



SmartARTs



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): Chris Sloan/8th

Artist (name/discipline): Vera Gomez/Poetry

Connecting Topics: American Revolution
(ex: *American Revolution & Improvisation*)

Inquiry Question: What is identity and conflict?

Subject Area: Social Studies

Planning dates: July 30 & 31 Number of Students: 130

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

Standard 8-2: The student will demonstrate an understanding of the American Revolution—the beginnings of the new American nation and South Carolina’s part in the development of that nation.

We will team to hit areas such as the interests and roles of South Carolinians in the events leading to the American Revolution, compare the perspectives and roles of different South Carolinians during the American Revolution, summarize the course and key conflicts of the American Revolution in South Carolina and its effects on the state, summarize events related to the adoption of South Carolina’s first constitution, and the economic and political tensions between the people of the Upcountry and the Lowcountry of South Carolina, including the economic struggles of both groups following the American Revolution.

Student Artistic objective(s): *(Artists, please identify an artistic skill/process that will help achieve the academic objectives. Refer to the SC Standards for your art form)*

1. We will keep journals and use creative writing, such as two-voice poems and event poems, to work with each class in understanding how one's identity influences/affects conflict and demonstrate that relationship to the role of South Carolina during the American Revolution. Students will be asked to free write on exercises designed to reinforce the History topic(s) discussed. In addition, we will use tableau exercises, writing prompts and role play to help students identifying with "people" in history.
2. **Standard 8-1** The student will read and comprehend a variety of literary **texts** in print and nonprint formats.
2. **Standard 8-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.
3. **Standard 8-5** The student will write for a variety of purposes and **audiences**.

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

Students will be asked to use written and verbal skills to "place themselves in history" and identify with the historic situations and conflicts the people they are learning about faced. Artist will to use writing prompts to help class with observations in history – South Carolina during the America Revolution – to help the class translate what they have learned and add "an identifiable voice" to class content and art (writing/voice) during the artist visit.

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 connection by putting themselves in the historic time and "identifying" with being a South Carolinian they are learning about in the textbook. The art goal is to have students bring voice to these "historic" identities and the conflict(s) they faced.

Chris will frontload and Vera will reinforce with review and associative writing. Students will share work (writing) at end of each artist session.

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

Artist will provided writing prompt exercises, lead tableau exercises as well as encourage students to share their writing. Throughout art visits, we will document process with photographs. Other artifacts will be the student journals and the items they bring in to share at start of unit to show their individual identity.

Unit activities ideas: Describe both artist and teacher activities:

- Photo journaling
- Flag making
- People and places exercise
- Quotes from the time period and having students identify them

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?

Students will be given notes and a power point to create which contain certain main ideas about the American Revolution. They will be using different graphic organizers' to enhance their learning.

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

First artist visit (with Vera) will start with an identity exercise where students bring in 5 items to show their classmates who/what they are. The second visit will focus on places and people exercise where we will use a two-voice poem. Additional visit activities are listed below. Vera will demonstrate how identity can cause conflict and how those links also pertain to writing, and critical to “showing a good story” or in a “narrative.” Vera will cover factors that influence our “identity” and “conflict” and will introduce writing tips (style, form, voice).

Middle: How will the unit proceed?

Artist will come in on scheduled dates and co-teach with Chris, who would have already frontloaded topic. As noted above, in the first session we will do an “identity” exercise, second will focus on people and places and throughout each visit Vera will assist with writing tips (style, form, voice) and also get the students ready in the area of performance so they can read selected work to an audience (part of our last artist session/visit).

End: How will the unit conclude?

Artist will help class and Chris prep for a “performance reading” day where students will present a poem/monologue or piece of writing work that explains identity or conflict as a South Carolinian during the American Revolution.

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?

Using writing as an art form will allow the students to think about process, order and voice in working to identify the factors that define the identity of the people they are learning about. By reading their work aloud,

they are then able to add voice and a personal point of view on these historical figures and events and better comprehend how identity/conflict effect South Carolina and America history.

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?

Via creative and poetic writing, we will encourage students to identify with the South Carolinians they are learning about and their personal connections. We will also target how historic events influenced people and created conflicts and how – if our students lived at that time and in certain regions of South Carolina – it would affect them (the students).

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

Each student will use their journals to take notes and list information during each art activity to start thinking “creatively” to associate textbook information and how history influenced both identity and conflict. We will use work tools like tableau exercise to represent historical events and conduct a class “performance” day on the last artist visit so students can showcase their writing.

How will you use this information to inform future session and progress of the unit?

Chris will frontload before artist comes to class and artist (Vera) will work with Chris to review information learned before “art” visits begin.

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.*)

Frontload and cover agreed upon topic prior to my visit as well as maintain and assist with class dynamics and discipline.

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?

I will assist the artist in whatever ways she need me. Before each of the sessions that the artist is in the classroom, I will have a bell ringer activity to check the student’s prior knowledge on the material we went over the class before.

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

I will be checking their journals as they write in them to be sure they are following through with their work.

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.

Each student journal will be reviewed and graded. We will also have a participation grade at the end of the unit for student readings/performance. Teacher may also use quizzes to make sure vocabulary, event dates etc. are understood.

Schedule of Artist Sessions – Please notify Elizabeth of any changes

Session Dates & Times <i>(indicate exact times you will be in classroom)</i>	Activity(s) <i>(describe the activities designed for each session)</i>	Role of Teacher	Role of Artist	Reflection & Meaning Making <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
1 Date:10/01/09 Time: 9am-11:30	<u>Identity Exercise:</u> Students bring in 5 items to review who they are, we discuss and reflect in writing journals	CS: Frontload	Assist Chris as students reveal identity items	
2 Date:10/02/09 Time: 9am-11:30	<u>Places & People Exercise:</u> Discuss important of place and conflicts that creates – will use 2 voice poems	CS: Frontloads info on “city” or a “battle”	VG: Provides review and walks through writing prompt	Vera to cover identity in writing – POV, voice, tone.
3 & 4 Date:10/08-10/09 Time: 9am-11:30	<u>Photo Journaling & Period Music Exercise:</u> Class will see photos/drawing of the time while listening to period music	CS: providing the photos and music for the teaching session.	VG: Will ask class to take “voice” of young soldier, i.e. drummer or piper, and write a POV poem.	Vera to focus on 5 senses and how that affects place and to use that in their writing.
5 & 6 Date:10/22-10/23 Time: 9am-11:30am	<u>Quotes & Flag Exercise:</u> Will use primary sources interpretation and “identity” items to have student groups “create” their identity flags for the war.	CS: will have students make their own flags that represent them and who they are.	VG: Will have students	Students will design their own flag that represents them and their own style. They will journal what they learned from this activity.

<p>7 & 8 Date:10/26-10/27 Time:9am-11:30am</p>	<p>Final Day: Performance, reflection and discussion</p>	<p>CS: will assist the students as they present their work from the unit</p>	<p>Students will present their work and discuss what they learned during this time.</p>
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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.

We will document each artist visit with digital photos and recordings. In addition, we will incorporate writing prompts so that there is “reflective/associative” writing in each student journal so that we can check that the classes learn. Artifacts will be created via the digital camera and the student work journals.

How will you use this documentation to enhance student reflection and learning?

The students will be keeping journals of their work; this is providing them feedback of the work they work on during the sessions.

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

Frontier, Cherokee War, French and Indian War, causes of the American Revolution, George Washington, Ohio River Valley, General Edward Braddock, Stamp Act, Tea Act, Proclamation of 1763, Sugar Act, Declaratory Act, Townshend Acts, Christopher Gadsden, Sons of Liberty, Intolerable Acts, boycott, smuggling, mercantilism, duties, imports, George Washington, Thomas Paine, Common Sense, King George III, Lexington and Concord, Paul Revere, minutemen, Second Continental Congress, John Hancock, Ben Franklin, SC members of the Congress, Partisans, patriots, Tories, Loyalists, Fort Moultrie/Sullivan’s Island, Charleston, Andrew Pickens (Wizard Owl), Thomas Sumter (Gamecock), Francis Marion (Swamp Fox), Great Snow Campaign, Camden, Cowpens, King’s Mountain, Nathaniel Greene, Daniel Morgan, Banastre Tarleton

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

We will need approximately 130 composition notebooks to serve as student journals; will need to cover class sizes.

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)

As the teacher, I hope to learn that this art style (poetry) in all aspects of social studies. I am very excited to see the students engaged with all that Vera will bring to the table. I have never heard or used 2 voice poems, so I am excited about this part of the lessons.

Another part of the unit I am excited about is the use of journals throughout the unit. This will help me as the teacher in two ways. First, I will be able to visually see the students work and assess their progress. Also, being able to see the students put their work in the journals and have them express themselves visually will encourage me greatly.

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

Vera to call/meet with Chris before each planned artist visit to ensure we are on the topic agreed. I will provide “lesson outlines” based on textbook chapter information that I will use as writing prompts before I visit.