



Lesson Title: Inspired by Cecelia Moseley - My Own Letter Sculpture

Time Allotment: 25 minutes

Grade Level: 6th Grade (Adaptable for below or above grade level)

Learning Objectives: Students will be able to:

- Discuss different ways individuals experience reading.
- Understand that some individuals have a unique learning style for reading called dyslexia.
- Explore the three-dimensional form of letters through sculpture.
- Share their creative interpretations of letters.

Mississippi Career and College Readiness Standards Alignment:

English Language Arts:

- CCRS.ELA.SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Sharing their letter sculptures and describing their interesting aspects.)
- CCRS.ELA.L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Discussing the concept of letters and how they are used in reading.)

Mathematics:

- While direct alignment with a specific sixth-grade math standard might be challenging with this art-focused activity, the creation of three-dimensional forms can be connected to foundational geometric concepts and spatial reasoning, which are precursors to more formal geometry in later grades. The act of manipulating materials to create a specific shape involves understanding spatial relationships.

Background Information for Educators:

Scientists have devoted much research to the human mind's understanding of spatial visualization and reasoning. Thinking in 3D seems to correlate with being able to grasp mathematical concepts, visualize ideas, and solve complex problems. Three-dimensional art displays height, width, and depth - visual spatial concepts that fill a physical space and can be viewed from all sides and angles. Two-dimensional works of art - paintings and drawings — are observed only in terms of height and width. When modeling a 3D object, a designer might begin with a 2D sketch or an armature. Lines that join to form shapes that can then be interpreted as dimensional forms. A sculpture can have a solid, "closed" form where the art is complete within its own shape (think of traditional figure sculpture or the giant head sculptures of Jaume Plensa). Or, it may interact with surrounding space in a more "open" manner. Artist Henry Moore, who revolutionized form in modern sculpture, was known to have said "a hole can have as much shape and meaning as a solid mass."

Incorporating Cecelia Moseley and Dyslexia Awareness:

Introduce students to Cecelia Moseley, a talented mixed-media artist from Meridian, Mississippi. Her artwork often explores the fascinating ways individuals experience and interact with language, particularly in relation to different learning styles such as dyslexia. Moseley utilizes diverse materials, including metals and acrylics, to create sculptures that represent letters and symbols, reflecting her unique understanding of how these forms can be perceived. Her exhibit, "Remnants of Language," features immersive installations designed to evoke personal interaction and reflection on learning and understanding. Just as Moseley explores the intricacies of letters through her art, in this lesson, we will create our own three-dimensional interpretations of letters. It's important to remember that dyslexia is simply a different and unique way that some people's brains process language, and it can even lead to innovative and creative ways of thinking, as seen in Cecelia Moseley's inspiring work.

Materials Needed (for 25 children):

- Pipe Cleaners: Approximately 1 package of 1000 pipe cleaners
- Model Magic: Individually wrapped portions for 25 students (approximately 2.38 lbs for 72 individually wrapped pieces)
- Optional Enhancements:
 - Small beads or sequins (bulk assortment)
 - Markers/paint for coloring the Model Magic

Instructions for the Lesson:

- Introduce the Idea of "Moving Letters": "Sometimes, for individuals with dyslexia, letters might be experienced in a way that feels like they are moving or look different on the page. Today, we're going to imagine what letters would look like if they could come alive and become sculptures, just like how some people uniquely perceive them."
- Choose Your Letter: "Think of a letter in the alphabet. It could be your initial, a letter you think is tricky, or just one you find intriguing!"
- Sculpt with Pipe Cleaners: "First, let's use the pipe cleaners. Try bending and twisting them to form your chosen letter. Don't worry about making it perfect! Imagine your letter is stretching, jumping, or even doing a cartwheel. How would it look in 3D?"
 - Encourage them to make it stand up if they can, or give it an interesting pose.
- Add Texture and Form with Model Magic: "Now, use the Model Magic to give your letter more shape and texture and create a base so your letter sculpture can stand up! You can wrap it around parts of your pipe cleaner letter, use it as the foundation for your letter, or even create a whole new letter out of Model Magic if you prefer!"
 - This part allows for more sensory input and a different kind of manipulation.
 - If using beads/sequins: "You can even press some beads or sequins into your Model Magic letter to give it extra sparkle or texture."
- Reflect: "Look at your amazing letter sculpture! Does it look different than it does on paper? How did it feel to make a letter in 3D? Remember, everyone has their own unique way of understanding and interacting with the world, and this activity helps us explore different perspectives on something as familiar as letters!"

Tips for Facilitator:

- Positive Language: Emphasize that dyslexia is simply a different way of learning, highlighting the diversity of how we process information.
- No Pressure: Stress that there's no "right" or "wrong" way to make their sculpture. The goal is exploration and creativity.
- Circulate: Walk around and offer encouragement and ideas. Ask open-ended questions like, "Tell me about your letter!" or "What's interesting to you about this letter?"
- Keep it moving: Stick to the time limits to ensure everyone gets to the sharing part.
- Consider reading aloud excerpts from or referencing the book "If you're so smart, why can't you spell Mississippi?" by Richard H. Isaacson for further insight into the experiences of individuals with dyslexia.

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