

<p>Unit Title: Northwest Coast First People Beacon Hill International School (SS/Literacy), (Library), (Art)</p>
<p>Unit Summary: Art and Library are integrated into the 3rd grade social studies/literacy unit exploring the Northwest Coast First People through legends and art. (Overview SS/Literacy unit plan listed below)</p> <p>Library: Building background knowledge in the library by reading nonfiction books, using GLAD charts and examining websites Art: Transfer and extension of learning to the art making process (papier mache masks)</p>
<p>Subject Area(s): SS/Literacy Library: Research Art: 3rd-Spirit Animal Masks</p>
<p>Grade Level: Third</p>
<p>Approximate time needed: Units are staggered with Library starting first, then SS/Literacy, culminating with Art unit. 4 weeks Six – 40 minute sessions 6 to10- 40 minute sessions</p>
<p>Global Perspective: Investigating the World, Recognizing Perspectives, Communicating Ideas</p>
<p>Targeted Content Standards: SS/Literacy: See Unit Plan Below Note-taking Presenting information in different formats – research paper, class book, notes Formulating questions Revision</p> <p>1.1 Understands, applies, creates the elements of visual arts when producing an artwork (form, line, shape, color, texture) 1.2 Develops visual art skill and techniques: creates original work of art in three dimensions (papier mache) 1.3 Understands and applies visual art genres and styles of various artists, cultures, and times. Explains that people make art for many</p>



<p>reasons (tradition, ritual, social and personal reasons, as a tool for communication, etc)</p> <p>2.1 Applies a creative process to the visual arts: uses information from research to create a work of art</p> <p>3.1 Understands that visual arts are used to express feelings and present ideas and applies this understanding when creating artworks</p> <p>3.2 Understands that visual artworks communicate for a specific purpose</p> <p>3.3 Develops personal aesthetic criteria to communicate: describes how the personal aesthetic choices reflected in visual artworks are influence by family, culture, and community</p> <p>4.2 Demonstrates and analyzes the connections between the arts and other content areas</p> <p>4.4 Understands how the arts influence and reflect cultures/civilization, place, and time</p>			
Assessment:	Before unit	During unit	After unit
	<p>We begin by listing as a group all the things we “know” about NWC and use it as a chart that we refer to each week.</p> <p>Class discussion, pair share describing and analyzing NW coast art using art vocabulary as well as personal connections to the artwork</p>	<p>As we research we examine our first week’s list of what we “know” about NWC correct any misgivings we had i.e. “they lived in teepees” changes to “They built houses out of wood.” We use a different color to highlight what we learned</p> <p>Planning and creation of animal mask using background knowledge/research</p> <p>Identification of NW Coast Art Style: Shapes, Colors Ability to use media to create masks</p>	<p>We examine our chart that we have updated each week and note all the times that our research helped us understand NWC better. The students read their notes that they took individually each week. The students share their research in the form of research papers, DID YOU KNOW? Class books, and information strips in the school hallway.</p> <p>Completed mask, evidence of use of personal symbols as a tool to communicate about their spirit animal</p>
<p>Accommodations for differentiated instruction: Making larger copies of text for vision impaired, partner note-taking, giving a scaffolding by asking questions and writing it down for students who have trouble with writing, and a variety of visual aids. Teacher support when needed, partner-work, templates</p>			
<p>Materials/Resources needed: Promethean Interactive Whiteboard – to have</p>			



Nonfiction books
 Websites
 Clipboards (one per student)
 Note taking paper
 Balloons
 Paper Mache supplies-Elmer's art paste and newspaper strips
 Cardboard
 Masking Tape
 Tempera paint
 Assorted craft materials: feathers, raffia, felt, etc.
 Non-fiction books
 PowerPoint presentation with images and information on NW Coast Masks
 Storypath:NW Coast First People

Content	Essential Questions	Skills
Library	Why did people move here?	Research
	How did they survive? Diet, shelter, and clothing.	Research
	How did they interact with each other?	Research
	What was unique about the NWC?	Research
	Spirit Animal GLAD posters: Raven, Beaver, Orca, Black Bear, Spotted Owl, Wolf, Bald Eagle, Frog, and Deer	



Art	In what ways do people communicate?	Discussion/Art Critique/Research
	What is a visual symbol?	Discussion/Art Critique/Research
	How are artists influenced by diverse cultures?	Discussion/Art Critique/Research
	What influenced the style of NW Coast Art?	Discussion/Art Critique/Research

Literacy & Social Studies Integrated Unit

Unit: Native American Legends

Beth Alexakos, 2nd/3rd Grade Literacy BHIS

Purpose of Week 1: To Build Background Knowledge and interest of all students in the area of Native American legends. This will be done primarily through read alouds and discussions. Focus: the importance of animals in Native American culture. Key skill: sequencing and determining main events.

Purpose of Week 2: For students to build comprehension skills through reader's response questions as they continue to be exposed to a variety of Native American legends. Key skills: problem/solution, author's purpose, description

Purpose of Week 3: For students to build comprehension skills through reader's response questions as they continue to be exposed to a variety of Native American legends.

Key skills: problem/solution, author's purpose, inference

Students will build their skills in skim and scan for information in a non-fiction text as they work together to research the 8 choices of spirit animals.

Purpose of Week 4: For students to pick their spirit animals and begin culminating tasks. Build comprehension skills through reader's



response questions as they continue to be exposed to a variety of Native American legends.

Key skills: story board, writing process

Curriculum/Unit Benchmarks:

Culminating Tasks:

1: How I am like my animal paragraph

2: Spirit Animal legend and mask

