help please email edsupport@eb.com.

10 | Create a Digital Poster



Source: Pixabay



- Find a partner.
- With your partner, review the article you read in the previous lesson, [Voice](#).



- Create a pictograph poster with your partner. Be sure to think about contrast, complementary colors, and composition as you work together to create your poster.
 - Select one powerful idea from the text.
 - [Create a digital pictograph poster](#) that includes:
 - Title of the text
 - Paraphrase of the main idea
 - 2-3 bullets of significant facts or details containing descriptive language

Direct partners to review the article [Voice](#), and to [create a digital pictograph poster](#).



- Images that represent the descriptive language
- Signatures of you and your partner

11 | Compare and Contrast



Source: Pixabay



- Find a partner.
- Review the two digital pictograph posters you created in the previous lessons with your partner.



- Using the information from the pictograph posters, complete the [compare/contrast assignment](#).



- Watch this [video](#) to help with the next lesson.

Direct students to find a partner and use the two digital pictograph posters they created in the previous lessons. These posters will help them complete the [compare/contrast assignment](#).

If you would like to provide students with another opportunity to compare and contrast, consider having them research how the animal they researched earlier in the module produces sound. After students research how their animal makes sound, they can compare and contrast how humans make sound and how their animal makes sound.



12 | Write Whole Class Essay



Source: Pixabay



- Actively engage in the highlighting of the key words in the topic sentence. This will help you keep your writing focused on the topic.
- With your group, review the compare/contrast organizer you completed as part of the [compare/contrast assignment](#) in the previous lesson.



- Using your assigned group font color, write a group paragraph supporting the topic sentence on the [whole class essay template](#).
 - a. Topic Sentence: **Color, contrast, and composition are important art elements that can help us communicate information.**

Share the [whole class essay template](#) and as a group, highlight key points from the topic sentence.

Model how to use the compare/contrast Venn diagram from the [compare/contrast assignment](#) in the previous lesson to assist in writing informational text.

Divide students into groups of four.

- Assign a font color to each group. Have each group use the [whole class essay template](#) to write a supporting paragraph to the topic sentence provided.



13 | Revise and Edit



Source: Pixabay



As a class, you will review and complete the [Revision, Editing, and Organization Checklist](#). This process will help you enhance your writing skills as you see how your class essay gets modified right before your eyes.

- Once each group has completed their supporting paragraph, model the writing process for the whole group by completing the [Revision, Editing, and Organization Checklist](#) to enhance the class essay.
- Model how to use the [parts of speech chart](#) to enrich writing with descriptive language.

14 | Independent Writing



- Select a topic to write about. Remember that you will be writing an explanation/informative essay, so choose a topic that interests you.

Direct students to write an explanation/informative essay independently on a topic of their choice.

When done, ask them to pair up and use the [Revision, Editing, and Organization Checklist](#) to enhance their writing.

Remind them that they can also use the [parts of speech chart](#)



- Write your essay.
- Use the [Revision, Editing, and Organization Checklist](#) and the [parts of speech chart](#) to enhance your writing.

to enrich writing with descriptive language.

Symbolic Self-Portrait

In this lesson, we will learn alongside artist Lorain Khalil Rihan as we create a symbolic self-portrait that explores our identity. Rather than creating a self-portrait that shows our face, Lorain is going to lead us in creating a symbolic self-portrait. We will select an object that is special to us and allows us to share a piece of our identity with others. We will sketch this object, revise it with a more detailed drawing, and then make final revisions by adding color.

Vocabulary:

- A self-portrait is an artistic practice where the artist creates an artwork that reflects them in the work. A self-portrait can be a photograph, a painting, a drawing or a sculpture. A selfie is an example of a self-portrait.
- Identity refers to information about a person. Your identity consists of the various characteristics you use to categorize and define yourself. Some aspects of your identity are visible, such as skin color. Others are not as easily knowable, such as the language you speak. Still others are invisible, such as religion or sexual orientation. A self-portrait is an artistic practice that lets us explore our identities.
- Symbolism in art is the practice of using an object that represents an idea or a place. Symbols can be personal or cultural. The same symbol can have different meanings for different people.

Teacher Notes:

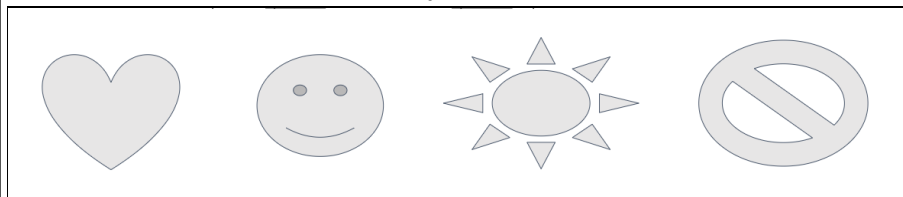
The Symbolic Self-Portrait activity can be found on slides 66-80 of the [Media and Visual Arts dELD 7th Grade Communication slide deck](#). Consider using the Make a Copy feature in Google Slides to make a smaller slide deck of slides 66-80 and share with students directly through your learning management system.

Modify this lesson in any way you see fit. If students do not have access to cameras at home, or they are not permitted to take sentimental objects from home to bring to school, consider having them create an identity collage with paper and magazine clippings.

If you would like to further understand identity and have students further explore their identity, consider the [Digging Deep Into the Social Justice Standards: Identity](#) resource from the Learning for Justice PD Cafe.



Let's look at some examples of symbols.



Source: Lorain Khalil Rihaan



What do these symbols represent? Discuss your ideas with a partner.



Now that we have looked at some symbols, it is time to start thinking about what object we want to use to create our self-portraits.

Lorain Khalil Rihaan describes the object she chose for her symbolic self-portrait and why she chose this particular object to represent part of her identity:

If students select Option 1, consider letting students email a photo of their object to you. If students select Option 3, remind them that images can be found on unsplash.com or pixabay.com.



Source: Lorain Khalil Rihan

"This is a glass sculpture that I got when I visited my family who lives in Palestine. I went to a glass factory and watched the workers use their hands to make glass. They used their own hands to make this sculpture of a hand with its fingers in the shape of a V. This object is very important to me, because my family is from Palestine and this object reminds me of home and of my family. My family is very important to me. I also love this object because it is in the shape of a hand. I am an artist and I use my hands a lot to make artwork. I am using this object to create a symbolic self-portrait because it represents a big part of my identity."



Brainstorm Process: Who are you? Write a paragraph answering the questions below. Share aspects of your identity you are comfortable sharing with others.

1. Who are you?
2. Where do you live?
3. Where are you from?
4. Who is your family?
5. What is important to you?
6. What are some things you love to do?
7. What is one part of your identity that is invisible?



Brainstorm Process: What object(s) represent your identity?



Choose a small object that is special to you that you have at home. Be sure you have permission to touch/move the object. Make sure you have permission to bring in the object to class. If you cannot bring in the object to school, here are 3 other options to choose from.

Option 1: If your object is too fragile and you cannot bring the object to school, you can take a photo of it.

Option 2: Do a sketch of the object at home. We will practice quick sketching with this project, and you'll learn some skills to help you.

Option 3: If you cannot take a photo of the object, you can search the internet for a similar object to draw for your symbolic self-portrait.



Tips for completing your project based on the option you choose from above:

Option 1: Tips for taking a photo of your object:

1. Find a place in your home with a window or a door that can let light into the space. Lighting the object well will make it easier for you to draw the information.
2. Place the object on a table, desk, or the floor, with nothing else around it in front of the window or door.
3. Stand between the object and window or door. Hold the camera so that you are facing your object, and your back is towards the window. Your teacher will show you an image of this set up.

Option 2: Tips for sketching your object at home:

1. Do 3 quick sketches. Your teacher will play a video demonstrating this process.
2. Capture important details like where the shadows are on the object and where the brightest areas of the object are.
3. You can always go back in and redraw in any details you may have missed.

Option 3: Tips for searching the internet:

1. Use one of the recommended websites to find an object that is similar to the object you want to bring in.
2. Download multiple images just like we did for our landscape drawings. You can always draw one part of a photo that you like, and then draw another part of a different photo.
3. Use any color that works best for your identity! If the object you're referencing in the photo is yellow, but green better represents your identity, then change it to green!



Sketching Process:



We are going to begin with some quick sketches so that we can develop our drawings. We will set a timer for 5 minutes and do a quick sketch of your object. Be sure to hold your pencil loosely in your hand, and do not erase your “mistakes” in that 5 minute period. Make corrections by drawing other lines around the “mistakes”. We will eventually go back in with our erasers.



Do this quick sketch activity 3 times on 3 different sheets of paper. The more you practice drawing your object, the more familiar you will become with it. Your teacher will play a video demonstrating the process.



We are now going to do quick sketches. A quick sketch is meant to loosen up your hands and it is done very quickly. We do not make corrections with our eraser. We will eventually go back in and make revisions, but for now, just sketch and allow yourself to make mistakes. Your teacher will play a video demonstrating how to do a quick sketch of an object.



Revision Process:

Now that you have practiced quick sketching, it's time to choose one of those sketches to make revisions. It is up to you to decide which one you want to turn into a final drawing.

You can now erase any extra lines, and you can add in more details such as texture, shadows (sometimes called shading) and light.



Start thinking about your background. The background does not need to include other objects, but you can fill in the space behind the object to create contrast. Go back to our pictograph lesson if you need some reminders about what colors contrast well.



Final Revision Process:

Once you are satisfied with the revisions you have made with your pencil and eraser, you can start adding color using colored pencils. If you do not have colored pencils available, you can work with crayons or markers. You can also combine different materials together as you create your symbolic self-portrait.



Presentation Process:

Now is the time to share your work with everyone!

What did you choose to represent as your symbolic self-portrait and why?

1. Who are you and where are you from?
2. What is important to you?
3. What are some things that you love to do?
4. What object did you choose for your symbolic self-portrait? Why is this object important to you?
5. What was the hardest part about this project?
6. What is something that you learned?

15 | Present and Discuss Information: ELPAC Like Task Types and Summative Assessment



- You will view a chart that provides information and respond to two questions about the chart. Your teacher will read the questions to you. Take notes to help you answer the questions.
- Study the bar and circle charts below.

In this task type, you will need to meet individually with each student. The student views a graph, chart, or image that provides information. The student is then asked to respond to two questions about the information. The questions are read aloud to the student, and they also appear with the image in their materials. During an actual ELPAC administration of this task, students may take notes in their Test Book.

- Show the bar and circle charts.
- Tell the student: “I am going to ask you to talk about a chart. Look at the chart. You can write in your journal if it is helpful.”
- “Students at a school were asked if they would attend a school play or not. The chart shows different methods of recording students’ responses.”
- Ask the following questions:
 - “What does the chart show about how many students plan to attend the play? Include details from the chart in your answer.”
 - “Is the following claim supported or not supported based on the information in the chart?”
 - Claim: More students will attend the play than those who will not.
 - Give details from the chart to support your answer.”
- Use the [ELPAC rubric](#) below to score oral language production for presenting and discussing information.



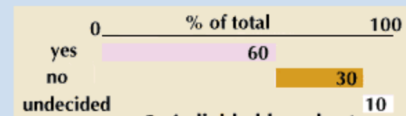
100% Bar and Circle Charts

	number of children	percent of total	degrees
yes	30	60	216
no	15	30	108
undecided	5	10	36
total	50	100	360

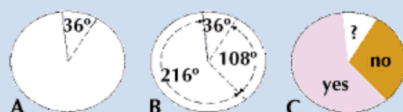
How many students will
attend the school play?



1. A rectangle, or component bar, chart



2. A divided bar chart



3. A circle graph, or chart

100% bar and circle charts

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Score	Descriptors
3	- Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. - Speech is fairly smooth and sustained.
2	- Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. - Speech may be slow, choppy, or halting.
1	- Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation often impede meaning. - Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.
0	- Response is not relevant. - Response contains no English. - No response, "I don't know," or is completely unintelligible.

- Use the data gathered to inform future lessons.
- For more ELPAC practice, refer to the [ELPAC Grade 6-8 Practice Test](#)

- The teacher is going to ask you to talk about the chart. You can write in your journal if it is helpful.
- Students at a school were asked if they would attend a school play or not.



The chart shows different methods of recording students' responses. Take some time to read the different charts by yourself.

- What does the chart show about how many students plan to attend the play? Include details from the chart in your answer.
- Is the following claim supported or not supported based on the information in the chart?
 - Claim: More students will attend the play than those who will not.
 - Give details from the chart to support your answer.

16 | Reflection/Self-Assessment



Review and complete the [Self-Reflection on "I Can" statements](#).

Direct students to review and complete the [Self-Reflection on "I Can" Statements](#).



Think about the art techniques you learned and the art you created throughout this module. Using the language skills you've learned in this module respond to at least one of the reflection prompts listed below.

- Which art activity did you enjoy the most? What about the activity did you like?
- Which art activity did you find the most challenging and why?
- Which art technique do you think you will use again? When would you use this technique?
- How do the art activities connect to other interests you have?



Throughout the module we have been learning about interactions in the Klamath River Basin ecosystem and how humans are part of the ecosystem. Think about your own community. Using the language skills you've learned in this module respond to at least one of the following reflection questions.

- How do you interact with the natural elements in your community?
- Is there a nearby ecosystem you know about? If so, how does the community interact with the ecosystem?
- How can you learn more about nearby ecosystems?