

FOR ADMINISTRATIVE USE ONLY

Course # \_\_\_\_\_

Instructor Signature \_\_\_\_\_

Approved Date: \_\_\_\_\_

**WORK PLAN PROPOSAL**

**I. IDENTIFYING INFORMATION:**

Name: Ivy Fields School District: Mackay Joint School District  
711 Boulevard Lane Grade Level Taught: Elementary  
Mackay ID, 83251 Subject for Focus: Art, Language Arts, Science

Home Phone: 208/525-1133 Daytime Phone: 208/525/9879  
Year Round Email: ifields@notforeal.com Faculty Advisor: Mary Ann Johnson  
SSN: 123-45-6677

Course Name: Maori Culture for Kids  
No. of Qtr Credits: 3 Level: 400 (upper division) Discipline: Humanities

**II. COURSE DESCRIPTION:**

The purpose of this unit is to introduce elementary students to the Polynesian inhabitants of New Zealand, the Maori people, and their unique art and culture. The unit will integrate language arts, science, and art with cultural elements of Maori culture. The focus will be on creating lesson plans for elementary level students using hands-on activities. The main focus of the travel part of the course will be gathering materials and information by traveling to New Zealand's North Island and visiting major Maori cultural centers.

**III. GENERAL GOALS:**

1. To investigate unique Maori art style created by their mythology, economy and resources.
2. Gather information concerning methods in making tools, clothes, boats, baskets and other cultural objects.
3. To interview a Maori descendant about stories and beliefs that are carried forward today. What are enduring customs?
4. Collect resources to share with students including books, posters, maps, and raw materials.
5. Create a thematic unit age appropriate for K-4 students to interact with the culture of the Maori people. That will include developing twelve 30-minute activity lessons.

**IV. DETAILS OF LEARNING PLAN**

**A. INFORMATION ACQUISITION**

Before traveling, I will read and review the following texts and summarize the important learnings with reference to each source in a 3-4 page paper:

Reading (13 hours)

- *An Illustrated Guide to Maori Art*, by Terence Barrow, Reed-New Zealand, 1995
- *The Maoris*, by Charles Higham, (Cambridge Intro to World History), Cambridge University Press, 1981
- *Land of the Long White Cloud: Maori Myths, Tales and Legends*, Kiri Te Kanawa et.al., Arcade, 1990

Visits: (4 hrs/day X 8 days) (32 hours)

- While in New Zealand I will visit museums, historic areas and cultural sites that will be documented in a notebook including a daily log of experiences, insights, interview notes and photos.

**B. LEARNING APPLICATION (36 hours)**

1. I will create a thematic unit age-appropriate for grades K-4 to interact with the culture of the Maori people. The unit will include twelve 30-minute activity lessons. The lessons will feature primary source materials I brought back from the trip.

**(NOTE: It would also have been possible to field test the lessons for appropriateness and student feedback for additional hours.)**

2. I will share my art journal, primary source materials and lesson plans with my team of teaching colleagues at a staff meeting.

3. **500 Level Assignment:**

(In addition to the 400 level assignment)

From my reading, and my experiences in New Zealand I will identify the impacts of western industrialization on traditional Maori customs, traditions and culture in a 2-3 page paper.

**C. SELF-REFLECTION (8 hours)**

My Self-Reflection Paper will be a personal journal of my experiences on the tour of New Zealand. I will design a folder using Maori art motifs to include in my journal of the trip to various museums and cultural centers, which I will share with team teachers. I will include their comments in my self-reflection.

**D. INTEGRATION PAPER (automatic 3 hours)**

I will write a 2–3 page Integration Paper responding to the following five statements:

1. What I actually learned compared with my initial goals and outcomes.
2. Which aspects of my program were most helpful and why.
3. What I would do differently if I were to do another similar course.
4. A statement of how I plan to use the learning from my course of study.
5. My contact with my faculty advisor and the directions for my Work Plan Proposal.

**V. LIST OF ASSIGNMENTS & ANTICIPATED DATES OF COMPLETION**

- |                                                   |       |
|---------------------------------------------------|-------|
| • 3-4 page paper summarizing my readings          | 10/15 |
| • Photo log and narrative of visits and interview | 2/10  |
| • 12 lesson plans for 30 minute sessions          | 12/18 |
| • Art and narrative Self-Reflection journal       | 12/30 |
| • Integration Paper                               | 12/30 |

**VI. SUMMARY OF WORK HOURS**

Including estimated hours I will spend on each phase.

- |                                                 |                |
|-------------------------------------------------|----------------|
| • Work Plan Proposal                            | 5 hours        |
| • Information Acquisition                       | 45 hours       |
| • Learning Application and 500 Level Assignment | 36 hours       |
| • Self Reflection Journal                       | 8 hours        |
| • <u>Integration Paper</u>                      | <u>3 hours</u> |

**Total: 97 hours**

(97 hours divided by 30 hours per credit = 3 qtr credits)

**VII. DISCLAIMER**

This Work Plan Proposal represents the first time I have received either university credit or WA Clock Hours for this work.