**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Family Ties: What Actually Makes a Family? | Grade Level: 5 |
| Lesson Purpose: The purpose of this lesson is for students to learn that no family is “normal.” Students will realize that families come in all sizes, cultures, ages, relationships, and contexts. Through this realization students will eventually apply the concept of family to our classroom community. | Class Periods Required: |
| Key Concepts (2-3):* There isn’t a “normal” family.
* Family does not look the same to everyone.
* Families exist around the world in all cultures.
* Families exist in many contexts – classrooms, friendships, churches, schools, and many more.
 | Essential Questions (2-3):* What commonalities exist between families?
* What makes a family?
* What creates familial ties?
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| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>) * Students will explain that how people choose to treat one another makes a family, not the blood lines or relationships one has with another person.
* Students will identify the human characteristic of family as a way to describe place, an element of geographic study.
* Students will use the Internet and text resources effectively to research about families in countries around the world.
* Students will compare and contrast families around the world (including their own) to achieve objective one.
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| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)Elements of Geographical Study and Analysis5. Knowledge of major elements of geographic study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environmentC. Understanding the concept of placeGrade 5**: Identify human characteristics** such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background, and political systemTools of Social Science Inquiry 7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)A. Identify, select, use, analyze, and create appropriate resources, primary and secondary, for social science inquiryGrade 5: Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters | Missouri Core Academic Standards (Common Core State Standards) (3-4) (<http://www.corestandards.org/>) [CCSS.ELA-Literacy.SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.* [CCSS.ELA-Literacy.SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
	+ [CCSS.ELA-Literacy.SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	+ [CCSS.ELA-Literacy.SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.
	+ [CCSS.ELA-Literacy.SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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| Integrated Content Areas:1. Social Studies2. Visual Art3. Literacy | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.* Evidence: something to support one’s thinking
* Critical Observation: thinking about possible reasons for what one sees
* Research: utilizing resources to learn the unknown
* Family: what is it, what makes it, where does one find it
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| Anticipatory Set (Gaining Attention):To gain attention for this lesson, use Visual Thinking Strategy to critically observe Faith Ringgold’s “Tar Beach.” This piece of art depicts what could be a family celebrating a special occasion. The people in this work are various ages yet something brings them together to spend an evening under the stars in the city. Students would likely be able to draw comparisons between what this group of people and their own family. | Closure (Reflecting Anticipatory Set):To close this lesson, the teacher will create a collage of pictures of families from around the world that the children researched. The teacher will then lead a class discussion and ask students the following questions:* What do you see in these pictures?
* Are there any similarities among the pictures you see?
* What makes a family a family?
* Do you consider anyone excluding your relatives family?
* Is it right to make judgments against people for any reason- for example, who they call family?

Lastly, students will write the most significant part of this lesson to them in their writer’s notebook. |
| Lesson Activities & Procedure(s):1. Day One: VTS (Faith Ringgold), Your Families* VTS: Faith Ringgold
* Welcome to My Family: Have students create their own album of drawings, maps, and pictures that introduces the class to their family. Have students label each family member in the album. Students could even include pets or maps identifying where their family lives. In the album could also be drawings of where their family members work. The teacher should provide an example album.
* Presentation of Albums: Give each student two-three minutes to share his or her Family Album.
* Preparing Class for Presentation of Albums: Before students present, talk to them about being respectful of where everyone comes from. Tell students to imagine someone laughing at your family because it is different than theirs. Tell students we are all different but not one of us is less valuable than another. It is an opportunity to be able to learn from the experiences of others.

2. Day Two-Five (Four Days): Families around the World* To engage students in thinking about how family relationships exist in all cultures, read Patricia Polacco’s *Babushka Baba Yaga*. This book is about Babushka Baba Yaga, a witch famous throughout all of Russia for eating children. Babushka Baba Yaga, however, just wants a grandchild to love. This book shows that choosing to love someone creates family ties, not bloodlines. This trait of families appears across all cultures.
* After reading this fiction book, read the E-Book *Building Bridges for Young Learners: Family* (<http://wws.peacecorps.gov/wws/multimedia/ebooks/bbyl-family/family.pdf>). This book includes pictures of families from around the world, including Thailand, Niger, Kazahkstan, Romania, Uganda, Ecuador, Zambia, Panama, Dominican Republic, and Panama. The book also teaches that families across the world (although they appear different) also share commonalities. The students’ next role will be to investigate these commonalities and differences.
* In groups of two, students will research characteristics of families around the world. Students will be able to choose the country they would like to research; however, at least two countries on every continent (excluding Antarctica) must be represented.
* Students will research the following characteristics using the internet and books:
	+ Family size
	+ Family structure
	+ Household members
	+ Marriage
	+ Household work
	+ Family life (meals, household work)
	+ Home floor plan
	+ Any other interesting facts
* Students will then present their findings about each country. The presentation should include maps, pictures, and references for the information gathered.
* To complete this stage of the lesson, the teacher would also invite in a panel of guest speakers from the community. Ideally these guest speakers would come from families that all look different- blended families, single-parent families, extended families in the same household, minimal living conditions, etc.
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| Lesson **adaptations** for challenged learners:Students will work in pairs to complete the research portion of this lesson. I would strategically place a student who needs extra support to complete this portion of the lesson with a student who can provide that needed support.I would also provide all students with a research guide packet. At the top of each page will be blanks for students to write in the type of resource, name of the resource, web link (if applicable), and the date the information was accessed. This packet will scaffold students as they become familiar with the process of research. | Lesson **extensions/enrichments** for gifted learners:I will have students who complete research on their country help the students who are moving more slowly through the task. I will also give students who finish early the job of being panel discussion leaders. These students will learn the background of our “Family Panelists” and prepare questions for them in advance of their visit. |
| **Formative Assessment** strategies:The teacher will anticipate and be aware of students’ thinking throughout the lesson. The teacher will anticipate students’ thinking in the first stage of the lesson by talking with students about being respectful of everyone, regardless of who they call family. The most important lesson students can get out of this activity is that no family is normal. The teacher should also circulate the room as students research families around the world. The teacher should check in with each pairing and assign students who finish the task early to help pairings who need additional support.Lastly the teacher will evaluate students’ understanding of the lesson through reading writers’ notebook entries. These entries will give the teacher insight into whether students attained the lesson objectives.  |