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Paideia Seminar Lesson Plan

Text: *The Persistence of Memory*, by Salvador Dali

Grade/Subject: Upper Elem / ELA, Art

Ideas, Values: Time, Reality, Perception, Experience

Date of Origin: 1/1/2016

Pre-Seminar Content

Launch Activity:

Complete a concept web on the concept of time (see sample on page 6). This should include four related areas:

- 1) students should write their own definition of time
- 2) related key words and ideas
- 3) related feelings
- 4) images and symbols

Inspectional Read:

Do not provide the title of the art piece. Have students divide the painting into quadrants and label them a, b, c, d

Background Information:

Salvador Dali (1904-1989) was a Spanish surrealist artist. He painted this piece in 1931. It is a small canvas, measuring only 9 ½ x 13 inches.

Vocabulary:

Provide and post the meaning of the word *persistence*.

Provide the meaning of the word *surrealism* (include discussion of the prefix *sur-*, the root word *real*, and the suffix *-ism*). Discuss *surrealism* as a concept in art.

6 February 2019

Analytical Read:

Have students examine the painting and list all the items or objects represented. They should underline the three things that they think are most important in the picture.

Pre-Seminar Process:

- ✓ **Define and State the purpose for the seminar.**

“A Paideia seminar is a collaborative, intellectual dialogue about a text, facilitated with open ended questions.

“The main purpose of seminar is to arrive at a fuller understanding of the textual ideas and values, of ourselves, and of each other.

- ✓ **Describe the responsibilities of facilitator and participants.**

“I am primarily responsible for asking challenging, open-ended questions, and I will take a variety of notes to keep up with the talk turns and flow of ideas. I will help move the discussion along in a productive direction by asking follow-up questions based on my notes. “I am asking you to think, listen and speak candidly about your thoughts, reactions and ideas. You can help each other do this by using each other’s names.

“You do not need to raise your hands in order to speak, rather, the discussion is collaborative in that you try to stay focused on the main speaker and wait your turn to talk.

“You should try to both agree and disagree in a courteous, thoughtful manner. For example, you might say, ‘I disagree with Joanna because...,’ focusing on the ideas involved not the individuals.

- ✓ **Have participants set a Personal Goal.**

“Now, please reflect on how you normally participate in a discussion as a group. What goal can you set for yourself that will help the flow and meaning of the seminar? “Please consider the list of personal participation goals – either on the Speaking and Listening Checklist or on the board.”

- ✓ **To speak at least three times**
- ✓ **To refer to the text**
- ✓ **To ask a question**
- ✓ **To speak out of uncertainty**
- ✓ **To build on others’ comments**

“Is there one that is relevant for you? Please choose one goal from the list or that you feel is best and commit to achieving it during the discussion we are about to have... write down (or circle) your personal goal.”

- ✓ **Agree on a Group Goal.**

For this seminar, I will suggest our group goal (select display for all to see).

Seminar Questions:

✓ **Opening (Identify main ideas from the text):**

- ❖ Think of a great title for this painting. Write it on an index card and then share. (round-robin contributions)
- ❖ Why did you choose that title? (spontaneous discussion)

✓ **Core (Analyze textual details):**

- ❖ What is interesting to you in this painting? (Specify with reference to the quadrants.)
- ❖ Did the artist really see this picture? (Follow-up: In what sense is it real; if it's not real, is it worth painting/ is it meaningful?)
- ❖ What parts of the painting relate to time?
- ❖ The artist titled this piece *The Persistence of Memory*. How does this title relate to time?

✓ **Closing (Personalize and apply the ideas):**

- ❖ Can you think of an experience that skewed time – that seemed to take longer or shorter than it usually does?

Post-Seminar Process:

“Thank you for your focused and thoughtful participation in our seminar”.

✓ **Have participants do a written self-assessment of their personal goal.**

“As part of the post-seminar process, I would first like to ask you to take a few minutes to reflect on your relative success in meeting the personal process goal you set prior to beginning the discussion.

Please review the goal you set for yourself and reflect in writing to what extent you met the goal. In addition, note why you think you performed as you did". (Pause for reflection.)

✓ **Do a group assessment of the social and intellectual goals of the seminar.**

"Now I would like us to talk together about how we did in relation to the group goal we set for ourselves (insert your group goal). On a scale of one to five, five being perfect, how would you say we did? Why?" (Pause for discussion.)

"Now, would someone be willing to (volunteer) to share your personal self-assessment and reflection?"

✓ **Note reminders for the next seminar.**

Post Seminar Content:

✓ **Transition to Writing:**

Revisit students' concept webs created in the *Launch Activity*. On the reverse side, students should jot down thoughts about the question: What is the artist trying to teach you about time?

✓ **Writing Task:**

After viewing and discussing *The Persistence of Memory*, write a paragraph in which you explain what time is. Support your response with reference to the art piece and its message.

✓ **Brainstorm:**

Students should brainstorm relevant thoughts from their ideas in the *Launch*, the seminar dialogue, and the *Transition to Writing* to check their understanding of the writing task.

✓ **Structure the Writing:**

Provide time for students to review their notes. Let them know the expectation for the writing is that it should include:

- 1) Opening
- 2) Discussion about what time is
- 3) What makes you think that (refer to the art piece)
- 4) Make a point about what the artist wanted to teach the viewer
- 5) Closing

✓ **First Draft:**

Challenge students to complete a first draft paragraph based on their notes and the seminar discussion.

✓ **Collaborative Revision:**

Have students work in pairs to share their writing. Have the listener comment on whether and how:

- 1) The writer explained what time is
- 2) Referred to elements in the text
- 3) Made a point about what the artist wanted to teach the viewer

Students then revise their pieces resulting in a second draft.

✓ **Edit:**

Once the second draft is complete, have students work in small groups to read and mark spelling and conventions errors in one another's paragraphs. Teacher should circulate and work with each group, giving input as needed. Give time for students to revise and edit, for a third and final draft.

✓ **Publish:**

Publish the final copies and display them.

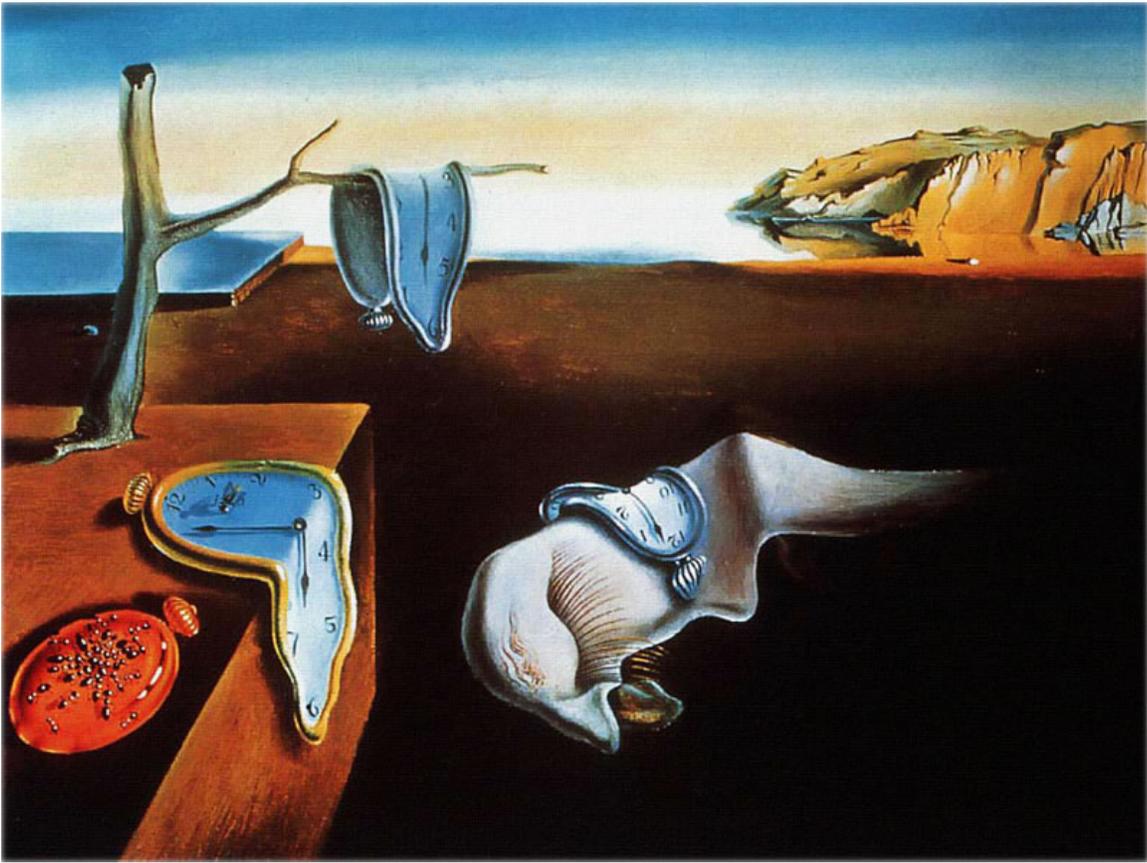
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***Text is attached if open sourced.**

***Text is cited if it needs to be procured.**



My Definition

Key words and ideas

Time

Feelings

Images and symbols