

1. Lesson Number 3
2. Time: about two days
3. Overview of the lesson: Students will be creating a traditional imigongo art and really looking into Rwandan art since it's important in their culture.
4. Standards:
  - a. Fifth Grade Math Standards, Geometry and Measurement, Standard A: Classify two- and three- dimensional figures into categories based on their properties.
  - b. Fifth Grade Language Arts Standards, Writing, Standard 2.B.A., 2.B.C, 2.B.D
5. Objective: Students will understand how art is very important to the Rwandan culture.
6. Anticipated students misconceptions:
  - a. That Rwandan art is all masks
7. Essential Questions:
  - a. How is art important to the Rwandan culture? What does Rwandan art consist of?
8. Instructional materials:
  - a. Paint: black and red and white
  - b. Cardboard
  - c. Different kinds of art pieces of examples from Rwanda
  - d. Electrical tape
  - e. Paper plates
  - f. Paint brushes
9. Instructional Strategies:
  - a. Giving them rules and procedures when painting and using the tape
  - b. Walking around and making sure everyone is on task and not getting paint everywhere
10. Formative assessment:
  - a. Their reflection on their paintings
  - b. Their categories of the shapes
11. Lesson Details:
  - a. Lesson opening:
    - i. Explain Rwanda's culture and how important art is to their culture
    - ii. Go over the different kinds of art you can see like:
      1. Peace basket
      2. Bowls
      3. Imigongo art
      4. Paintings
  - b. During lesson:
    - i. Explain to them that they are going to be making their own imigongo paintings
    - ii. What they first have to do is put tape on the cardboard where they want to make patterns or shapes on the cardboard
      1. Have them only take 5 to 7 pieces of tape

- iii. Have them paint the cardboard with either red or black
- iv. After the paint has dried have them take off the tape and it should reveal all of the patterns or shapes they made
  1. You can also have them paint in the brown lines if you want
- v. After the paint has dried you can do two things with the painting:
  1. Have them label or recognize any shapes they see in their painting and have the categorize each shape they see
  2. Or have them reflect and do an explanatory writing on why they made the pattern they did.
    - a. Writing a paragraph or two for their reflections

1. Peace basket
  - a. Began making them as a way to heal after the genocide
  - b. Women would gather and weave these baskets together to sell them and to be together
  - c. Symbolism for peace and harmony
2. Rwandan sisal bowl
  - a. Coil weave bowl
  - b. Women make these to sell in the markets
3. Banana leaf art
  - a. Hand woven with banana leaves
4. Handmade paper jewelry
  - a. They coil up pieces of paper
  - b. Dip them in die
  - c. Thread them through string
5. Imigongo art
  - a. Has been making this kind of art for generations
  - b. Originally made with cow dung but now just made with wood although sometimes they do use cow dung still
  - c. Mainly made by women
  - d. They can be seen anywhere in Rwanda