

Is Graffiti Art or Breaking the Law? Debate

Learning Targets: Students will research a graffiti artist and do a presentation.	
Understandings/Prior Knowledge:	Essential Question(s): Research and present about a Graffiti artist.

Key Understanding	Standards Addressed:
	Grade 3 CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Grade 4 CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Grade 5 CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	HA Connection:
Belonging Responsibility Excellence	

Set-up	Classroom Set-Up: General class set-up
	Materials and Equipment Needed: Students will need technology.

MELE MURALS

Product	RUBRIC:	
	Research and Presentation Rubric	
	4-ME	<ul style="list-style-type: none"> • presents the information clearly. • includes many details. • may include sophisticated observations
	3-MP	<ul style="list-style-type: none"> • presents the information adequately. • provides adequate details. • includes relevant observations.
	2-DP	<ul style="list-style-type: none"> • attempts to present information. • may offer few or vague details. • may include few or irrelevant personal observations.
	1-WB	<ul style="list-style-type: none"> • may show little grasp of the task. • may present irrelevant information. • demonstrates extreme difficulties with research or presentation.

Lesson Flow 45-60 min	Mins	Procedure:
	Opening: 5-10 min.	Begin with an oral discussion about the complete Mele Mural. Begin a conversation about Estria who is the lead muralists. Model researching Estria as a large group. Brainstorm characteristics and facts that they could research and share in their presentation. Students will need to create a 1-3 minutes presentation about their muralists. They can work to create a poster, power point presentation, or they may create a presentation of their choice.
	10-40 min	Ask students to take some time to research muralists, and choose one to research further and create their presentation on. Once they have chosen their muralists they can begin researching.
	5-10 min	Students will need additional work periods to complete their presentation and an extra period for presentations.

Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	Teachers can do check-ins with students throughout research period.

Name _____

Date _____

Research

Muralists:	
Born: Background:	
Goals:	
Accomplishments:	
Murals:	<p>MELE MURALS</p>
Other Facts:	