

Lesson Title: Mehndi (Henna) Lesson	Grades: 5th - 8th Grade
Unit Title: India / Asia	Duration: 4 Class periods

Overview

Originating in ancient India, Mehndi is the artistic application of henna to the hands and feet. This tradition is usually part of a wedding ceremony, special occasion or festival as a means of personal adornment. Intricate designs are applied from a cone-shaped tube with a tiny opening for the henna. Repeating patterns, paisley, sun shapes, animals and plants are traditionally used for designs, but Mehndi artists enjoy using their personal creativity and vision



Materials:

- Art Journal
- Pencil
- Skin tone construction paper
- Skin tone crayons
- Pens
- Permanent Markers
- Brown Markers



Holidays and Cultural Celebrations

Diwali "Festival of Lights" Nov. 7th



Mehndi for Diwali and Eid

Mehndi is derived from the Henna plant, a plant that grows in Asia. It is traditionally put on women's hands and feet for festive occasions like Diwali, Eid or during marriages in South Asia. It originated around the 12th century in Asia and the Middle East. One of its original uses is to cool the hands and feet in hot temperatures as it has a cooling effect.

Topics: India, Diwali, Patterns, Symbolism, & Body art.

Lesson Procedures: (Week 1)

- **Entrance:** Students will come in and go to their seats.
 - ◆ **India Overview:** Students will look for clues around the room for which country we are learning about. I will call on one person from each table to reveal that we are learning about India.
 - What country: India
 - Continent: Asia
 - Language: Hindi
 - Art Vocabulary
 - Project: Mehndi
- **Background Knowledge:** Mehndi, the art of henna painting on the body, has been practiced in parts of India, Africa and the Middle East for centuries. Dried henna plant leaves are made into a paste that produces a temporary dye that lasts up to three weeks. This dye is used to make designs to decorate the skin – usually on hands and feet. Mehndi has traditionally been used to adorn wearers for wedding ceremonies and other cultural celebrations. Designs can be intricate and include elements like flowers, swirls, dots and teardrops.
- **Visuals Link:** Slideshow labeled **"HennaHandsLessonAndActivity"**
- **Research and Rough Draft:** Tables will review their resource folder and begin making a rough draft design in their journals
 - ◆ Turn to page 7
 - ◆ Trace your hand
 - ◆ Add Mehndi Designs with pencil

Essential Question

What factors prevent or encourage people to take creative risks?

Discussion Prompts

What connections can we make to mehndi in our culture?

How does making a real mehndi encourage creative risk taking?

How does it prevent creative risks?

I Can Statements:

- **5th- 8th:** I CAN create works of art that reflect community cultural traditions
- **5th - 8th:** I CAN describe what an image represents

Visual Art Standards

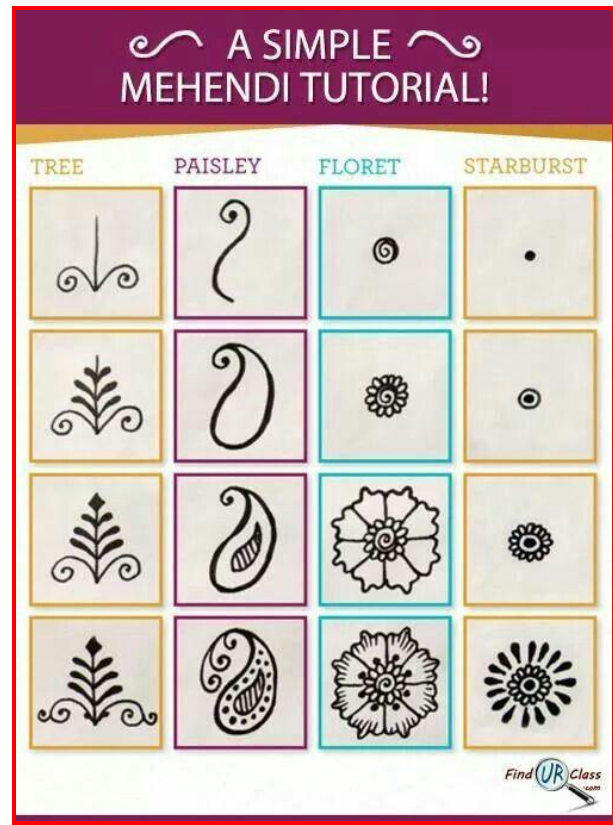
- **Creating:** VA:Cr1.2
- **Connecting:** VA:Cn10.1
- **Responding:** VA:Re7.2
- **Presenting:** VA:Pr4.1

<ul style="list-style-type: none"> ◆ Write about what types of symbols and designs you used and what they mean. → Clean up: 5 minutes before the end of class students will clean up. <ul style="list-style-type: none"> ◆ Artwork: in finished basket ◆ Materials: return to resource area. ◆ Baggies: Put in finished basket → Line up: Students will line up. → Review and awards: We will review what we learned for the day, celebrate an art star, if the class earned a compliment and a golden broom I will give that out if not students will provide feedback for what they will do differently next time. <p>Lesson Procedures: Week 2</p> <ul style="list-style-type: none"> → Entrance: Students will come in and go to their seats. → Review: <ul style="list-style-type: none"> ◆ What country are we learning about? ◆ What type of art are we making ◆ Essential Question ◆ I can statement → Video: Building background knowledge on how Henna is made and Mehndi is applied: Link → Guided Practice: Make a Mehndi <ul style="list-style-type: none"> ◆ Students trace their hands multiple times (1-2 tracings per student) on the paper using pencil. ◆ Using pencil and then sharpies they can create patterns to fill in their hand tracings and then use either markers or colored pencils to color in their shapes even though henna art is typically monochromatic. 	<div style="border: 1px solid black; padding: 5px;"> <p>Cross Curricular Standards</p> <p>LA: Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grade level text's complexity band independently and proficiently.</p> <p>SS: Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.</p> <p>SS: Use appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information.</p> <p>SS: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Asia ● India ● Diwali ● Mehndi ● Henna ● Skin tones ● Designs ● Patterns ● Symbolism ● Outline ● Trace. </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Cross Curricular Connections: Geometric and freeform Shapes (Math), Making Henna Ink (Science)</p> </div>
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- **Clean up:** 5 minutes before the end of class students will clean up.
 - a. Artwork: in finished basket
 - b. Materials: return to resource area.
 - c. Baggies: Put in finished basket
- 2. **Line up:** Students will line up.
- 3. **Review and awards:** We will review what we learned for the day, celebrate an art star, if the class earned a compliment and a golden broom I will give that out if not students will provide feedback for what they will do differently next time.

Week 3:

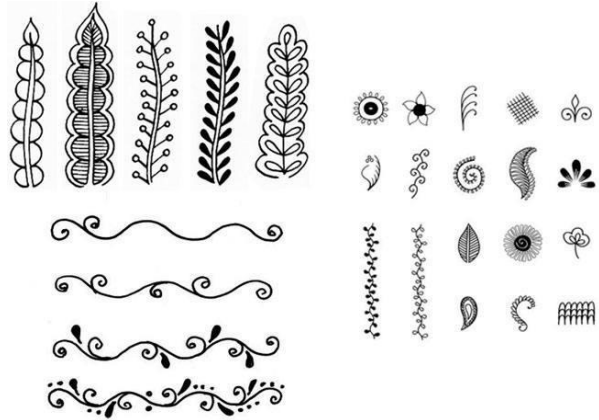
- **Entrance:** Students will come in and go to their seats.
 - ◆ **Understanding cultural background:** Let's learn about a big celebration called Diwali in India
 - ◆ Video: [Link](#)
- **Think Pair Share:** How is Mehndi connected to the celebration of Diwali?
 - ◆ What connections can we make to mehndi in our culture?
- **Guided & Independent Practice:** Students will continue to design their mehndi art and outline in permanent marker. I will review the expectations as a group and then they will work independently.
- **Clean up:** 5 minutes before the end of class students will clean up.
 - ◆ Artwork: in finished or I need more time basket
 - ◆ Materials: return to resource area.



- **Line up:** Students will line up.
- **Review and awards:** We will review what we learned for the day, celebrate an art star, if the class earned a compliment and a golden broom I will give that out if not students will provide feedback for what they will do differently next time.

Week 4

- **Entrance:** Students will come in and go to their assigned seats.
 - ◆ **Lesson Review:** Post a tweet about our lesson.
- **Guided Practice:** Cut out your mehndi hand and write your name on the back.
- **Collaborative Artwork Display:** Students will have the opportunity to paint an image with radial symmetry on a large canvas or paper collaboratively with their table.
 - ◆ Students will work together to paint and then place mehndi design hands on top of the painting all reaching towards the middle of the painting.
- **Finish Early:** Fill Out Country Facts for India in student journals.
- **Clean up:** 5 minutes before the end of class students will clean up their artwork and materials.
 - ◆ Paintings on drying rack
 - ◆ Journals in bin
 - ◆ Wash paint brushes
 - ◆ Put away paints
- **Line up:** Students will line up.
- **Review and awards:** We will review what we learned for the day, celebrate an art star, if the class earned a compliment and a golden broom I will give that out if not students will



Free sample from
Ahlaam
 By Alia Mansoor Khan
 Available at ArtisticAdornment.com



provide feedback for what they will do differently next time.

Keywords: Activating strategy, extended critical thinking, summarizing strategy, art making, teaching strategies, assessment prompts, guided practice, independent practice, clean up procedures.



At the end of our lesson students will...

Know:

That mehndi is an artform that uses Henna ink to create symbolic and decorative designs on the skin.

Understand: The cultural connections between mehndi and India and how they relate to Diwali.

Do: Create a mehndi design with symbolic representation. Work collaboratively to create a mural that features mehndi designs and symmetry.

External Resources:

Lesson Plan link: [Henna Hands Lesson Plan | Art Sphere Inc.](#)

Week 1 & 2:

- History behind Mehndi: [link](#)

Week 2

- Mehndi Application Video: [Link](#) <https://youtu.be/eBsKLm1eJSI>
- Mehndi Application Video 2: [Link](#) [The History of Henna and Mehndi - YouTube](#)

Week 3

Diwali Video: [Link](#)

Week 4

- Mehndi and Henna Review Video: [Link](#)

(Books, DVD's, Links, Videos)

Lesson Extensions:

- Mehndi Art Gloves
- Diwali Celebration Workpacket
- Tissue Paper flower making

PBS/ Classroom Incentives:

- **Art Star:** One student is selected from each class for going above and beyond the expectations of the lesson. This student receives a paper award and gets to write their name and draw a picture on the art star wall of fame.
- **Artist of the Month:** Two students are selected from each grade level for showcasing outstanding and/or unique craftsmanship and they are celebrated with a certificate, shout out on my website, and a mini poster displayed in the hallway.
- **Class Compliment:** If a class is following the expectations they will earn a class compliment.
- **Golden Broom:** This is the award for the cleanest class. The first class to earn 10 gets to build the art history time machine.

Accommodations & Modifications:

Students who finish Early: These students may complete the country fact sheet in their art journal about Mexico.

Gifted Students: Gifted or advanced students may be given optional fonts to use when creating the lettering on their portfolio or encouraged to research a famous artist and add images themed around that featured artist on their portfolio.

Notes:

- **Adaptations**
Invite a native of India to speak with the class about wedding ceremonies and preparations of people from India. Prior to the visit, students compose questions for the expert. After the meeting, students post learning to a class blog. Students research what holidays in

Visual Impairments- students with visual impairments will be placed closer to the front of the classroom. Supplemental worksheets can be created with larger font types and visuals.

Hearing impairments- Students with hearing impairments will be placed at a table closest to the front of the classroom to hear step by step directions given during guided practice activities.

Cognitive Learning Disabilities: Students with cognitive learning disabilities will be placed closer to the front and center of the room, so that I can easily access them to give repeated modeling and prompts during guided practice. Depending on student needs I will also create visual cues for each step during our guided practice.

Visual Learners: Visual learning skills are highlighted through sample visual art projects, step by step modeled techniques, visual assessment models, featured artist images and written text, as well as illustrations within our featured literature.

Audible Learners: Audible learning skills are highlighted through hearing our featured literature read out loud while they are reading along, verbal step by step directions during guided practice, verbal descriptions of project expectations and focused project based conversations within group table settings.

Behavioral Incentive: During class students participate in a team based on a traffic cone system. Each table or team is named after an era of art and begins on

India include the use of Mehndi as part of the celebration. Create a drawing to depict one of the holidays. The ancient Egyptians also made use of henna dye as a body adornment. Students research how the Egyptians used henna. Organize research into an electronic format for presentation to classmates.



green which means “ready to learn”. If a table receives two warnings or reminders about expected behavior in the art room their cone is flipped to “Warning: reflect on your expectations”. The team is given an opportunity to work together to solve the problem and move back to “ready to learn”. If the team receives additional warnings, their cone changes to “take a break”, at this time the team must clean up early and complete reflection sheets that will guide them through the problem solving process in art class. On the other had if each table is on ready to learn at the end of art the class earns a compliment. Each table has the option of moving up to “above and beyond”, earning a blue ticket, and additional responsibilities and materials. This game is a great way for each group table to monitor their use of classroom expectations during class time. It also allows them to work together to reach their goals. In the event that one individual student is affecting a team’s ability to meet their goal for a class period for more than two weeks in a row, I will set up a student/teacher conference to discuss my expectations and possible incentives and consequences.



~ A SIMPLE ~ MEHENDI TUTORIAL!

TREE



PAISLEY

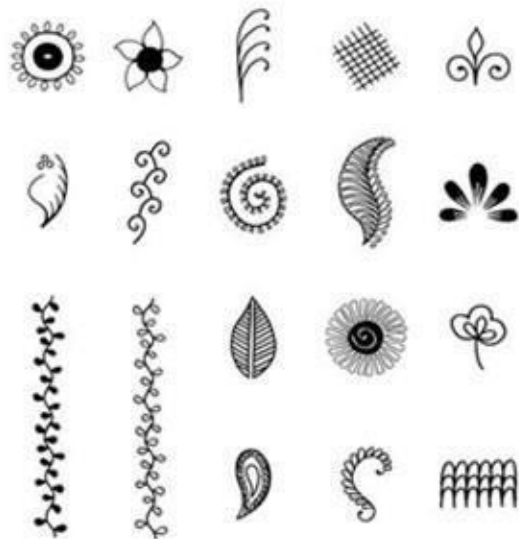
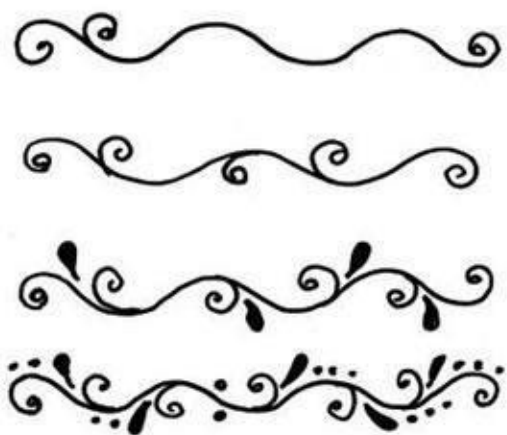
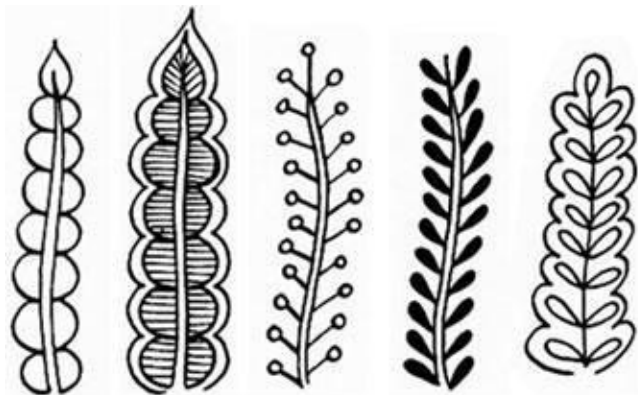


FLORET



STARBURST





Mehndi Designs For Hands - What Do They Mean?

[Mehndi designs for hands](#) are extremely popular in the centre East, North Africa, Southeast Asia and and therefore are getting very popular in other areas around the globe. [Mehndi](#) is called the skill of using henna tats or designs on different places on our bodies for special events and occasions.



[Mehndi designs for hands](#) are most generally put on brides yesterday the marriage or any other special events for example parties and family reunions to represent fertility and love. Today it's becoming very popular and so many people are now using the mehndi designs for hands for entertainment.

Allows take a look at probably the most popular symbols utilized in the designs and find out the things they represent.

A scorpion or growing vines inside your design could represent love and defense against the evil eye.

Adding camel lips, flowers, leafs along with other floral designs to the design signifies fertility.

Placing mandalas through the design signifies knowledge and spiritual enlightenment.

Ganesh, the elephant god within the design means a healthy body and defense against evil.

Employed in peacock or paisley symbols signifies love, fertility and best of luck.

Some traditions in Asian nations would be to hide the grooms title or initials somewhere within the bridal mehndi designs for hands. If he is able to not think it is, he needs to provide the bride a present. It's also thought to imply that the bride to be would be the dominant one out of the connection.



Another belief would be that the more dark the brides design, the greater mom-in-law will like her new daughter.

Hopefully you have just a little better understanding about [mehndi designs](#) for hands and what a few of the different symbols and designs around the design mean. You can now start focusing on the next design and then add new meaning and character.





Mehndi for Diwali and Eid

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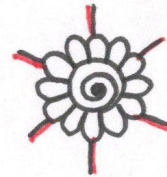
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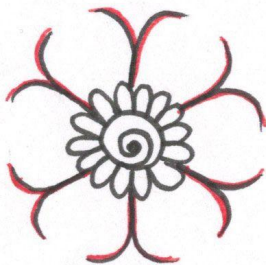
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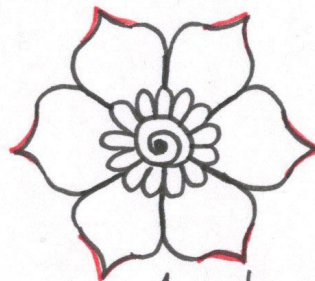
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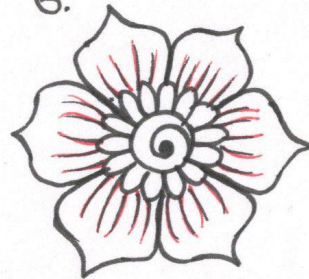
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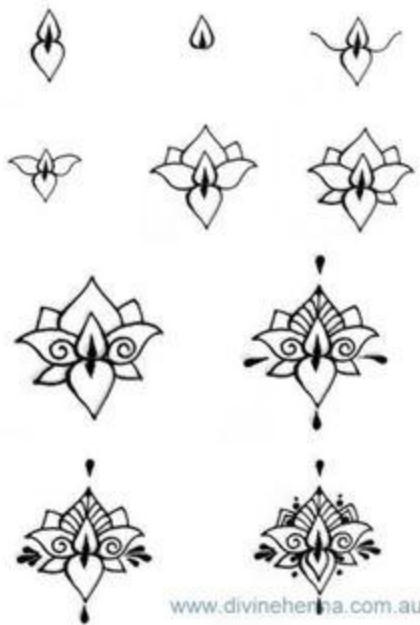
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6.



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PAISLEY II

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