**Art Integration Lesson Plan – Social Studies**

LTC 4240: Art for Children

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson Title & Big Idea: Classroom Community/Good Friendships --- HER RELATIONSHIP WITH HERSELF | | | Grade Level: 5th --- Girls |
| Lesson Purpose:  - Identify rights as U.S. citizens as stated in the Bill of Rights  - Describe what it means to be a good friend after reading Pink and Say by Patricia Polacco  - Establish a classroom Bill of Rights for building classroom community and promoting individual self esteem | | | Class Periods Required:  2 |
| Key Concepts (2-3):  - Students will study the Bill of Rights and establish their own for the classroom  - Classroom Bill of Rights will focus on building self-esteem and promoting friendship  - Friendship quilt will illustrate qualities of a good friend | | Essential Questions (2-3):  - What are your rights as described in the Bill of Rights?  - What does being a good friend mean to you?  - How does being a good friend boost your self-esteem and that of your peers? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  1. Students will summarize the United States Bill of Rights and identify their rights as citizens  2. Students will illustrate their understanding of friendship and what it means to be a good friend after reading Pink and Say by Patricia Polacco  3. Students will verbalize how they will be a good friend and peer in our classroom community through establishing a classroom Bill of Rights --- this should include how being a good friend builds personal self-esteem and the self-esteem of peers  4. Students will design a friendship quilt that is composed of qualities that make a good friend to be hung in the classroom | | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  Principles of the Republic  1. Knowledge of the principles expressed in documents shaping republic in the United States  A. Principles of the republic in the United States  - Identify important principles in the Bill of Rights, such as basic  rights and freedoms (for rights listed, see Amendments 1-8; for  rights not listed, see Amendment 9)  Personal and Social Development  1. Understanding self as an individual and as a member of diverse local and global communities  C. Citizenship and contribution within a diverse community  - Demonstrate personal characteristics of a contributing member  of the school community  2. Interacting with others in ways that respect individual and group differences  A. Quality relationships  - Exhibit mutual respect and compromise in relationships  B. Respect for Self and Others  - Demonstrate respect for individuals within diverse groups | Missouri Core Academic Standards (Common Core State Standards) (3-4) (<http://www.corestandards.org/>)  [**CCSS.ELA-Literacy.RI.5.2**](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  [**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.SL.5.1**](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly. | | |
| Integrated Content Areas:  1. Visual Art  2. Social Studies --- Community Building/Classroom Bill of Rights | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  **Bill of Rights:** a statement of the rights of a class of people; first ten amendments to the U.S. Constitution.  **Self-Esteem:** a feeling of pride in yourself.  **Friendship:** the relationship between friends. | | |
| Anticipatory Set (Gaining Attention):  “The Bill of Rights Rap”: <http://www.youtube.com/watch?v=I7RxrQJrdh4>  Students will listen for the 10 rights listed --- they will write these down as we listen (plan to listen a few times) | Closure (Reflecting Anticipatory Set):  The Classroom Bill of Rights would be presented to the Principle and other Administrators to share our goals to promote self esteem and friendship in our class --- Bill of Rights states what each student deserves from his or her peers to promote positive self esteem and foster friendships.  - Students will also write a reflection for the project in their writer’s notebook and include a list of the rights they have established for themselves in our classroom community. | | |
| Lesson Activities & Procedure(s):  1. After listening to the rap, students will have table discussions about the rights they heard in the song  2. Students will have a whole class goal to put the rights in order (possibly listen to the song again) and then translate them into “kid language” to deepen student understanding  3. Students will be given the following question: “Do you think that we could make a classroom Bill of Rights about how to be a good friend?”  4. Students will have some time to think about this idea and brainstorm things they would want to include.  5. Read aloud of Pink and Say by Patricia Polacco --- students need to think about the relationship between the two main characters and what elements could be translated into our Bill of Rights  6. Students will write ideas for rights on sticky notes to be put on the board for discussion --- anonymous for openness and honesty  7. Students will select their favorite 10 sticky notes and formulate a rough outline of our classroom Bill of Rights  8. The U.S. Bill of Rights will be referenced as a mentor text for the editing and revising of classroom Bill of Rights  9. After completing the classroom Bill of Rights, students will readdress what it means to be a good friend and promote positive self esteem in their peers --- students will commit and toss one quality that they believe makes someone a good friend  10. Each student will select a quality and illustrate it through visual art (options include stamp pressing, painting, drawing, paper cut outs, and collaging) --- these will be collected and worked into a quilt design by the students to be hung in the room | Lesson Texts & Materials:  1. “The Bill of Rights Rap”:  <http://www.youtube.com/watch?v=I7RxrQJrdh4>  2. Pink and Say by Patricia Polacco  3. Copy of the U.S. Bill of Rights:  <http://12366010.nhd.weebly.com/uploads/1/0/7/2/10723159/9770948.gif?758>  4. Commit and toss activity: Students write their idea on a piece of paper, crumple it up, and throw it across the room. They then pick up another piece of paper, throw it again, and then repeat one more time. Students pick up a piece of paper for the final time and share out what is written. | | |
| Lesson **adaptations** for challenged learners:  - Students who have trouble staying focused through listening activities will be given a copy of the lyrics to “The Bill of Rights Rap” with blanks that they will need to fill in throughout the song. | Lesson **extensions/enrichments** for gifted learners:  - Students will write a Preamble to our Bill of Rights --- state why we are writing a classroom Bill of Rights and the important elements that can be found within them. | | |
| **Formative Assessment** strategies:  - Active involvement in whole class and group work allows for assessment of students’ prior knowledge and understanding of concepts  - Sticky note activity will assess how well students are grasping the ideas of the classroom Bill of Rights and being good friends  - Drafting of classroom Bill of Rights assesses ability to collaborate and work efficiently as a class  - Commit and toss activity will assess students’ understanding of what it means to be a good friend and promote positive self esteem in our friends  - Completed Bill of Rights --- summative assessment  - Classroom Friendship Quilt --- summative assessment | | | |