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**HAIG GIRLS' SCHOOL**  
**TIME OUT (The Inspired Museum Explorers: Our Unique Travels) - THINK! CONTEMPORARY 2012**  
**Integrated Lesson Plan - Visit 1**

**SAMPLE LESSON**

**Lesson Plan**

Theme	Identity
Level	Primary 4
Topics/Text	<p><i>Working together</i></p> <ul style="list-style-type: none"> <li>■ The early settlers and their contributions (SS)</li> <li>■ Language expressing feelings/Idioms (EL)</li> <li>■ Art appreciation skills</li> </ul>
Objectives	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>■ Understand the role early immigrants played in building Singapore and the issues they faced</li> <li>■ Use vocabulary to describe positive and negative feelings</li> <li>■ Know idioms</li> <li>■ Role-play different characters</li> <li>■ Create their own collage in response to what they have understood.</li> </ul> <p>Art Discussion and Art Criticism(<b>Use of Feldman Model</b>)</p> <ul style="list-style-type: none"> <li>■ Students to discuss artworks using basic art vocabulary ie; elements of art and principles of design.</li> </ul>
Strategies	<p>By the end of the lesson, students should have been engaged in:</p> <ul style="list-style-type: none"> <li>■ Cooperative learning</li> <li>■ KWL</li> <li>■ Dramatisation/Role-play</li> <li>■ Creating art work in response to their learning</li> </ul>

<b>Resources</b>	<ul style="list-style-type: none"> <li>■ KWL Worksheet</li> <li>■ Comprehension Worksheet</li> <li>■ Museum Activity sheet</li> <li>■ Feldman's approach to Art Resource Sheet</li> <li>■ Contemporary Art Work by SAM.</li> </ul>
<b>SEL/CCE/NE</b>	<p><b>Thinking Skills</b>  Judge and decide from reasons or evidence  Evaluate information  Identifying relationships,  Spatial visualisation</p> <p><b>Affective Education</b>  SEL Competencies – Responsible Decision Making  School Values – Cooperation</p> <p><b>Habits of Mind</b>  Thinking and communicating with clarity and precision</p> <p><b>21<sup>st</sup> century competencies</b></p>

<i>Step/Time</i>	<i>Teacher Activities</i>	<i>Pupil Activities</i>	<i>Purpose</i>	<i>Resources needed</i>
1. (1 hr each)	<p><u>Pre-museum lessons (Art)</u>  Teacher will show examples of contemporary art (explain the meaning of contemporary) and use the Feldman's approach to art criticism to let students discuss and critique some contemporary art works.</p> <p><u>Pre-museum lessons (English)</u>  Teacher to get students to read a comprehension passage based on a recount by a migrant, called Ling Ling and attempt 5 comprehension questions based on the passage.</p>	<p><u>Art</u>  In groups, students discuss an art work (may/may not be contemporary art work) based on the Feldman's approach to art criticism. Each group shares their discussion with the class.</p> <p><u>English</u>  Read text and answer questions and list words that describe girl's feeling</p>	<p>Build skills in art criticism – observing, feeling, thinking, expressing thoughts using art language</p> <p>The comprehension passage serves to activate students' schema of migrants around them and the difficulties that the migrants face in the new environment. Students will be able to build their repertoire of vocabulary/adjectives describing feelings.</p>	<ul style="list-style-type: none"> <li>● Feldman's approach to art criticism resource sheet</li> <li>● Comprehension worksheets</li> <li>● Social Studies (Interacting With Our World) 4A textbook</li> <li>● Butcher papers</li> <li>● Markers</li> </ul>

<p>2 (25 min)</p>	<p><u>Pre-museum lessons (Social Studies)</u> Teacher to use the (What I <b>Know</b>, What I <b>Want</b> to Know, What I <b>Learned</b>) KWL chart to get students familiarised with the topic on 'The Early Settlers and Their Contributions' in the Social Studies textbook 4A (Pg 44-53)</p> <p>Museum Lesson</p> <p><b><u>Grass Is Always Greener on the Inside</u></b> Teacher to bring students to the art work <i>Grass Is Always Greener on the Inside</i> and ask the class "Does this phrase sound familiar to you?" <u>Suggested response(s):</u> "It sounds like 'The grass is always greener on the other side of the fence'."  "Can you make a guess about its meaning?" <u>Suggested response(s):</u> "It means that things always seem better elsewhere."  Teacher to get students to recall what is the special name given to this kind of phrase and what idioms are. (Relate to the Pre-museum lesson on comprehension.) <u>Suggested response(s):</u> "The phrase is called an idiom and they are words that do not mean what they actually mean."</p>	<p><u>Social Studies</u> Read up on early settlers and their contributions (SS TB pg 44 – 55). Discuss in groups and fill in KWL Worksheet</p>	<p>They will also be able to empathise with the girl.</p> <p>Have prior knowledge of reasons for migration/problems faced by early settlers and their contributions. Able to relate similar reasons/problems/contribution by migrants/migrant workers of today. The use of the KWL charts activates students' background knowledge, allowing them to think of questions pertaining to topic and developing a purpose for reading. Students will in turn become more thoughtful and engaged readers.</p> <p>Pupils will comprehend the meaning of idioms in the context of the migrants in Singapore</p>	<ul style="list-style-type: none"> <li>• <i>Grass Is Always Greener on the Inside</i> artwork</li> </ul>
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<p>(25 min)</p>	<p>Teacher will ask for some examples of idioms. <u>Suggested response(s):</u> “Put your heads together, beat around the bush, pull up your socks etc.”</p> <p>Teacher to guide students to relate their KWL chart on ‘The Early Settlers and their contributions’ to the use of this idiom. Teacher can ask the class “Who do you think might say this and why?”</p> <p><u>Suggested response(s):</u> (This is where teacher can touch on the push and pull factors that resulted in many people migrating to new places.) “The (early) migrants might say that the grass is greener on the other side of the fence because:</p> <p><u>Push factors</u></p> <ul style="list-style-type: none"> <li>• War/Natural disasters/Poverty etc.</li> </ul> <p><u>Pull factors</u></p> <ul style="list-style-type: none"> <li>• Earn more money/Better job prospects/Security/Education etc.</li> </ul> <p><b><u>Coalition</u></b></p> <p>Teacher to guide students’ discussion on the artwork, <i>Coalition</i> and get them to critique the artwork using Feldman’s approach to Art criticism.</p> <p><u>Describe</u></p> <ul style="list-style-type: none"> <li>• What is the name of the artist who created the artwork?</li> <li>• What kind of an artwork is it?</li> <li>• What is the title of the artwork? <b>What does ‘coalition mean?’ (Coalition: different groups of people working together/cooperating to achieve a</b></li> </ul>	<p>Students will identify and write down various reasons why migrants leave their countries (push factors) and what attracts them to new places (pull factors).</p>	<p>To allow students to draw references to their earlier discussion on why migrants come to Singapore.</p> <p>Able to categorise the reasons for migration into ‘push’ and ‘pull’ factors</p> <p>The Feldman’s approach to art criticism allows students to examine the art work in detail so as to make sense of it.</p>	<p>Activity Sheet 1</p> <ul style="list-style-type: none"> <li>• <i>Coalition</i> artwork</li> </ul>
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(20 min)	<p><b>common goal)</b></p> <p><u>Analyse</u></p> <ul style="list-style-type: none"> <li>What is the emphasis/focus in this artwork?</li> </ul> <p><u>Interpret</u></p> <ul style="list-style-type: none"> <li>What do you think the two characters are doing?</li> <li>How do you think the two characters feel about each other? (Teacher to elicit vocabulary describing feelings from pupils.)</li> <li>What tells you that (<i>Provide evidence to support answers</i>)?</li> <li>Why do you think the two characters feel that way? (Differences in language/culture/habit, competition) <i>Teacher to lead the discussion and help pupils see that there is some kind of distrust/misunderstanding between the two characters - just like how migrants and the local feel about each other.</i></li> <li>Why did the artist name the art work 'Coalition'? What did he want to tell you? <i>Teacher to lead pupils to see the need/importance of social cohesion and to appreciate and respect each other's differences</i></li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Do you like this artwork? Why or why not?</li> </ul> <p><b><u>Grass Cutters</u></b> Teacher leads an art discussion on the art work, <b><i>Grass Cutters</i></b>, using Feldman's approach to Art criticism.</p>	<p>Students will complete the worksheet (parts a-d):</p> <ol style="list-style-type: none"> <li>identify the feelings portrayed by the two characters</li> <li>provide evidence to support their answers in (a)</li> <li>give reasons why the characters harbour such feelings</li> <li>describe their feelings about the art work</li> </ol>	<p>Appreciate the cultural diversity of different groups living in Singapore Respect the different communities in Singapore Aware of the importance of working together and living together</p> <p>The Feldman's approach to art criticism allows students to examine the art work in detail so as to make sense of it</p>	<ul style="list-style-type: none"> <li>Grass Cutters artwork</li> </ul>

	<p><u>Describe</u></p> <ul style="list-style-type: none"> <li>• What is the title of this photograph?</li> <li>• Who are these people in the photograph?</li> <li>• Where do you think they are from?</li> <li>• Have you seen them before?</li> <li>• What do they do?</li> </ul> <p><u>Analyse</u></p> <ul style="list-style-type: none"> <li>• What is the focus in this artwork?</li> </ul> <p><u>Interpret</u></p> <ul style="list-style-type: none"> <li>• What do you think the photographer was trying to show/portray?</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Is this image of the people different from how you usually see them?</li> <li>• What does this image look like to you?</li> </ul> <p>Teacher to explain that artist, Jing Quek is trying to celebrate this particular group of people (migrant workers) by giving them celebrity status (explain celebrity status) in this art work (title of the artwork is <b>Singapore Idols Grasscutters</b>).</p> <p><i>Teacher to lead a discussion on why the artist feels that the grasscutters are Singapore idols? Use the discussion to lead the pupils to think about their contributions to the country. Relate their contributions to those of our early settlers</i></p> <p>“Are there similar Singapore idols we can think of?” Lead students to brainstorm for:</p> <ul style="list-style-type: none"> <li>• other migrant workers whose presence is often neglected</li> <li>• their contributions</li> </ul> <p><i>Teacher to lead the discussion to effect an attitudinal change</i></p> <ul style="list-style-type: none"> <li>• “Looking at all the contributions of the migrant workers, do you think that they</li> </ul>	<p>Pupils to fill in the contributions of the grass cutters</p> <p>Pupils to fill in :</p> <ul style="list-style-type: none"> <li>- other types of migrant workers</li> <li>- their contributions</li> </ul>	<p>Aware of the contributions of the early settlers and the migrant workers of today.</p>	
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<p>3. (20 min)</p>	<p>strangers/new comers feel welcome/ good about living in Singapore?</p> <p><b>Closure</b> Teacher to summarize the lesson by highlighting</p> <ul style="list-style-type: none"> <li>• Feldman's approach to art criticism – describing, analysing, interpreting</li> <li>• The reasons for migration and contributions of migrant workers</li> <li>• Our language/way of life/food/ethnic costume/festivals contribute to our sense of identity /belonging as Singaporeans - who we are.</li> <li>• There are different cultural/ethnic communities ( cultural diversity) in Singapore and hence the need to respect the differences and live/work together in harmony</li> <li>• The need to welcome new comers/migrants and to help them integrate and build a new sense of belonging</li> </ul>			
<p>4. (1 hr each)</p>	<p><u>Extension activity (In class):</u></p> <p><b>English (Dramatisation)</b> <i>Teachers can get students to role play how early migrants communicate with each other using their own Mother Tongue languages (Eg. A Chinese student speaking to an Indian student in Mandarin and vice versa) to get students to experience the difficulties in communication and the problems that may arise from the miscommunication.</i></p> <p><b>Art</b> Teachers to get pupils to think of other migrant</p>			



	<p>workers as Singapore idols and represent them on a poster using collage.(relate to the Grasscutters artwork)</p> <p><b>Social Studies</b> Students will read up Social Studies textbook pg 54 – 62 and complete activity book pg 26-27.</p>			
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**Remarks:**

- The next lesson should be held in class.
- For SS, teacher should go through the facts/syllabus about migrants – how they were initially wary of each other but came together to share and exchange, etc.