

**UWM Lesson Plan Template**  
*(adapted from PSOA Art Education Area)*

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<b>Lesson Title:</b>	Becoming Familiar with the Unfamiliar	<b># of Sessions</b>	2-3
<b>Level/Grade/Age:</b>	5 <sup>th</sup> grade		

**BIG IDEA**

*(Describe how the big idea is important to this age group in relation to student assets and the content area):*

Students at this age are more aware of their surroundings and have had more experiences than younger students as well as they are beginning to become more curious about the places around them. The content of this learning segment is relevant to 5<sup>th</sup> grade students. Students in this age group are becoming more aware of themselves as an individual and this project allows each student to describe a place of their own. They are more able to recognize a personal place, describe it, and point out specific places using basic geography skills. Students are also able to understand and use minimal technology, which makes them capable of finding locations on Google maps and print them out.

**OBJECTIVES AND NATIONAL STANDARDS:** <http://www.nationalartsstandards.org/>

Art Standard	Learning Tasks:
VA: Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.  After presenting a children's book and an artist presentation, students will effectively make personal connections to the concepts of familiar and unfamiliar places. (lesson 1 and 2)	Looking and talking activity with the children's book and artist Mary Bryning  Riddle Worksheet form  Pair-share  Powerpoint presentation

Art Standard	Learning Tasks:
VA: Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance.  Given a demonstration and background information about mapping, students will successfully create a map of their personal experiences in a place.	Planning and printing out a specific familiar place on google earth. Creating a map of that place by tracing it and creating a personalized key using sewing techniques.

Art Standard	Learning Tasks:
<p>VA: Cn10.1.4a Create works of art that reflect community cultural traditions.</p> <p>Students will create and describe a map and key that effectively expresses their idea of a personal familiar place.</p>	<p>Small critique / Share how the students created their maps using the techniques shown in the demo</p>

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**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

<p>Academic language to be used: <a href="http://edglossary.org/academic-language/">http://edglossary.org/academic-language/</a></p>	<p>Interpreting, analyzing, discussing, observing</p>
<p>Where academic language will be practiced (<i>i.e. through writing, speaking, art making</i>):</p>	<p>Through a riddle poetry writing activity, an art making activity, and interpreting art discussion</p>

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

<p>Type of language function: <a href="http://www.eldstrategies.com/languagefunctions.html">http://www.eldstrategies.com/languagefunctions.html</a></p>	<p>Compare: Describe similarities and differences with familiar and unfamiliar places.</p> <p>Interpret: An artist work and how she uses her techniques in response to creating work the shows familiar places from unfamiliar viewpoints.</p>
<p>Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):</p>	<p>Interpreting art:</p> <ul style="list-style-type: none"> <li>-Power point about place, unfamiliar and unfamiliar places and the artist</li> <li>-Three questions for the students to think about while reading the children’s book</li> <li>-Interpreting questions during the power point</li> </ul> <p>Developing Works of art:</p> <ul style="list-style-type: none"> <li>-Demonstration on the familiar place illustration</li> <li>-Demonstration on map activity based on artist</li> <li>-Stitching techniques small poster at each table</li> </ul>
<p>Where language function will be practiced (<i>i.e., through writing, speaking, art making</i>):</p>	<ul style="list-style-type: none"> <li>-Through a pair discussion and group response</li> <li>-Responses to questions asked during a looking and talking activity about the artist Mary Bryning</li> </ul>

**UNIT or LESSON OVERVIEW:**

Focus on students being introduced to the concept of familiar and unfamiliar places by reading a children's book and examining an artist who explores places. Through peer discussion students will compare their specific ideas of place. Through a presentation about an artist, students will generate a map design showing their experiences in a significant place.

**UNIT or LESSON DETAIL** (provide for each lesson session):

<p>Motivation/introduction: <b>DAY 1</b></p>	<p>Introduce the idea of place through a presentation about familiar and unfamiliar places. Read the children's book <i>Nana in the City</i> by</p>
<p>Art Making:</p>	<p><b>Supplies:</b> Construction paper, colored markers, pencils, and riddle format prompt.</p> <p><b>Teacher instruction:</b> Give example riddle to have the students guess, I used an example of place from the book read. Hand out adjective word banks for the students to reference.</p> <p><b>Objective:</b> Given a poetry prompt, students will effectively describe a personal experience of a place through sensory knowledge of a familiar place (sight, smell, taste, etc.).</p> <p>Building off the poetry activity students will describe to their partner a familiar place, the other student will clearly portray that unfamiliar place through an illustration.</p> <p>-Students will be able to listen to descriptions of a students special place, picture what that place looks like in their mind, and draw it.</p> <p>-Students will be able to understand how a place can be familiar to some and unfamiliar to other</p> <p><b>Students at work:</b> Students will actively participate and answer various questions with their own personal responses about their experiences.</p> <p><b>Closure:</b> Exit slip given for students to reflect on their riddle experience asking what they learned about a new place that was unfamiliar to them but familiar to their partner.</p>
<p>Motivation/introduction: <b>DAY 2-3</b></p>	<p>Give a brief recap of what the students learned the day before about place. Introduce the artist and techniques used by her through a PowerPoint presentation.</p>
<p>Art Making:</p>	<p><b>Supplies:</b> Printed map, access to a Computer/ printer, needle (plastic), yarn, fabric, watercolor paper, watercolor pencils, pencils, sharpies/markers, scissors, fabric glue, tape</p>

	<p><b>Teacher instruction:</b> Give art demonstration about, transferring the students map image onto their water color paper (using graphite), water colored pencils, cutting out fabric, and sewing techniques</p> <p><b>Objective:</b> Students will be able to successfully describe the work of Mary Bryning while making personal connections to the concept of familiar and unfamiliar places.</p> <p>-Students will be able to accurately locate a familiar location on a map, printed from google earth.</p> <p>-Learn different sewing and watercolor techniques</p> <p><b>Students at work:</b> Hands on recreating their map of a familiar place with a key and labels of routes they take on the map.</p> <p><b>Closure:</b> Students clean up and do a gallery walk around the classroom to see the other students work. Have a mini critique about how they used the skills and techniques learned to create a map with paths of their familiar place.</p>
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<b>ADAPTATIONS:</b>	<p>-Instead of stitching through the paper you could pre-poke the holes into the paper</p> <p>-give students a word banks to reference during riddle activity</p> <p>This lesson could also be done without actually sewing through the paper if needed, students could glue the yarn on the paper instead. (lesson 2)</p> <p>-Different writing utensils could be used to draw, easier to grasp and hold (lesson 1)</p>
<b>RELEVANT THEORIES:</b>	<p>Arthur D Efland-Artistic Development in Cognitive Development</p> <p>-Golomb – The Creation of Imaginary Worlds</p> <p>-Erik Erikson – Developmental Psychosocial Stages</p> <p>-The College Board, Child Development in Arts Education</p>
<b>ASSESSMENTS:</b>	<p>Initial (formal/informal): Through an introduction presentation we had a class discussion about the idea of place and it’s personal importance to us.</p> <p>Progressive/Formative (formal/informal): Exit slip about what the students learned about their familiar place and how they became more familiar about a place they may not have known before.</p> <p>Final/Summative (formal/informal): Gallery walk and Critique about the students’ finished familiar place map piece. We talked about the goals of this project and</p>

	the requirements that were accomplished through their finished pieces.
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**EVIDENCE**

- If you have implemented this lesson, please include **reflections** on how it went and/or **samples** of student work (artifacts).

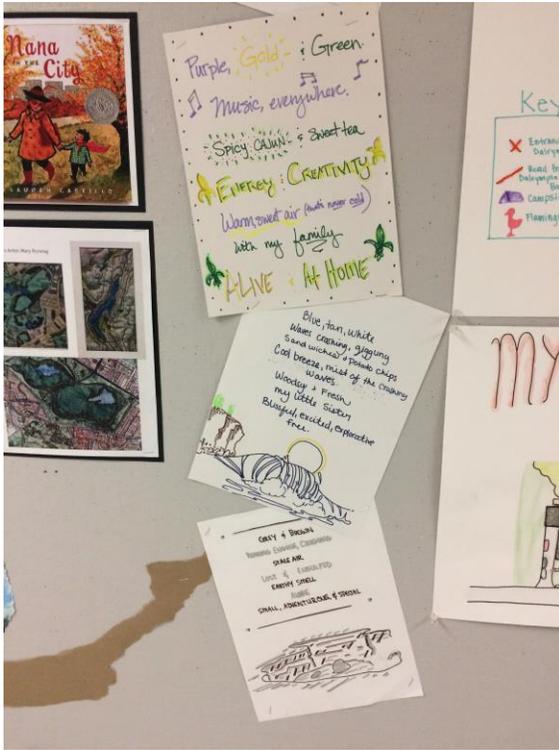
**TEACHER REFLECTIONS ON IMPLEMENTATION**

*Include student reactions, what worked/what didn't work, how you would revise the lesson, etc.*

The students really enjoyed this lesson. They liked how the riddle portion laid out in a game like fashion that you had to share. Also giving the students sharper needles to puncture and embroider into the thick paper was needed. If I were to give this lesson again I would make sure to give a whole extra day to have the students work on their maps or simplify the amount of materials and stitching techniques required for the project so that the students would be able to finish it with ample time.

# STUDENT WORK SAMPLES (ARTIFACTS)

May also be sent as a separate file



Day 1: Riddle Class Examples (Above) Day 2-3: Creating Maps of a Familiar place Examples



