

Lesson Plan Title: Recording the History and Creating the Future of Our Society

Grade: 4

Teacher: Christine Huang

Time: 14 – 45 min periods

Date: May 5, 2014

Theme Concept

What is the definition of “home” to you? What are the objects and/or characteristics that represent your home? Homes, or dwellings, are locations where people not only once reside in, but also places where memories and experiences are developed. The concept of dwellings is important to understand because it allows us to examine the environment we live in and make the changes needed to enrich our life experiences. One of the many requirements to making these improvements is to reflect on current situations. By examining the pros and cons of current conditions will help to make decisions that best corresponds with the aspects that need to be altered and improved upon.

Non-Art Discipline Concept:

Historical records of cultures and lifestyles are crucial to not only the study of human development, but for the future as well. Cave paintings and architecture are only two of many ways society has recorded their lifestyles. Examining past accomplishments and failures contribute to the inventions of future technologies that further develop the quality of future lifestyles.

Concepts in Art Disciplines

Art Production (Art Making):

- **Element/Principle of Design:** Shape: Do the shapes of the drawings represent the object that the students are trying to depict in their murals, drawings, and sculptures? Shape is crucial in letting the viewer understand what the artist is trying to depict in his/her artwork based on representation.
- **Technique/Process:** Group work: Being able to collaborate with others is important not only to accomplish tasks, but to also exchange ideas and think of new ideas together.

Aesthetics

- What is a mural?
- How can a mural be harmful or helpful?
- Why would one create a model of buildings rather than simply construct the buildings?

Art Criticism: Map Illustration of “Citizens of Rome (120 CE) by Steve Noon

- **Description**
 1. What do you see?

2. What types of buildings are there?

- **Formal Analysis**

1. How are the buildings organized?
2. How are the buildings constructed?

- **Interpretation**

1. Which buildings do you think attracted the most people?
2. What does the size of the city layout suggest to you about the people's daily life experience?

- **Judgment**

1. How does this make you feel?
2. What does it remind you of?

Art History

- Roman art

Learning Objectives

Art Disciplines

- Students will identify the characteristics and objects that represent their school by creating a visual mural.
- Students will identify the characteristics and objects that represent their society by drawing the buildings and objects on paper and collaging them together with their group members' drawings.
- Students will identify the characteristics and objects that represent their society an improved society or school by creating 3D structures and sculptures of buildings and objects on a large sheet of cardboard.

Adaptations/Modifications for Students with Disabilities

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students' strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

Non-Art Discipline:

- Students will examine the objects and characteristics of their current society and school by explaining why they chose those particular objects and characteristics for their mural and 2D drawings.

- Students will explain their reasons for choosing specific buildings and characteristics for their improved society or school by presenting their project to the rest of the class.

Adaptations/Modifications for Students with Disabilities

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

Democratic Skills:

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

Democratic Skills Learning Modifications:

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

Sequence of Classroom Activities

1. Day 1: Introduction to homes
2. Stimulation Activity
3. Work in group to think about their school environment
4. Days 2-5: Students will work on their murals about their school (Project A)
5. Day 6: Work in groups to think about their society.
6. Start working on Project B
7. Days 7-8: Students will work on Project B
8. Day 9: Work in groups to think about the improvements that could be made either in their school or in their society.
9. Start working on Project C
10. Days 10-13: Students will work on Project C.
11. Day 14: Conclusion and critique.

Materials & Equipment

- Large rolls of paper
- Markers
- Pencils
- Colored Pencils
- Chalk Pastel
- Rulers
- Recycled materials: cardboard, food boxes, cans, etc.
- Glue
- Tape
- Construction Paper

Resources

- <http://www.roman-empire.net/articles/article-011.html>
- "A City Through Time: From Ancient Colony to Vast Metropolis" Illustrated by Steve Noon. 2013. New York.
- <http://www.scholastic.com/browse/article.jsp?id=3753873>
- <http://www.tribunesandtriumphs.org/roman-architecture/roman-buildings.htm>
- <http://www.roman-empire.net/society/soc-house.html>
- <http://www.dl.ket.org/latin3/mores/aqua/homesec2.htm>
- <http://ancientrome.ru/art/artwork/arch/rom/rome/aqua-antoniniana/claud008.jpg>
- <http://www.horizon-provence.com/pont-du-gard/photos/pont-du-gard-pano.jpg>
- http://cloud.pleasetakemeto.com/photos/ims-italy/t/the-colosseum/gallery_678/the-colosseum-20193.jpg
- http://i.telegraph.co.uk/multimedia/archive/02412/Colosseum_2412363b.jpg
- http://upload.wikimedia.org/wikipedia/commons/0/06/Rome_Pantheon_front.jpg
- http://ancient-rome.com/art_f.htm

List of Art Works

- "Aqua Claudia" Emperor Claudius. 52 AD.
- "Pont du Gard" Henri Pitot. 899' x 161'. 40-60 AD
- "Colosseum" Vespasian and Titus. 6 acres. 70 AD
- "Pantheon" Apollodorus of Damascus. 126 AD
- Ancient Roman floor mosaic at the Milreu ruins

Supporting Materials

1. Self-Evaluation

Narrative of Classroom Procedures

Introduction/Discussion/Questions

When you think of the word “home,” what does it mean to you? What types of objects or characteristics make up your “home”? For me, the house that I am currently living in and my mother both represent “home”.

Stimulation Activity

Think about a room in your house that most represents the definition of “home” to you. Then draw an object from that room. The class will then split into two groups and each group will receive the objects that belong to the other group. Each group will need to then determine which rooms each of the objects belong in. Once the objects have a room they’ve been put into, the class will convene and talk about each object. The group that placed the objects will first talk about their reasons for putting the object in that particular room. The student who made the object will then talk about its significance.

I Want You To...

- Think about our school. What defines our school? What makes our school unique? How would you represent our school on a mural? When people walk by your mural, would the school be the first thing that comes to their minds?
- Think about the society or community you live in. What buildings are there? What makes your town or society unique? What objects, buildings, people and/or characteristics make up your town or community?
- Now that we have examined our school and society, think about what improvements could be made either in the school or society. Are there any additions that can be made to make the society or school function better? Also, is there anything that could be eliminated because it hinders our life experiences?

More Questions, Statements, Positive Verbal Reinforcements, Suggestions and Clarifications of Tasks

- For Project 2, I want you to think about your community or society that incorporates more than one building in the environment. For example, a library is considered as one building. While it offers many benefits, it is only one building. I want you to think about what your community or society has to offer to your life experiences.

Concluding the Lesson (Discussion, Questions, Sharing of Productions, Recapping)

Now that we have finished the lesson, let us talk about our experiences during this lesson. What were a couple of things you never thought about before in regards to either our school or your society/community? How does examining them change your view on the place you’re living in right now? What did you add or eliminate in the communities or schools that your group created? Why did you add or eliminate those items?

Lesson Extensions/Connections

- Watch the youtube video “The Other Pompeii: Life and Death in Herculaneum – History Documentary” (<http://www.youtube.com/watch?v=tKntbskZUiE>) to learn more about how the people of Herculaneum lived in the ancient Roman times.

NJCCS:

- **One Visual Arts Standard and Indicator:**
1.4: Aesthetics Responses and Critique methodologies. All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. **A:** Aesthetic Responses. **5:** Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts. **CPI# 1.4.5.A.3:** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g. personal, social, political, historical context).
- **One Social Studies Standard and Indicator**
6.1: US History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. **B:** Geography, People, and the Environment. **4:** The physical environment can both accommodate and be endangered by human activities. **CPI# 6.1.4.B.5:** Describe how human interaction impacts the environment in New Jersey and the United States.

Teacher’s Evaluation

Lesson Plan:

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don’t allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students’ interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

Teaching of Lesson:

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?

4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did build on students' prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

Student Outcomes:

1. Were students able to draw their school and community through the mural and drawing projects?
2. Were students able to explain why they made the changes they did in Project C?
3. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
4. Were students able to finish their projects by filling in all parts of the mural paper and the cardboard for Project C? Were students able to finish the 2D project in Project B by coloring the objects and buildings neatly, having them cut out and collaging them on a poster-sized paper?
5. Were students able to make connect how the examination of their community and school with their own life experiences?
6. Were students able to verbalize form and aesthetically pleasing forms?
7. Did students take into consideration different points of view while making their projects?

Outcomes for students with learning disabilities:

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

Learners' Characteristics

During the Post-Schematic stage (ages 9-12), also known as the Dawning-Realism stage, students are beginning to become aware that they are part of society, whether that is among their peers, schools, neighborhoods, etc. Children at this stage of Lowenfeld's artistic development are especially interested in their places among their peers.

Students with Learning Disabilities Characteristics

ADD and ADHD: Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom,

hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

Autism: Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

Behavioral, Emotional and Social: Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

Down Syndrome: Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.