

Teacher Candidate: Holly Romano

School: Easthaven Elementary

## Grade K — Visualizing Feelings

<b>Unit Focus</b>	<b>Central Focus/Theme/Concept:</b> Art + Feelings <b>Essential Questions:</b> Can we visualize how we feel? Can artwork express emotions? Can color, line, and shape be used for expression? <b>Project:</b> 2D Mixed media inspired by feelings <b>Anticipated # of lessons &amp; days for the unit:</b> 3 lessons, 3 class periods
<b>A. Anticipatory Set</b> What do students already know & how will you capture their interest for this unit?  <b>B. Rationale</b> Why is this unit of study relevant? All portions of the unit should demonstrate research-based practices to support art teaching and learning.	A.) Previous lessons with students had them using lots of color, drawing, and collage. They know how to use oil pastels, watercolors, and glue sticks. They also enjoy music as they have listened to art related songs.  B.) “The arts provide a wide range of opportunities for social-emotional experiences as well as developing social-emotional competencies... Arts education is also seen as a vehicle for self-expression, helping students explore aspects of their identity and express emotions that are not encouraged at other times in the school day” (Farrington, C., et al, 2019).  Social Emotional Learning (SEL) is an important topic in education today. Schools all over the country are adding it into their curriculum, including the state of Ohio, whose Department of Education has created “Ohio’s K-12 Social and Emotional Learning Standards” for optional implementation statewide. These standards “seek to develop the ‘whole child’ by helping students build self-awareness, social awareness, self-management, and relationship and responsible decision-making skills” (DeMaria, 2019).  Through music, this unit seeks to support young students in becoming aware of their emotions and being able to label them. “Children who learn how to understand emotions in themselves and others are better able to regulate their own responses to strong emotions. Helping children to identify and label emotions is an important first step” (Mincemoyer, 2016).
<b>What is the end goal of this unit?</b>	The end goal for this unit is to support young students in becoming aware of their feelings as they feel them. It is also to help them understand that artists can use these feelings to inspire their artmaking.
<b>Lesson Descriptions</b>	<b>Lesson 1: Can we see sound? Can color express feelings?</b>  The teacher will ask the question “Can we see sound?” to the students and take a pre-assessment by students raising their hands if the answer is yes. Then, the teacher will guide students through research of this question by introducing

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Explain how the lessons build upon each other and connect.	<p>them to multiple ways artists and creators have visualized sound across multiple media.</p> <p>Next, the teacher will introduce the concept that color can be used to express feelings and emotions. “The Color Monster” will be read aloud to the class, followed by a class discussion about the book and how it connected colors and feelings. The students will be given a coloring sheet with monsters and feelings, and as a class, they will follow the pattern of the book in connecting feelings to colors.</p> <p>Then, the class will review artworks and discuss what feelings they have when looking at the artwork. They will predict what the artist might have been trying to express.</p>
	<p><b>Lesson 2: Painting to music</b></p> <p>This lesson will connect Lessons 1 and 2 by using what the students had learned to create their own multimedia artwork in reaction to the music that they hear.</p> <p>The teacher will introduce them to Melissa McCracken, a synesthesia artist who paints what she sees when she hears music.</p> <p>The teacher will play clips of different music for the students, asking what feelings they felt when listening. Then, the teacher will tell the students to feel the music with their bodies and model how in front of the class. The students will move to the music next to their chairs as the teacher plays the clips, helping students to connect music to feelings.</p> <p>The students will sit back in their chairs, and the teacher will play the full length of each of the three songs: song 1 is having the students feel the music in their hands, visualizing the lines they hear, then drawing them; song 2 is visualizing the colors that they see, then painting them; and song 3 is visualizing the shapes that they hear and then collaging them.</p> <p>The result will be a final mixed media collage artwork that reflects the feelings the students felt when they heard the music.</p>
	<p><b>Lesson 3: What emotions do you see?</b></p> <p>This lesson is a reflection piece to wrap-up the unit. The class will begin with their final artwork and their Color Monster worksheets. The students will write down (or circle) the feelings that their artwork expresses. Then, the students will do a gallery walk around the room in their table groups. They will have time to look at and discuss the artworks, reflecting on what emotions the artist might</p>

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	<p>have been feeling when they created it. Using the Color Monster worksheet as a guide, students will mark next to which emotion(s) they feel when looking at the artwork.</p> <p>Then when they return to their seats, each student can see which emotions their peers saw in their artwork and can reflect if they were surprised or not by the results.</p>
<p><b>A. Technology</b> Explain briefly how technology is used to engage learners.</p> <p><b>B. Possible Integration</b> Brainstorm possible integration opportunities for this unit.</p>	<p><b>Technology</b></p> <ul style="list-style-type: none"><li>• Videos shown on smart board</li><li>• Drawing demonstrations using Elmo and smart board</li><li>• Music played using Bluetooth speaker</li></ul> <p><b>Integration</b></p> <p>This unit can be integrated with schoolwide or classroom SEL instruction.</p> <p>For kindergarten, this unit connects to Ohio's K-12 Social and Emotional Learning Standards</p> <p><b>Self-Awareness</b></p> <p><b>A1 1.a</b> Identify basic personal emotions.</p> <p><b>Self-Management</b></p> <p><b>B1 2.a</b> Describe verbal and nonverbal ways to express emotions in different settings.</p>
<p><b>Content Statement- CREATING</b></p> <p>From 2022 ODE Standards</p>	
<p><b>Content Statement- PERFORMING</b></p> <p>From 2022 ODE Standards</p>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"><li>• <b>K.2 PE</b> Explore a variety of materials and tools to create works of art.</li><li>• <b>K.3 PE</b> Communicate an idea using the elements of art.</li></ul>

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<p><b>Content Statement-RESPONDING</b></p> <p>From 2022 ODE Standards</p>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"><li>• <b>K.3 RE</b> Observe and describe works of art.</li></ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"><li>• <b>K.3 RE</b> Observe and describe works of art.</li></ul>
<p><b>Content Statement-CONNECTING</b></p> <p>From 2022 ODE Standards</p>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"><li>• <b>K.3 CO</b> Share personal responses to works of art and acknowledge the opinions of others.</li></ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"><li>• <b>K.1 CO</b> Connect ideas, stories, and personal experiences to works of art.</li></ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"><li>• <b>K.3 CO</b> Share personal responses to works of art and acknowledge the opinions of others.</li></ul>

<p><b>Performance Based Objectives</b></p>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"><li>• Students will understand that sound can be expressed visually.</li><li>• Students will know that color can be used to express emotions.</li></ul>
	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"><li>• Students will connect music and feelings to artwork.</li><li>• Students will express how they feel using color, shape, and line.</li></ul>
	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"><li>• Students will reflect on what emotions an artwork expresses.</li></ul>

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<b>Performance Based Assessments</b>	<b>Lesson 1</b> <ul style="list-style-type: none"><li>• Teacher will ask the question, “Can we see sound?” before and after lesson to assess understanding.</li><li>• Students will color their Color Monster worksheets with the colors matched to basic feelings.</li></ul>
	<b>Lesson 2</b> <ul style="list-style-type: none"><li>• Students will connect emotions to visual representations as they create an artwork based on how a song makes them feel.</li><li>• Students will use the elements of color, shape, and line to express emotions in their artwork.</li></ul>
	<b>Lesson 3</b> <ul style="list-style-type: none"><li>• Student will reflect on their own artmaking as well as view the artwork of their peers and discuss what emotions they feel are being expressed.</li></ul>
<b>Unit Vocabulary</b>	<b>Synesthesia</b> – the experience of one sensory stimulation leading to the experience of another
<b>Additional Language Demands</b>  How have you designed opportunities to speak and/or write throughout your unit so students have multiple ways to learning and knowledge?)	<ul style="list-style-type: none"><li>• Class discussion</li><li>• Raising hands to signal answer</li><li>• Listening to book reading</li><li>• Small group discussions</li><li>• Writing of emotion words</li><li>• Marking a selected emotion</li></ul>
<b>Accommodations for diverse learning needs-</b> Ensure that you are writing accommodations that specify how you will support students in each lesson to support the	<b>Lesson 1:</b> <ul style="list-style-type: none"><li>• Students who have vision concerns can sit closer to the screen.</li></ul>

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<p>various learning needs within a class. These should be specific to each lesson.</p>	<ul style="list-style-type: none"><li>• Students with hearing concerns can sit near the front. Closed captioning will be turned on during the YouTube video in case they can read.</li><li>• Teacher will have physical copy of books for students to view.</li><li>• Clip art images will be connected to words throughout unit to support students who are learning to read.</li><li>• Spanish translation is provided on worksheets.</li></ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"><li>• Clip art images will be connected to words throughout unit to support students who are learning to read.</li><li>• Bluetooth speaker will be used to ensure all students can hear the music.</li><li>• Music without words was chosen to allow for universal experience.</li><li>• Music of varying styles was chosen to diversify the experience for all students.</li></ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"><li>• Students will mark the color monsters who represent the chosen feelings to allow emerging readers/writers to engage.</li></ul>
<p><b>Art/Visual Culture Examples</b></p> <p>(List all artists, artwork, and/or visual culture resources used for this unit)</p>	<ul style="list-style-type: none"><li>• <a href="#">Clip from Soul</a></li><li>• <a href="#">Andy Thomas</a></li><li>• <a href="#">Alida Sun</a></li><li>• <a href="#">Melissa McCracken</a></li><li>• <a href="#">Laurie Frick</a></li><li>• <a href="#">Color Monster</a></li></ul>

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	<ul style="list-style-type: none"><li>• Music: "<a href="#">Take 5</a>" by Dave Brubeck, "<a href="#">Miss Hazel</a>" by Tina Brooks, "<a href="#">Cool Jazz</a>" by M. Fasol, "<a href="#">Moonlight Sonata</a>" by Beethoven, "<a href="#">Around the World</a>" by Daft Punk, "<a href="#">Sevillanas de Tachuela</a>" and "<a href="#">En la calle</a>" by Rafa El Tachuela</li></ul>
<b>Materials &amp; Supplies</b>	<ul style="list-style-type: none"><li>• White painting paper (1 per student)</li><li>• Watercolors (2 sets per table)</li><li>• Oil pastels (1-2 sets per table)</li><li>• Collage paper (handful per table)</li><li>• Glue sticks (4-5 per table)</li></ul>
<b>Safety Procedures</b>	<ul style="list-style-type: none"><li>• Students will be reminded of our classroom policy to respect our classmates and their perspectives. When our peers share what they see or feel about artwork, we do not laugh or joke about it. We listen and support.</li><li>• Students are to stay in their seats during class, raising hands to answer questions. During Lesson 2 when they are allowed to move to the music, they will be reminded to use the schools "Respectful, Responsible, and Safe (RRS)" policy.</li><li>• Chairs must have all four legs on the ground — no tipping chairs ("Four to the floor")</li></ul>

<b>Procedures for Teaching/Learning</b>	
<b>Lesson 1 / Day 1</b> <b>Can we see sound? Can color express feelings?</b>	<p><b><u>Classroom Intro: 3 min</u></b> Teacher motions for student to enter classroom and sit at their assigned tables. Teacher checks seating chart to make sure all students are in the correct seats and assigns a seat to any new students.</p> <p>Teacher: "Good afternoon artists!"</p> <p>Students: "Good afternoon Mrs. Romano"</p> <p><b><u>Sound + Art: 8 min</u></b> Teacher: "Who can tell me what a sound is?"</p> <p>Students with raised hands answer — teacher waits until answer of "something we can hear" is given.</p>

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Teacher: “So if sound is something we can hear... is it also something we can see? Can we see sound?” (introduction into Google slides)

Most likely students will respond with “No!”

Teacher: “I am very curious about this question. I want to see if anyone else has tried to answer this question. I did some research to see if other artists have also thought about this question, and let’s see what I found...”

Teacher shows slides that show various examples of how creatives have made a visual representation of sound:

- [Clip from Soul](#)
- [Andy Thomas](#)
- [Alida Sun](#)
- [Laurie Frick](#)

Teacher: “It looks like there have been artists who have been able to find ways to visualize sound. How cool!”

### **Color + Feelings: 25 min**

My next question is, can colors express feelings? What do you think? Thumbs up or thumbs down.”

Teacher comments on student reactions.

Teacher: “I found this book at the library called [‘The Color Monster’](#) and I think it might help me with my question. Let’s listen to it together.”

Teacher plays video of [The Color Monster](#) read aloud.

Teacher passes out the Color Monster worksheet to the students and facilitates a class discussion about the book. As a class, they go through each emotion on the sheet and color the monster with the color it was associated with in the story.

Then the teacher reads a list of scenarios to the students and has them point to the emotion they would feel:

- Someone took the crayon you wanted to use.
- You scored a goal playing soccer at recess.
- You heard a thunderstorm outside.
- Your friend is coming over to play.

### **Cleanup: 5 min**



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Students put away crayons in table containers and put their worksheets in their table folders. Teacher calls on tables to line up.

Teacher sample:

Name Mrs. Romano



My artwork expresses these feelings:

calm  
happy  
silly  
relaxed

**Lesson 2 / Day 2**

**Painting to music**

**Classroom Intro: 3 min**

Teacher motions for student to enter classroom and sit at their assigned tables. Teacher checks seating chart to make sure all students are in the correct seats and assigns a seat to any new students.

Teacher: "Good afternoon artists!"

Students: "Good afternoon Mrs. Romano"

**Lesson intro: 7 min**

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Teacher: "Last week we asked the question 'Can we see sound?' and what did we discover?" Students raise hands to answer. Teacher guides towards "Yes!"

Teacher: "We also asked the question 'Can color express feelings?' and what did we find out?" Students raise hands to answer. Teacher guides towards "Yes!" and reminds them about the book "The Color Monster."

Teacher: "If we can see sound, and color can express feelings, do you think we can see feelings? Today, we are going to do just that. We are going to listen to music, and we are going to see what feelings it brings up inside us when we hear it. Then, we are going to match those feelings with colors just like The Color Monster. We are also going to match those feelings with lines and shapes! Doesn't that sound like fun?"

First, let's watch this video about an artist named [Melissa McCracken](#) who has a special gift called **synesthesia** that allows her to see colors when she hears music. She uses that gift for her artwork."

Teacher shows video about [Melissa McCracken](#). Teacher recaps what the video said to the students.

### **Artwork creation: 27 min**

Teacher: "Okay, now it's your turn! First, we are stand up!"

After students stand, teacher reminds the students of the RRS policy and how that looks as we move to the music.

Then teacher plays 45 seconds of song #1 as the class moves to the music. When it is done, the teacher asks the students what type of feelings they felt when they were listening. Teacher can play it a second time if needed to support learning.

Students then take their seats.

Teacher: "Now we are going to feel the music in our hands as if we were holding a pencil and drawing in the air. Think about the feelings you feel when you hear the song and let your hand move to the music for the type of line it could draw."

Teacher plays 45 seconds of song #1.

Teacher: "What kind of lines was your hand drawing? A swirly line? A spiky line? A bumpy line?" Class discusses line types and feelings.

Teacher: "Now, pick an oil pastel. I am going to play song #1 again, and you are going to draw lines and marks to the music. You will focus on the feelings you have when hearing the music."

Teacher plays 3 minutes of song #1 as students draw, meanwhile walking around to support and encourage students.

Teacher: "Okay, oil pastels down. Now I am going to play a different song. For song #2, we are going to focus on colors. Remembering what we talked about with our color monsters, close your eyes and imagine colors as you hear this song."

Teacher plays 45 seconds of song #2.

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	<p>Teacher: "Okay, open your eyes. What feelings were you feeling when you heard this song? What colors was that bring up in your imagination?" Students answer.</p> <p>Teacher: "Okay, time for watercolors!" Teacher passes out water bowls with brushes.</p> <p>Teacher: "Pick up your paint brushes. I am going to play song #2 again, and this time you are going to paint your paper with the colors that you think match how you feel when you hear this song."</p> <p>Teacher plays 4 minutes of song #2 as students paint, meanwhile walking around to support and encourage students.</p> <p>Teacher: "Okay, paintbrushes down!"</p> <p>Teacher gathers paintbrushes and water bowls to help avoid spills.</p> <p>Teacher: "I have one more song to play! This time, we are going to focus on shapes. You can use shapes to express your emotions too! It can be smooth for calm or happy, and it can be pointy or bumpy for angry or sad. Close your eyes and imagine shapes that might express your feelings as you listen to song #3."</p> <p>Teacher plays 45 seconds of song #3.</p> <p>Teacher: "Open your eyes! Now it's time for collage! We are going to glue torn pieces of paper onto our big paper. These colored papers can also reflect your feelings with their color and their shape. You can tear the paper into any shape you want, and then glue it to your paper. Since our papers are wet from painting, use your glue stick on the torn shape papers, not on the wet paper."</p> <p>Teacher plays 4 minutes of song #3, meanwhile walking around to support and encourage students.</p> <p>Teacher: "Okay, glue sticks down!"</p> <p>"Look at the beautiful artwork you made! Your artwork shows your feelings!"</p> <p><b><u>Cleanup: 8 minutes</u></b></p> <p>"Make sure all your glue stick caps are on and in your table bins. Also check for paper scraps on the floor. I will call your table when you are cleaned up and you can bring your artwork to the drying rack."</p> <p>Teacher calls on tables to bring their artwork to the drying racks, then they line up by the door.</p>
<p><b>Lesson 3 / Day 3</b></p> <p><b>What emotions do you see?</b></p>	<p><b><u>Classroom Intro: 3 min</u></b></p> <p>Teacher motions for student to enter classroom and sit at their assigned tables. Teacher checks seating chart to make sure all students are in the correct seats and assigns a seat to any new students.</p> <p>Teacher: "Good afternoon artists!"</p>

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Students: “Good afternoon Mrs. Romano”

### Lesson intro: 3 minutes

Teacher: “Last week we made mixed media artwork using oil pastels, watercolors, and collage. What did we use as inspiration for our artwork?” Students share answers. While expected answer will be “music,” teacher will help guide students to give answer of “feelings” or “emotions.”

Teacher instructs students to take their artwork and their Color Monster worksheets out of table folders. Teacher instructs them to place them side-by-side on the table.

### Reflection lesson: 25 min

Teacher: “First, we are going to do a gallery walk and reflect on our classmates’ work. Each table will rotate to the one next to it (teacher describes where each table moves). When you get to that table, you will look at the artwork. We are looking with our eyes only, not our hands.”

Students shift to next table. Teacher gives them a few minutes to look at each picture.

Teacher: “As a table, you can discuss what feelings you think each of the artworks is expressing. You can use our Color Monster guide to help you discover the emotions you see.”

Students discuss artwork at table for 2 minutes.

Teacher: “Now we will move to the next table.”

Students switch to next table and the process continues. There will be six rounds to get all the way around the room.

Teacher: “Now, we are going to do what most artists do when they complete an artwork — we are going to reflect on it. Look at your art and remember the feelings you felt while you were making it. The colors you chose and the lines and shapes you made will help you.”

“On the bottom of our Color Monster worksheet, we are going to write what those feelings were. On the bottom of your paper is the phrase ‘My artwork expresses these feelings...’ You are going to write the feelings your artwork expresses. You can use the top of your worksheet to help you remember the ideas we used to help us connect a color to a feeling. It will also help you remember how to spell the words you want to use.”

“We are going to take a few minutes to look at our artwork and write the words.”

Teacher gives 30 seconds for students to look at their own work.

Teacher: “Now we are going to write the feelings our artwork expresses.”

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	<p>Teacher walks around the room for 5 minutes as students write the feeling words on their papers. Teacher gives 1 minute warning.</p> <p><b>Cleanup: 5 minutes</b> Teacher: "Okay, pencils down. Great work today being reflective about your artmaking! Put your pencils in the table bins and put your artwork in your colored folders.</p> <p>Teacher calls on tables to up by the door.</p>

<b>Clean-up procedures to consider for this unit</b>	<b>Lesson 2:</b> Drying rack will need to be available. Students will need directed to put supplies back in table bins.
<b>Closure/review- What comes next in curriculum that will build on student knowledge from this unit?</b>	This is my last unit with them, so I am not sure what Mrs. Taggart has planned.
<b>Supplemental Activities that connect with this unit and corresponding lessons.</b>	<b>Lesson 1: My own color monster</b>  Students color their own color monster outline sheet with colors of their choosing based on how they are feeling in that moment. The teacher walks around and talks to the students about their color choices, asking why they chose their color(s) to support the connection.  <b>Teacher sample:</b>

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### Lesson 2: Memories and feelings

Students can draw on their mixed media artworks, or on a separate sheet of paper, any memories that the music inspired or that their artwork makes them think of because of the emotions they felt.

### Lesson 3: How does this artwork make me feel?

Teacher shares 1-3 artworks on the smart board that the students observe and share what feelings they think it's expressing or is making them feel.

#### Artwork examples:

- [Electric Prisms](#) by Sonia Delaunay
- [Dynamism of a Soccer Player](#) by Umberto Boccioni
- [Old blind man with a boy](#) by Pablo Picasso

**Unit Reflection for the art educator** (Considerations for when you teach this again in the future)

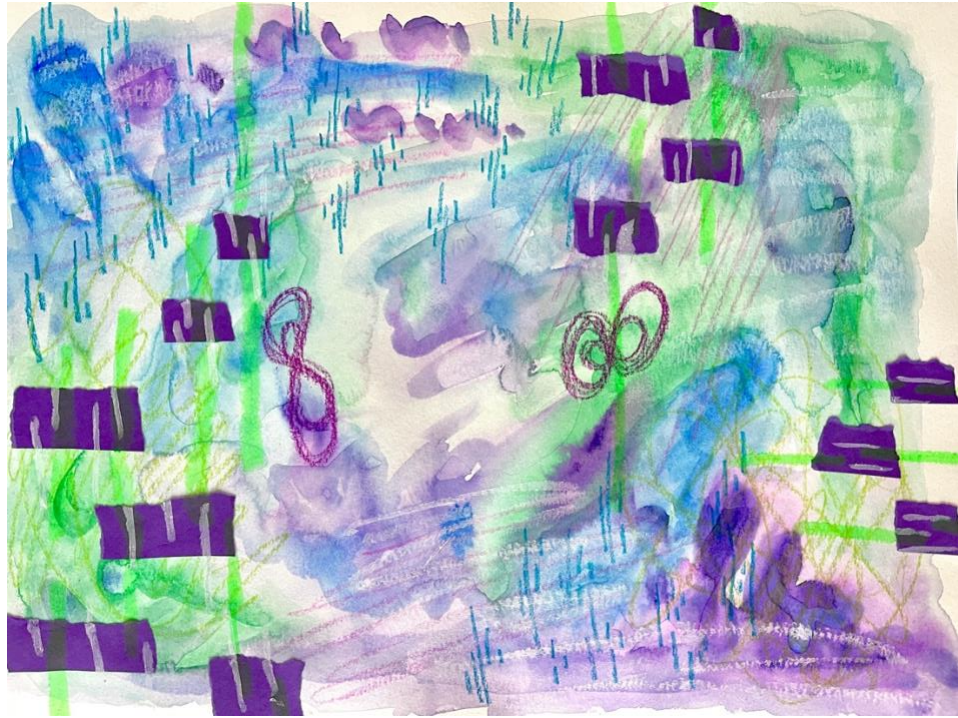
- Was this lesson developmentally appropriate for kindergarten?
- Did the students connect the music to the artmaking activity?
- Did the students connect emotions to artwork?

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	<ul style="list-style-type: none"><li>• Did the students know how to reflect on their peers' artwork?</li><li>• Did this unit need to be simplified or expanded in any areas?</li></ul>
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**Image of teacher sample or samples to help students learn processes**



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(The dimensional pink folded paper and yellow curled paper on this example will not be included. After discussion, this technique may be too difficult for K-1 students since it has not been taught to them prior to this lesson.)

### APA Reference list of sources and research conducted for this unit

Farrington, C., Maurer, J., Aska McBride, M., Nagaoka, J., Puller, J. S., Shewfelt, S., Weiss, E., & Wright, L. (2019). *Social-emotional action learning outcomes among K–12 students: Reflection*. UChicago Consortium on School Research. <https://consortium.uchicago.edu/sites/default/files/2019-05/Arts%20Education%20and%20Social-Emotional-June2019-Consortium%20and%20Ingenuity.pdf>

Mincemoyer, C. (2016). *Talking with preschoolers about emotions*. Better Kid Care. <https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/talking-with-preschoolers-about-emotions#:~:text=Children%20who%20learn%20how%20to,is%20an%20important%20first%20step.>

**Include any handouts you have created, any slide shows, teaching resources and any assessments you plan to use with this unit.**