

WESTERN ILLINOIS UNIVERSITY

GLOBAL ARTS & HUMANITIES I.G.I.

RESEARCHING INDIVIDUALS, GROUPS, AND INSTITUTIONS

NATIONAL & STATE SOCIAL STUDIES STANDARD LESSON PLAN

SUBMITTED TO THE COLLEGE OF EDUCATION

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF

SSED 495; TEACHING GLOBAL PERSPECTIVES

DEPARTMENT OF CURRICULUM & INSTRUCTION

MATTHEW CLAUDE

MOLINE, ILLINOIS

OCTOBER 22, 2018

GLOBAL ARTS & HUMANITIES I.G.I.
RESEARCHING INDIVIDUALS, GROUPS, AND INSTITUTIONS

Matthew Claude

I) CURRICULAR TOPIC

Elementary Students Researching Global Arts & Humanities; Individuals, Groups, and Institutions

II) TIME-FRAME OF LESSON

25 minutes a day over a month

III) ADDRESSING GLOBAL CULTURES & CHILDREN; INDIVIDUAL DEVELOPMENT & IDENTITY STANDARDS

1) NCSS NATIONAL STANDARD #5 and #5B

#5: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among INDIVIDUALS, GROUPS, and INSTITUTIONS (I.G.I.)

#5B: Help learners analyze INDIVIDUAL, GROUP, AND INSTITUTIONAL INFLUENCES on people, events, and elements of culture in both historical and contemporary settings.

ILLINOIS STATE STANDARD #5 & 5G and 7 & 7A & 7E

#5: The competent elementary teacher understands the interrelationships among the social sciences; uses history, geography, economic, political, sociology, anthropology, psychology, and archaeology concepts and modes of inquiry; and promotes all students' ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

#5G: Understands the implications of cultural heritage and diversity, as well as cohesion, within and across groups.

#7: The competent elementary teacher understands the educational, communicative, and aesthetic value of dance, drama, music, and visual art and the role fine arts plays in reflecting history and culture and promotes all students' ability to express themselves creatively.

#7A: Understands concepts, techniques, and materials of the visual arts; cultural dimensions of the visual arts; and interrelationships among the visual arts and the other art forms.

#7E: Promotes artistic development, appreciation, and performance.

IV) EDUCATIONAL GOALS & RATIONALE (Norman Gronlund's Method)

- 1) Students will understand and appreciate the societal impact of global artists.
- 2) Students will be able to understand and appreciate how art surrounds their world on an everyday basis, even when they don't realize it.

V) INSTRUCTIONAL & ASSIGNMENT OBJECTIVES (Mager & Bloom's Method)

- 1) Students will be able to research an artist and create a slideshow to present to the class.
- 2) Students will create their own unique art piece based on the style of their chosen artist.
- 3) Students will analyze the effects of art on civilizations.

VI) CURRICULAR RESOURCES; MATERIALS; TECHNOLOGY

Library Materials

Computer Materials

Art Materials: Display Board, Colored Markers, Stencils, Diorama Materials

VII) INSTRUCTIONAL ORGANIZATION

Ralph Tyler's "Teaching by Objectives" Method

Johnson and Johnson's "Small Group Method of Cooperative Learning" Method

Hilda Taba's "IEP" Method

VIII) CLASSROOM LESSON PLAN; LESSON DELIVERY

1) LESSON INTRODUCTION & ADVANCED ORGANIZER

- A) Bring in historically accurate books about various cultures to show the class to introduce our Global Arts & Humanities standard.
- B) Ask students how they feel about art and what the word "art" means to them.
- C) Discuss art that students have made themselves, and ask how art has impacted their daily life.
- D) Show example slideshows from years past and utilize online pictures from other countries to accurately showcase various cultures.

2) EXPLAIN GLOBAL ARTS STANDARDS, GOALS, & OBJECTIVES

- A) Explain the Global Arts & Humanities Standards to the students.
- B) Explain our class goals for understanding Global Arts & Humanities.
- C) Explain how our objectives connect to the standards and goals for Global Arts & Humanities.
- D) Discuss as a class how individuals, groups, and institutions are all interrelated within the topic of Global Arts & Humanities.
- E) Address any student questions related to our standards, goals, and objectives.

3) PRESENT THE DISCUSSION QUESTION: “WHAT IS ART?” “WHAT IS DIGITAL LITERACY?” AND “WHY DOES EVERYONE ENJOY ARTWORK AND CREATING ARTWORKS?”

A) Ask which students love art? Ask why and what kinds?

B) Ask where students have seen art and discuss how art surrounds us when we don't even realize it.

C) Have students think about movies, T.V. shows, cartoons, even artwork on foods and logos at the grocery store.

4) PRESENT ARTWORK EXAMPLES; DISCUSS FAMOUS ARTISTS & HOW THEY ARE RESEARCHED THEIR COMMUNICATION SKILLS WITH THE HELP OF INDIVIDUALS, GROUPS, AND INSTITUTIONS

A) Ask students if they know of any famous artists and how they know about them.

B) Show students famous paintings like “Starry Night” and “Mona Lisa” and ask students why they think those paintings became so famous.

C) Explain how these pieces of art are worth hundreds of millions of dollars and discuss why this may be the case.

D) Show some personal research about when the art was created and its effect on society at the time.

E) Show students modern art in literature like comic books, graphic novels, and mangas to bring it to their personal life.

F) Address questions that students might have.

5) DISCUSS ASSIGNMENT OF RESEARCHING A FAMOUS ARTIST & CREATING
“AN ARTIST SLIDESHOW” PRESENTATION

A) Discuss in class how we will each research an artist of our choice in the computer lab
to create a slideshow presentation.

B) Show examples of past presentations.

C) Show students my own example that I will be working on along with them and
explain my research process.

6) LET’S LOOK AT OUR FEATURED ARTIST!” SHOW POWER-POINT
PRESENTATION

A) ***See Leonardo Da Vinci PowerPoint Presentation

7) DISCUSS HOW TO DO A CLASSROOM “ART CREATION” THAT BEST
REPRESENTS OUR FEATURED ARTIST’S WORK

***See attachment for Small Group Activity

A) Show art creation examples from previous years.

B) Have a guest speaker like an art teacher to come in and discuss creating personal art
work.

C) Explain that there isn’t a wrong or right way to do art, and we will create a piece of
art of our own.

8) ADDRESS OUR CLASSROOM’S “ART CREATION” ACTIVITY

A) **See attachment

9) CONSULT LIBRARIAN & COMPUTER SPECIALISTS FOR RESEARCHING
FAMOUS GLOBAL ARTIST ASSIGNMENT

- A) Have the librarian explain how to research images on the computer, and how to search the library for books on their artist.
- B) Explain how to use the printer and copy machine.
- C) Also explain how to cite online or printed sources.

10) BEGIN INDIVIDUAL RESEARCH STUDY OF A CHOSEN GLOBAL ARTIST &
CREATE POWERPOINT PRESENTATION

- A) Students will utilize class time in the library to begin work on their chosen artist.
- B) Give students about 20 minutes per day in class to do individual research.
- C) Have students develop a set of questions to use that will help them find information for their research project.
- D) Assign students to a computer on which to do their research.
- E) Have students help their neighbors if needed.
- F) If their neighbors cannot provide help, they can ask the teacher or librarian.

11) MONITOR WORK & SHARE FEEDBACK

- A) Walk around the library to monitor student work.
- B) Share feedback to students on their progress in the project so far.
- C) Answer student questions about the presentation requirements and the research process.

12) BEGIN STUDENT ARTIST PRESENTATIONS

- A) Based on our calendar, students will present their artist slideshow to the class.
- B) Allow for about 10 minutes per student and let other students ask questions.

- C) Provide feedback to each student about their research and presentation performance.
- D) Have students assess each other's presentations to turn into each student.

13) ADDRESS GLOBAL ARTS & HUMANITIES I.G.I. STUDENT ASSESSMENT HANDOUT

- A) Review the assessment handout with students prior to taking the test.
- B) Ask students for any final questions.
- C) Hand out the assessment and have students complete it on their own.

14) FINAL REVIEW

- A) Ask students how they enjoyed the unit as a whole.
- B) Go over students' favorite and least favorite parts of the unit.
- C) Informally assess student objectives and goals by asking questions and discussing what they've learned.

IX) ASSESSMENT & EVALUATION

- 1) Grade students based on presentation and quality of slideshow, participation in class research time, and assessment handouts.

X) ACCOMMODATING INDIVIDUAL LEARNERS; DIFFERENTIATED INSTRUCTION

- 1) Follow I.E.P. charts to ensure any needed adjustments are taken.
- 2) Allow students to use poster boards or display cases if computers aren't readily available.

XI) EXTENDING LESSON IDEAS

- 1) Hang up students' artwork in the school hallway for all to see.
- 2) Have parents come in after school one day to see the presentations that students created.

XII) INSTRUCTIONAL EVALUATION & REFLECTIONS ON BEST PRACTICE

- 1) Review the lesson as a whole with students and ask for feedback.

- 2) Ask students to suggest any improvements for future classes.

XIII) REFERENCES & ATTACHMENTS

- 1) See Attachments
- 2) Illinois and NCSS National Social Studies Standards

Global Connections ~ Researching Current Events & Issues

Student Name _____

I) Global Arts & Humanities Vocabulary

- 1) Art
- 2) Artist
- 3) Humanities
- 4) Elements of Art
- 5) Medium of Art

II) Global Arts & Humanities Standard Questions

- 1) Why do you think art has been so impactful for thriving civilizations?
- 2) What, in your opinion, makes art so beautiful?
- 3) What medium of art do you think is most impactful? (paintings, movies, pictures, cartoons, etc.)
- 4) In what ways are we surrounded by artwork on a daily basis?
- 5) What kinds of art have you made in the past (not including school assignments)?

III) Global Arts & Humanities Standard Reflection Questions

Student Reflections & Essays

- 1) NCSS Standard: In your opinion, how are artists (and all Global Citizens of the World) influenced by Individuals, Groups, and Institutions? Also, how does our “Artwork” affect others?
- 2) Illinois Standard: In your opinion, what is Digital Literacy? Also, why is it important for today’s citizens to have a critical thinking ability about addressing different kinds of artwork and imagery?

Classroom Art Activity

Using Leonardo's many talent areas as a guideline, students will choose one domain to base their art project on. Students can choose to draw a complex geometric figure, a self-portrait, a portrait of a friend (in homage to Mona Lisa), a design for a war machine or invention of the future, a realistic drawing of biological anatomy, etc. Students could also craft a physical model of one of Da Vinci's inventions like a catapult, arch bridge, armored car, paddle boat, etc.

Students will choose from a list of options to encourage variety throughout the classroom, and their finished products will be displayed in the hallway.