**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: George Vs. George, Perspectives and the American Revolution | | Grade Level: 5th |
| Lesson Purpose:  Students will learn that on any occasion, there are multiple perspectives on what happened or how it felt. By writing their own opinion on how historical figures may have felt, they are practicing writing based on resources and information they have learned as well as putting themselves in another character’s shoes. | | Class Periods Required: 1-2, and then ongoing revisions on writing piece. |
| Key Concepts (2-3):  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. | Essential Questions (2-3):  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? | |
| Lesson 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. | | |
| Grade Level Expectations (GLEs)   * 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. | Missouri Core Academic Standards (Common Core State Standards)   * [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. | |
| Integrated Content Areas:  1. Visual Art  2. Literacy | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  Perspective: a certain way of regarding situations, facts, and spaces; sometimes judging their relative importance | |
| Anticipatory Set (Gaining Attention): Have students VTS the image “Boston Tea Party”. After completion, explain to students what the event was really about and the feelings of both the colonists and the British. | Closure (Reflecting Anticipatory Set):  Have students share their writing pieces when completed. The students should go every other (first a colonist, then British, then colonist, etc.) Other students should write down one compliment and one question for their peers. | |
| Lesson Activities & Procedure(s):  1. Use VTS to have students analyze the Boston Tea Party Painting. Put the picture up on an overhead or SMART Board and only ask the questions, “What can you tell me about this image?”, “What do you see here that makes you say that?”, and “What else can we find?”.  2. Tell students to remember what they’ve thought about the event and even consider writing the thoughts down on a class chart.  3. Read “George Vs. George” by Rosalyn Schanzer.  4. Discuss with students what stuck out about the book. Had they ever thought about the British side to the American Revolution? What new things have they learned from seeing the war and events from the British perspective? Why is it important to see all sides of things?  5. Divide the class in half: one group will be British soldiers or politicians the other will be colonists and Revolutionists  6. After the social studies lesson, have students draft, revise, and edit a piece of writing through their side of the Revolutionary War. They can use knowledge they have gained throughout the unit to really see through their character’s eyes and write like they were there themselves.  7. Share the writing pieces with the class, alternating between colonists and redcoat sides. | Lesson Texts & Materials:   * George vs. George by Rosalyn Schanzer * Boston Tea Party Painting: <http://www.latinamericanstudies.org/united-states/Boston_Tea_Party_color.jpg> | |
| Lesson **adaptations** for challenged learners:  If students are having trouble writing from the perspective of others, have them write about how they would feel if they lived during that time period. Which side would you be on and why? What events would have made you choose your side? | Lesson **extensions/enrichments** for gifted learners:  Students who are gifted writers or work quickly should include additional elements in their writing. Introduce the crafts of dialogue, descriptive language, and illustrations to enhance their character’s voice in their writing. | |
| **Formative Assessment** strategies:  Students will turn in their drafts of their characters and work through the revision process. They will be evaluated on whether their character’s voice comes through effectively and their use of relevant facts and details. | | |