Objective: To use my learning experience in Turkey from my participation as a Fulbright-Hays Fellow, to integrate art and culture into my curriculum in order to enhance my students learning as global learners and to reinforce Pennsylvania State Standards.

Geometric Design in Turkish Art

PA STATE STANDARDS

Definitions, Properties and Relations
2.9.4.A. Identify, describe, and define 1-, 2-, and 3- dimensional shapes and their related parts; compare 2-dimensional shapes; compare 3- dimensional shapes

Transformations and Symmetry
2.9.4.B. Identify and draw figures with one or more lines of symmetry.

Note: Students will have completed ¾ of Unit 1: Geometry using the Everyday Math Series

Day 1:
Materials
Turkish Rug
(This rug is unique because it has been sewn up into a bag. Imagine a rug runner about 8 feet long, folded in half and sewn together)
Student’s math journals
Pencils

Students stand in a circle and one by one silently pass the “Turkish Artifact” around the circle. Students sit down after passing the artifact and record in their math journal their thoughts about how this artifact had been used.

Teacher shares: this Turkish Rug is about 75 years old and is believed to have been woven in the eastern part of Anatolia, in the city of Van.

Students share out their predictions.

Share with students that they will have an opportunity at the end of our Geometry unit to create their own individual rug.

Day 2
Slide show

Day 3
Slide show (if necessary)

Day 4
3D Geometric Shapes
Key Vocabulary:
Tessellation
Students working in triads will create 3D designs using shapes.
This activity allows students to physically move shapes and see how they interact with other shapes.
Photograph these designs for use on Day 5 if necessary.

Day 5
Designing a Rug

Materials:
Everyday Math Template
Colored Pencils
Sharpie Marker
Ruler
CM or Inch graph paper

Students will work independently to create a rug applying the principles learned in Unit 1.