

# HARK Hunt Lesson Plans



# HARK Lesson Plan (Grade 4) – Memory and Storytelling

## Duration:

45-90 Minutes (1 Class Period)

## La State Standards:

### Speaking and Listening Skills

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

## Lesson Objectives:

- TLW recount a favorite memory or experience in an organized, logical manner, using appropriate facts and details while speaking clearly at an understandable pace.

## Materials:

- Pencils
- My Story Graphic Organizer
- Storytelling Examples
  - [https://www.youtube.com/watch?v=y5v\\_Amzwfwo](https://www.youtube.com/watch?v=y5v_Amzwfwo)
- Paper
- Crayons, Markers, or other Art supplies

## Procedures:

### Anticipatory Set

1. Tell the students “Storytelling has been a part of all civilizations for as long as we know. Many of the stories that are passed down are about great or brave people or teach an important lesson. However, many more stories are shared about everyday experiences and memories. Think about the kinds of things you talk about with your family and friends; these are stories too.”
2. Watch the example storyteller (video).

### Instruction

1. Using an example of a shared experience (perhaps a school event) show the students how to outline an event using a graphic organizer (provided).
2. Work together as a class to re-tell the story of the event in an organized way, using your notes from the graphic organizer as a guide.
3. Ask the students to think about a favorite memory or event from their own life. Give each student their own graphic organizer to complete.
4. After completing the graphic organizer, the students can share their memories with each other or the class.

## Evaluation:

Use the included rubric to evaluate the student's storytelling.

## Extension:

- Have students write their memories as short stories.
- (OPTIONAL EXTENSION FOR STANDARD 5) Show students the “Clementine Hunter, Artist” video on the HARK website.
  - Discuss what makes Clementine’s art special. Discussion prompts may include:
    - What kind of things or events does Clementine show in her art?
    - Why are these things or events important to show?
    - What do you know about life and work in the past from Clementine’s paintings?
    - Clementine’s art shows the way people lived and worked almost 100 years ago.  
What kind of things might Clementine paint if she were painting today?
- Ask students to depict their own memories and experiences through drawing, painting, or another art medium.
- Submit Student writing, storytelling, and/or art to the HARK Festival

# My Story Graphic Organizer

Story Summary:

What Happened?	When Did It Happen?	Where Did It Happen?	Who Was There?

Story Order:

Beginning:
Middle:
End:

More Details:

What I Saw, Heard, Tasted, or Smelled:	What I Felt:
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## My Story Rubric:

4	The student tells the story at an appropriate pace and speaks clearly.	The student uses relevant details to make the story interesting.	The student's story is organized, follows a logical progression from beginning to end and includes relevant facts and details.
3	The student tells the story at a pace that can be understood and usually speaks clearly.	The student uses some relevant details to make the story interesting.	The student's story is somewhat organized, follows a logical progression from beginning to end and includes some relevant facts and details.
2	The student's pace is too fast or too slow to be understood and/or the student only speaks clearly part of the time.	The student uses few relevant details to make the story interesting.	The student's story is somewhat unorganized, may not follow a logical progression from beginning to end and/or includes few relevant facts and details.
1	The student tells the story at a pace that cannot be understood and does not speak clearly.	The student uses very few to no relevant details to make the story interesting.	The student's story is unorganized, does not follow a logical progression from beginning to end and includes few or no relevant facts and details.

# HARK Lesson Plan (Grade 4) – Biography and Textual Evidence

## Duration:

45-90 Minutes (1 Class Period)

## La State Standards:

### Informational Text:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

## Lesson Objectives:

- TLW summarize a text by stating its main idea supported by key details.
- TLW demonstrate understanding of a text by citing information from the text.

## Materials:

- Clementine Hunter Biography (1)
- Observation Rubric (2)—Evaluation Option A
- Biography Worksheet—Evaluation Option B

## Procedures:

### Anticipatory Set

3. Ask the students what a book or story about someone's life is called. (Biography).
4. Ask why biographies are written. Ask what we can learn from Biographies. (Answers may vary)

### Instruction

5. Read the provided Clementine Hunter biography.
6. As a class, summarize the biography.
7. Discuss the following questions.
  - a. Where was Clementine Hunter from?
  - b. Do you think Clementine Hunter was rich or poor growing up?
  - c. Do you think Clementine had a good life?
  - d. Why is Clementine's work important?

## Evaluation:

- A. Use the observation Rubric to assess student understanding.
- B. Have students complete the Biography worksheet using Clementine's biography or a biography about another person of their choosing.

## Extensions:

- Have students write their memories as short stories.
- Show students the “Clementine Hunter, Artist” video on the HARK website and discuss her artistic style.
- Ask students to depict their own memories and experiences through drawing, painting, or another art medium.
- Submit Student writing, and/or art to the HARK Festival

## Lesson Resources

1. Lesson Text
2. Graphic Organizer
3. Grading Rubric

## Clementine Hunter

Clementine Hunter was an artist from Louisiana. Her artwork helps us



Clementine in the 1960s

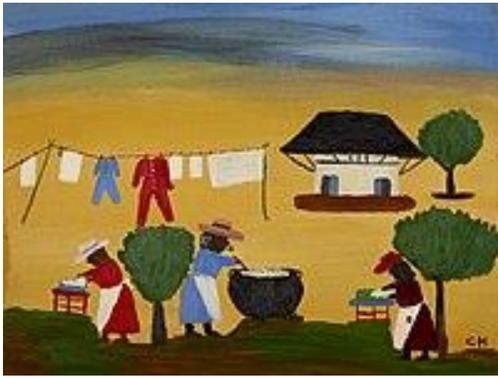
understand what farm life was like for people in Louisiana in the early 1900s. Clementine was Creole, which includes African-American, Native American, French, and Irish heritages. We think she was born at the end of 1886, but no one knows her exact birthday. Even though Clementine was the oldest of seven children, her family always called her by her nickname “Tebe.” This means “little baby” in French.

Clementine and her family lived and worked on plantations as farm workers in Louisiana. She started school when she was around five years old, but never learned how to read and write. Her school teachers were very strict and she often ran away from her classes. So instead of staying in school, Clementine worked in the fields with her parents. Because of this work, the family moved often, going to wherever there was work. When she was around fifteen years old, she moved to Melrose Plantation. This would be an important place in her life.



*Picking Cotton, c 1955*

This painting by Clemetine shows one kind of work she and her family might have done.



*The Wash*

This painting by Clementine shows another kind of work she might have done on the farm.

In the 1930s and 1940s, many artists would come to live and paint at Melrose Plantation. Clementine borrowed their brushes and used left-over paint to begin painting when she was over 50 years old. People noticed her paintings and some even gave her new paints and brushes to use. Her first paintings sold for only 25 cents. Her paintings mostly show what life was like for black people in the early

1900s. She painted people doing farm and house work and at baptisms and funerals. She painted from her memories, showing what life was like where she lived and worked.

Clementine's paintings were loved by people everywhere. She became the first African-American to have a solo exhibit at the New Orleans Museum of Art. Magazine articles and books were written about her life. Many museums now have her paintings. Without Clementine and her paintings, we would know much less about what life was like for black farmers and workers in the early 1900s.

## Observation Rubric

Name: \_\_\_\_\_

	4	3	2	1
<b>Summarizing the Reading</b>	Student accurately and succinctly summarizes the main events in the biography.	The student accurately summarizes the biography, but may include a few extra details.	The student accurately summarizes the biography, but may have some difficulty sorting out main events from details.	The student inaccurately summarizes the biography or retells every detail and cannot distinguish details from main events.
<b>Main Idea</b>	The student identifies the main idea of the text with no scaffolding.	The student identifies the main idea of the text with little scaffolding.	The student needs significant scaffolding to identify the main idea of the text.	The student does not identify the main idea of the text.
<b>Using Text Evidence</b>	With little to no prompting, the student points to evidence (details) in the text to support opinions and understanding.	With some prompting, the student points to evidence (details) in the text to support opinions and understanding.	With much prompting, the student points to evidence (details) in the text to support opinions and understanding.	The student does not point to evidence (details) in the text to support opinions and understanding, despite prompting.

# Biography Worksheet

Directions: Read a biography. Answer the following questions.

1. What was the most important thing the author wanted you to know about this person?

2. Summarize the biography. What are the most important events in this person's life?

3. Answer the following questions. Use details from the text to tell how you know.

- When was this person born?
- Where did this person live?
- Why is this person famous?
- What were they like? (Use Adjectives and answer on the back of this page.)

