

## Integrated Curricular Unit PLANNING GUIDE

Please use this form as a thinking/discussion guide. We anticipate changes as you go along.



**PLEASE COMPLETE THE PLANNING GUIDE ELECTRONICALLY AND SAVE AS A WORD DOCUMENT. IN ADDITION TO HARD COPY SUBMISSION, EMAIL A COPY OF THE ENTIRE DOCUMENT TO YOUR MENTOR. REFER TO GUIDELINES FOR SUBMITTAL DEADLINE DATES. (NO HANDWRITTEN PLANNING GUIDES WILL BE ACCEPTED)**

Teacher (name/grade): Cindy Cope/ 3<sup>rd</sup> grade

Artist (name/discipline): Beth Whigham/ visual artist

Connecting Topics: South Carolina geography (six regions)  
(ex: *American Revolution & Improvisation*)

Inquiry Question: What is geography?

Subject Area: Social Studies

Planning dates: 10/1/08 – 10/17/08 Number of Students: 19

Student Academic objective(s): *(Teachers, please include subject area, state goals, standards and objectives)*

**Social Studies** 3-1 The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina  
3-1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin and Savannah River Basin; major cities; and climate regions.  
3-1.3 Categorize the six geographic regions of South Carolina- the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone- according to their different physical and human characteristics.

Student Artistic objective(s):  
The student will use discussion, observation, and application to develop and expand their knowledge of the elements of art and principles of design (specifically: form, color, line, shape, texture, depth, and variety) throughout this project.  
The student will demonstrate knowledge of the media and process of paper mache.  
The student will select and use shapes, symbols, and ideas to communicate meaning through their artwork.  
The student will compare and contrast the use of maps, which is a more practical art form, to

other forms of art.

**Connections:** *(Write a brief paragraph describing the connections you will explore between the art form and the content)*

As we progress through the unit, we will make many connections between visual art form elements and the social studies curriculum. Our daily lessons will feature one art element at a time and build on each lesson. As each lesson builds on the previous one, the final "project" will be a 3-D paper mache map of South Carolina that features landforms, river systems, major cities, and climate regions. The social studies connection will be that the map includes these physical features and geographic regions, map key with symbols, compass rose, and neighboring states. The art elements that we will connect with the lesson are texture and depth through the paper mache, and fabric.

**Anticipated process & Learning experience:** How will students explore these connections? How does integrating these standards with this art form create a richer learning experience for students? Why do students learn more by doing it this way?

Students will explore these connections through discussion, hands on learning, and reflection. Visual art is a great way to create a richer learning experience for students because it will let them explore maps and the geography of our state through creating and showing versus reading the textbook. Integrating the art form will make their learning more personal and attainable. (Connections through learning about our state.) Kids obviously learn better when they can do instead of just see how something is done.

At the beginning of the school year my class participated in a multiple intelligence survey and we learned how we are smart (body, people, self, picture, nature, number & logic, music). Many of my students realized that they learn best when they do something instead of just hear the information.

**Art form/anticipated learning artifacts:** (photos, recordings, reflections of the learning process)

The final learning artifact will be a map that the students "build" from paper mache. Students will work on their own segment of the map of South Carolina and these individual pieces can then be placed side by side to show the entire map.

**Unit activities ideas:** Describe both artist and teacher activities:

**Preliminary knowledge:** Frontloading: How will you activate student curiosity, prior knowledge, memories and emotions so that students make strong connections and get the most learning during the unit?

To begin the unit, I will read a book by Loreen Leedy titled Mapping Penny's World. This book talks all about what a map is and how to create a map. Maps can help us understand geography- which is what this entire unit is about! To peak student interest, after we read Mapping Penny's World, we will begin with a "Mapping my Room" project.

**Beginning:** How will the unit start? What resources will be needed?

Students will create a map of a room in their house, which will include a map title, key, symbols, and compass rose. Students will discuss the different types of maps: political map, globe, and physical map (landforms, bodies of water). Students will also discuss different landforms and create them with play dough.

Students will make a layered map using construction paper. Each different colored piece of paper will represent a land mass that makes up our Earth: continent, country, state, county, city, town. To remember the seven continents and the four oceans, students will sing the continents to a melody and create an acrostic for the oceans.

**Middle:** How will the unit proceed?

Using the book P is for Palmetto, and other various sources, students will learn about the six geographic regions of South Carolina. Students will discuss the similarities and differences between the regions. Students will record learning into a flipbook to add notes too as learning progresses about the geographic regions.

**End:** How will the unit conclude?

Students will create a map of South Carolina highlighting the six different geographic regions of our state: Blue Ridge Region, Piedmont Region, Sand Hills Regions, Inner Coastal Plain, Outer Coastal Plain, and Coastal Zone. On the map they will explore the different

features of a map and also the features of each region. Unit assessment will be given to check student comprehension of lessons.

**Personal/Social connections:** How will you use the inquiry question to help students make personal connections with the content area? With the art form? How will you continue to explore these connections throughout the unit?

What is geography is the inquiry question that this entire unit revolves around. Students will make personal connections through discovering South Carolina in a hands-on learning environment where they can create the different landforms, plot out the major cities, and follow the different river systems that make up our state. Throughout the unit the teachers will encourage discussion of the areas of South Carolina that the students are familiar with or have visited to make the project personally relevant.

**Answering the inquiry question:** How will you create experiences in each session that allow students to answer the inquiry question in deeper, more comprehensive ways? What aspects or sub questions of the inquiry question will you explore?

Students will be encouraged to do a lot of discussion and reflection after each lesson to fully understand the concepts being taught.

Sub questions used in the unit:

What is a map and how can we use them?

What land masses make up the Earth?

What neighbors our state?

What features of the region(s) make it important to our state?

Why is the location of South Carolina's major cities important? (location near river systems?)

In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)

Students will answer, "What is geography?" through creative writing (reflections), rhyme/chants, and visual art pieces. The teacher will generate discussions of how elements of art can be seen in the "physical forms" of geography and specifically in maps.

**Unit Support** (*Questions to consider/discuss*)

Artist: What can the teacher do to best help you with the unit? (*Preparation, behavior management, support during and after the unit, etc.*)

The teacher can closely monitor behavior and work along with the students to insure that the students are engaged throughout the class period.

Teacher: What will you do during the artist sessions? What will you do to prepare for the artist sessions and how will you continue to support the inquiry on non-artist days?

As the artist engages the students in the sessions, I will help to answer curriculum questions and be there for classroom management. The unit revolves around the inquiry question (What is geography?) of the six geographic regions, so even when the artist isn't at school doing a session, students will still be involved in creating and adding information about the state into their flipbook and writing about how the geography of our state features so many important qualities.

**Assessment: indicators of learning:** What formative assessment strategies will you use throughout the unit to inform your teaching?

Students will be assessed on various skills throughout the unit. Comprehension of the key questions is what I am looking for. Quizzes will be given after every few lessons to check for student understanding.

What summative assessment will you use at the end of your unit to assess overall student learning? If using a rubric(s), please provide an electronic copy.

Students will take a summative assessment at the end of the unit. The test will have a variety of questions including multiple choice, short answer, and fill in the blank.

**Schedule of Artist Sessions – Please notify your MENTOR of any changes**

<b>Session Dates &amp; Times</b> <i>(indicate exact times you will be in classroom)</i>	<b>Activity(s)</b> <i>(describe the activities designed for each session)</i>	<b>Role of Teacher</b>	<b>Role of Artist</b>	<b>Reflection &amp; Meaning Making</b> <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
<b>1</b> Date: 10/1/08 Time: 11:00-11:55	introduce artist, assigned their area of S.C. map, begin planning and organizing project (materials ready)	discuss distinction of each region through photographs	discuss process of how to create different landforms	rhyme/chant game to remember region order
<b>2</b> Date: 10/3/08 Time: 11:00-11:55	introduce paper mache, (element of art: shapes and form)	facilitate	model the process of paper mache	discussion of inquiry question
<b>3</b> Date: 10/6/08 Time: 11:00-11:55	students will begin process of creating their section of map with a picture guide (depth)	focus on Blue Ridge Region	guide the students through the paper mache process	3-2-1 response
<b>4</b> Date: 10/8/08 Time: 11:00-11:55	continue to build the map (texture)	focus on Piedmont region	Continue with paper mache process	cinquain poem
<b>5</b> Date: 10/10/08 Time: 11:00-11:55	map key, introduce the fabric that represent the areas on the map (color)	focus on Sand Hills	discuss how color and texture forming art	how did color and texture help to “form” our state
<b>6</b> Date: 10/13/08 Time: 11:00-11:55	Labeling specific river systems, major cities, neighboring states (line)	focus on Inner Coastal Plain	Using line to represent objects in art	“found poem” with facts from text- made into a poem
<b>7</b> Date: 10/15/08 Time: 11:00-11:55	This will be the last day for the map project to be completed	focus on Outer Coastal Plain	Direct the completion of the project	Journal entry of “My Home State.”
<b>8</b> Date: 10/17/08 Time: 11:00-11:55	The final day the students will present the map to the class and complete the flip book	focus on Coastal Zone	Evaluate and observe the student presentation	Discuss inquiry question on a personal level What is geography to you?

**Process Documentation:** How will you work together to document the process throughout the unit? What types of documentation are meaningful for this unit? Consider who will document during different activities.

The use of Photos, video, poems, journaling and the flip book will all act as forms of documentation for the unit.

How will you use this documentation to enhance student reflection and learning? Creating a slide show for the students to see at the beginning of the next class for the students to watch and reflect on the progress of class activities. Working each day on parts of the "flip book" as a way of documentation and reflection.

**Vocabulary:** What vocabulary will be introduced? Include vocabulary for content area, art form and any other new vocabulary introduced in this unit.

**Art:** Landscape, texture, shape, 2-dimensional, 3-dimensional, paper mache,

**Geography:** Landforms, regions, physical features, Sand Hills, Inner Coastal, Outer coastal, Coastal, Blue Ridge, Piedmont, map, map key, symbols, compass rose, geography

**Materials:** What materials or supplies will you need for this unit? (Please include details on page 3)

Construction paper, copies from a map of SC, cardboard, newspaper, flour and water (or wallpaper paste) pencils, paper, markers, scissors, fabric, tissue paper, string, yarn, miscellaneous found objects and glue.\*

\*(Many of these materials can be donated or are in use in the classroom, therefore the budget will be relatively low)

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### Teacher Learning:

What will the teacher learn during this unit that will add tools to his/her teaching toolbox? Be specific. (ex: specific activity, element of art form, printed resources, introduction to a piece of art, how to access and encourage student creativity)

The teacher will be more knowledgeable about visual art terms and integrating them into the curriculum. From previous knowledge, I know that kids love doing art, so doing a hands-on activity that engages them into a deeper learning of social studies is great.

How will you work together to ensure that teacher comfort and confidence in these skills are growing throughout the unit?

Assess at the end of each day how to improve or enhance the unit either with content, organization, activities, and student connection. We will give each other feedback.