



Co-Teaching Lesson Plan Template

School: West Hazleton Elem/Middle School	Classroom Teacher: Rhiannon Mummey	Teaching Artist: Lindsay Barrett George
Grade Level: 5 th Grade	Project: My World In A Box	
Number of classroom sessions for this project: 1		
Date: May 9, 2022	Core content: ELA	
Core Content Learning Objective: -to create a self-portrait (in 3-d – in a matchbox) without showing your face -to use images, drawings, to reflect a little bit of whom you are -(admittedly, any artwork could be considered some form of self-portraiture) – but in our case, we’re trying to replicate Joseph Cornell’s ‘shadow boxes’ – his boxes showed Cornell’s obsession with birds, the ‘heavens’, circles, images from his ‘unconscious’	Assessment: -self-expression without words	
Arts Learning Objective: -understand & appreciate the work of Joseph Cornell -create a miniature 3-D world in a matchbox -to express yourself in this matchbox without words	Assessment: -the completion of a self-reflective ‘shadow matchbox’	
Summary of the Lesson: -I introduced the lesson by holding up an empty matchbox -review of materials needed for lesson -presentation of keynote - examples of Cornell’s shadow boxes, as well as examples of student shadow boxes -ask the students about what defines them – visually; to think about what they want to say as 4 th grade students -to model making a shadow box as they made theirs		



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ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

Attention: How will you prepare the students for the lesson?

Teacher

-students told to bring in objects that were meaningful to them; personally important to them

Artist

-hold up an empty matchbox – and tell the students that they will be creating something personal and self-reflective in their matchbox
-review materials needed for the lesson

Review: What will you review? What is the academic vocabulary for the lesson?

Teacher

Artist

-collage
-assemblage
-found objects
-shadow boxes

Teach: What will you do to teach the content?

Teacher

-talked about things that represent the student -
What is important to you (the student)?

Artist

-discuss why Cornell made his shadow boxes
-ask the students about what they like to draw
& think about
-presentation of keynote
-the examples of Cornell's boxes and other student boxes will give students ideas about what they could think about and make

Support: What will you assign the students to complete and how will you support their learning?

Teacher

Artist

-each student was given an empty shadow box to fill with anything they wanted – drawings, small objects, they could cut into the box, they could use talked about that thingd rpresnt youthe matchbox as an image revealed when the matchbox was opened
-this activity challenged the students' creativity – no rules, except the items that they drew and/or collected had to fit into or on top of their matchbox

Closure: What will we do to reinforce learning and close the lesson for today?

-the sharing of the boxes and the comments from their fellow students reinforced the students' creativity and the self-reflections

Date to PAEP for approval: