

## CONCEPT MAP OF UNIT

In this unit, we will learn about skin tones, ethnic origins, and how we learn to respect one another for the beauty within us. We start out our unit learning about colors generally, which will lead to a discussion of cultural diversity and learning and appreciating more about our origin stories.

TOPIC

We are more than the colors of the rainbow; we are beautiful

TEACHER

GRADE

## STANDARDS

### California Visual Arts Standard

**CREATING—Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**1.1 Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.

## OBJECTIVES

Students will learn a mnemonic device to help them remember the colors of the rainbow.

Students will be able to explain their color choices.

Students will be able to develop an argument with reasoning in response to value questions.

## RESOURCES

Chart paper

A Rainbow graphic that is labeled with ROYGBIV

Markers in the colors of the rainbow

Graphic with a gender-neutral figure who is called, Roy G Biv.

## VOCABULARY

Colors noted by other students

Favorite

Roy G Biv

Mnemonic device

## PROCEDURES

1. In this lesson we are going to learn about the colors of the rainbow, “favorites”, and how to respect one another’s choices.
2. Ask the students: “What are the colors of the rainbow?” List these colors on chart paper. Try to write them in the order of the rainbow (ROYGBIV) to help them make associations for the next step. If you can, try to also write the colors in the same-colored marker. They may name other colors like periwinkle or sienna. When those specific words are said, place them in a box on the chart paper and ask the students how they would describe that color. Use a similarly shaded marker to write the words in the box, so that the students have a chance to learn that vocabulary organically.
3. Using a pre-labeled rainbow graphic placed next to the colors the students have already identified, share with students that a good way to remember the colors of the rainbow are to think about our good friend: RoyGBiv. Roy G Biv is a “mnemonic device or a technique we can use to help us remember information”
4. Place on the chart paper, the graphic with a gender neutral figured named “Roy G Biv” who loves to wear all the colors of the rainbow and they know that their name helps us to remember those colors. **Teacher note: I encourage you to use different pages from a coloring book like *Girls Are Not Chicks* or *Gork and Friends* or *Girls will be Boys will be Girls* or *Super-Soft Superheroes*. You can of course create your own for your context.**
5. R=Red, O=Orange, Y=Yellow, G=Green, B=Blue, I=Indigo, V=Violet

6. Note with the students that those last two colors may be new to them. Ask the students: What might be the difference between Indigo and Violet?
7. Remind the students RoyGBiv helps us to remember the colors of the rainbow.
8. Challenge the students to use all those colors to color in Roy at their desks, which should already have on them a set of markers in all the colors from the rainbow. Remind them of any community norms around sharing materials with one another and respecting one another's time to focus. Give the students time to color using all the colors.
9. Share out from the desks: "Why did you make the choices you made to use colors in this way?" You might ask follow up questions like, "Why did you color their hat [this color]? Why did you color their scarf [this color]?" Etc.
10. Close with a brief discussion about "favorites" and respecting what we like. Ask the students to raise their hands as you say the colors if that color is their "favorite". They can also have more than one "favorite. Everyone has their different favorites, but they all are important to someone. Ask the students, "Does the fact that I like [insert color(s)] make me better than someone else?" Gather answers with positions as to why or why not. Ultimately, one hopes for the class to come to the lesson that we don't have to agree with one another to respect one another when it comes to color.
11. Closing question: Can we think of other instances where this might be the case, when I might like something and you might like something different?
12. Ask the students to hang up their drawings of "Roy G Biv" in a prominent place by the chart paper to discuss tomorrow.

## REFLECTIONS

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