Title: *Diego Rivera: His World and Ours* by Duncan Tonatiuh

Suggested Time to Spend: 4 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.3; L.K.1, L.K.2, L.K.4

Lesson Objective:

Students will listen to an illustrated informational narrative read aloud and use literacy skills (reading, writing, discussion and listening) to understand the central message of the book.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

How does Diego Rivera help his community? One key takeaway is that art can connect communities through history and help us reflect on the present and imagine the future. Diego Rivera helped his community archive the present and connect with the past.

Synopsis

Diego Rivera studied art abroad in Spain and France and then returned to his home country, Mexico, where he painted murals representing all that he had seen. He provided the Mexican people with visual history of who they were and who they are.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**Read aloud the entire book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING***(Teacher’s note: Reread pages 1 – 4 and first paragraph of the author’s note for more background.)*Who is Diego Rivera? Who wanted him to return to Mexico? Why?Activity:Teacher prepares chart for Diego’s life and students work in teams to draw pictures to insert on timeline of Diego’s life(Re-read pages 4 – 11.)What did Diego paint about and why? What is a “mural”? What clues in the story help you to know?Re-read the sentence that starts, “Diego painted his country’s dances and traditions, such as *La Zandunga*, love dance from the coastal area…” What do the words “traditions” and “customs” mean?Diego drew the “history” of his country. According to the book what are some of the events that happened in his country?*(Teacher note: Use this as the way to further explain history.)*Then ask: So what does it mean to draw the “history” of your country?*(Teacher note: other words on the page like politician, revolution might be needed for students to answer the question posed.)* | He is a painter who lived long, long ago.A politician named Jose Vasconcelos asked him to return to Mexico to paint murals in the city about the Mexican peoples’ history and customs.Possible Events for the Timeline:* Diego played with trains as a young boy and loved to draw.
* He studied in Spain and then France.
* He then moved back to Mexico.
* He painted murals about the history of Mexico.

Taking into account the illustrations in the book, he painted about: * struggle of Mexican people for freedom
* Fight of farmers against greedy people
* Customs, traditions, dances

Diego wanted to celebrate Mexican people’s history and customs, to learn about their culture and feel proud.Mural is a painting on a wall, ceiling or a large surfaceTradition, customs and culture: are practices or rituals passed on from one generation to the other. (e.g., Shaking hands and saying hello, particular dances, food or celebrations. Pgs 6 & 7)Possible events include: the Mexican people breaking free from the Spanish king, the fighting between farmers/workers and greedy men, dances, etc.It means to draw important things to show what happened in your country’s past. |
| **THIRD READING:**(Reread Pages 12 – 27) What is the connection between Diego, history, and his community?Use the illustrations on pages 14-27 to identify similarities and differences between the past and the present; between what Diego Rivera painted and what he could have painted* Big city
* Students/ production line
* Shopping mall/ street vendor
* Luchadores/ conquistadores
* Outerspace/ Quetzalcoatl

*(Teacher note: check glossary of words for vocabulary on Aztec, luchadores, Spanish conquistadores, god Quetzalcoatl, street vendors, production line and explain briefly as a quick reference.)* | Diego used his painting to teach his community about their history.Diego used his paintings to show what he thinks the future should look like for his community.Students will turn and talk about the prompt using the following Sentence Frame:* “One similarity/difference between the past and now is . . .”

Sample Response: One similarity is that students still go to school while adults go to work as seen in the illustration one difference is that schools are more modern now than they looked in his painting and adults do many types of jobs.  |
| **FOURTH READING:**(Reread pages 28 – 29.) What is the role of art in a community?What is the connection between an artist and his community?Choose one of Diego's imaginative paintings for the future and then draw what you think that scene in your community would look like in the future.  Label your illustration to explain your thinking. | The artist teaches us about the past, shows what is happening presently, and helps us imagine a better future for all.Students could draw to show the commercial places like the mall or Saturday market and compare it to Diego’s painting.They could also draw modern classrooms for comparison. |

FINAL DAY WITH THE BOOK - Culminating Task

Prompt:

* How did Diego Rivera connect the past, present, and future through his art?  Write and draw using evidence from the text to support your thinking.

Sample Student Response:

* Diego Rivera educated his community on their history, and painted to illustrate a better future for all. (Student illustrations could include Diego painting murals and any other details from the text and/or illustrations.)

Vocabulary

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| **These words merit less time and attention** (They are concrete and easy to explain, or describe events/processes/ideas/concepts/experiences that are familiar to your students.)  | **These words merit more time and attention**(They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 2 – Realistic – When something looks real in a painting.Page 2 - Classical painting – A form of painting considered correct and proper in Diego’s time where the painting must look like the thing being paintedPage 3 - Cubism – A form of painting and sculpture using geometric shapes and structures like cubes, cones, squares, rectangles Page 3 – Experimented – Trying new things.Page 5 - Aztec, Maya – Native Mexican people who were overthrown by Spanish invaders in the sixteenth centuryPage 5 – Civilizations – Groups of people who lived together at one time in a certain place.Page 8, 24, - Spanish conquistadores – Spanish knights, explorers, and soldiers who colonized MexicoPage 19 - Production line- Machines or people responsible for producing one part of a product like the tires of a bicycle and then passed to the next person or machine to add a different partPage 21 – Street vendors – People who sell products in the street Page 22,23 – Luchadores – Professional Mexican wrestlers who wear colorful masksPage 27 - god Quetzalcoatl – One of the gods of Aztec people | Page 2 – Direction – Taking advice or teaching from someone.Page 4,7- mural – Mural is a painting on a wall, ceiling or a large surfacePage 4,8,9 - history – A sequential record of events of the life or development of a people or countryPage 4, 5, 10, 30 - Traditions and Customs- are practices or rituals passed on from one generation to the other. E.g. Shaking hands and saying hello, particular dances, food or celebrations.Page 5 – Inspired – To be given the courage to want to try and do something.Page 28 – Nationalities – Being from different countries. |

Extension learning activities for this book and other useful resources

1. Visit an art gallery to see and appreciate art work/painting (If none is available in your area, consider visiting a virtual online gallery, such as: http://www.famousartistsgallery.com/)
2. Invite an artist to be a guest speaker.
3. Support students in building a gallery to show the murals that they made and invite families and school community to walk through.
4. Watch a video to learn more about Diego Rivera and his artwork: <https://www.youtube.com/watch?v=JeF5NJHPNVw> Seeing the paintings will help students understand his style and values. *Note: This is particularly supportive of English Language Learners.*

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

\_\_\_1040\_\_\_\_

1. **Qualitative Feature**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

There is a straightforward biography of the artist, Diego Rivera. Additionally, there is an implied understanding between art and how it connects communities.

The text switches between the biography of a person to community relationships and how he would complete art today. Biography/Informational Text with illustrations

Rich vocabulary with reference to art and Mexican culture and Spanish words.

(Culture, civilizations, politicians, Cubism, classical, realism, los listones, flores, etc.)

Range of ideas and challenging concepts related to art and culture.

(Cubism, classical way, murals, civilizations)

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

* Students will need a lot of vocabulary support related to the topic.
* Teacher will provide direct instruction on vocabulary and utilize the strong illustration support within the text.

How will this text help my students build knowledge about the world?

* Students will learn more about different cultures in our world.
1. **Grade level**

What grade does this book best belong in? K as a read-aloud

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