**Art Integration Unit Plan Template**

LTC 4240: Art for Children

|  |  |  |
| --- | --- | --- |
| Unit Title & Big Idea: Perspectives and the American Revolution | | Grade Level: 5th |
| Unit Overview/Summary:  Students will learn about different perspectives by analyzing the two sides of the American Revolution. We will read George vs. George, write a piece from the eyes of one perspective, create a skit from the knowledge that they have learned, and design an art piece that shows two perspectives on one event. | | Class Periods Required:  Overall, the unit can be completed in 2-3 weeks. |
| Key Concepts   * Students will learn how to draw one-point perspective drawings * Students will depict emotions and multiple perspectives of one event from different sides. * Students will learn that there is more than one side to everything in life, even stories and events in history. * Students will practice writing from one character’s point of view on a specific topic. * The American Revolution was fought between the British and the colonists who wanted their freedom. * The colonists believed they were right to fight because the British had imposed tariffs and laws that they didn’t agree with without giving them a say. The British believed that as the ruling country, they could enact their own laws. Events like the Boston Tea Party and Declaration of Independence gave them even more reason to be angry. | Essential Questions  Why is it important to view multiple perspectives on history?  Can we decide who is right and who is wrong all of the time?  Why did the British need to fight? Why did the colonists?  How will you write so that you are putting yourself in your character’s shoes and not from your own perspective?  What conventions of writing do we need to remember each time we write?  How else do author’s use perspective in their writing?  How does it make the image more powerful by including both sides of the same event?  How will you show the emotion or feeling of each side in your piece? | |
| Unit Objectives:  Students will listen to the story “George vs. George” and compare and contrast points of view by discussion and journal writing.  Students will construct a piece of writing from a chosen point of view using relevant facts and details to share with the class.  Students will create a one-point perspective drawing after learning the three important steps to this technique.  Students will be able to demonstrate their knowledge of perspective by creating a drawing that includes both sides of the Revolutionary War.  Students will describe the reasons why each side of the Revolutionary War was fought by doing internet and book research and presenting each side to the class in a poster presentation.  Students will learn that history is often described as a set of facts but often has many different perspectives by learning about the factors that influenced the Revolutionary War. | | |
| Grade Level Expectations (GLEs)   * Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful (Social Studies 3a.D) * Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters (Social Studies 7.A) * Distinguish between fact and opinion and recognize bias and points of view (Social Studies 7.C) * Create an original building based upon elements of architectural styles (Art Strand I: 3B) * Create an original artwork that communicates ideas about the following themes: United States, patriotism, world, time (Art Strand I: 3C) * Identify and use relative size (Art Strand II: 2F) * Locate and use various resources to acquire information to answer questions * Compose text showing awareness of audience and in a format appropriate to audience and purpose * Compose text with strong, controlling idea and relevant, specific details. | Core Academic Standards (Common Core State Standards)   * [CCSS.ELA-Literacy.SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. * [CCSS.ELA-Literacy.SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * [CCSS.ELA-Literacy.W.5.1](http://www.corestandards.org/ELA-Literacy/W/5/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. * [CCSS.ELA-Literacy.W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. * [CCSS.ELA-Literacy.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * [CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. * [CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | |
| Content Areas Integrated:  1. Visual Art  2. Social Studies  3. Writing | Identify & define **common vocabulary/concepts** that connect the art form with the other identified subject area(s):  **Perspective:** a certain way of regarding situations, facts, and spaces; sometimes judging their relative importance | |
| Lesson Titles in Sequence/Order  1. George Vs. George, Perspectives and the American Revolution (Literacy)  2. Researching Perspectives on the American Revolution  3. One Point Perspective Drawings on Two Perspectives | Brief Lesson Descriptions  Writing: The class will read George vs. George and discuss the differing perspectives in the American Revolution. They will conclude this lesson by writing from one side or the other through the eyes of their character.  Social Studies: Students will research both sides of the war and find evidence that supports both opinions. They will compare and contrast the two sides, discussing the fact that there can be no right or wrong, just differing perspectives.  Art: Students will learn to create a one-point perspective drawing and use that technique to depict a scene of their choice from the American Revolution. Both perspectives must be included in the one scene. | |
| **Summative Assessment** strategy: The production of the class skit will be the summative assessment for all students. After the writing, editing, and performance, students will write a reflection on perspectives using examples from the American Revolution as their evidence. | | |
| What student **prior knowledge** will this unit require/draw upon?  Students will not need much prior knowledge for this unit because they will be learning about the American Revolution from the beginning to the end. They will also be doing their own research, aiding in their knowledge of the topic. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this unit?  Students must write as if they are the character they are portraying, stretching both their writing and imaginative abilities. They can explore new resources and information that may not be included in the normal classroom textbook or lesson on history. They will also learn new techniques that can open up new possibilities for their artwork. | | |
| How will this unit allow for/encourage students to **solve problems in divergent ways**?  By learning perspectives and the idea that every situation has many different point of views affecting the outcome, students will learn that in order to learn or solve problems, we need to look at many different sides of things instead of just our own. | | |
| How will you engage students in **routinely reflecting** on their learning?  Students will complete a different form of assessment on each lesson allowing them to see what they are understanding along the way. They will also begin the unit using VTS for an image of what they will be learning about, allowing them to see where they stand at the beginning and then reflecting on what has changed after completing the skit. | | |
| How will you adapt the various aspects of the unit to **differently-abeled students**?  Students can work in pairs or groups to aid with research and as a whole class for the skit. Students with different needs can express themselves in different ways for each lesson in the unit. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  Both the writing piece and skit will be written, revised, and edited before the final is expected. Students also have a chance to see what they think about events before and then how their thinking has changed throughout their learning. | | |
| What opportunities/activities will you provide for students to **share** their learning in this unit?  Student will do gallery walks, group shares, and a presentation of their skit to share their learning throughout this unit. Since all of the activities are different, students will most likely be comfortable in at least one of the areas and won’t be pushed to share when unnecessary. | | |
| Unit Resources/References:   * Rulers * Pencils * Crayons, colored pencils, or markers * Drawing paper (whatever size you want artwork to be) * George vs. George by Rosalyn Schanzer * Boston Tea Party Painting: <http://www.latinamericanstudies.org/united-states/Boston_Tea_Party_color.jpg> * If You Lived At the Time of the American Revolution by Kay Moore * Liberty or Death by Betsy Maestro * You Wouldn’t Want to Be at the Boston Tea Party! By David Salariya * Primary resources and letters from the British crown | | |

References

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from

http://www.americansforthearts.org/networks/arts\_education/publications/special\_publications/Defining%20Arts%20Integration.pdf