2016-2017 AXIS Arts Integration COOKBOOK

KID$MART

Education through Imagination.
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## Arts Integrated Lesson Plan

**Arts Objectives/Standards:** TSG 36: Explores drama through actions and language; SWBAT using acting skills to engage in a pretend scene on a bus or airplane.

**Academic Objectives/CCSS:** TSG 20: Uses number concepts and operations; SWBAT identify ordinal positions 1st, 2nd, 3rd, and last.

**Assessment:** I will have a checklist where I record whether or not students were able to go to (identify) the correct position/seat “assignment.” We will repeat this lesson several times so that each student has multiple opportunities to engage with the material and practice using ordinal numbers. I will also have the TSG scope and sequence for exploring drama to assess the students on their ability to engage in a pretend scenario.

**Vocabulary:**
- first, second, third, fourth, last, act, pretend, ticket, actor/performer, audience

**Resources (materials, literature, supplies, etc.)**
- four chairs and beanie babies

**Background Info/ Prior Knowledge:**
For most of the year we have been working with students on the concept of first and last. Now we will really hone in on that idea and add the positions of 2nd and 3rd. We recently read several nonfiction stories about different types of transportation. We will act like we are going on either a bus or airplane since those were most exciting to the students. The students often set up their own pretend bus in dramatic play so this will build on their learning and hopefully add ways to enhance their play during centers. I will also explain to students that sometimes when you ride a bus or airplane you are given an assigned seat. You have to sit in the seat listed on your ticket and not wherever you choose.

**Introduction:** We are going to work on two things at the SAME time. We are going to work on practicing ordinal numbers (1st, 2nd, 3rd, and last) and also practice our acting skills: taking a pretend ticket, acting like you’re on a bumpy bus ride, fastening your seatbelt, pointing out cool things from the window. We are going to pretend like we are going on a fieldtrip to the zoo! The zoo is here (show beanie babies on block center rug). We are going to travel on a bus. Everyone will get a turn to ride the bus, but we have to take turns since this bus can only fit 4 people at a time. When it’s your turn to get on the bus, I am going to hand you a pretend ticket and tell you where to sit. I am going to use the words first, second, third, and last to tell you which chair to sit in on the bus.

**Learning Activity:** We will review first and last and how to tell which direction is first: the chairs are facing this way, orientation towards the destination (zoo). We will then practice counting using ordinal numbers 3 times from first to last. I will then call students by their color on the rug. I will hand each student a pretend ticket and tell them their seat assignment. I will call out of order (not from 1st to last) to have students get into their “assigned seats.” If students need support we will practice counting from first using ordinal numbers to figure out where to sit. Then students will have 1-2 minutes to act out the scene. The driver will need to turn the steering wheel. Everyone will need to buckle seatbelts. Students will be given freedom to act how they would really act if they were on a bus.
bus going to the zoo.

**Closing:** Once every student has had a chance to ride the bus to the zoo and demonstrate understanding of ordinal numbers, we will practice counting using ordinal numbers one more time. Then we will sit in a circle and debrief some of the actions that we saw our actors/performers doing while on the bus. I will compliment students for their role as members of an audience as well as performers. We will do some Shout Outs and talk about how we learned about two things at the same time and how, to me, it is so much more fun to learn about math when we get to act it out at the same time!
# Butterfly Symmetry

**Name:** Elise Butler-Pinkham and Monetiaka Brown  
**School:** Homer Plessy Community School  
**Grade:** Pre-K  
**Content Area:** Math and Language  
**Arts Discipline:** Visual

## Arts Integrated Lesson Plan

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<th>Arts Standards:</th>
<th>Pre-K Visual Arts National Standards:</th>
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<tr>
<td>NCAS Anchor Standard 1: Generate and conceptualize artistic ideas and work</td>
<td>- Use a variety of artmaking tools</td>
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<td>- Create and tell about art that communicates a story about a familiar place or object.</td>
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<th>KID smART Objectives:</th>
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<td>- I can use arts techniques to make art that shows a specific idea</td>
<td>TSG: 9a. Uses an expanding expressive vocabulary</td>
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<td>- I can explain what an artist might be trying to say through their artistic choices</td>
<td>TSG: 9d. Tells about another time or place</td>
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<tr>
<td>- I can explain the reasoning behind my creative choices.</td>
<td>TSG: 21a. Understands spatial relationships</td>
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### Notes: This lesson plan may be split into several days’ activities for such a young age. For example: Day 1 (Circle time)--**Introduction**; Day 2 (Circle time and Centers small group)--**Learning activities**; Day 3 (sharing at Circle Time)--**Closing**

### Assessment:

Students will share their work with the class through “Show and Share”, explaining their artistic choices, techniques, and how it relates to academic learning. TW ask clarifying questions about symmetry, pattern, line, shapes, and spatial relations, and will record whether students have met academic objectives (TSG spreadsheets) and art objectives (teacher-made rubric).

Students’ words will be recorded in shared writing format as well as in short one minute clips of video on Teaching Strategies Gold (TSG) assessment tool.

### Vocabulary: Butterfly, symmetry, pattern, organic shapes, primary colors
Resources (materials, literature, supplies, etc.)

- “Butterfly Colors” by Helen Frost, Gail Saunders-Smith
- “Pass the Painting” works of art (Printed out by teacher):
  - Blue Morpho Butterfly by Martin Johnson Heade
  - Orchids Nesting Hummingbirds And A Butterfly by Martin Johnson Heade
  - Evocation of Butterflies by Odilon Redon
  - Butterflies by Odilon Redon
  - Apparition by Odilon Redon
  - The Red Sphinx by Odilon Redon
  - Poppies And Butterflies by Vincent Van Gogh
  - Two White Butterflies by Vincent Van Gogh
  - Grass And Butterflies by Vincent Van Gogh
  - Great Peacock Moth by Vincent Van Gogh
  - Fish and Butterflies by Winslow Homer
  - One Hundred and Fifty-eight Butterflies by Marian Ellis Rowan
  - Still Life with Fruit and a Butterfly by Eloise Harriet Stannard
  - Basket Of Fruits 1632 by Balthasar Van Der Ast
  - A Forest Floor Still-Life 1666 by Otto Marseus Van Schrieck
  - Fruit, Vegetables and a Butterfly c. 1620 by Pietro Paolo Bonzi
  - Still-Life with Insects and Amphibians 1662 by Otto Marseus Van Schrieck

- Thick construction paper
- Paint cups with primary colors (to share)
- small paintbrushes (watercolor brushes)
- toothpicks
- Rubrics

Background Info/ Prior Knowledge:
Students have played “Pass the Painting” in the past
- The teacher is playing background music
- Students are grouped into pairs
- Each pair begins with one painting
- They use the language “I see, I think, I wonder” to discuss the painting, but are given cues for what details to look for and focus on
- When teacher claps and says the words “Pass the Painting” students pass the print to their right
- This continues until each pair of students has seen every painting.
Students have been exposed to primary colors and will review them in this lesson. Students have been exposed to the vocabulary patterns as units that repeat over and over and over. They have practiced body (action) patterns, color patterns and number patterns. Students have also learned the difference between geometric and organic shapes. They will review this language during the lesson.

Students have spent the last 2 weeks learning about butterflies. They have knowledge about their life cycles, body parts, diet and habitat.

**Introduction**

- TW read *Butterfly Colors* and add the words **pattern** and **symmetry** to the word wall.
  - Definitions: [http://www.amathsdictionaryforkids.com](http://www.amathsdictionaryforkids.com)
  - TW define **pattern** as: repeated design or recurring sequence. • an ordered set of numbers, shapes, or other mathematical objects, arranged according to a rule.
    * Several Volunteers will show (on chart paper) or perform (on body) examples of patterns
  - TW define **symmetry** as: having one side that exactly mirrors the other
    * TW draw examples on chart paper using both horizontal and vertical lines
    * Students can show examples on body or on chart paper
- During book discussion, SW turn and talk to a neighbor about where they have seen patterns in nature or around them in their environment. After sharing out, students will share in a second turn and talk where they have seen symmetry.
  - T can correct any misunderstandings and clarify meanings here.

**Learning Activities:**

- **Art Reflection Time:** TW show several examples of works of art that focus on butterflies and ask students to notice color, pattern and symmetry in them
  - Students will use the language “I see, I think, I wonder” when talking about:
    * Grass And Butterflies by Vincent Van Gogh
    * Great Peacock Moth by Vincent Van Gogh
  - TW reveal the artist and ask students to notice differences in style between the two paintings.
  - Students will discuss why they think Van Gogh made different choices
  - Students will discuss how butterflies (specifically) are portrayed in each painting
    * TW record student quotes on sticky notes, and put them under each painting
TW say “Now we will play pass the painting and notice how different artists use butterflies in their work.”

Students will play “Pass the Painting” (described above)

* 1st round: students point out where they see a butterfly (2 passes)
* 2nd round: students point out where they see color (2 passes)
* 3rd round: students point out where they see organic shapes (2 passes)
* 4th round: students point out where they see patterns (3 passes)
* 5th round: students point out where they see symmetry (3 passes)

**Centers Time**

TW say “We can use colors, patterns and shapes to create and name our own butterflies”

Students will transition to centers and a “butterfly symmetry” small group will be offered. Students go 4 at a time

* Students use large construction paper and fold it in half. TW explain that this is the line of symmetry
* TW say “If you could invent a butterfly or other symmetrical creature, what colors and patterns would it have?”
  * SW describe and plan their creature
  * SW use spoons or thick paintbrush to add paint to one side of their paper.
  * TW ask “How is this a pattern?”; “What do you think will happen when we fold the paper?” “How are we practicing symmetry?” “Does this remind you of a butterfly/creature that you’ve seen around you or in a book?”
* SW fold their papers and press down. When they open it, they will see paint “blobs” of different colors, with exact copies on either side.
  * TW ask students to describe and title their work. Ask about newly created colors, organic shapes and patterns.
  * If a student has created something specific like a butterfly, ask “How can we add detail (antennae, proboscis, legs) to make it more accurate?”; “Where do you think it lives; why?”
    * SW use toothpicks and small brushes to add detail and environment (if desired) to their work.
  * TW record students description on the bottom of their work.

**Closing:** (this may need to be split between two class sessions and may need to be postponed until paint is dry)

Show and Share:
Students will share their work with the class through “Show and Share”, explaining their artistic choices, techniques, and how it relates to academic learning. TW ask clarifying questions about symmetry, pattern, line, shapes, and spatial relations. TW point out specific artistic techniques and make connections to science learning on butterflies.
## Arts Integrated Lesson Plan

### Arts Objectives/Standards:
I can turn a written text, picture or sound into a work of art.

### Academic Objectives/CCSS:
Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment. 1.L.1.1

### Assessment:
Creation of a contemporary art piece of a bear’s habitat, utilizing shape, depth, color and size, based upon the story *Sleep, Big Bear, Sleep* by Maureen Wright.

### Vocabulary:
Animal, habitat, diet, predator, prey, food, shelter, water

### Resources (materials, literature, supplies, etc.)
**Literature:** *Sleep, Big Bear, Sleep* by Maureen Wright (book)
**Artwork:** Meri Cecaria, *Ode to L.D.*, 2014 (Contemporary art)
**Supplies:** Felt, construction paper, glue, crayons, white paper, scissors

### Background Info/ Prior Knowledge:
Story details: character, setting, main idea
Tableau
General knowledge about the bear

### Introduction:
- **Day 1:** Statue Garden, read of the story, introduction of the term habitat, discussion and think pair share on habitat
- **Day 2:** Group tableau, reread story, introduction to contemporary art by viewing *Ode to L.D.*, introduction of art tools and think, pair, share on how they each impact the *Old of L.D.*
- **Day 3:** Create your own tableau in small groups from a scene in the book reread story; review habitat; think, pair, share contemporary art and tools

### Daily literature introduction:
The story *Sleep, Big Bear, Sleep* by Maureen Wright will be read each day

### Note:
The lesson will be completed over a span of 3 days. Each day a warmUP will be completed, then the literature and artwork will be introduced or reintroduced.
Learning Activity:
Day 1: Draw bear’s habitat – Pre-assessment of scientific concept
Day 2: Creating a visual story using felt – assessment of understanding of the art form
Day 3: Cut paper- creating a contemporary art piece based upon the story – post assessment of scientific concept and art form

Closing:
“Here’s what I’ve learned today” song.
Growing a Poetree

Name: Catherine Golden          School: Esperanza Charter School          Grade: K

Content Area: Writing          Arts Discipline: Poetry

 Arts Integrated Lesson Plan

Arts Objectives/Standards

VA-CE-E5 Draw on imagination, individual experience, and group activities to generate ideas for visual expression.

Academic Objectives/CCSS:

CCSS.ELA-Literacy.W.K.2
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.RF.K.3.a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-Literacy.L.K.1.a
Print many upper- and lowercase letters.

CCSS.ELA-Literacy.L.K.1.b
Use frequently occurring nouns and verbs.

CCSS.ELA-Literacy.L.K.2.a
Capitalize the first word in a sentence and the pronoun I

CCSS.ELA-Literacy.L.K.2.c
Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Assessment:
Students will produce a 4 lined poem “I am” “I feel” pretending they are a tree using adjectives and personification.

Vocabulary:
Personification, adjective

Resources (materials, literature, supplies, etc.)
Computer with access to internet, pencils, crayons, “I am a Poet!” writing paper, white board, dry erase marker
Background Info/ Prior Knowledge:
Students will understand the poetry element of personification.
Students will understand what an adjective is.

Introduction:
1. Show students a variety of tree pictures through the internet (type in "a variety of
trees"), books or colored photos you may have.
2. If possible, go outside for a tree walk and ask the students to describe what they see and feel when they touch the tree.

Learning Activity:
1. Return to the classroom and review the adjectives for a tree.
2. Allow students to give you words that describe a tree. Color and size are a good way to start if the students do not grasp the concept at first.
3. Write answers on a board all students can see from their writing tables. They will need to see the words for the writing project.
4. Teacher will model how to create the "I am" "I feel" personification of a tree poem.
   "I am a tall tree,
   I feel strong.
   I am a green tree,
   I feel beautiful."
5. Teacher will select students to help make a group poem where 4 students participate in giving their own "I am" "I feel" and the teacher will write their sentences as an additional example.
6. After completing both examples, teacher will review the descriptive words given in each poem and any additional ones from the brainstorming session at the start of the in-classroom lesson
7. Student will use the "Poetree" writing template to complete assignment independently.

Early finishers:
Have students add picture detail under and around their Poetree.

Closing:
Teacher will have all the students come to show their final product facing each other at the meeting area. Teacher will select students who have, to the best of their ability, followed the instructions and can share their work.
Teacher will display the student work on a bulletin board or make a class Poetree book.
_________ is a Poet!!!!
**What is a Fish?**

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<td>School:</td>
<td>Hynes Charter School</td>
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<td>Name:</td>
<td>Jordin Brown</td>
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</table>

**Arts Integrated Lesson Plan**

**Arts Objectives/Standards:** I can turn a written text, picture, or sound into a work of art.

**Academic Objectives/CCSS:**
I can identify the parts of a fish and describe animals by known characteristics.


**Assessment:**
The teacher will check for understanding when students showcase their work and explain it to the class.
The teacher will look to make sure that the student included all parts of the fish and also showed characteristics of another animal.

**Vocabulary:**
- **Fins:** Fins are the thin flat part of a fish’s body that helps it swim
- **Gills:** Gills are the parts of the fish’s body that helps it breathe
- **Dorsal fins:** these fins are located on top of the fish’s body
- **Pectoral fins:** these fins are located on the bottom of the fish’s body.

**Resources (materials, literature, supplies, etc.)**
- *Fish is Fish* by Leo Lionni, construction paper, tissue paper, scissors, glue, pencils, crayons

**Background Info/ Prior Knowledge:**
Students need to know what a fish is and characteristics other animals (pets, farm animals, wild animals).
The students will also need to have knowledge of the collage technique.
Introduction: Today we will talk about fish bodies and what makes them a fish. Introduce the parts of a fish by looking at a picture of a fish. Tell students that fish have dorsal fins, pectoral fins, a tail, and gills. Explain that fish have gills to enable them to breathe under water and that fins enable a fish to swim under water. Students will watch a brain pop jr. video (https://jr.brainpop.com/science/animals/fish/) that shows the parts of the fish. Next, the teacher will introduce the book Fish is Fish by Leo Lionni. The teacher will tell students to focus on the illustrations in the book. The teacher will read the book to the students.

Learning Activity: The teacher will ask the students questions. What did you notice about the illustrations? Did all of the illustrations look like fish? If you could create an additional illustration in the book, what would you create? Have students work with a partner to discuss what animal they will make into a fish. Explain to students that they will use collage to create their artwork. Tell students that collage is a piece of art made by sticking various different materials such as pieces of paper or fabric onto a backing. Demonstrate to students how to create a basic outline of the fish then glue the various scraps of paper onto their backing to show the characteristics of the animal they chose. After students plan their project, students will go to their tables to create their artwork. Students will use construction paper, scissors, glue, and crayons to create their artwork. The teacher will walk around the room and help students if they need help.

Closing: When students are finish their artwork they will share with the class what animal they made into a fish. The teacher will check for understanding by checking to see that the student included the fish body parts and characteristics of another animal.
The Grouchy Ladybug

Name: Sarah Perez  School: Hynes Charter School
Grade: Kindergarten  Content Area: English Language Arts  Arts Discipline: Visual

Arts Integrated Lesson Plan

**Arts Objectives/Standards:**
Create. I can use arts techniques to make art that shows a specific idea.
Transform. I can turn a written text, picture, or sound into a work of art.
Express. I can express my ideas, thoughts and/or emotions through art.

**Academic Objectives/CCSS:**

**CCSS.ELA-Literacy.W.K.1**
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**Presentation of Knowledge and Ideas:**

**CCSS.ELA-Literacy.SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**CCSS.ELA-Literacy.SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**CCSS.ELA-Literacy.SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

**CCSS.ELA-Literacy.SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**Integration of Knowledge and Ideas:**

**CCSS.ELA-Literacy.RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**CCSS.ELA-Literacy.SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Assessment:**
On art project: observe fine motor skills such as cutting and tearing.
On the Writing aspect: The Grouchy Ladybug writing prompt.

**Vocabulary for the theme:**
Plant, grass, creature, fly, insect, characteristics, emotions, fly, abdomen, wing, body, backyard

**Vocabulary for the story:** grouchy, ladybug

**Vocabulary for the project:** collage

**Resources (materials, literature, supplies, etc.):**
The Grouchy Ladybug by Eric Carle [https://www.youtube.com/watch?v=RFNZvJbzmmm](https://www.youtube.com/watch?v=RFNZvJbzmmm) (we read the book but here is a link to a video), Construction paper, Grouchy Ladybug writing prompt (see below), tissue paper, glue, pencils, colors, pencil colors, word wall (for the writing).
Background Info/ Prior Knowledge:
Because our theme at this time is insects, this art/writing project was the perfect accompaniment to enhance the lesson. During discovery period (science class) we watched Brain Pop, Jr. videos on insects, we read books about insects, and we discussed the 3 main body parts of an insect. We discussed emotions and defined grouchy and words that have a similar meaning (for them to have a better understanding of the emotion/word).

Introduction:
Introduce the story The Grouchy Lady Bug. Discuss vocabulary words that might be unfamiliar such as grouchy. Explain that grouchy is an emotion, and have the students listen carefully to the story so they can understand the word grouchy and be able to identify what makes them grouchy.

Learning Activity:
The students are making an art project which is a collage of a ladybug. The teacher gives them examples of how to cut circles from squares to make the body, how to curl the construction paper for the antennae, and how to tear tissue and layer materials to make a collage.
Students write using the The Grouchy Lady Bug prompt: Today we read the Grouchy Lady bug. I feel grouchy when...
Did you like the book?
I liked it, I did not like it

Closing:
In closing we shared some of the students collage artwork and writings, and we took an art walk around the room in order for them to look at one another's work.
Name ____________________

Today we read the Grouchy Ladybug. I feel grouchy when ____________________

______________________________

Did you like this book?
I liked it. 😊
I did not like it. 😞
Today we read the Grouchy Ladybug. I feel grouchy when I can not have a snow ball.

Did you like this book?
I liked it. 😊
I did not like it. 😞

Name: London

Name: Breah

Today we read the Grouchy Ladybug. I feel grouchy when me meeks

Did you like this book?
I liked. ☑
I did not like it. 😞
Arts Integrated Lesson Plan

Arts Objectives/Standards:

Lesson Objectives

• The student will be able to apply knowledge about bees and honeycombs to the visual art form of tessellations.
• The student will be able to apply knowledge about using their senses for observation of tessellation artwork.
• The student will be able to ask and answer questions about tessellations.
• The student will be able to ask and answer questions about honey bees.
• The student will be able to make connections between honeycombs and tessellations.
• The student will be able to activate prior knowledge about shapes, patterns and honey bees, while also building new background knowledge.

National Core Arts Standards-
K-4 Visual Art Standard 1: Understanding and applying media, techniques, and processes.
K-4 Visual Art Standard 6: Making connections between visual arts and other disciplines.

Academic Objectives/CCSS:

Louisiana Science GLEs-
Science as inquiry: The abilities to do scientific inquiry- Pose questions that can be answered by using students’ own observations and scientific knowledge (SI-E-A1)
Physical Science: Properties of Objects and Materials- Identify objects by using the senses (PS-E-A1); Construct patterns by using color, size, and shape of objects (PS-E-A1)
Life Science: Characteristics of Organisms- Identify easily observable variations within types of plants and animals (e.g., features of classmates, varieties of trees, breeds of dogs) (LS-E-A4)

CCSS- Mathematics

Correctly name shapes regardless of their orientations or overall size.
Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
### Assessment:
Students will use shapes to create their own two-dimensional tessellations. They will choose their shape preference and either trace the shape or use a ruler to make their own tessellation pattern. They will add color to the tessellations to further integrate the pattern into their artwork. As a learning extension, when students have finished the two-dimensional tessellations, they will then attempt to make three-dimensional tessellation patterns using materials of their choice. The three-dimensional tessellations are not the assessment, but rather the art extension.

### Known Vocabulary:
- triangles
- squares
- hexagons
- stars
- diamonds
- straight lines
- curved lines
- color

### Possible Unknown/New Vocabulary:
- **tessellation**: an arrangement of shapes closely fitted together, especially of polygons in a repeated pattern without gaps or overlapping. Triangles, squares and hexagons are the only regular shapes which tessellate by themselves. You can have other tessellations of regular shapes if you use more than one type of shape.
- **pattern**: a repeating unit of shape or form
- **bee hive**: a structure in which bees are kept, typically in the form of a dome or box.
- **honeycombs**: a structure of hexagonal cells of wax, made by bees to store honey and eggs.
- **worker bees**: bees that do not reproduce, but perform all the essential working functions in a hive (i.e. feeding and guarding the queen, feeding bee larvae, creating honeycomb cells, making honey and bee bread, etc...)
- **two-dimensional**: a shape that only has two dimensions (such as width and height) and no thickness. Squares, Circles, Triangles, etc... are two dimensional objects.
- **three-dimensional**: an object that has height, width and depth, like any object in the real world. Example: your body is three-dimensional.

### Resources (materials, literature, supplies, etc.)
- Honey bee informational texts: “National Geographic Reader: Bees”, “A Bee’s Life”, and “The Life and Times of a Honeybee”- as examples to refer back to regarding previous lessons about bees, if needed.
- Photographs of the inside of a bee hive and honeycomb for A.R.T.
- Examples of tessellations to show students (shape tessellations, M.C. Escher, etc...) for A.R.T.
- Two-dimensional shapes (for tracing)
- Paper for tracing shapes
- Colored pencils, markers and/or crayons for tracing shapes

### For the art extension:
- Scissors
- Shape templates for 3-D tessellations
### Background Info/ Prior Knowledge:

Prior knowledge:
Students will recall information about bees and honeycombs from prior readings. Students will access prior knowledge about honey bees and how they make the honeycomb cells within the beehive, to use with observations and formations of their own tessellations. Students will be able to ask and answer details about different shapes and also how patterns are formed.

### Introduction:

- The teacher will begin the lesson with a “hook” by ask the students what they know about honey combs (how they are made and what they look like). Background knowledge will be found and/or created through this process.
- The teacher will record student answers.
- The teacher will then ask students what they know about patterns. Teacher will then record answers and draw/show a descriptive word for each.
  *Students may not know how to properly convey their thoughts, so the teacher will provide prompting and support, if needed.
- Teacher will ask questions throughout the art display, to both activate prior knowledge and also introduce new art concepts.
- Students will ask and answer questions about the tessellation art, throughout the viewing.

### Learning Activity:

- The teacher will then connect science and math content standards to art, by showing students examples of (first) a honeycomb and then different tessellations.
- Students will first be shown pictures of honeycombs and ask what shape or patterns that they might see in the comb.
- Students will then be shown pictures of shape tessellations and then non-shape tessellations (M.C. Escher). They will describe shapes and patterns that they see while the teacher records their answers.
- The teacher will tell students that they will be creating their own tessellations out of shapes. They will use these shapes to create their own two-dimensional tessellations.
- They will choose their shape preference and either trace the shape or use a ruler to make their own tessellation pattern.
- They will add color to the tessellations to further integrate the pattern into their artwork. Making sure to keep a consistent pattern or both shapes and colors.
- As a learning extension, when students have finished the two-dimensional tessellations, they will then attempt to make three-dimensional tessellation patterns using materials of their choice. The three-dimensional tessellations are not the assessment, but rather the art extension.

### Closing:

- After students finish making their two-dimensional tessellation art work, students will return to the rug with their art pieces.
- The teacher will review tessellations with the group and how they are similar to honeycombs.
- Students will then have an opportunity to share their artwork with the class, if they so choose.
- Students who have attempted the three-dimensional tessellation art extension, will leave their art work on the table, where students can choose to do a gallery walk to see those pieces.
Learning with S’mores

Learning with S’mores is a one week lesson that explores the use of S’mores to teach integrated lessons and activities in Math, Science, Social Studies, Language Arts, Fire Safety, and Physical Education. This lesson is taught in conjunction with KIDsmART Artist, Sherri Marina (story time by campfire, s’more sight words, dance in the woods, fire safety drama/play, virtual field trip to store to purchase ingredient to the s’more store).

Key Ideas and Details

Kindergarten. 1. With prompting and support, ask and answer questions about key details in a text.

1st Grade. 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

2nd /3rd Grade. 1. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Monday: Intro to Read of the week

Tuesday: Reread and virtual field trip with activities

Wednesday: Prep

Thankful Thursday: S’mores Day

Objective: Create a Thankful Thursday S’mores Day for Special Ed students

Learning Purposes (in Morning Message):

Students will identify the ingredients of s’mores through the use of manipulatives, sensory toys, verbal and non-verbal communication, picture exchange, interactive board. Students will identify Math Skills, Art, Science, Social Studies & Language Arts: Explore the ingredients of Marshmallows Lesson will be explored in a two day series.

- What shape are marshmallows?
- Are they all the same shape? The same size? The same color?
- Sort by size and color.
• Count them. Eat some. How many are left?
• How do they feel? How do they taste?
• Graham Crackers needed for S’mores
• Graham Crackers

• What shape are graham crackers?
• Does the shape change when you break them apart?
• Can you break it half? In quarters? How many quarters in a full cracker?
• Are they all the same shape? The same size? The same color?
• Break some up and sort by size and shape.
• Count them. Eat some. How many are left?
• Smell the chocolate. Do you like the way it smells? Does it remind you of anything?

What happens if you hold the chocolate in your hand really tight? Does it melt?

Why are we doing this?

• To teach students shapes, colors, size, measuring techniques, comparing, contrasting, and camping virtually, fine motor skills, and a collaborative effort of Language Arts, Math, Science, and Social Studies.

Social Purpose: CCSS.ELA-Literacy.CCRA.SL.1 According to CC “Prepare for and participate effectively in a range of conversations and collaborations with accommodations and modifications, diverse partners, building on others' ideas and expressing their own clearly and persuasively.

• Upon completion of lesson students will conclude their investigation by eating and sharing their thoughts on s’mores.
• Non-verbal gestures, iPad app moods, sounds, partner listen, and group talk and listen
• Verbal communication – partner talk and group talk

Field Trip: Grocery Store (inside of classroom)

Ingredients:

chocolate bars
marshmallows of various sizes
graham crackers
rounded toothpicks
Marshmallows
Graham Crackers

**Art: Marshmallow Construction – Edible Tinkertoys**

*Preschool art project ideas: marshmallows and toothpicks.*

- Bags of marshmallows and a box of toothpicks.
- Let student build anything by sticking the toothpicks in the marshmallows.
- Try it with small, large and colored marshmallows.
- (Too young for toothpicks, build by stacking the marshmallows. Try ‘gluing’ together with a lick or some water. Buy blunt toothpicks.)

**Science Project: Microwave Marshmallows (preschool science experiment idea for students)**

- Put a marshmallow or two on a microwave safe dish and heat for 30 seconds. How are they different than the uncooked marshmallows? What happened? How do they compare to each other? What happens if you poke them? Do they deflate? What happens if you just leave them alone? Why do you think these things happen?

- Try it for 60 seconds, 90 seconds... and compare and contrast. Write down your findings in a chart. Did the marshmallows get bigger the longer they were in the microwave?

- Try it with different sized marshmallows and compare and contrast. Did the small marshmallows grow faster? Did they get as big as the big marshmallows did?

**Social Studies:**

S’mores are often made while camping with friends and family. Everyone gathers around the fire and roasts the marshmallows while singing songs, telling stories and talking. A long time ago families used to gather around the fire every night to learn about their ancestors and entertain each other. They didn’t have any books, computers, movies or TVs.
Directions:

No-fire S’mores

* 1 graham cracker, broken into 2 squares

* 1 marshmallow

* chocolate candy bar pieces or chocolate chips

Microwave Method:

Place one of the graham cracker halves on a microwave safe plate and place chocolate pieces flat in the center of the cracker, leaving a 1/2 inch border around the sides. Stretch a marshmallow with your hands to make it slightly flattened and square shaped. Place in microwave for about 10 seconds, until marshmallow begins to swell. Remove from microwave and quickly top with other graham cracker half.
**Act Out Nursery Rhymes**

| Name: Quiniece Dolliole | School: Dwight Eisenhower | Grade: First | Content Area: ELA | Arts Discipline: Theatre |

**Arts Integrated Lesson Plan**

<table>
<thead>
<tr>
<th><strong>Arts Objectives/Standards:</strong></th>
<th>I can use the arts techniques I’ve learned to make art that shows a specific idea (emotion, story, character, mood)</th>
</tr>
</thead>
</table>

**Academic Objectives/CCSS:**

| Identify Parts of A Story |

**Assessment:** Rhyming activity sheet, Coloring sheet

**Vocabulary:** Character, rhyme, roses, sweet, violets, ashes, ring

**Background Info/ Prior Knowledge:** Poems, Rhyming activity

**Introduction:**

| Student led warm-up “The Princess Pat, Hey My Name is Joe |

**Learning Activity:**

| Read Nursery Rhymes Together |
| Independent Reading Aloud |
| Review What happens first? Then what happens? How does the story end? |
| Assign Characters |
| Students act out nursery rhymes |

**Closing:**

| Review rhyming words |
| Review what happens first, etc |
| Review character, setting, and story elements |
**Creating Characters**

**Name:** Richelle Knoess  
**School:** Eisenhower Academy of Global Studies  
**Grade:** First

**Content Area:** ELA  
**Arts Discipline:** Dance, Visual, Theatre, Poetry, or Music (circle one)

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## Arts Integrated Lesson Plan

### Arts Objectives/Standards:
**Transform:** I can turn a written text, picture, or sound into a work of art.

### Academic Objectives/CCSS:
**Integration of Knowledge and Ideas:** Use illustrations and details in a story to describe its characters, setting, or events

### Assessment:
Students are assessed on their participation in acting out the play.

### Vocabulary:
Hibernate, migrate, temperature, autumn, freeze, bitterly, weary

### Resources (materials, literature, supplies, etc.)
**Book:** Where are My Animal Friends? By William Chin  
**Supplies:** Colors, card stock, scissors, tape, popsicle sticks

### Background Info/ Prior Knowledge:
Students will need prior knowledge of Character, Plot and Setting. They will also need to be familiar with the genre of drama

### Introduction:
Students will read the story two times as a group.  
Students will be divided in to groups each group will be assigned a character.  
Students will color and cut out a picture of their character, then each cut out will be attached to a popsicle stick.

### Learning Activity:
Students in each group will take turns reading their character’s part while the other students in the group use their puppets to act out their parts.

### Closing:
Students will be assessed by their ability to act out their parts with proper inflection and tone. They will also be assessed by their ability to work together as a group.
### Arts Integrated Lesson Plan

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<th><strong>Arts Objectives/Standards:</strong></th>
<th>The students will create a piece of artwork based on the work of Faith Ringgold.</th>
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<tbody>
<tr>
<td><strong>Academic Objectives/CCSS:</strong></td>
<td>The students will study the works of the artist and author, Faith Ringgold. Students will listen to her stories and will describe characters, their relationships, and their environment. SW look at the way Faith Ringgold uses quilts as a way to tell a story. They will share their dream in writing and will create a self-portrait.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Each student will create a portrait that involves the patterns, textures, colors, and shapes that are often found in quilts. Additional Assessment: student discussions, connections, and art.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>Folk art, portraiture, expression, and full-face.</td>
</tr>
</tbody>
</table>
| **Resources (materials, literature, supplies, etc.)** | **Literacy Connection:** *Tar Beach* by Faith Ringgold [https://www.youtube.com/watch?v=h9RKJleFdBU](https://www.youtube.com/watch?v=h9RKJleFdBU)  
  *Dinner at Aunt Connie's House*, and *Martin Luther King Jr.* [https://www.youtube.com/watch?v=XGDLvHIChjU](https://www.youtube.com/watch?v=XGDLvHIChjU)  
  Faith Ringgold Artist and Activist: [https://www.youtube.com/watch?v=Comf9SetJRA](https://www.youtube.com/watch?v=Comf9SetJRA)  
  Faith Ringgold talks about the process of making her quilts: [https://www.youtube.com/watch?v=794M-mcOJY4](https://www.youtube.com/watch?v=794M-mcOJY4)  
  PowerPoints:  [www.mrsbrownart.com/powerpoints/Faith%20Ringgold.ppt](http://www.mrsbrownart.com/powerpoints/Faith%20Ringgold.ppt)  
  springbrook.ipsd.org/Uploads/ArtAwareness/Ringgold.ppt |
| **Background Info/ Prior Knowledge:** | Faith Ringgold is a famous African American artist that works with textiles and paints as a way to share her stories and experiences. Many of her stories are about other famous African-Americans including Martin Luther King Jr. |
| **Explore:** | Faith Ringgold uses stories, art, and quilting as a medium of expression. Faith’s story quilts along with her book, Martin Luther King Jr., are the inspiration for looking at portraiture as a way to share ideas through art. |
Introduction: *My Dream of Martin Luther King Jr.* by Faith Ringgold. Faith Ringgold (an African American) who uses the medium of quilt design to share her feelings and stories.

**What is your dream?**

**Learning Activity:** Words convey meaning. In this activity, each student will compose one artist statement (sentence) in response to the following question: What is your dream?

I dream....

Students will begin to look at ways to create a self-portrait. Students will begin to work on their self-portraits after practicing basic drawing techniques. Students will use watercolor and/or construction paper crayons, textiles, collage materials, and yarn to create story quilt frames.

**Closing:** The students use collage pieces to go around his/her portrait. The pieces are displayed together, to create a classroom quilt. *Reflect and display.*

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**KID smART Objectives**

<table>
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<tr>
<th>Increase Depth of Learning</th>
<th>Improve Critical Thinking &amp; Problem Solving</th>
<th>Develop Creativity &amp; Imagination</th>
<th>Enhance Social/Emotional Growth</th>
<th>Improve Connection &amp; Engagement through Joyful Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create.</strong> I can use arts techniques to make art that shows a specific idea.</td>
<td><strong>Problem Solve.</strong> I can use problem-solving skills when making art.</td>
<td><strong>Transform.</strong> I can turn a written text, picture, or sound into a work of art.</td>
<td><strong>Collaborate.</strong> I can create art when working in a group.</td>
<td><strong>Consider.</strong> I consider others' points of view.</td>
</tr>
<tr>
<td><strong>Understand.</strong> I can explain what an artist might be trying to say through their artistic choices.</td>
<td><strong>Observe.</strong> I look and listen closely to get better at making art.</td>
<td><strong>Express.</strong> I can express my ideas, thoughts and/or emotions through art.</td>
<td><strong>Respond.</strong> I listen and share to reflect and/or give useful feedback to others.</td>
<td><strong>Engage.</strong> I understand participation leads to joyful learning.</td>
</tr>
<tr>
<td><strong>Reason.</strong> I can explain the reasoning behind my creative choices.</td>
<td><strong>Persist.</strong> I continue making art even when it is hard.</td>
<td><strong>Explore.</strong> I can explore ideas through art without trying to find a “right” answer.</td>
<td><strong>Care.</strong> I am caring and helpful when making, observing or talking about artwork. I am safe and respectful with my materials, space and/or body.</td>
<td><strong>Connect.</strong> I understand how the arts are part of my life.</td>
</tr>
</tbody>
</table>
Arts Integrated Lesson Plan

Arts Objectives/Standards:
- I can explain the reasoning behind my creative choices.
- I give useful and positive feedback to others.
- I plan ahead, practice and/or rehearse when I'm making art.

Academic Objectives/CCSS:
- I can talk about features of planets by using a graphic organizer
- I can use adjectives to describe my planet
- I can write about things that I learn by using a graphic organizer

Assessment: Graphic organizer and painted planet with details (day 2)

Vocabulary:
- Environment, Describe, Watercolor, Blend

Resources (materials, literature, supplies, etc.)
- computer, construction paper, water colors, paint brushes, graphic organizers, markers

Background Info/ Prior Knowledge: Students have been reading nonfiction texts about planets and space, and practiced space vocab like: planets, galaxy, astronaut, etc.

Introduction:
1. introduce vocabulary and come up with a gesture for each word
2. Read article: [http://www.sciencemag.org/news/2015/08/how-jupiter-and-saturn-were-born-pebbles](http://www.sciencemag.org/news/2015/08/how-jupiter-and-saturn-were-born-pebbles)

Learning Activity:
1. Fill out graphic organizer for Jupiter whole group: It has________________ it is____________________
2. With teacher support students fill out graphic organizer for their planet
3. TA models blending water colors to create features of the planet Jupiter
4. With teacher support, students paint their planet to represent the way they described it on the graphic organizer

Closing: Speaking activity/ gallery walk: give one compliment on another person’s art.
Shapely Shapes!

Arts Integrated Lesson Plan

Arts Objectives/Standards: VA.Cr1.2Ka The students will create art when working in a group that are an extension of their math lesson on geometric shapes.

Academic Objectives/CCSS: 1.G.A.2 The students will identify and create flat and solid shapes.

Assessment: Observation, The student’s final creation of flat and solid shapes made with toothpicks and gum drops. Teacher observations during the activity.

Vocabulary: vertex, corner, triangle, circle, square, rectangle, cube, cone, rectangular prism, cylinder, sphere

Resources (materials, literature, supplies, etc.)”The Shape of things” by Dayle Ann Dodd illustrated by Julie Lacome, toothpicks, gumballs, flat and solid shapes. promethean board, youtube.com

Background Info/ Prior Knowledge: Students have learned their basic shapes and can identify objects that have those shapes around the classroom.

Introduction: At their seats, Review flat, shapes (circle, triangle, rectangle, and square) Sing teacher made shapes song to the tune of The Farmer in the Dell. Teacher leads shape song A circle is like a ball, A circle is like a ball, round and round it never stops A circle is like a ball. A square is like a box, A square is like a box, it has 4 sides they are the same, A square is like a box. A triangle has 3 sides, A triangle has 3 sides, up the mountain and down the back A triangle has 3 sides. A rectangle has 4 sides, A rectangle has 4 sides, 2 long and 2 short, A rectangle has 4 sides. Kids move to carpet and teacher reads, “The Shape of things” by Dayle Ann Dodd illustrated by Julie Lacome. Teacher asks for predictions about the book. Teacher reads book. Afterwards, Teacher asks what comes to mind when I say shapes. Shapes are everywhere. Where can we find shapes? Let’s name the shapes (teacher holds up flat shape and the kids say his name). Teacher explains that they are plane shapes just like a piece of paper. Then teacher shows solid shapes; cube, cylinder, sphere, and rectangular prism. Teacher ask if kids can find solid shapes in the class. Then teacher says let’s compare and contrast the flat shapes to the solid shapes. When finished, teacher explains that students will make shapes using gumballs and toothpicks. Teacher show models of the shapes made with toothpicks and gumballs and explain that they are going to create/design some flat shapes. Students move to their seats.

Learning Activity: Once assembled at their seats, students use the given materials to create the flat shapes they learned about.

Closing: Students get up to show and tell their shape. Teacher informs the students that next week, they will design solid shapes and match the flat shapes to the solid shapes.
## Arts Integrated Lesson Plan

### Arts Objectives/Standards:
Problem Solve, Persist

### Academic Objectives/CCSS:
Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture.
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

### Assessment:
Do the words fit into the theme and the rhythm?
Did you discuss with your group and work together to brainstorm your sentences?
When you sing the song does it fit the rhythm of the xylophone?

### Vocabulary:
Using the lexicon of our French Immersion school, for example: Lycée, students/eleve, Nouvelle-Orléans/New Orleans...

### Resources (materials, literature, supplies, etc.)
Original song in English, “When the Saints go Marching In” originally recorded by Louis Armstrong. We included lyric sheets, recordings, photographs of the artist and the instruments used in the recording. We used the music too without the voice recording. We also had 24 xylophones and mallets and a felt board with musical staff.

### Background Info/ Prior Knowledge:
- **February 22, 2017,** the class attended a performance by the LPO. During this field trip the students identified the name, sound and appearance of the instruments used. They also studied the place each instrument takes in the orchestra and the instrumental families of each instrument.
- **This was done in both French and English,** both before and after the field trip.
- **During Black History Month** the class studied famous people from New Orleans to engage the students in their own culture.
- **The class studied the original song.**
Introduction:
Introduced the song for Fete de la Francophonie that the entire student body will sing for the event on May 25, 2017. As we learned the song in French we had change a paragraph to make it more kid friendly. This was a problem to be solved for all to sing!

Learning Activity:
Change the paragraph: Brainstorm ideas for the new paragraph in small groups. Together compare and contrast the ideas of the different groups. Moving forward they must choose words to create new sentences that will make sense and fit the theme and rhythm of the song. The final sentences are written on sentence strips and the day after the students place the sentences in the correct groupings: SCHOOL, STUDENTS, CITY, TEACHERS. Each group picks a theme and with the sentence strips they must attempt, with assistance, to create a paragraph that fits. Each group sings their chosen paragraph with the rhythm of the xylophone to check for accuracy. When they match, the sentences and the rhythm, then they present as a group to the class with xylophone accompaniment. The whole class then sends the choices to the school via Pascal, the music teacher by recording. The classes will vote for their favorite replacement paragraph for the song!

Closing:
As the results come in, the votes are counted and the winner is chosen! The class finds out which group’s paragraph won. Then everyone must practice and rehearse for the big party!
Oh ! Quand les saints et les apôtres
S'en vont marchant l'un derrière l'autre
Dans la ville c'est une fête
Et tous les gens chantent gaiement

Oh ! Quand les saints s'en vont marchant
Les enfants suivent, en gambadant,
La trompette, la clarinette
Vive la Nouvelle-Orléans !

Et tous les saints et les apôtres
Nous ont souri l'un après l'autre
Viens chérie sur la parade !
Et vive la Nouvelle-Orléans !

Nous les élèves, allons en classe
pour apprendre à lire et chanter
En Louisiane c'est une chance
D'étudier Au lycée français

Nous les élèves, allons en classe
pour apprendre à lire et chanter
En Louisiane c'est une chance
D'étudier Au lycée français
What are the Five Food Groups?!

| Name: Katie Baskin | School: DTA | Grade: 2nd | Content Area: Nonfiction - Science | Arts Discipline: Dance |

### Arts Integrated Lesson Plan

#### Arts Objectives/Standards:
I can create art when working in a group.

#### Academic Objectives/CCSS:
2.LS.31 Identify and discuss the arrangement of the food pyramid.
SWBAT identify MyPlate and discuss the five food groups on it.

#### Assessment:
Teacher divide students into groups of 5. Give students one minute to brainstorm one food from each food group. Give eight seconds to hold pose. Choose 1-2 group to 1) make sure all food groups represented, 2) students using axial and locomotor movements, and 3) name the food group that the food belongs to. Practice whole group (rehearse, hold pose, take turns sharing out groups) until all groups have shared out.

Assessment Questions:
- “What food are you?”
- “What food group does that belong in?”
- “Are all food groups represented?”

#### Vocabulary:
grains, dairy, protein, vegetables, fruits, diet, balanced, healthy, axial, locomotor movements

#### Resources (materials, literature, supplies, etc.)
- [https://www.choosemyplate.gov/kids](https://www.choosemyplate.gov/kids)
- [https://www.youtube.com/watch?v=KBI_fiFxKAs&t=8s](https://www.youtube.com/watch?v=KBI_fiFxKAs&t=8s)

#### Background Info/ Prior Knowledge:
- We eat food for energy and to keep us healthy.
- There are six different kinds of foods that you should eat in every meal to have a balanced, healthy diet.
- Different foods make you feel differently.
Introduction:
Teacher asks students “What are healthy foods you like to eat?”
Teacher charts these in groups by grains, dairy, protein, vegetables and fruit, but without labels.
Teacher asks students “What do you notice about the foods that we came up with?” or “Why did I write these foods down in these groups?”

Learning Activity:
“Your right! Healthy foods are put together into groups. There are five groups! Let’s watch this video to see what the five groups of food are.”
Watch video on 5 food groups - https://www.youtube.com/watch?v=KBl_fiFxKAs&t=8s
Pause throughout video. Ask “What is the food group?” “Name one food in this group.”

When video is over, add names of food groups to anchor chart--grains, dairy, protein, vegetables and fruit.

“We are going to use our bodies and movements to show different foods in each group.”
Teacher review axial (waistline to the top of your head) and locomotor (waist line to the floor) movements. Axial movements include arms, head, fingers, shoulders. Locomotor movements include shuffles, hops, jumps, skips, marches. Teacher review levels (low, medium, high).

Teacher model using axial and locomotor movements to show one food. Hold for eight seconds. Ask, “What food am I? Name the food group that I belong to?”
Ask two students to come model. Repeat questions.
Teacher divide students into groups of 5. Give students one minute to brainstorm one food from each food group. Give eight seconds to hold pose. Choose 1-2 group to 1) make sure all food groups represented, 2) students using axial and locomotor movements, and 3) name the food group that the food belongs to.
Practice whole group (rehearse, hold pose, take turns sharing out groups) until all groups have shared out.

Closing:
Share out shouts outs of students who were 1) good audience members by listening with ears and eyes, 2) thought of creative and different kinds of foods and 3) used creative and different axial and locomotor movements to show the food.
## Arts Integrated Lesson Plan

### Arts Objectives/Standards:
Express yourself through an artistic performance by creating a Swing choreography.

### Academic Objectives/CCSS:
- get familiar to an artistic and physical culture
  - use your body
  - play a part in a collective artwork
  - write an invitation card in French to the parents (understand the function and the major features of this type of document)

### Assessment:
- different intermediate performances
- final show

### Vocabulary:
- all the French vocabulary related to Swing dance
  - all the French vocabulary needed to write an invitation card

### Resources (materials, literature, supplies, etc.)
- videos of Swing choreographies (from professional and non-professional dancers)
  - Swing music
  - models of invitation card

### Background Info/Prior Knowledge:
- accept to dance with a partner and to touch someone else
  - write sentences in French

### Introduction:
- make them familiar to Swing music. They listen to the music and they dance freely to feel the music.

### Learning Activity: Lesson 1
- Research: they choose a partner. They try to find moves or steps 2 by 2 (in mirror, side by side, in partnership...).
- Circle time: each group of 2 shares the ideas. (we keep ideas for the choreography)
- Learning activity: the teacher teaches the basic step of Swing. Training (collectively, 2 by 2, individually) without then with music.
  - The steps: step, step, rock, rock
  - Girls start with the right foot/Boys start with the left foot
- Circle time: back to silence. All the students sit down and express in French their feelings about the lesson.
  - Relaxation
Lesson 2 to 10 (are following the same pattern)
- Circle time: they sum up the previous lesson
- Choreography: The students listen to a little part of the music and think and try ideas 2 by 2.
- Circle time: All the students sit down and express and show in French their ideas: sharing moment, discussion, decisions
- Training: rehearsal of the steps collectively decided. (without and with music)
- Circle time: what works? What does not work?
- Last training
- Relaxation

Lesson 11
- Group observation: the grouped students look at different types of French invitation cards.
- Circle time: they point out the major features and vocabulary (recipient, place, time...)
- Individual draft: they draft their own invitation card on a piece of paper
- Final production: they do their invitation card. They write and decorate with ink, crayons and papers...

Closing: - Performance in front of an audience
# Create and Role Play Character

**Name:** Antoinette Dickerson  
**School:** McDonough 42  
**Grade:** 2nd  
**Content Area:** Writing/ELA  
**Arts Discipline:** Visual

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<tr>
<td>Express. I can express my ideas, thoughts and/or emotions through art.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Objectives/CCSS:</strong></td>
<td></td>
</tr>
<tr>
<td>CCSS Literature 3</td>
<td>Compare and contrast, characters in a story.</td>
</tr>
<tr>
<td>CCSS Literature 3</td>
<td>Identify characters, actions and feeling.</td>
</tr>
<tr>
<td>CCSS Speaking/Listening 1</td>
<td>Participate in collaborative conversations with peers or teacher in small/large groups.</td>
</tr>
<tr>
<td>CCSS Language 1</td>
<td>Writing or speaking demonstrates standard English grammar and usage.</td>
</tr>
<tr>
<td>GLE 21</td>
<td>Use students’ own voices to demonstrate pitch (e.g. low, high) <strong>PS-E-C1</strong></td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td>Compare student’s written description of their imaginary friend to their visual product.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td></td>
</tr>
<tr>
<td>Feelings (happy, sad, excited, scared,)</td>
<td></td>
</tr>
<tr>
<td>Adjectives (big, small, round, pink, blue, etc.)</td>
<td></td>
</tr>
<tr>
<td>Pitch (high, medium, low)</td>
<td></td>
</tr>
<tr>
<td><strong>Resources (materials, literature, supplies, etc.):</strong></td>
<td></td>
</tr>
<tr>
<td>Monster Inc. (book), felt, glue, pencil, and sentence strips.</td>
<td></td>
</tr>
<tr>
<td><strong>Background Info/Prior Knowledge:</strong></td>
<td></td>
</tr>
<tr>
<td>Imaginary friends, characters, adjectives, and feelings.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction:</strong></td>
<td></td>
</tr>
<tr>
<td>Read, “Monster Inc.”</td>
<td></td>
</tr>
<tr>
<td>Web Map to describe the different characters (adjectives)</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Activity:</strong></td>
<td></td>
</tr>
<tr>
<td>Student writes 2-5 sentences describing their character.</td>
<td></td>
</tr>
<tr>
<td>Student creates a character that he or she can write about.</td>
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</tr>
<tr>
<td>Students will work with a partner taking turns, role playing and demonstrating pitch with their character.</td>
<td></td>
</tr>
<tr>
<td><strong>Closing:</strong></td>
<td></td>
</tr>
<tr>
<td>Students will read their description of his or her character to the class.</td>
<td></td>
</tr>
</tbody>
</table>
**Vocabulary Photos**

Name: R. Bryant
School: Medard H. Nelson
Grade: 2nd

Content Area: Visual Vocabulary
Arts Discipline: Visual/ Media Arts

## Arts Integrated Lesson Plan

### Arts Objectives/Standards:
- MA:Cr2.1.1: Organize and develop artistic ideas and work.
- MA:Cn11.1.2 Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.
- MA:Cr2.1.1.2 Choose ideas to create plans and models for media arts productions.

### Academic Objectives/CCSS:
- **CCSS.ELA-LITERACY.RL.2.7**
  Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- **CCSS.ELA-LITERACY.SL.2.2**
  Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- **CCSS.ELA-LITERACY.RI.2.4**
  Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

By the end of this unit, students will...

1. use the arts techniques they've learned to make art that shows a specific idea. (e.g. emotion, story, character, mood, theme, culture, message)

### Assessment:
- Plan visual vocabulary photographs
- Create visual vocabulary photographs

### Vocabulary:
- Framing
- Expression
- Posture
- Action
## Resources (materials, literature, supplies, etc.)
- Cameras
- Organizer
- Planner

## Background Info/ Prior Knowledge:
Students are familiar with vocabulary words by acting each word out. The other students will choose which word best fits the demonstration.

## Introduction:
- Introduction & Hook: TA & CT introduce Visual Vocabulary project
- Build Knowledge: TA leads quick discussion of example photo; CT leads vocabulary refresher
- Model: TA introduces planner; TA & CT model planning and photographing process together

## Learning Activity:
- Student Practice (Planning): CT assigns groups and vocabulary words; Students complete planners
- Check For Understanding: TA & CT float between groups and designate completed planners; TA distributes contracts and cameras to finished groups

- Student Practice (Photo Shoot): CT assigns photoshoot boundaries and ground rules with support from TA
- Check For Understanding: TA & CT float between groups checking and advising during shoot

## Closing:
- Reflect: TA prompts student photo review / reflection; CT prompts student learning reflection
- Assess: Photos and planners; learning reflection participation
**Human Area and Perimeter Game!**

**Arts Integrated Lesson Plan**

<table>
<thead>
<tr>
<th>Arts Objectives/Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Solve.</strong> I can use problem-solving skills when making art.</td>
</tr>
<tr>
<td><strong>Collaborate.</strong> I can create art when working in a group.</td>
</tr>
<tr>
<td><strong>Respond.</strong> I listen and share to reflect and/or give useful feedback to others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Objectives/CCSS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.MD.C.5</strong> Recognize area as an attribute of plane figures and understand concepts of area measurement.</td>
</tr>
<tr>
<td><strong>3.MD.D.8</strong> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</td>
</tr>
</tbody>
</table>

**Assessment:** The Teacher’s Arts Integrated Rubric can be used to assess students’ understanding and participation. Grading can be determined based on individual teacher’s style whether it be used a checklist or with a grading scale.

<table>
<thead>
<tr>
<th>Vocabulary: Area, Perimeter, Square, and Rectangle</th>
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<table>
<thead>
<tr>
<th>Resources (materials, literature, supplies, etc.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>No materials needed!</td>
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</table>

<table>
<thead>
<tr>
<th>Background Info/ Prior Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should already have a good conceptual understanding of Area and Perimeter, as well as how to find both. This is a great game to use as a review to help students gain a mastery level understanding. This is a great way to help students further understand the relatedness/ but also the difference in area and perimeter.</td>
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<table>
<thead>
<tr>
<th>Introduction:</th>
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<tbody>
<tr>
<td>Activate student’s prior knowledge by having them turn-and-talk about what they remember about finding area and what area is. Record students’ responses on the board or chart paper. You should have students do the same activity but with the question of what is perimeter and how do you find perimeter. Record the definitions of both terms as well as the algorithm. Ask the class to consider why and when they may need to find the area/ perimeter of something.</td>
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<table>
<thead>
<tr>
<th>Learning Activity:</th>
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<tbody>
<tr>
<td>Let class know that today they will be solving area and perimeter problems using only their bodies and their brains. Separate class into various sized groups (the number in each group will determine the area or perimeter of their shape). Leave one group to be the “Critics”. I made a group of 5 students who were our “Critics’” and offered critiques and suggestions for the various human squares and rectangles. I would model the expectation with the class to check for understanding by having a group of 6 students go to the front of the class, and I would ask them to create a rectangle, using only themselves and the floor tiles as a guide. With the class, I would count the students back’s to show the perimeter of 6. We would then multiply our Length and width (2x1) to show the rectangle has an area of 4. Each group will try to make either a square or rectangle and calculate their own area and perimeter.</td>
</tr>
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<thead>
<tr>
<th>Closing:</th>
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<tbody>
<tr>
<td>The group of Critic’s would then do a gallery walk of the human shapes, “checking” their area and perimeter calculations against one another’s. The teacher checklist could be utilized during student’s collaboration time and well as during the gallery walk at the end.</td>
</tr>
</tbody>
</table>
# Teacher’s Art’s Integrated Rubric

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Problem-Solve</th>
<th>Collaborate</th>
<th>Respond</th>
<th>Finding and Modeling Area</th>
<th>Finding and Modeling Perimeter</th>
</tr>
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<tbody>
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**Imagining Horn Island: Walter Anderson Inspired Drawings**

*Lesson # 1 and 2  (lesson can be amended with time constraints)*

**LESSON OBJECTIVES:**

Students **Will Be Able To:** Identify and classify animals, develop observational skills through looking at artwork, create an observational drawing of an animal, demonstrate new drawing and painting techniques using pencil, colored pencil, and watercolors.

### DEMONSTRATION / LECTURE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 minutes</strong></td>
<td><strong>Introduction &amp; Hook</strong></td>
</tr>
<tr>
<td>TA leads classroom breathing warm-up to come into our art space. CT reviews animal classification- mammal, amphibian, reptile, bird and fish and what are the differences between the classifications. TA describes what students will be learning and creating.</td>
<td></td>
</tr>
<tr>
<td><strong>10 minutes</strong></td>
<td><strong>Build Knowledge</strong></td>
</tr>
<tr>
<td>1. TA introduces students to the life of Walter Anderson. Students engage in VTS with 1 of Walter Anderson’s watercolors.</td>
<td></td>
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<tr>
<td>2. For the second watercolor, TA asks these directed questions: What are the basic shapes that create the animal? (ie oval, square, long rectangle). How did the artist use line to create texture (hard lines, soft, zig zag etc.)? How did the artist use color and composition (are the colors what you expected)? Do you see any patterns? What is the animal’s habitat?</td>
<td></td>
</tr>
<tr>
<td><strong>5 minutes</strong></td>
<td><strong>Modeling</strong></td>
</tr>
<tr>
<td>1. TA calls different students up to collectively do a demo drawing from an animal photograph step by step on the ELMO of the big shapes, the contour lines, creating pattern, adding texture, details and finally habitat.</td>
<td></td>
</tr>
<tr>
<td>2. TA shows students how to hold photograph upside down if they are having trouble seeing the shapes that make up the animal.</td>
<td></td>
</tr>
<tr>
<td>3. TA reminds students to draw large, that the animal should be the largest part of the composition and to draw lightly, remember they have an eraser and to not give up!</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENTS-AT-WORK

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 minutes</strong></td>
<td><strong>Guided Practice</strong></td>
</tr>
<tr>
<td>1. TA gives out photographs of animals and asks students to trace the large shapes that they see, to train their eyes, brain and hand to communicate, to break everything down to basic shapes.</td>
<td></td>
</tr>
<tr>
<td>2. TA shows students how to hold photograph upside down if they are having trouble seeing the shapes that make up the animal.</td>
<td></td>
</tr>
<tr>
<td>3. TA reminds students to draw large, that the animal should be the largest part of the composition and to draw lightly, remember they have an eraser and to not give up!</td>
<td></td>
</tr>
<tr>
<td>4. TA has students talk with a partner to describe how they will draw their animal, the texture, patterns and habitat.</td>
<td></td>
</tr>
<tr>
<td><strong>20 minutes</strong></td>
<td><strong>Independent Practice</strong></td>
</tr>
<tr>
<td>Observational Drawings</td>
<td></td>
</tr>
<tr>
<td>1. Students begin observational drawings of their animals, using photographs of animals.</td>
<td></td>
</tr>
<tr>
<td>2. TA circulates the room checking in with all students, asking questions, and observing.</td>
<td></td>
</tr>
<tr>
<td>3. TA reminds to students to add texture to their animals using line and create patterns using shape, to draw in all of the details.</td>
<td></td>
</tr>
<tr>
<td>4. TA asks students to draw in the habitat where they imagine their animal living.</td>
<td></td>
</tr>
<tr>
<td>5. TA and CT circulate the room, assessing students understanding and asking about animal classification.</td>
<td></td>
</tr>
</tbody>
</table>
6. TA shouts out some student artists’ who have worked very hard and holds up their work to demonstrate texture, pattern, composition and habitat. TA asks all students to check for those things in their drawing.

**Adding Color (can be additional class as time permits)**

1. TA demonstrates how to layer and combine color with colored pencils.
2. TA encourages students to experiment with hard lines, medium lines and soft line as well as outlining to create depth in their work, to not lose the texture they created.
3. TA also introduces and does a short demo with watercolors focusing on primary colors to mix secondary as well as brushstrokes.
4. TA asks students to color in their animals using the techniques we learned with colored pencils and to leave the sky, sea, and/or background blank (white space).
5. If there are space constraints, students are called up in groups to paint in the background of their animals.
6. Lastly, students frame their pieces.

---

<table>
<thead>
<tr>
<th>CRITIQUE / REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clean Up</strong></td>
</tr>
<tr>
<td>1. TA assigns jobs to clean up.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
</tr>
<tr>
<td>1. Students do a silent gallery walk to see each other’s work and share out some compliments.</td>
</tr>
<tr>
<td>2. CT asks students to come to bulletin board and hang their artwork in the classification column in which they would go.</td>
</tr>
</tbody>
</table>
## Explorations of Identity

**Name:** Vinh Tran  
**School:** Edward Hynes Charter School  
**Grade(s):** 3rd and 4th  
**Content Area:** Library  
**Arts Discipline:** Visual

### Arts Integrated Lesson Plan

**Arts Objectives/Standards:** Students will learn to...
- investigate self and expressing self through character and personality traits.

**Academic Objectives/CCSS:** Students will learn to...
- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ([CCSS.ELA-Literacy.RL.3.1](https://www.corestandards.org/ELA-Literacy/RL/3/1))
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ([CCSS.ELA-Literacy.RL.3.3](https://www.corestandards.org/ELA-Literacy/RL/3/3))
- write informative/explanatory texts to examine a topic and convey ideas and information clearly. ([CCSS.ELA-Literacy.W.3.2](https://www.corestandards.org/ELA-Literacy/W/3/2))

**Library Objectives/AASL Standards for the 21st-Century Learner:** Students will learn to...
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. ([AAAA.K-12.1.1.6](https://www.ala.org/ala/standards/standards.aspx))

**Assessment:** reflection, artist’s statement, teacher-assessment of use of shape, pattern, and texture

**Vocabulary:** *shape, composition, pattern, texture, personality traits, identity, layering*

**Resources (materials, literature, supplies, etc.):**
- *Tar Beach* by Faith Ringgold
- paper (various colors and patterns)
- glue
- scissors
- multi-cultural construction paper
- cardstock

**Background Info/ Prior Knowledge:** classroom rules and procedures, safe-studio rules and procedures
Introduction:
- Teacher reads aloud Tar Beach, by Faith Ringgold as a jumping off point for an exploration of identity and storytelling through art.
- Students identify the character and discuss the personality traits of Cassie.

Learning Activity:
- Students investigate their individual personality traits.
- Students investigate their own facial features using touch.
- Teacher leads activity on creating a collaborative portrait to teach students about facial features, shapes, and different ways of using paper (twisting, layering, folding, etc...)
- Students explore and learn how artists use shape, composition, pattern, and texture to convey personality in portraiture.
- Students integrate learned art skills and techniques to create self-portraits that reflect themselves out of cut paper.

Closing:
- Students reflect to delve deeper within themselves and their identities.
- Students write their self-reflections to include with their self-portraits.
# Painting Analysis

Name: Sarah Issaad  
School: Lycee  
Grade: 3rd  
Content Area: History  
Arts Discipline: Visual

## Arts Integrated Lesson Plan

**Objectives:**
- Describe precisely any kind of picture
- Make an analysis of any kind of picture

**Consider** others' points of view.
**Express** my ideas, thoughts and emotions.
**Explain** what an artist might be trying to say through their artistic choices.
Use a precise analysis of an image to interpret it and make hypothesis.

**Assessment:**
Write an analysis of an unknown painting that represents an important historical moment in Louisiana History. Give hypothesis supported by the visual analysis.

**Vocabulary:**
- “I see (quantity) (size) (texture) (color) (nouns) (verb)”
- “I see (blank) and that makes think (blank)”

**Resources (materials, literature, supplies, etc.)**
I use my TNI to show a different image every time we start a History lesson. The images I used follow the lesson plan.

**Background Info/ Prior Knowledge:**
Students have to be able to describe an image, following a routine that we have built during a couple of months with different kind of visual arts. The purpose was to create a structured sentence the students could use almost automatically to describe anything. They also started to pay more attention to details. This ability to be more and more specific helped them building a thought based on facts (what they described).
Introduction:
1 – The teacher introduces the picture of the day. – If needed, before showing the new picture, the students give a summary of what they learned in the previous lesson.
2 – During 1 minute, the students silently think about all the sentences they want to say, using the structure “I see (blank) and that makes me think (blank).
3 – During 30 seconds, by two, the students share the sentence to each other

Learning Activity:
1 – In a collective group, the students who want to share the sentence they sais in the introduction to their partner do so. During this moment, the teacher themselves without indicating who’s right or wrong. They use their visual analysis to offer hypothesis. The teacher is a mediator that helps students to go through their thoughts by repeating the meaning of their sentence in a different way or encouraging students who disagree to explain why. The teacher writes the important ideas and information found by the students on the IWB, directly on the painting. You can use different colors to differentiate analysis from hypothesis.
2 – After the reasoning, the teacher explains the meaning of the painting and relates it to the History lesson, trying to use all the students pointed out.
3 – A text that relates the historical facts related to that moment is given to the students with a series of questions they have to answer by two.

Closing:
The students write a lesson.

Example of lesson: The arrival of the Acadiens in Louisiana

The text (in French)


The lesson is built with what the students analyze.
**Arts Integrated Lesson Plan**

**Arts Objectives/Standards:**
Create and perform a captivating story from Opal’s point of view.

**Academic Objectives/CCSS:**
Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3)

**Assessment:**
Independent Story writing: Students write their stories. Only finished when they have all of the details. Have everyone stop and move to rehearsal

To demonstrate their understanding, students will...
Restate the prompt, answer the prompt, give details and evidence from the text

**Vocabulary:**
Improvise
Storytelling
Dialogue

**Resources (materials, literature, supplies, etc.)**
*Because of Winn Dixie*

**Background Info/ Prior Knowledge:**
Students should know the meaning of improvise.
Students should understand character motivation.
Introduction:
Storytelling Warm up: Brainstorm- qualities of a captivating story.
Students write for 3 minutes. We give them the focus on telling captivating stories

Learning Activity:
Model poor story telling: Ms. Ferdinand tries to perform her story but does it poorly. Ms. Hilliard asks students to give her suggestions on how to make her performance more captivating.
Students get into story triads and perform their stories for each other. Then return to seats and write a detailed description of one story they heard. Some share out.

Guided Story writing: They will come up with a list of Opal’s friends and where she was when they became friends. Discuss the role Winn Dixies played in their new friendship. We will also think up some starters for how to start a story. (Because of Winn Dixie)

Closing:
Rehearsal and Performance: Go through steps of rehearsal.
Remind students of the qualities they came up with on the anchor chart.
Teachers step back and note the students who are focused on rehearsal.
Call them up first for performance.
Teachers model giving feedback using the performance qualities we discussed earlier.

Students give feedback. I liked when....
One moment that stood out to me was....
Maybe next time, you can try to...

Closure and Reflection
Something new I learned about myself is...
My favorite part of today’s class was...
I think my story today was well-written because...
**Super Hero Story**

**Name:** Jill McAlister  
**School:** ReNEW Cultural Arts Academy  
**Grade:** 3  
**Content Area:** ELA  
**Arts Discipline:** Theatre

### Arts Integrated Lesson Plan

#### Arts Objectives/Standards
I understand participation leads to joyful learning.

#### Academic Objectives/CCSS
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### Assessment
Write a narrative story with a clear beginning, middle, and end using descriptive details to describe characters and setting.

#### Vocabulary
**Theater:** Stage presence, levels, voice, body language.  
**Writing:** Parts of a story (beginning, middle, and end), characters, setting, problem, solution

#### Resources (materials, literature, supplies, etc.)
Cleared space in classroom to use as a stage, paper and pencil.

#### Background Info/ Prior Knowledge

#### Introduction
1. Warm up body and voice with stretching and tongue twister
2. Create word web about superheros and villains
3. Review theater vocabulary; review why it is important to participate

#### Learning Activity
1. Ask for volunteers to suggest a unique superhero name; call up one student to be that superhero on stage
2. Teacher begins narrating story: “(Name of superhero) was in his/her lair…
3. Ask for volunteers to suggest what the superhero is doing; student on stage begins acting that out
4. Teacher continues narrating story: ... (fill in with activity) when the phone rings! (Ring! Ring!) “Superhero: Hello?” “Teacher: (Name of superhero), it’s the mayor! I’m calling because…”
5. Ask for volunteers to suggest an event that is happening downtown
6. Teacher continues narrating story: “... (fill in with event). We need your help right away!” Teacher, then superhero repeats: “This is a job for me and my sidekick...”
7. Ask for volunteers to suggest a name for the sidekick; call up another student to be the sidekick on stage
8. Teacher continues narrating story: Teacher, then superhero repeats dialogue line: “(name of sidekick), we gotta head downtown, (event downtown)!! Let’s grab our...”
9. Ask for volunteers to suggest weapons/gadgets that match superhero/sidekicks’ names
10. Teacher continues narrating story: Teacher, then superhero repeats dialogue line: “(name of weapons)... and get in the...”
11. Ask for volunteers to suggest mode of transportation
12. Teacher continues narrating story: Teacher, then superhero repeats dialogue line: “(name of mode of transportation)”; students act out getting into mode of transportation and traveling downtown; actors react to what they are seeing downtown; Superhero: “This must be the work of...”
13. Ask for volunteers to suggest a name for the villain and his weapon/gadget; call up another student to be the villain on stage
14. Teacher continues narrating story: Teacher, then superhero repeats dialogue line: “(name of villain)! Villain enters stage and teacher narrates the battle scene as actors act it out (i.e. Then (name of superhero) attacked (name of villain) with his/her (name of weapon). But (name of villain) fought back with his/her (name of weapon). Next (name of sidekick) jumped in and attacked (name of villain) with his/her (name of weapon). But then (name of superhero) took the final blow and as (name of villain) was dying he/she said, “...”
15. Ask for volunteers to suggest a terrible event in the villain’s childhood that made him become an evil villain
16. Teacher continues narrating story: Teacher, then villain repeats dialogue line: “If only (terrible childhood experience) hadn’t happened, maybe I wouldn’t be so evil” Then villain acts out a dramatic death.
17. Actors come together on stage to take a bow
18. Actors repeat the story now all together with less prompting from teacher (you may need to remind them of their lines) while audience watches
19. Actors come together on stage to take a bow
20. Students write out the story in their own words focusing on describing details and including all events in order.

Closing:
1. Students discuss how it felt to act out/watch the play on stage
2. Students discuss how it felt to write after having watched/acted in the play
3. Students volunteer to share their stories with their peers
4. Lead students in a discussion to note how the stories vary but still have shared meaning
## Performing the Solar System

Name: Vanessa Clincy          School: Esperanza Charter          Grade: 4th

Content Area: Science         Arts Discipline: Dance, Visual, Theatre, Poetry, or Music (circle one)

### Arts Integrated Lesson Plan

<table>
<thead>
<tr>
<th>Arts Objectives/Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborate.</strong> I can create art when working in a group.</td>
</tr>
<tr>
<td><strong>Problem Solve.</strong> I can use problem-solving skills when making art.</td>
</tr>
<tr>
<td><strong>Engage.</strong> I understand participation leads to joyful learning.</td>
</tr>
</tbody>
</table>

### Academic Objectives/CCSS:

- Identify the relationship between Earth’s tilt and revolution and the seasons (ESS-E-B4)
- Diagram the movement of the Moon around Earth and the movement of Earth around the Sun (ESS-E-B2)

### Assessment:

**Summative Assessment**

Each group of students will write a theater piece about the rotation and revolution of the earth

**Formative Assessment**

The teacher will ask the students what rotate and revolve mean and to write a theater piece showing their understanding

- **Rotate** is to spin around.
- **Revolve** is to move around another object.

### Feedback to Students

The students will receive feedback during when the students write and perform their acting piece and mimic the action of rotating in a circle and when they revolve around one another

The students will also receive feedback when they work in small groups with the manipulatives. They will rotate them and make them revolve correctly.
Vocabulary:
New vocab: rotate, rotation, revolve, revolution, earth, sun, axis

Existing vocab:
- cardinal directions - North, South, East and West
- axis - an imaginary line around which earth spins
- equator - an imaginary circle around the earth that is the same distance from the north and south poles
- degrees - measurement of an angle
- clockwise - motion that occurs in the same direction as the clock's hands
- counterclockwise - motion that occurs in the opposite direction of the clock's hands
- orbit - curved path of an object around a point in space

Resources (materials, literature, supplies, etc.)
Small styrofoam balls, tennis balls, toothpicks and markers.
Poster paper for presentation and theater piece
Print out the following handouts for group activities
https://docs.google.com/file/d/0B0tzFfd_gnIUNjNLXJkVjl1blU/edit
https://docs.google.com/document/d/1vrq0bKahWkP1eb1rL-FODEg78KcBWxq7M1UQKGzlytQ/edit

Background Info/ Prior Knowledge:
What prior knowledge should students have for this lesson?
1. The students should be able to work in groups of 4 to 5 peers.
2. The students should understand the vocabulary words

Introduction:
How will the teacher present the concept or skill to students?
The teacher will review the vocabulary words as stated in the prior knowledge.
The teacher will write the definition for rotate on an overhead. Rotate is to spin around. Then the teacher will rotate in a circle.
The teacher will then discuss rotating in a clockwise direction with a demonstration.
A counterclockwise rotation will then be demonstrated by the teacher. The teacher will emphasize that this is the direction that the earth actually rotates on its axis, from west to east.
The teacher will ask the following: What would happen if the earth didn't rotate? One side of the earth would have constant sunlight and the other half would have no sunlight at all.

Next, the teacher will discuss how the earth rotates on its axis every day. This movement creates night and day for us. The part of the earth facing the sun experiences daylight. During that same time, the other part of the earth experiences nighttime because there is no sun. However, the earth does not rotate with its axis vertically. The earth's axis is actually tilted 23 degrees.

The teacher will ask the following? What would happen if the earth did not tilt? We would not have different seasons.

The teacher will take a small styrofoam ball and insert two toothpicks in the top and bottom of it to represent the earth's axis. A 23 degrees tilt is almost 1/3 of a 90 degrees angle. A student will be called up to hold a tennis ball to represent the sun. The teacher will tilt the styrofoam ball and demonstrate counterclockwise rotation of the earth with a tilt of 23 degrees. Note that the tilt remains the same as it rotates on its axis and revolves.

The teacher will write the definition of revolve on an overhead. Revolve is to move around another object. The teacher will tie in the word orbit with the earth's revolution. The orbit for the earth's revolution is the path that it takes around the sun. The teacher should draw a yellow circle on an overhead and draw an elliptical path around the sun showing the earth's orbit. Then the teacher will demonstrate revolving by walking around the student holding the sun. Note that the earth revolves also in a counterclockwise direction too.

A complete demonstration of the earth rotating on its axis and revolving around the sun will be done by holding the styrofoam ball, tilting it 23 degrees, rotating it counterclockwise while walking in a counterclockwise direction around the student holding the sun.

The teacher will ask the following question: How many times does the earth rotate on its axis to complete one revolution of the sun? the students will answer 365 times which creates one year for us.

**Learning Activity:**

**Guided Practice:** What activities or exercises will the students complete with teacher guidance?

The students will be asked to stand up and rotate (in one place) counterclockwise by their chair. This is how the earth rotates daily.

The students will then be asked to pull out their chair from their desk far enough so that they can walk around it. Note that safety must be adhered to by clearing the floor of all backpacks, lunchboxes etc. Without tilting, the students will be asked to revolve (no rotating) in a counterclockwise direction around the chair (sun), like the earth revolves around the sun.

The students will then be asked to put the rotation and revolution together demonstrating the counterclockwise rotation and counterclockwise revolution of the earth around the sun. The rotation occurs daily and a complete revolution of the sun occurs each year.
Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

The students will break out into groups of 4 to 5 students.

Each group will be given handouts of earth-rotation and earth-revolution (they are provided in the documents section). They will also be given a handout of the lab steps.

Each group will also be given 2 toothpicks, a small styrofoam ball, markers and a tennis ball.

Note that safety must be adhered to when using the toothpicks.

The students will be asked to perform the steps in the lab which concludes with brainstorming for their writing of the theater piece.

The students will perform/ act a theater piece

Closing:

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

The teacher will emphasize the main points during this review.

The main points include the following:

The earth rotates (counterclockwise) on its axis every day. This action actually creates night and day for us.

Its rotation is on a tilt of 23 degrees. This tilt creates our seasons.

The earth revolves counterclockwise around the sun once every year. Its orbit is the path that it takes.
### Giving Paintings a Voice: Writing Ekphrastic Poetry

**Name:** Kristin Sylve  
**School:** Esperanza Charter School  
**Grade:** 4th

**Content Area** English Language Arts  
**Arts Discipline:** Dance, Visual, Theatre, Poetry, or Music (circle one)

#### Arts Integrated Lesson Plan

<table>
<thead>
<tr>
<th>Arts Objectives/Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create.</strong> I can use arts techniques to make art that shows a specific idea.</td>
</tr>
<tr>
<td><strong>Understand.</strong> I can explain what an artist might be trying to say through their artistic choices.</td>
</tr>
<tr>
<td><strong>Express.</strong> I can express my ideas, thoughts and/or emotions through art.</td>
</tr>
<tr>
<td><strong>Respond.</strong> I listen and share to reflect and/or give useful feedback to others.</td>
</tr>
</tbody>
</table>

**Academic Objectives/CCSS:**

**Social Studies Standard**

4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States

**English Language Arts**

**Language Standard**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Reading Standards for Literature**

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter)

#### Assessment:

Create an 8-lined Ekphrastic poem, utilizing figurative language, inspired by the painting, *American Progress* by John Gast

#### Vocabulary:

Ekphrastic poetry, Figurative Language, Simile, Metaphor, Onomatopoeia, Personification

#### Resources (materials, literature, supplies, etc.)

- Color copy of *American Progress* by John Gast (http://picturinghistory.gc.cuny.edu/john-gast-american-progress-1872/)
- Color copy of *The Fall of Icarus* by Pieter Brueghel (https://en.wikipedia.org/wiki/Landscape_with_the_Fall_of_ICarus)
- Copy of the book *Love That Dog* by Sharon Creech
- ELMO/ projector
- Packet of Ekphrastic Poem example and writing space

#### Background Info/ Prior Knowledge:

Greek Myths as discussed during previous ELA lessons, Figurative Language, Simile, Metaphor, Onomatopoeia, Personification, The idea/concept of "Manifest Destiny", Westward Expansion, Industrial Revolution
Introduction: TW conduct a whole class reading of Sharon Creech’s Love That Dog as a warm up and introduction to inspiration and acceptance of poetry writing. TW will ask students to reflect on Jack's transformation and newfound appreciation of poetry and how it’s not just for "girls."

Learning Activity:
1. TW hand out copies of The Fall of Icarus by Pieter Brueghel and the poem, "Landscape with the Fall of Icarus" by William Carlos Williams.
2. TW ask students for background knowledge and a recap of the myth of Daedalus and Icarus. TW also ask students to apply their knowledge to the painting. Using Think-Pair-Share, SW reflect on what part of the story is being depicted in the painting.
3. TW display an LCD reproduction of Pieter Brueghel's The Fall of Icarus along with William Carlos Williams' poem "Landscape with the Fall of Icarus" and ask students to read the poem to themselves. TW ask students to note any similarities between the painting and the poem. TW ask students what they notice about the years in which the painting and poem were created. Which came first?
4. SW continue discussing the painting, noting how William Carlos Williams uses Brueghel's artwork as his inspiration.
5. TW ask students to re-read the poem, this time noting if there is any figurative language (such as personification) in the poem. Students may mark the text (underlining, starring, note-taking, etc.) as they re-read.
6. SW share out their findings to the rest of the class.
7. TW introduce the term ekphrasis and define its meaning— “writing inspired by art.” TW inform students that ekphrastic poetry is usually used with a visual work of art, but it can also be used with other forms such as musical, and literary (just as Jack did in Sharon Creech’s book). TW also explain that the poem can be about, inspired by, or addressed to the original art piece.
8. TW then take a few minutes to have students explain how "Landscape with the Fall of Icarus" is like an ekphrastic poem. TW also inform students that they will have the chance to write an ekphrastic poem of their own based on a concept/depiction discussed in Social Studies recently.
9. TW display John Gast’s American Progress and ask students to reflect on what is going on in the painting. TW explain that it stands as a visual representation of the idea of "Manifest Destiny," which we have already discussed in Social Studies class.
10. TW ask students to analyze the painting and using figurative language write their own ekphrastic 8-lined poem about, inspired by, or addressed to John Gast’s artwork. SW be permitted to use any form of figurative language they choose, but must insert at least two in their poems.

Closing: TW review what ekphrastic poetry is and allow student to share their poems with the class if they so choose. SW also write a reflection on their own ekphrastic poetry, what types of figurative language they used, and if they would be more inclined to write more poetry in the future.
Let the sun print!

Name: Benoit Forner   School: Hynes Charter School   Grade: 4th
Content Area  Science    Arts Discipline: Visual

<table>
<thead>
<tr>
<th>Arts Integrated Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts Objectives/Standards:</strong> I can use problem-solving skills when making art.</td>
</tr>
<tr>
<td><strong>Academic Objectives/CCSS:</strong> Predict and anticipate possible outcomes (SI-E-A2)/ Describe how light travels through materials (PS-E-C2)</td>
</tr>
<tr>
<td><strong>Assessment:</strong> To demonstrate their understanding, Students will make cyanotype.</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> light, sun print, cyanotype, light transfer, positive, negative</td>
</tr>
<tr>
<td><strong>Resources (materials, literature, supplies, etc.)</strong></td>
</tr>
<tr>
<td>sun print paper, various classroom object, fabrics, leaves, branch, beads, feathers...etc</td>
</tr>
<tr>
<td><strong>Background Info/ Prior Knowledge:</strong> This is the end of the unit. After we worked on light (how it is transferred) we tried to predict the outcomes of our art production. This lesson could also be an introduction to this unit.</td>
</tr>
<tr>
<td><strong>Instruction:</strong> <strong>DEMONSTRATION/LECTURE</strong></td>
</tr>
<tr>
<td>Introduction &amp; Hook: CT teaches students how light is transferred and absorbed through use of flashlight lesson.</td>
</tr>
<tr>
<td>Build Knowledge: TA introduces students to 2 cyanotype artists-- Anna Atkins, botanist of 1800’s and Annie Lopez’s contemporary series “Medical Conditions”--</td>
</tr>
<tr>
<td>-What materials were used to make these? What do you see? What is the process? Compare and Contrast</td>
</tr>
<tr>
<td>Model: TA explains a brief history of photographic process and explains how cyanotypes are made. TA creates cyanotype with interesting materials, focusing on composition as well as the absorption/refraction of light.</td>
</tr>
<tr>
<td><strong>STUDENTS AT WORK</strong></td>
</tr>
<tr>
<td>Student Practice: Students gather materials, botanicals and interesting textures, translucent, etc. Students write a hypothesis about expected outcomes.</td>
</tr>
<tr>
<td>Check For Understanding: TA and CT assist groups.</td>
</tr>
<tr>
<td><strong>CRITIQUE/REFLECTION</strong></td>
</tr>
<tr>
<td>Reflect: “How accurate was your hypothesis? Name 1 thing you learned from this lesson.</td>
</tr>
<tr>
<td>Assess: TA and CT assess effort and willingness to participate and experiment.</td>
</tr>
</tbody>
</table>
Clay Candy

Name: Rabeetah Hasnain  School: ReNEW Cultural Arts Academy  Grade: 4

Content Area Special Education: ELA (30 min class)  Arts Discipline: Visual

<table>
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<tbody>
<tr>
<td><strong>Arts Objectives/Standards:</strong></td>
</tr>
<tr>
<td>Express. I can express my ideas, thoughts and/or emotions through art.</td>
</tr>
<tr>
<td>Problem Solve. I can use problem-solving skills when making art.</td>
</tr>
<tr>
<td>Observe. I look and listen closely to get better at making art.</td>
</tr>
<tr>
<td>Persist. I continue making art even when it is hard.</td>
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<table>
<thead>
<tr>
<th>Academic Objectives/CCSS:</th>
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<tbody>
<tr>
<td>Read with sufficient accuracy and fluency to support comprehension. (4.RF.4)</td>
</tr>
<tr>
<td>Read grade-level text with purpose and understanding. (4.RF.4.a)</td>
</tr>
<tr>
<td>Explain an event including what happened and why. (RI.3)</td>
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<table>
<thead>
<tr>
<th>Assessment:</th>
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</thead>
<tbody>
<tr>
<td>Upon reading Charlie and the Chocolate Factory, students try to understand why Mr Wonka cared so much about the everlasting gobstopper and why he wanted to ensure that his successor had the trait of honesty.</td>
</tr>
<tr>
<td>In order to understand, students created their own ‘candy bar’ of which they assigned the magical element. This candy could make it’s eater do anything the students wanted- good or bad.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Structure:</th>
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<tbody>
<tr>
<td>1. Students fill out a worksheet where they brainstorm what kind of power they want their candy to have.</td>
</tr>
<tr>
<td>2. Students then enter an explanation of why they want that power and draw a rough sketch of how their candy will look.</td>
</tr>
<tr>
<td>3. Teacher provides instructions on how to use clay and a few tips on how to get desired outcome.</td>
</tr>
<tr>
<td>4. Students use clay to construct their “candy” making it look like the power it contains.</td>
</tr>
<tr>
<td>5. After working on it and perfecting their clay candy, students start to realize how much work gets put into a creation</td>
</tr>
<tr>
<td>6. Students write response to “Why did Mr Wonka want respect for his candies?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everlasting gobstopper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources (materials, literature, supplies, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie and the Chocolate Factory</td>
</tr>
<tr>
<td>Clay</td>
</tr>
<tr>
<td>Paint</td>
</tr>
<tr>
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</tbody>
</table>

**Background Info/ Prior Knowledge:**
Students had finished reading Charlie and the Chocolate Factory- that information is vital for understanding this lesson.

**Introduction:**
Students use a worksheet to plan out their candy bar and the special power it contains.

**Learning Activity:**
Students create candy bar out of clay.

**Closing:**
Students write response to why Mr Wonka felt and acted the way he did.
### Arts Integrated Lesson Plan

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<tbody>
<tr>
<td>I can use arts techniques to make art that shows a specific idea. I can express my ideas, thoughts and/or emotions through art. I understand how the arts are part of my life.</td>
</tr>
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<table>
<thead>
<tr>
<th>Academic Objectives/CCSS:</th>
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<tbody>
<tr>
<td>I can investigate how soils are formed from weathering rock and decomposed organic materials. I can identify organic and inorganic matter in soil samples with the aid of a hand lens or microscope.</td>
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<table>
<thead>
<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>Student work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary colors, secondary colors, tertiary colors, organic matter, soil, topsoil, organic, inorganic</td>
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</tbody>
</table>

<table>
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<tr>
<th>Resources (materials, literature, supplies, etc.)</th>
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<tbody>
<tr>
<td>Book: Diary of a Worm by Doreen Cronin. Various soil prepared for painting, construction paper, glue mixed with water, tissue paper, paintbrushes, cover to desktops, bowls or jars</td>
</tr>
</tbody>
</table>

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<tr>
<td>The wearing away of rock by wind, rain, chemicals, plants and animals can aid in soil formation. Soil is enriched by both the organic matter, which results from the decay of living things like plants and the inorganic matter, which results from the decay on non-living things like rocks.</td>
</tr>
</tbody>
</table>

Samples of soil painting: [Louisiana Mud Paintings](https://www.mudpainting.com/) Henry Neubig, a Louisiana artist who adheres to that honorable tradition. With pigments from the alluvial soils of his home state. [Heart of Louisiana: Mud painter - FOX 8 WVUE New Orleans News](https://www.fox8live.com/story/17225726/heart-of-louisiana-mud-painter)

Lesson Plan adapted from: [Painting With Soil Kit - Utah Agriculture in the Classroom](utah.agclassroom.org/files/uploads/estore/paintingwithsoilkit.pdf) Painting With Soil Kit.
Introduction:
TTW explain that soils are important for the beauty their many colors add to our environment. Most of us may overlook the natural beauty of soil because we see it every day. Humans have used soil colors to use as pigments in bricks, pottery, and art work. These artifacts from the past give us an idea of how early people lived and worked. Soils are grouped as red, pale red, black, brown, yellow, yellowish-red, grayish-brown. Soils with high amounts of organic matter decompose into black humus—in grasslands the dark colors permeate the layers of soil. Soils with high amounts of lime are almost white. Soils with a green tinge have higher amounts of copper.

Learning Activity:
1. Prepare a mixture of watered down glue of about two parts water to one part glue. Place some of the mixture in separate bowls to be used for adding soil to do the painting. Experiment with the amount of soil to achieve color. Discuss with students why soils are different colors.
2. Provide each student with a single piece of 8.5” x 11” construction paper, Each student needs to tear their three, three-square lengths of toilet paper into horizontal thirds (it is easiest to do this if the three squares are folded and then torn). The horizontal pieces should be laid across the book cover paper so it is covered. Then they use their brushes and watered down glue to wet/texture the toilet paper to the page, one strip at a time. When all strips have been placed allow the page dry.
3. Using the previously mixed soil paints, students should begin painting their book covers. This can be done in a variety of patterns. If possible, the painted pages should just be left to dry without being moved. The following day the pages are folded in half and hole-punched at the top and bottom of the fold. A piece of twine can be used to string through the holes and attach any pages that are placed inside.

Closing:
Students will write an essay about their science learning and other ways they can use their soil journal. Students may write poems in their journal or it can be used as interactive science journal.
**The Dance of Anansi**

**Name:** Mary Spooner  
**School:** Esperanza Charter School  
**Grade:** 5th

**Content Area:** ELA/ Dance  
**Arts Discipline:** Dance

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**Arts Integrated Lesson Plan**

**Arts Objectives/Standards:**
I can turn a written text, picture, or sound into a work of art.  
I can express my ideas, thoughts and/or emotions through art.

**Academic Objectives/CCSS:**
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**Assessment:**
A student reflection. How did the story guide the development of the dance movements? How did the dance movements we chose communicate the message of the story? How did both the dance and the words of the story help the sequence of events unfold naturally?

**Vocabulary:** choreographer, sequence, transition words, cue words, movement metaphors

**Resources (materials, literature, supplies, etc.)**
Internet, computers/devices, speakers, Book: Anansi the Spider, video: https://www.youtube.com/watch?v=tc97XZLPAA, space for movement

**Background Info/ Prior Knowledge:** Begin by asking students if they have seen The Lion King. Then ask if anyone has seen the stage version. Show an overview video of how choreography was used in the Broadway show.

**Introduction:** Today you will explore story sequence and problem solving by using movement to the story, Anansi the Spider. Ask students the following questions: How did choreographer Garth Fagin use movement to create the animals in the show? What problems did he have as a choreographer and how did he overcome them? How does the dance impact the story? How does the story impact the dance?

**Learning Activity:** 1. As a whole group, read the story of Anansi the Spider. Then, create a summary sequence of events from the story. 2. Divide students into small groups and assign group a sequence from the story. Think about how they could use movement to represent each character and big idea from their sequence. What transition words or cue words are available? How can movement enhance these words and transitions? 3. Students then use the choreographic movement metaphors that Garth Fagin references to create their own dance sequence for their portion of the story. 4. Student groups practice their movement sequences. 5. Once everyone has had time to practice, each group performs their movement sequence in the order of the story, so that the story becomes one dance.

**Closing:** Students will be given the opportunity to express (give positive comments) what they thought about a groups dance movement. Then they will complete their reflections.
Arts Integrated Lesson Plan

Arts Objectives/Standards:
SWBAT use script writing to make a performance that shows how interconnected organisms are in a food web.

SWBAT listen and share to reflect and/or give useful feedback to others.

Academic Objectives/CCSS:
SWBAT analyze a food web to determine the energy role of each organism.

SWBAT identify which organisms compete for food within a food chain.

SWBAT explain how a change in population will affect other populations within that food web.

Assessment:
Use the food web below to answer the following questions.

![Wetland Food Web Diagram](image)
1. Which organism is responsible for returning matter back into the soil?
   a. Algae
   b. Bacteria
   c. Crab
   d. Heron

2. With which animal does the snapper compete for food?
   a. Shrimp
   b. Heron
   c. Crab
   d. Algae

3. If the heron was removed from the ecosystem, which would occur?
   a. The crab population would become extinct.
   b. The snapper population will increase.
   c. The shrimp population will increase.
   d. The amount of bacteria in the ecosystem will decrease.

4. Which organism is the producer in this wetland food web?
   a. Bacteria
   b. Algae
   c. Shrimp
   d. Crab

5. Which organism in the wetland food web is an omnivore? How do you know?
   The crab is an omnivore because it eats the algae (which is a plant) and the shrimp (which is an animal).

Vocabulary:
- **Science**: Food chain, Food web, Producer, Consumer, Herbivore, Carnivore, Omnivore, Decomposer, Predator, Prey, Competition
- **Art**: Stage direction, emotion, character relationship

Resources (materials, literature, supplies, etc.)
- Script Writing Template, Rubric
  https://drive.google.com/file/d/0B2HbTEyDiJnXfY0RTfY5cU5UeFMyWkxyYIAwekM1WGdDdKvZ/view

Background Info/ Prior Knowledge:
- Students should come into this lesson with a foundation of the concept of a food chain and the different energy roles within one (producer, consumer, decomposer..)
- They have already been exposed to the concept of Tableau (frozen pictures) and non-verbal expression to communicate an idea.
## New Key Points:
- Food webs are multiple food chains found in one ecosystem to describe the flow of energy (that originates with the sun).
- All organisms in a food web are interconnected and depend on each other for survival.
- Food webs can be used to determine the energy role of an organism: producer, decomposer, consumer (herbivore, omnivore, and carnivore).
- Prey often have multiple predators in an ecosystem.
- Predators that consume the same prey compete for that prey.
- The population of the prey affects the predator’s population and the population of the predators influences the population of the prey.

## Engage:
Bring students back to the Essential Question of the Unit: How do organisms interact with their environments? Today we will be investigating *How do changes in a food web affect organisms in their environment?* to gather more evidence to answer our large unit question.

Teacher gives each partner pair a baggie with pictures and arrows and energy role labels (You should create up to 8 different food chain baggies). Students have 2 minutes to work as a team at level 1 to create a food chain correctly identifying the direction of energy flow and each organism’s energy role.

## Explore:
Once students have created their food chain’s on their desks and gotten feedback from the teacher, they should be paired with another group that had the same food chain as them to form teams of 4 (which is how many organisms are present in their food chain just created). The teams will be given 2 min to plan a tableau (or frozen picture) to non-verbally communicate to the classroom audience their food chain. Have each group take turns displaying their tableau to the class. While others are the audience watching, they are trying to determine who in the tableau represents the producer, primary consumer, secondary consumer, and tertiary consumer. *What evidence did you look for when determining what energy role each person represented? What about their expression, body position etc. gave you the clues you needed to decide?*

## Explain:
Students will take guided notes in their packets (or cornell notes in their notebooks).

Food webs are multiple food chains found in one ecosystem to describe the flow of energy (that originates with the sun).

→ Teacher shows picture of food web
Teacher shows where one food chain can be found in this web (Ex. Plants → grasshopper → Garter Snake → Frog → Fox)

CFU 1- Have students identify another example of a food chain.

All organisms in a food web are interconnected and depend on each other for survival.

Food webs can be used to determine the energy role of an organism: producer, decomposer, consumer (herbivore, omnivore, and carnivore).

→ Teacher models how to determine the energy role of the grasshopper.

CFU 2 (make sure students have the picture in their packets)- Students work independently for 2min to start labeling energy roles in the given food web. After 2min- have them turn and talk with their neighbor to compare answers (2 min)

→ Look for when scanning: producer, decomposer, omnivore

Prey often have multiple predators in an ecosystem.
CFU 3 - Is the shrew or the heron the predator? How do you know? (Show 1 finger if you think the shrew is the predator or 2 fingers if you think the heron is the predator). Call on a student with the correct answer to explain. Ask others in the room to agree or disagree (thumbs up/thumbs down).

Predators that consume the same prey compete for that prey.

The population of the prey affects the predators population and the population of the predators influences the population of the prey.

Teacher models a scenario: CFU 4 - How many predators does a crayfish have? (1 finger for 1 predator, 2 fingers for 2 predators, 3 fingers for 3 predators).

Take 30 seconds to analyze the food web and have your answer ready. Fingers up in 3, 2, 1...

One day a fisherman comes into the ecosystem and reduces the population of crayfish (CRAWFISH!). When the population of crawfish is reduced (show marking a down arrow next to the crayfish) both the red fox and the frog will have less food. Their populations will decline with a lower amount of resources available to them. The population of snails and grass will increase however, because they do not have as many consumers preying on them.

CFU 5 - If a disease reduces the amount of garter snakes in the ecosystem, how will the population of grasshoppers be affected? On my count, show me with your hands (point up if they will increase; point down if they will decrease) 3..2..1..Show me!

Elaborate:
Whiteboard partner practice- each pair gets one board and marker between the two of them.
Partner one closest to the door- do a CFU of who is what partner before beginning.
Show students another example of a food web projected on the board.
Track me...When I say go- partner 1 hold up your markers with caps on in the air....GO...everyone is tracking me.

Question 1: **Partner 1**- Find an organism in the food web that is an omnivore. Write down its name on your board. pass board to your partner. **Partner 2**- Write down HOW you know it is an omnivore- tell me what it consumes. Vole, rat or sparrow- bc they consume both producers and other consumers (the plants and the grasshopper)

Boards up in 3...2...1...Show me!

Question 2: **Partner 1**-What is a producer in this food web? **Partner 2**- Where does this organism get its energy from? terrestrial or aquatic plants- from the sun.

Question 3: **Partner 1**- Name the prey of the mallard duck. **Partner 2**- What organism competes with the mallard over this prey?

Question 4: Due to overfishing, the smelt population is in decline. **Partner 1** write down how the Egret population will be affected. Pass the board and **partner 2** write how the shrimp population will be affected.

**Everybody writes-** What would happen if a rat died. How would its matter return to the food web? What organism is responsible for this?

**Extend:** To help us communicate more complex interactions within larger food webs we can use scripts to create performance that pushes beyond what we were able to communicate with just our tableaus. In a script we have two main vehicles for storytelling- what the characters say and what they do. We want to use dialogue and stage directions to communicate EMOTION and ACTION- how the characters feel and what story is unfolding.

Explain for students the following terms:

**Character:** Who is speaking in a play
**Dialogue:** What the characters say to one another. We do not use quotation marks in a script.
**Stage Direction:** Stage directions are closed in parenthesis. They tell the actor what to do. The best stage directions are actable, move the story forward, and show how a character feels.

Show students a clip of a portion of The Lion King performance on Broadway or Hamilton. What are the must haves and the elements that make the performances AMAZING? Generate a class list reminding students that they will be creating scripts without song, but rather just talking.

**Example Must haves:**
Animated voices
LOUD (projection)
Movement
Emotion
Pick up cues from others

**Example AMAZINGS:**
Reactions
Aware of the audience (body positioning)
Embody characters
Emphasize key science terms

Show students an example script to point out the difference between the dialogue and the stage directions.

The Last Laugh!

Squirrel: Hey, you up there! Please don’t eat me, I want to talk.

Hawk: I’m an apex consume and I’m gonna eat you. Any last words?

(Hawk gets close to squirrel)

Squirrel: Wait!! This also effects you!! Squirrels eat producers to live and it’s winter so the acorns are missing.

(Squirrel rubs belly)


Squirrel: If there are no acorns, there are no squirrels. Now find me some acorns. Ha Ha.

Partner students up. Give each pair 5-10 minutes to create a written script using the keywords from the lesson (Must have 3 of the following: Food chain, Food web, Producer, Consumer, Herbivore, Carnivore, Omnivore, Decomposer, Predator, Prey, Competition) and at least 2 stage directions.

Characters: two organisms in a food web talking about how they are connected to one another

When the time limit is up, pass out the performance rubric out to each group. Have them write their names on the top. Have each group swap their script with another along with their named rubrics. Give teams 3 minutes to read their partner team’s script and provide feedback using the rubric rows: stage direction, character relationship & science vocabulary. Teacher should first model how to give positive, constructive feedback. Pass back scripts and rubric feedback to the original authors.

Depending on time, students can then be given time and space to adjust their scripts based on the feedback and rehearse it as a performance to practice expressing emotion. (If giving students rehearsal time, make sure to give a defined space for each group as their personal “studio”- groups should not move into other’s studio space.

If class time is over, students can work on adjusting their scripts for homework and practice time can be given during the next day’s lesson before performances are had.
## Conflict Through Cut Paper

**Name:** Annie Neahring, Stephanie Aubry, Caroline Chauvet  
**School:** Lycee Francais de la Nouvelle Orleans  
**Grade:** 6th  
**Content Area:** ELA  
**Arts Discipline:** Visual (and prose)

### Arts Integrated Lesson Plan

<table>
<thead>
<tr>
<th><strong>Arts Objectives/Standards:</strong> Students will create meaning through utilizing shape, size, color, contrast, quantity, and space/distance. Students will depict the central conflict in stories through artwork.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Objectives/CCSS:</strong> CCSS: Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Students will create the central conflict problem in an original narrative.</td>
</tr>
</tbody>
</table>
| **Assessment:** - Completed construction paper artwork  
- Completed, revised narrative story that follows a traditional plot structure |
| **Vocabulary:** Artist tools: shape, size, color, contrast, quantity, space  
ELA terms: narrative, conflict, climax, plot, character development, revision strategies, descriptive techniques |
| **Resources (materials, literature, supplies, etc.)** |
| **Lesson:** Powerpoint, completed cup-paper project as examples |
| **Art project:** Construction colored paper: 5-6 large background sheets of different colors and 5-6 cut (quartered) sheets of different colors  
Scissors, glue |
| **Writing:** Brainstorm paper, final draft paper and pencils/pens OR computers |
| **Background Info/ Prior Knowledge:** Elements of a story  
Plot structure  
Conflict types |
Introduction:
Teacher will project an example of a completed cut paper story and ask students to brainstorm what story is depicted.
*Powerpoint or image projection needed.
Teacher will ask essential question: How is meaning created through pictures?

Learning Activity:
1. Teacher will introduce the artist tools that create meaning: shape, size, color, contrast, quantity, and space/distance
2. Teacher will show images on a Powerpoint and analyze each artist tool.
3. Students will brainstorm different versions of the story based on changes in each tool.
4. Students will brainstorm a problem/conflict.
5. Students will select ONE background color and ONLY THREE colors for overlaying.
6. Students will use the artist tools we discussed in the lesson to create an image of the central conflict/problem.
7. Students will orally explain what is going on in the scene they created.
8. Students will begin building their narratives around the problem they illustrated with their artwork.
9. Students will use descriptive techniques and knowledge of plot structure to write their stories.
10. Optional – students can peer review their stories.

Closing:
Teacher will choose 2-3 examples from the class and discuss how the individual’s artwork utilizes the 6 artist tools.
Teacher will also re-emphasize how conflict is essential for plot development.
*When projects are complete, it is highly recommended to allow the “artists” to present their work to the class and put display it school wide if possible.
**Arts Integrated Lesson Plan**

**Arts Objectives/Standards:**
I can express my ideas, thoughts and/or emotions through art.

**Academic Objectives/CCSS:**
Explain the differences between observations and inferences.

**Assessment:**
Exit ticket;
1. What is an observation?
   a. some that helps you measure
   b. something that has been made for the first time
   c. using the senses to gather information
   d. new ideas or new understanding

2. Which of the following statements is an observation, and **not** an inference?
   a. The first bird has brought a worm back to the nest.
   b. The second bird is calling out so he must be calling for his mate.
   c. The three eggs are ready to hatch because I think they are three weeks old.
   d. The first bird’s babies have flown away because they are old enough to fly.

3. By the time Rajah arrived at the restaurant, Andrew was sipping on his third soft drink. “I’m so sorry,” she called out when she saw him, pointing to her bare wrist where her watch used to be. Which of the following is the best possible inference?
   a. Andrew is patient.
   b. Rajah is late.
   c. Andrew drinks fast.
   d. Rajah wants Andrew to loan her his watch.
<table>
<thead>
<tr>
<th>4. Which of the following best describes the relationship between observations and inferences?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Observations are formed based off of inferences</td>
</tr>
<tr>
<td>B. Inferences are made based on what we observe or our observations</td>
</tr>
<tr>
<td>C. Both A and B</td>
</tr>
<tr>
<td>D. None of the above</td>
</tr>
</tbody>
</table>

**Vocabulary:**
observation- collecting information through the 5 senses
inference-making an educated guess based off of observations

**Resources (materials, literature, supplies, etc.)**
- images/pictures
- WKS= https://docs.google.com/a/renewschools.org/document/d/19s34rgTMCFiTZn7T8cKtDwolt7CSmFzMF4r8SSF322Y/edit?usp=sharing

**Background Info/ Prior Knowledge:**
- 5 senses= touch, taste, sight, hear, smell

**Introduction:**
Students review knowledge of observations and inferences; give 2-3 minutes on their own to come up with the definitions and then create examples based on observations within the classroom; I observe there are 30 desks so I can infer Ms. Baksh teaches at most 30 kids.

**Learning Activity:** Students are shown tableau images; They are giving 1 minute to talk about observations with their neighbors and then write them down. Students then in small groups get up and get 1 minute to act out their inferences for what must have happened BEFORE the tableau they were presented in. In the last 10 seconds of their timer they must end in tableau matching the image on the board.

**Closing:** After each performance, students are given 1-2 minutes to discuss what the group must have inferred based on the performance; after each group performs the kids take the exit ticket.
## KID smART Objectives

<table>
<thead>
<tr>
<th>Increase Depth of Learning</th>
<th>Improve Critical Thinking &amp; Problem Solving</th>
<th>Develop Creativity &amp; Imagination</th>
<th>Enhance Social/Emotional Growth</th>
<th>Improve Connection &amp; Engagement through Joyful Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create.</strong> I can use arts techniques to make art that shows a specific idea.</td>
<td><strong>Problem Solve.</strong> I can use problem-solving skills when making art.</td>
<td><strong>Transform.</strong> I can turn a written text, picture, or sound into a work of art.</td>
<td><strong>Collaborate.</strong> I can create art when working in a group.</td>
<td><strong>Consider.</strong> I consider others' points of view.</td>
</tr>
<tr>
<td><strong>Understand.</strong> I can explain what an artist might be trying to say through their artistic choices.</td>
<td><strong>Observe.</strong> I look and listen closely to get better at making art.</td>
<td><strong>Express.</strong> I can express my ideas, thoughts and/or emotions through art.</td>
<td><strong>Respond.</strong> I listen and share to reflect and/or give useful feedback to others.</td>
<td><strong>Engage.</strong> I understand participation leads to joyful learning.</td>
</tr>
<tr>
<td><strong>Reason.</strong> I can explain the reasoning behind my creative choices.</td>
<td><strong>Persist.</strong> I continue making art even when it is hard.</td>
<td><strong>Explore.</strong> I can explore ideas through art without trying to find a “right” answer.</td>
<td><strong>Care.</strong> I am caring and helpful when making, observing or talking about artwork. I am safe and respectful with my materials, space and/or body.</td>
<td><strong>Connect.</strong> I understand how the arts are part of my life.</td>
</tr>
</tbody>
</table>
**Alexander Hamilton**

**Name:** Areonne Howard/Sam King  
**School:** ReNew Cultural Arts Academy (Upper)  
**Grade:** 7th

**Content Area:** Social Studies  
**Arts Discipline:** Theatre

### Arts Integrated Lesson Plan

**Arts Objectives/Standards:**  
**Create.** I can use arts techniques to make art that shows a specific idea.  
**Express.** I can express my ideas, thoughts and/or emotions through art.  
**Explore.** I can explore ideas through art without trying to find a “right” answer.  
**Engage.** I understand participation leads to joyful learning.

**Academic Objectives/CCSS:**
- SWBAT: Understand the conflict between Hamilton and Jefferson and how that conflict led to the creation of our country’s first political parties.
- 7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States
- 7.3.2: Identify and explain foreign policy developments between the United States and other nations

**Assessment:**
- Daily Exit Ticket: Students will submit the two lines they created to make a class song to be performed during the next drama class.

**Vocabulary:**

**Resources (materials, literature, supplies, etc.)**
- Hamilton (Broadway Play) Soundtrack
- “Alexander Hamilton”
- “My Shot”
- “Cabinet Battles”
- Lyric sheets with CFU questions behind each stanza
- Chart Paper, Markers, pens, sticky notes

**Background Info/ Prior Knowledge:**
- American Revolution and the causes. Students should know that after the Revolution we became an independent nation from Great Britain and needed a new government. A lot of the power went to the states and quickly people realized we needed a stronger government. Students also need to know that Jefferson was absent for most of this creation of the new nation (he was in France). They will be just getting introduced to Alexander Hamilton. They should also have knowledge of George Washington.
Note: This is a multi week lesson

Introduction:
Students will be introduced to Alexander Hamilton and his acquaintances by listening to the Hamilton Soundtrack (selected songs). Ms. King and I will perform to demonstrate how we would like the kids to perform when they create their song.

Learning Activity:
Students will break down and analyze the songs to gain the proper background knowledge needed to create their over version of the song. We will answer check for understanding questions in between each stanza.

Closing:
Select students will share their lines and volunteers will come up to rap their version of their songs for the class.
Song - My Shot

I am not throwing away my shot
I am not throwing away my shot
Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot
I’m ‘a get a scholarship to King’s College
I prob’ly shouldn’t brag, but dag, I amaze and astonish
The problem is I got a lot of brains but no polish
I gotta holler just to be heard
With every word, I drop knowledge
I’m a diamond in the rough, a shiny piece of coal
Tryin’ to reach my goal my power of speech, unimpeachable
Only nineteen but my mind is older
These New York City streets get colder, I shoulder
Every burden, every disadvantage
I have learned to manage, I don’t have a gun to brandish
I walk these streets famished
The plan is to fan this spark into a flame
But damn, it’s getting dark, so let me spell out the name
I am the A-L-E-X-A-N-D-E-R we are meant to be

What is the “shot” he does not want to throw away?

Now that Hamilton is in New York, what is his plan to succeed?

____
A colony that runs independently
Meanwhile, Britain keeps sh****n’ on us endlessly
Essentially, they tax us relentlessly
Then King George turns around, runs a spending spree
He ain’t ever gonna set his descendants free
So there will be a revolution in this century

**Hamilton makes reference to being “taxed relentlessly”. What does this mean?**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**This leads to the**

Enter me, he says in parentheses
Don’t be shocked when your hist’ry book mentions me
I will lay down my life if it sets us free
Eventually, you’ll see my ascendancy

And I am not throwing away my shot
I am not throwing away my shot
Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot

I am not throwing away my shot
I am not throwing away my shot
Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot
It’s time to take a shot

I dream of life without a monarchy
The unrest in France will lead to onarchy?
Onarchy how you say, how you say, anarchy?
When I fight, I make the other side panicky
With my, shot

**Who is speaking in this line?**
Yo, I’m a tailor’s apprentice
And I got y’all knuckleheads in loco parentis
I’m joining the rebellion ’cause I know it’s my chance
To socially advance, instead of sewin’ some pants
I’m gonna take a shot

**Who is speaking in this line?**

But we’ll never be truly free
Until those in bondage have the same rights as you and me
You and I. Do or die. Wait till I sally in
On a stallion with the first black battalion
Have another shot

**Hamilton says “But we’ll never be truly free, Until those in bondage have the same rights as you and me”. Who is he referring to here?**

Geniuses, lower your voices
You keep out of trouble and you double your choices
I’m with you, but the situation is fraught
You’ve got to be carefully taught
If you talk, you’re gonna get shot

Burr, check what we got
Mister Lafayette, hard rock like Lancelot
I think your pants look hot
Laurens, I like you a lot
Let’s hatch a plot blacker than the kettle callin’ the pot
What are the odds the gods would put us all in one spot
Poppin’ a squat on conventional wisdom, like it or not
A bunch of revolutionary manumission abolitionists?
Give me a position, show me where the ammunition is

Oh, am I talkin’ too loud?
Sometimes I get over excited, shoot off at the mouth
I never had a group of friends before
I promise that I’ll make y’all proud

Let’s get this guy in front of a crowd

I am not throwing away my shot
I am not throwing away my shot
Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot

I am not throwing away my shot
I am not throwing away my shot
Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot

“....Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot”

What do these lines tell us about Hamilton and his connections to the newly formed country?

Everybody sing
Whoa, whoa, whoa
Hey, whoa, whoa, whoa
Ay, let ’em hear ya

Let’s go

Whoa, whoa, whoa I said shout it to the rooftops
Whoa, whoa, whoa said, to the rooftops
Whoa, whoa, whoa come on

Come on, let’s go
Rise up
When you’re living on your knees, you rise up
Tell your brother that he’s gotta rise up
Tell your sister that she’s gotta rise up

When are these colonies gonna rise up?
When are these colonies gonna rise up?
When are these colonies gonna rise up?
When are these colonies gonna rise up?
Rise up
I imagine death so much it feels more like a memory
When’s it gonna get me?
In my sleep, seven feet ahead of me?
If I see it comin’, do I run or do I let it be?
Is it like a beat without a melody?
See, I never thought I’d live past twenty
Where I come from some get half as many
Ask anybody why we livin’ fast and we laugh, reach for a flask
We have to make this moment last, that’s plenty

Scratch that this is not a moment, it’s the movement
Where all the hungriest brothers with something to prove went?
Foes oppose us, we take an honest stand
We roll like Moses, claimin’ our promised land
And? If we win our independence?
‘Zat a guarantee of freedom for our descendants?
Or will the blood we shed begin an endless cycle of vengeance and death with no defendants?
I know the action in the street is excitin’
But Jesus, between all the bleedin’ ‘n fightin’
I’ve been readin’ ‘n writin’
We need to handle our financial situation
Are we a nation of states what’s the state of our nation?
I’m past patiently waitin’ I’m passionately mashin’ every expectation
Every action’s an act of creation
I’m laughin’ in the face of casualties and sorrow
For the first time, I’m thinkin’ past tomorrow

In this stanza, Hamilton mentions that we need to handle our financial situation? What financial situation is he referring to? How does he propose we “handle” it?

And I am not throwing away my shot
I am not throwing away my shot
Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot

We’re gonna rise up (time to take a shot)
We’re gonna rise up (time to take a shot)
We’re gonna, rise up, rise up
It's time to take a shot
Rise up, rise up, it's time to take a shot
Rise up, it's time to take a shot
Rise up, take a shot, shot, shot
It's time to take a shot, time to take a shot
And I am not throwing away my shot
Not throwing away my shot

Do you think people will accept Hamilton into their community knowing his humble beginnings? Has Hamilton been a moving force in the country since his “shot”? 
## Mad Mark-ups

Name: Ciera Paul  
School: Renew Cultural Arts Academy  
Grade: 7th

Content Area: Math  
Arts Discipline: Dance, Visual, Theatre, Poetry, or Music (circle one)

### Arts Integrated Lesson Plan

<table>
<thead>
<tr>
<th><strong>Arts Objectives/Standards:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I listen and share to reflect and/or give useful feedback to others.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Academic Objectives/CCSS:</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to complete word problems using mark-ups and tax.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The shirt is being sold for $55.39. After a 15% sales tax is added to the price, what will be the final price of the item?</td>
<td></td>
</tr>
</tbody>
</table>

| **Vocabulary:** | Mark up, Tax, monologue, stage directions, rehearse |

<table>
<thead>
<tr>
<th><strong>Resources (materials, literature, supplies, etc.)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will only need copies of the monologue script.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Background Info/ Prior Knowledge:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know that when a markup happens, the price of the item increases.</td>
<td></td>
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</tbody>
</table>

| **Introduction:** | (Students already have prior knowledge of markups.) Students attempt problem on their own using prior knowledge and strategies from class. Teacher reviews vocabulary words and moves into the learning activity. |

<table>
<thead>
<tr>
<th><strong>Learning Activity:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are given script of a new math problem, using the template <a href="#">here</a>. Teacher and teaching artist select students to be the narrator of the monologue. Students then take turns reading the monologue and conveying emotions that reflect the math problem-solving method. They had to convey frustration, confusion, pride, excitement, and other emotions connected to the different stages of solving a difficult math problem. Teacher, teaching artist, and students all gave feedback after each performance. Students were encouraged to listen closely to both performances and feedback as to not receive the same feedback when they perform. All involved then use the performances to make connections between academic strategies and personal problem solving approaches (managing emotions based on practice with monologue). Using the arts strategy of listening for reflection, students were able to connect what they observed during the monologue to their own experiences in math class each day.</td>
<td></td>
</tr>
</tbody>
</table>

| **Closing:** | Following the performances and discussions, students turned to a new math problem that they solved as an assessment. |
### Arts Integrated Lesson Plan

#### Objectives/Standards:
Social Studies Standard 2: Revolution and the New Nation Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1763–1800.

- **7.2.1** Identify and describe the impact of key events, ideas, and people that led to the American Revolution
- **7.2.2** Analyze important turning points and major developments of the American Revolution
- **7.2.3** Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas and/or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

By the end of this lesson, students will be able to identify the impact of the Boston Tea Party and the events leading up to the American Revolution, Students will also be able to explain the importance of the lack of representation in the mindset of the colonies; with a minimum success rate of 80% or higher.

#### Assessment:
Constructed Response using Cited Evidence

**Directions:** Reference the resource used in your learning communities to answer the follow constructed response:

*One of the proposals put forth by some colonial thinkers was to give the American colonies power to raise their own taxes, but still require that they act as if they were part of the British Empire. Explain whether or not this would have been successful.*

#### Vocabulary:
tax, Parliament, boycott, protest, guest, invite, serve, colonies, revolutionary, harbor, guarantee, pour, and certainty

#### Resources (materials, literature, supplies, etc.)
- Kagan Role Responsibility Group Cards
- Activity Direction Strips
- Stop Watch
- Informational Passage(s)
- Colored pencils
- Poster Boards
- Scissors
- Construction Paper

#### Background Info/Prior Knowledge:
The Boston Tea Party was a colonial demonstration and act of vandalism to protest the Tea Act of 1773. The Tea Act was essentially a government bailout for the cash-strapped East India Company, which actually could have resulted in lower tea prices to the colonial consumer. Under the Act, the East India Company could
sell its tea in American ports (without shipping through Great Britain) and the Company was exempt from British tea import taxes. What the British government under Lord North did not foresee was American merchant resentment towards an unfair tax break to a company that already had a monopoly on tea imports. Also, there was the symbolic and long-term resentment in the colonies over Britain’s arbitrary trade and mercantile restrictions.

Introduction:
Start this lesson by posing and displaying the following questions to my students (whole class):

- Do you always like having to do things that you don’t get a say in?
- How do you act when you feel you are not being paid attention to?

Afterwards, I will review the events in America in the 15 years prior, namely the French and Indian War. I will Make sure that my students understand that this war was not cheap for the United Kingdom to fight. I will briefly highlight the previous lessons taught about The Boston Tea Party, Intolerable Acts, & First Continental Congress, stopping it at the following points for discussion.

*The British East India Company had given a lot of money to British politicians. Does this sound like the practice of lobbying today?*

*Why might the Quebec Act be considered such a threat to the colonies? Also, how did taking away the legislature from all colonies help unite them?*

*Throughout early American history, the difficulty of communication across the Atlantic has been a barrier to peace. How might things have been different had Pitt’s plan made it to the colonies? Also, do you think that the colonies would have been able to gain representatives if they weren’t so far away? Finally, what role did taxation play in all of this?*

Learning Activity:
Learning Communities
The students will select one colored popsicle sticks out of a can when entering the class. Each color represents a station to report to. Once in their groups they will open the envelopes that include the following: role responsibility cards, direction cards, a timer, informational passage, and art supplies. Each group will prepare a cartoon/illustration poster and a short skit demonstrating some aspect of the events of 1773 and 1774.

Learning Communities:
*Pitt convincing Parliament (red)*
*Reactions to the Boston Tea Party (blue)*
*Reactions to the Intolerable Acts (green)*
*The British enforcing the Intolerable Acts (yellow)*
*The Reaction to the Quebec Act (orange)*

Closing:
15mins. Prior to time being called, all the groups will meet and share their findings. The reporter of the group will explain their final product to the entire class.

Those students seated in the audience will jot down the differences and similarities between events. The teacher will also make note of relevant ideas on the board or overhead. Misconceptions will be clarified and factual information will be noted.
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