



MUSEUM OF RUSSIAN ICONS

Sorting and Classifying

Kindergarten

About the Museum

The Museum of Russian Icons was founded in 2006 as a non-profit educational institution by Massachusetts industrialist Gordon B. Lankton. The collection includes more than 400 Russian icons, the largest collection of its kind in North America, and one of the largest private collections outside Russia. The collection spans six centuries, and includes important historical paintings dating from the earliest periods of icon painting to the present.

The Museum is a fascinating place for teachers and students to explore. It offers discussion-based tours that engage students of all ages. The study of icons and Russian culture yields rich connections to a wide variety of curriculum areas, including history and social studies, art and art history, and English Language Arts. We can customize your classroom visit to meet your instructional goals and curriculum needs.

About This Lesson

This lesson is one of a series developed by graduate students in Tufts University's Museum Studies program as assignments for the course Curriculum Development for K-12/Museum Collaborations. Special thanks to the students who created them: Tricia Augustine, Christina Ashton, Jennifer Cohen, Sarah Fitzpatrick, Jodi Larson, Juan (Klara) Zhang, Katelyn McLaughlin, Victoria Myers, Karen Riley, and Jennifer Zanolli. These lessons are works in progress intended to show educators the scope of educational opportunities that the Museum can create for students.

Some lessons are designed to take place at the Museum, while others were created for teachers to use in the classroom. They can be printed out and used as is, or they can serve as a starting point for other lessons. The Museum looks forward to working with educators to tailor the experience for their students.

If you have written or developed a lesson plan about icons, the Byzantine Empire, Russian history or culture, or any other relevant subject and you'd like us to post it on this website as a community resource, please send it to the email address below and we will be in touch to follow up.

If you have questions or feedback about these lessons, or if you'd like to make arrangements for your students to visit the Museum, please contact Tara Young at tyoung@museumofrussianicons.org or call (978) 598-5000 x 13.

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I. Pre-Visit Lesson

Sorting and Classifying

Target Audience: Kindergarten and 1st grade, 5-6 years old

Subjects: Mathematics, Language Arts

Time Required: 50 minutes

Lesson Overview

Through this lesson, students will learn sorting and classifying skills and play a related game to familiarize themselves with these concepts before their in-gallery lesson. Students will also become familiar with the Museum, both anticipating what they will see and practicing museum manners, understanding how they are expected to behave.

Learning Objectives

At the end of this lesson, students should be able to:

- Identify attributes of objects as a foundation for sorting and classifying.
- Introduce math vocabulary (e.g., same, different, sort, classify) and sort objects by color, shape and other properties.
- Contribute knowledge to class discussions by offering information or ideas.

Materials & Preparation

- *Sorting and Classifying* worksheet for each student (Appendix 2, page 9)
- Pattern blocks and work surface (Appendix 3, page 10)
- Photographs of the Museum of Russian Icons

Educator Introduction

The pre-visit lesson will be divided into two parts. Begin by introducing students to the idea of **classification** by having students complete the *Sorting and Classifying* worksheet. Later, demonstrate the Pattern Block game and allow students to play it to prepare for the in-gallery class. Have them share their ideas.

Ask students to share their personal museum experiences. Finally, provide information about the Museum of Russian Icons so that students have an expectation about what they will see in the Museum and know how they should behave.

Steps for the Educator

1. Play the sorting and grouping game (**25 minutes**)
 - Warm up: Students and teacher complete a worksheet together and become familiar with math vocabulary: same, different, classify by color (Appendix 2, page 9)
 - Play the sorting and grouping game
 - Demonstrate the sorting game first: show a few pattern blocks to students. Put the blocks with 4 edges on one side of your work surface. The others without 4 edges will be on other side of the work surface.
 - Have students play the sorting game, but ask them to play a variation. For example, put all the blocks with 3 edges on one side and all the blocks that do not have 3 edges on the other side.
 - Ask students how they sorted their blocks.
2. Introduce the Museum of Russian Icon to students (**25 minutes**)
 - Ask students to share any museum experiences they might have had. Have you ever been to a museum? Which kind? Science museum? Art museum? A children's museum?
 - Can you tell us about your experiences?
 - Introduce the Museum and show pictures of the Museum building
 - What is inside the building? (many icons from Russia)
 - What we will do there? (learn about images, symbols, patterns)
 - Discuss Museum manners: stay in the group, do not touch the objects in the Museum, etc.

Massachusetts Standards Addressed

Math

K.P.1: Identify the attributes of objects as a foundation for sorting and classifying.

K.P.2: Sort and classify objects by color, shape, size, number, and other properties.

Language Arts

K.P.2.1 By the end of grade 2, students will contribute knowledge to class discussion in order to develop a topic for a class project. (Students can contribute to group discussions by offering information or ideas and by asking and responding to relevant questions.)

Student Assessment

Student Assessment Worksheet (Appendix 1, page 8)

Further information and citations

Museum of Russian Icons: <http://www.museumofrussianicons.org/index.html>

Kindergarten Learning Experiences by Massachusetts Department of Elementary and Secondary Education: www.doe.mass.edu/ess/reports/0408kle.pdf

Saint Nicholas Center: <http://www.stnicholascenter.org/Brix?pageID=23>

Kindergarten Lessons.com: <http://www.kindergarten-lessons.com/index.html>

IXL: <http://www.ixl.com/math/>

Supplemental Materials

- Sorting and Classifying Worksheet: same, different, classify by color (Appendix 2, page 9)
- Pattern blocks (Appendix 3, page 10)
- Images of the Museum of Russian Icons (Appendix 4a and 4b, page 11-12)



MUSEUM OF
RUSSIAN ICONS

II. In-Gallery Lesson

Patterns in Icons

Target Audience: Kindergarten and 1st grade; 5-6 years old

Subjects: Mathematics, Visual Arts

Time Required: 50 minutes

Lesson Overview

By using the icons of Saint Nicholas in the Museum, this lesson helps students practice the mathematical skills of identifying and sorting patterns, and uses different materials to produce visual effects.

The class will be divided into three sessions. In the first session, the teacher will present different versions of images of Saint Nicholas, introducing students to the saint and his likeness. In the second session, students will look at four specific images in the Museum and be asked to find the patterns among different images. Finally, students will choose symbols and attributes from various icons to add to icon templates. From this exercise, students are able to reinforce the information from the second session and practice their skills of sorting and memorizing.

Learning Objectives and Criteria

At the end of this lesson, students should be able to:

- Recognize the same patterns among different icons of the saint.
- Identify and reproduce repeating patterns by sorting different patterns.
- Partake in magnet activity that demonstrates representation of a character.

Materials & Preparation

- Five different images of Saint Nicholas
- Prepared copies of basic images of Saint Nicholas without his attributes for each student.
- Magnetic board or cookie sheet
- Five kinds of magnetic pieces: beards, band with crosses, a sword, a building, a book, a bunch of flowers, cups, apples, oranges. (See Easy Magnets for the Classroom, page 5)

Steps for the Educator

1. Introduce students to one of the Saint Nicholas icons (**10 minutes**)
 - Ask students to find other icons of Saint Nicholas in the Museum. How do they know it is him? How did they identify him?
 - Point out the other Saint Nicholas icons on view, both the ones students found, and others they may have not.
 - Talk about the character of Saint Nicholas: a man who was very kind to people in need. He is the Patron Saint of Russia and is considered very important to followers of the Russian Orthodox religion.
 - Explain that these icons are not all exactly the same because different people made them at different times.
 - Make a transition to the next activity: how do we know that all of these icons show Saint Nicholas? Because there are some things in common among the images. Explain why icons all share the same attributes: the people who followed the Russian Orthodox religion needed to always be able to recognize the saint so that they could use his image for prayer.
2. Identify the same patterns among different icons (**20 minutes**)
 - Tell students they are going to look at specific objects in the Museum and find some things in common among them.
 - Have students compare the facial features of different icons, assisting them in finding the similarities. Take turns describing each feature and comparing the objects.
 - short gray beard
 - high wrinkled forehead
 - wears a band around his neck decorated with crosses

- Ask students to identify what Saint Nicholas is always holding in his hands. (Prompting question: What do you see in this man's hand? Do you see the same thing in other pictures?)
 - a book
 - a sword in one hand and a building in the other hand
3. Magnet activity (**20 minutes**)
- Divide students into groups of 3 or 4.
 - Explain to students that they will be participating in an activity about what they just learned
 - Hand out basic image of Saint Nicholas without his attributes and separate "attributes" to each group (sword, beard, building, book, flower, cups)
 - Have students create a rendition of the icons they just saw in the Museum by attaching the corresponding attributes to the basic image of Saint Nicholas.

Massachusetts Standards Addressed

Math

K.P.1: Identify the attributes of objects as a foundation for sorting and classifying.

K.P.2: Sort and classify objects by color, shape, size, number, and other properties.

K.P.3: Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB...

Art

1.1: By the end of grade 4, students will use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textile, and yarns, and understand how to use them to produce different visual effects.

2.5: For pattern and symmetry, by the end of grade 4, students will explore the use of patterns and symmetrical shapes in 2D and 3D works. They will identify patterns and symmetrical forms and shapes in the environment and in artwork, and will explain and demonstrate ways in which patterns and symmetrical shapes may be made.

Student Assessment

Student Assessment Checklist (Appendix 5, page 13)

Further information and Citations

1. Hare, Richard. *The Art and Artists of Russia*. Greenwich, CT: New York Graphic Society, 1965.
2. Hartt, Frederick. *Art: A History of Painting, Sculpture, and Architecture*. New York: Harry N. Abrams Inc., 1993.
3. Kindergarten Learning Experiences by Massachusetts Department of Elementary and Secondary Education: www.doe.mass.edu/ess/reports/0408kle.pdf
4. Museum website: <http://www.museumofrussianicons.org/index.html>

Easy Magnets and Magnetic Puzzles for the Classroom

Convert any digital image into a puzzle or magnetic pieces.

Materials Needed

- Printer-ready thin sheet magnets (similar to Avery 3270) OR
 - Thin magnetic sheets (business card size or larger) and full sheet labels (8.5" x 11", similar to Avery 5165) or size to match magnetic material (not needed if using printer-ready magnets)
 - Printer (color preferred)
 - Digital image(s)
 - Scissors
1. Use computer software to size the digital image(s) to fit on the magnetic material you plan to use.
 2. Print image(s) onto the printer-ready magnet OR label. If using a label, carefully peel off the backing and stick the label to the magnet sheet. Accurately trim pieces to desired size with scissors.



III. Cross-Curricular Lesson for Gallery or Classroom

Santa Claus and Traditions

Grades: Kindergarten and 1st grade, 5-6 years old

Subjects: History, Social Science, Language Arts

Time Required: 50 minutes (3 sub-sessions)

Lesson overview

This is a cross-curricular lesson that either can take place in the gallery or in the classroom. This session is designed around the in-gallery lesson using Saint Nicholas images to recognize patterns and to practice sorting and classifying skills. In this activity, teachers will read a picture book about Santa Claus to talk about the tradition and will present other similar traditions like those of Chinese culture. Finally, the teacher will have students draw or write their own tradition and share their traditions with other students.

Learning Objectives

At the end of this lesson, students should be able to:

- Retell a main event from a story heard or read.
- Students connect informational and fictional stories to prior knowledge and personal experience.
- Students can illustrate family stories or events.

Materials & Preparation

- The picture book: *And Now We Call Him Santa Claus* by Kay Tutt (originally published in 1963 by Lothrop, Lee and Shepard. New York, NY)
- Stories about other holiday traditions around the world. Search online for pictures to accompany storytelling.
- Worksheet with symbols and traditions related to Santa Claus
- Worksheet with symbols and traditions of Chinese New Year
- Color pencils and paper for each student

Educator Introduction

This lesson will be divided into three parts. First, read a story about Santa Claus and have students discuss what they know about him. In the second part, using the Santa Claus, ask students to talk about any traditions related to this figure and introduce some other similar traditions, such as the Chinese red packet. Finally, have students draw or write their own tradition and share their stories.

Steps for the Educator

1. Read the picture book with students and talk with them about Saint Nicholas **(20 minutes)**
 - After reading, ask students about Santa Claus. (They can talk about anything relating to the story just read or to their personal experiences.) Ask following questions:
 - What do you know about Saint Nicholas?
 - What kind of person he is? Why?
2. Talk about "Tradition." **(10 minutes)**
 - Introduction: Make a transition and ask them about the **traditions** related to Santa Claus.
 - What is a tradition? (a continuing pattern of culture beliefs or practices.)
 - What kinds of objects does Santa Claus always have with him? (red stockings, reindeers, Christmas tree)
 - Introduce other traditions across the world
Example: Red packet in China (During the spring festival, the adults will put money in the red packet and give it to the children as a good wish)
3. Hands-on Activity: draw your tradition **(20 minutes)**
 - Ask students to draw a picture or write about their own tradition. Prompt students to help them think about

what they could draw and what they could say about the stories:

- What does your family usually do for winter holiday traditions?
- When is your traditional activity?
- Who is involved in your traditional activity?
- Have each student share his/her drawing to the class and talk about their traditions.

Massachusetts Standards Addressed

Language Arts

K.R.8.2: Students will retell a main event from a story heard or read.

K.R.8.5: Students will retell important facts from a text heard or read.

K.R.9.2: Kindergarten students connect informational and fictional stories to prior knowledge and personal experience.

History

K.H.2: Put events in them and their families' lives in temporal order.

Student Assessment

Student Assessment Checklist (Appendix 7, page 16)

Further information and Citations

1. Saint Nicholas Center: <http://www.stnicholascenter.org/Brix?pageID=23>
2. Kindergarten Lessons.com: <http://www.kindergarten-lessons.com/index.html>
3. Kindergarten Learning Experiences by Massachusetts Department of Elementary and Secondary Education: www.doe.mass.edu/ess/reports/0408kle.pdf
4. *And Now We Call Him Santa Claus* by Kay Tutt (originally published in 1963 by Lothrop, Lee and Shepard. New York, NY) (The book can be accessed online at <http://www.stnicholascenter.org/Brix?pageID=541>)

Supplemental Materials

Symbols of Santa Clause (Appendix 6a, page 14)

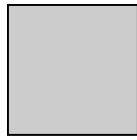
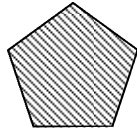
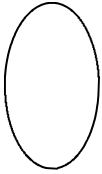
Symbols of Chinese New Year (Appendix 6b, page 15)

Appendix 2. Sorting and Classifying Worksheet. Circle the shape or shapes that answer the question.

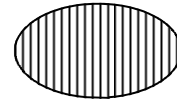
1. Look at this:



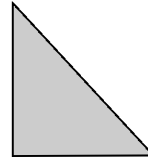
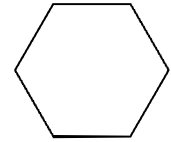
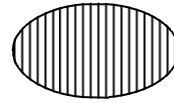
→ Which shape is the **same**?



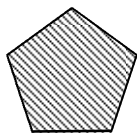
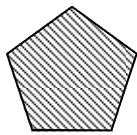
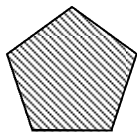
2. Look at this:



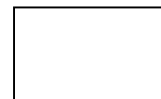
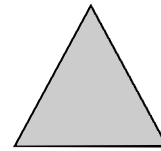
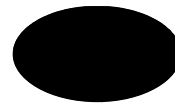
→ Which shape is the **same**?



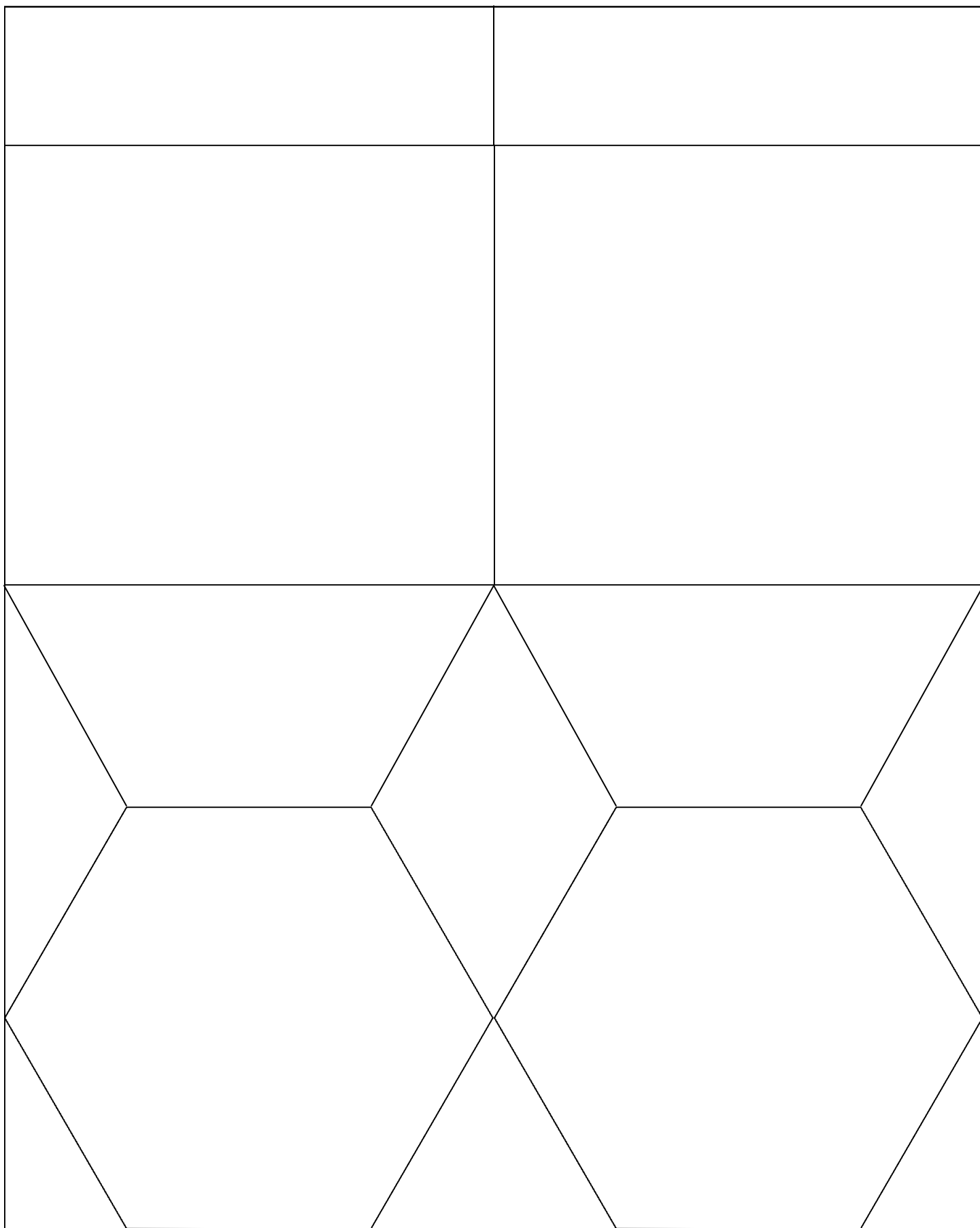
3. Which shape is **different**?



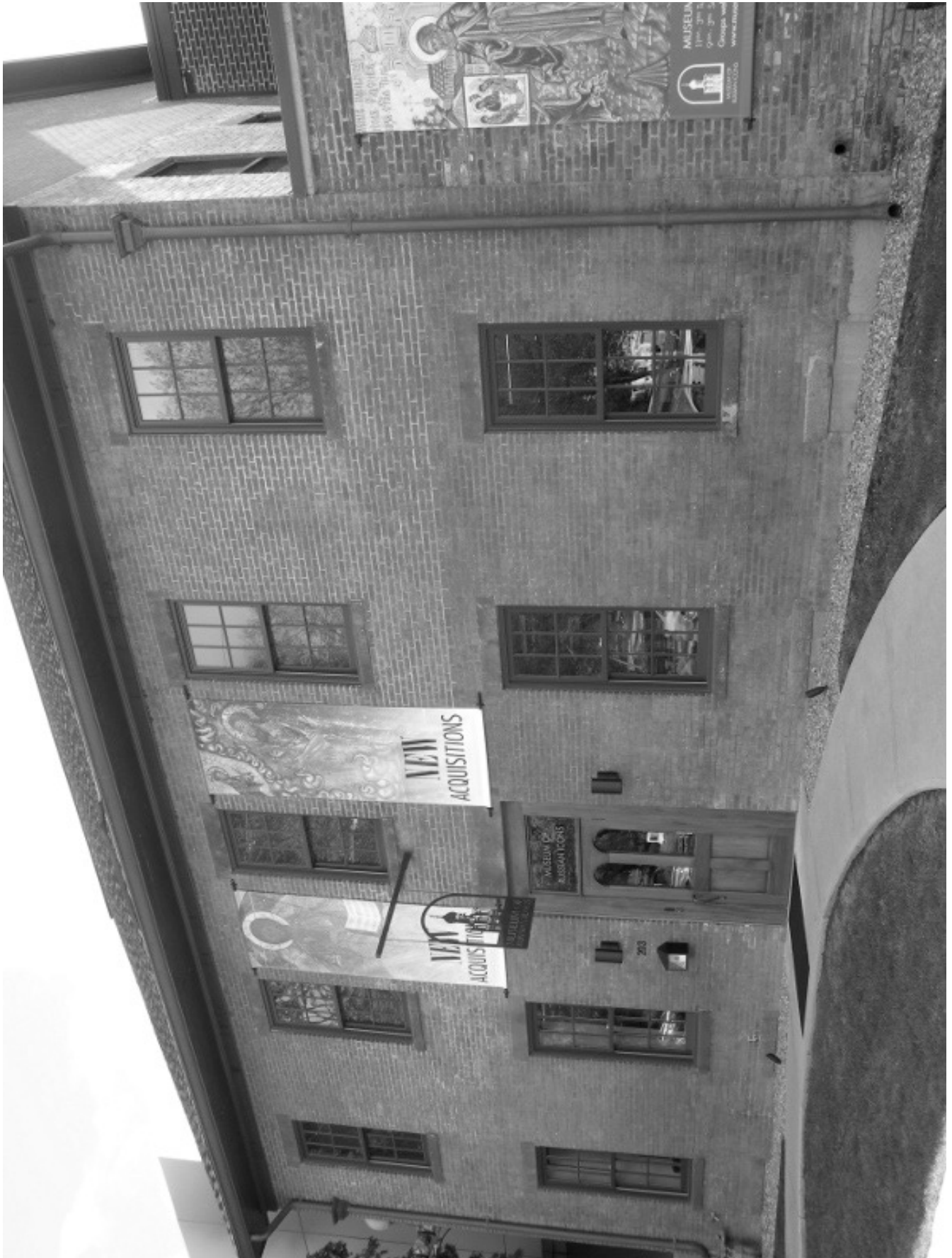
4. Which shapes are **white**?



Appendix 3. Pattern Blocks. Copy onto card stock of different colors. Cut out the shapes. Mix and distribute.



Appendix 4a. Museum of Russian Icons. Exterior view.



Appendix 4b. Museum of Russian Icons. Interior view.



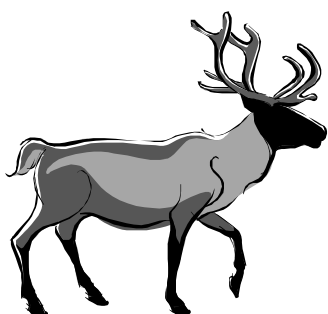
Appendix 6a. Cross-Curricular Lesson: Santa Claus and Traditions. Things associated with Santa Claus.



hat



sleigh



reindeer



presents



chimney



stocking



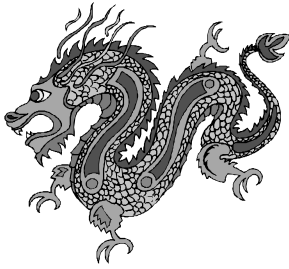
tree



bells



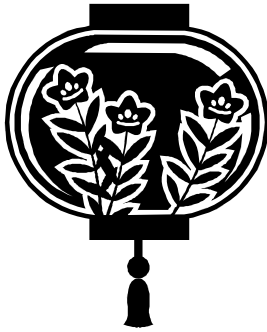
Appendix 6b. Cross-Curricular Lesson: Santa Claus and Traditions. Things associated with Chinese New Year.



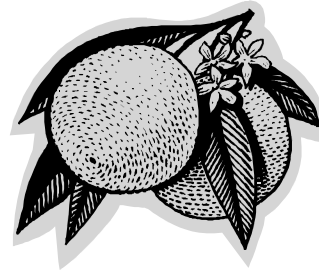
dragon



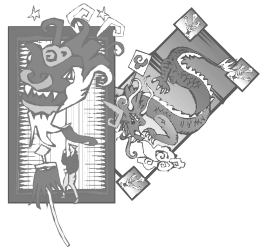
fireworks



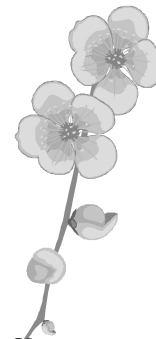
lanterns



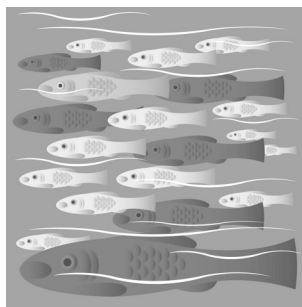
oranges



red packets



flowers



fish



good luck symbols



