Title/Description of Lesson
Anansi the Spider

Grade Level:
1st – 2nd

Lesson Links
Objectives/Outcomes
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Objectives/Outcomes (Return to Links)
Students will be inspired to create their own spider webs and spiders after reading “Anansi the Spider, A Tale from the Ashanti” by Gerald McDermott.

Materials and Resources (Return to Links)
Copy paper cut to a square (8 ½” x 8 ½” or 11” x 11”)
Pencils
Erasers
Purple construction paper (12” x 12”)
White oil pastels
Black oil pastels
Black tempera paint
**Vocabulary** *(Return to Links)*

**Shape** – a two dimensional area having height and width; an element of art.

**Line** – the path of a moving point (variations include thin, wide, straight, diagonal, vertical, horizontal, diagonal, etc.); an element of art.

**Pattern** – a principal of art using a repeated arrangement of lines, shapes, colors, and space.

**Radial Design** – a composition using lines, shapes, color, and space radiating from the center of a shape/form; usually within a circle.

**Folktale** – a story that is usually handed down orally among a culture.

**Illustration** – an artwork created to accompany a story, advertisement, or written text.

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**Procedures** *(Return to Links)*

1) Read “Anansi the Spider, a Tale from the Ashanti” to students after pointing out where Ghana, Africa is on a globe and explaining what a folktale is. Tell students to pay close attention to the illustrations, especially the webs, as the story is being read.

2) As the story is being read, point out the use of lines and shapes used in the illustrations to add interest and variety to the webs.

3) After reading the story, demonstrate how to fold paper to make eight sections. Students will practice the following folding techniques using copy paper cut into a square as you demonstrate the following:
   a) Place paper on desk to make it look like a diamond.
   b) Take the bottom corner to the top corner (opposite corner) and fold the paper making it look like a triangle.
   c) Open paper and lay flat making it look like a diamond with a horizontal fold. e) Rotate paper to look like a diamond with a vertical fold.
   f) Take the bottom corner to the top corner and fold the paper to make it look like a triangle again.
   g) Open paper and lay flat making it look like a square; students will identify the “X” that was created by folding the paper.
   h) Take the bottom edge to the top edge matching the corners and sides, fold paper making it look like a rectangle.
   i) Open paper and lay flat making it look like a square with a horizontal fold. j) Rotate paper to make the horizontal fold into a vertical fold.
   k) Take the bottom edge to the top edge matching the corners and sides, fold paper making it look like a rectangle again. Students will identify the “plus sign” that was created by folding the paper.

4) Have students count out loud together the eight sections that were created by folding the paper. Have students outline the folds using a pencil.

5) Demonstrate how to draw a web starting from the center, explaining that this is a radial design. Webs can be drawn using curved, straight or spiral lines. Students will use pencil to draw the web.

6) Students will practice two different webs using both sides of the paper.
7) Repeat steps 3 – 5 on purple paper (or other colors found in the book). After this project, students will know how to fold paper forever!

8) After the purple paper is folded and the web is drawn, students will outline everything using white oil pastels.

9) Using the white oil pastels, students will add shapes and lines to create their own designs on the web to add interest and variety as seen in the book.

10) Students will print 10 – 12 spiders using their index finger and black tempera paint. Demonstrate and discuss how to create a large dot for the body and a small dot for the head.

11) When the paint is dry, students will draw four legs on each side of the body using black oil pastels.

**Criteria for Assessing Student Learning**  
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1) Did students fold paper into eight sections by folding the paper in different directions?
2) Did students create a unique spider web using various lines and shapes inspired by “Anansi the Spider, A Tale of the Ashanti”?
3) Did students practice craftsmanship by outlining all lines and color in shapes using white oil pastel?
4) Did students print 10 – 12 spiders neatly using their index finger and black tempera paint, and did they draw the appropriate number of legs on each side of the spider?

**California Standards in Visual & Performing Arts**  
(Return to Links)

**Grade One**
1.0 Artistic Perception
1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

**Grade Two**
1.0 Artistic Perception
1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.

**California Standards for Integrated Subject**  
(Return to Links)

**Grade One**
**Measurement and Geometry**
2.0 Identify, describe, and compare triangles, rectangles, squares and circles.
2.4 Arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, left or right of).

**Grade Two**

**Number Sense**
- 4.0 Fractions and Decimals
- 4.2 Recognize fractions of a whole and parts of a group.

**Measurement and Geometry**
2.1 Describe and classify plane and solid geometric shapes (circles, triangles, squares, rectangles).

**Other Resources**  
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