



GOLDEN RULE PROJECT

Grade

6-8,9-10

Time

1-2

Class

Periods

Language
Arts Core

[L] 5

Color Conversations

Line of inquiry (essential question)

How does color make us feel? Why do we choose the colors we do? Why is the Golden Rule, golden?

Grade Range: 6-8, 9-10

Group size: Classroom

Materials: Paper, pen, a copy of The Golden Rule for every student, poems, songs and paintings that depict color.

Variation: Ribbons or material of different colors

Time: 1 to 2 class periods

Language Core Standards: Grades 6-10 [L] 5

Skills: Critical thinking skills, understanding figurative language, distinguishing the connotations of words

Space: A classroom

Directions: Present the idea of color using text, music, art or all three. Each student will choose a color (any but gold), and try to describe it without using the name of the color or any words that refer to color (i.e. hue, tint, etc.). The students will list things that are that color, words that describe how that color makes them feel, places they might see that color. Students will share their description with the class and the group will try to guess the color. Next, read the Golden Rule out-loud, then, as a class, the group will do the same thing with the word GOLD, each describing the color without using the word gold or color words. The facilitator will lead a brainstorm on the board of what the students came up with. Discussion: Why is the color gold perceived this way? Why is the color gold used to identify a guiding principal of society? What are the negative and positive connotations of this color? Are there other colors used this way?

Extensions: Students can create art depicting their color or the color gold or even the Golden Rule.

Reflection: We live in a beautiful world; imagine how color enhances our lives.

Notes: For the stage, students could use the colored material or ribbons to depict scenes that describe that color.