

**SUBJECT:** History with Integrated Art**TOPIC:** "The Art of Freedom"**GRADE:** 3<sup>rd</sup>**HOW MUCH TIME DO YOU EXPECT THE LESSON TO TAKE?**

(4) 45 minute sessions

**LEARNING GOAL(S):**

1. After reading *The Art of Freedom* by Bob Raczka, TSWBAT identify and understand the important contributions made to the United States of individuals and groups portrayed throughout the book.
2. TSWBAT identify and understand the vocabulary words used in the book and how they are shown through the artwork and why they are important to United States history.
3. TSWBAT identify the important documents, artifacts and historical sites depicted throughout the book and understand why they are important to United States history.
4. TSWBAT identify the important changes in the United States that are illustrated in *The Art of Freedom*.
5. TSWBAT and analyze and then relate the pieces of art work in the book to historical events. They will then be able to find a piece of art work on the internet that makes them think of America
6. TSWBAT recognize that the choices made by the artists (in the book and one of their choosing) communicate ideas about certain subject matter and themes that are important to the United States history.
7. TSWBAT safely use various elements of the visual arts to create their poster about what America is to them.

**IDENTIFY THE PA STANDARD(S) YOUR LESSON ADDRESSES:**

- 1.3.3.A. Read and understand works of literature
- 1.1.3.E. Acquire a reading vocabulary by identifying and correctly using words. Use a dictionary when appropriate.
- 8.3.3.A. Identify contributions of individuals and groups to United States history.
- 8.3.3.B. Identify and describe primary documents, material artifacts and historic sites important in United States history.
- 8.3.3.C. Identify important changes in United States history
- 9.1.3.A. Know and use the elements and principles of each art form to create works in the arts and humanities.
  - Visual Arts: • color • form/shape • line • space • texture • value
- 9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
  - Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media
- 9.1.3.F. Handle materials, equipment and tools safely at work and performance spaces.
- 9.2.3.B. Relate works in the arts chronologically to historical events
- 9.2.3.D. Analyze a work of art from its historical and cultural perspective.
- 9.4.3.D. Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities

**MATERIALS/RESOURCES/TOOLS:**

1. SMART board (with prepared lesson sequence)
2. *The Art of Freedom: How Artists see America* by Bob Raczka
3. Images of the artwork for displaying on the SMART board
4. Computer Lab
5. Printer
6. Art Supplies : Poster board for each student, markers, crayons, colored pencils, construction paper, glue, scissors,
7. Box of recycled scraps and materials

**GROUPING:**

- Whole group instruction will be used for reading *The Art of Freedom: How Artists see America*
- Whole group instruction will be used for the lesson on what each of the art pieces are illustrating and why it is something important to our history.
- Students will work independently in the computer lab to find a piece of artwork they can connect to America
- Students will work independently to put together their poster with their chosen art work and "America is..." sentence.

**LESSON OPENING:****Introduction/Launch: (Day 1)**

1. Engage students by bringing them to the reading carpet and telling them we are going to do a very special lesson about America today.
2. Show them the book, *The Art of Freedom: How Artists see America*, and tell them it is about pieces of artwork that illustrate important people, places and things in America.
3. Ask students what kinds of words, ideas, people and places they think about when they think of America.

**DURING THE LESSON:****Teaching/Learning & Monitoring: (Day 1)**

1. Read Aloud *The Art of Freedom: How Artists see America*.
2. As each art work is shown in the book, display it on the SMART board as well so students can get a better observation.

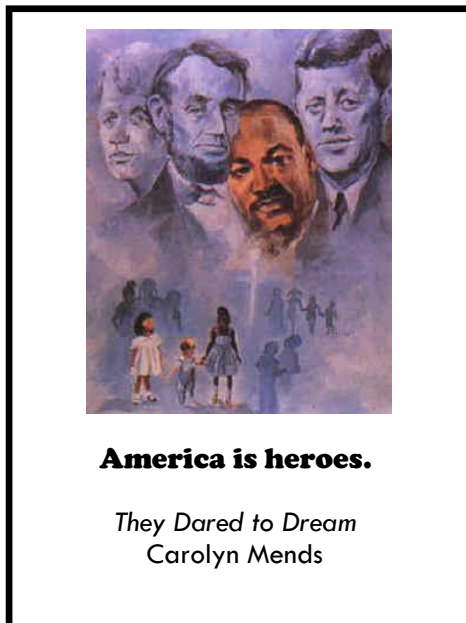
3. Briefly touch on the general principles of the art work and its content while reading. Allow students to ask questions and make comments about the art work.
4. After reading the book, allow students to vote on two pieces they are the most drawn to. Tell them we will go into detail about those two pieces in class tomorrow.

**(Day 2)**

1. Go into detail about the two pieces the children have chosen. Discuss: the author, date created, and style and techniques used. Allow students to make observations and ask questions.
2. Next, discuss the historical context of the artwork. Explain what is being portrayed. Use additional pictures, links and information on the SMART board to further their understanding. Ask students why this is so important to America.
3. In the computer lab, students will search the internet for a piece of artwork that makes them think of America. I will provide the websites that will be the most useful.
4. They will print the image and begin brainstorming (using a web) for their "America is ..." sentence. (Scaffold ideas when necessary)

**(Day 3)**

1. Students will finalize their "America is" sentence and begin putting everything together.
2. Show students my example of the finished product.



3. Students will start creating their poster. It will include:
  - the image of the piece of art they chose
  - The artist and name of work
  - Their "America is..." sentence.
4. Students are free to create their poster with any of the given materials and supplies. They can use their imagination and techniques' and styles they learned about in the lesson. Encourage them to express themselves and think outside the box. Scaffold ideas of ways to incorporate different colors, shapes and textures.

## END OF THE LESSON:

### **Conclusion/Closure: (Day 4)**

- Students will finish their posters
- Each student will share their posters with the class and explain what America is to them and why they chose that piece of artwork.
- Posters will be displayed in the hallway.

### **Assessment:**

2. The "America is ..." poster will assess the students' ability to:
  - Analyze a piece of artwork and relating it to American history
  - Understand and correctly use vocabulary
  - Identify important contributions, documents artifacts, changes or sites in regards to American History
  - Recognize that choices made by artists communicate certain ideas and themes
  - Use various elements of the visual arts to create their own original poster