**Heritage Center Lesson Plan**

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**Age Level:** 4th Grade

**Subject(s) Area:** Social Studies + Art

**Materials Needed:** white construction paper, markers, crayons, pencils, etc.

**S**tandards**:**

Social Studies - 4.2.9 Explain reasons for settlement in North Dakota (e.g., railroads, Bonanza farms, **Homestead Act**)

Visual Art - Standard 6: Students make connections between the visual arts\* and other disciplines.

4.6.2 Know connections between the visual arts\* and other disciplines in the curriculum.

**O**bjectives**:**

Students will **relate** to the their social studies lesson of the Homestead Act to create a work of art.

Students will **explain** what they have included on their homestead and what those buildings or other items are used for.

**Cognitive Level of Lesson (Bloom’s Taxonomy):** Understanding

**L**earning Activities:

**Opening Element:**

* “Turn and talk to your neighbor about 2 things you remember learning about the Homestead Act.”
  + Write down ideas students have on the board so that they can use them later in the class
* Give the students 30 seconds to discuss. When pulled back to the teachers, have 2-3 students share what they remember.
* “Today we will be creating our own homesteads. You can the materials that we have for you.”
* Show video and images of homesteads.
  + Pull up video and images on powerpoint presentation.

**Reflective Questions:** Found throughout lesson

**Required Vocabulary:**

* Homestead – house and the farmland given to settlers from the government
* Artifact – objects from history made by people
* Tarpaper – heavy paper coated in tar; used for waterproofing
* Sod – top layer of dirt with live grass
* Isolation – removed; far from others
* Background - the view furthest away
* Middleground - the view in between the closest and the furthest away: in the middle
* Foreground - the view closest

**Instructional Methods:**

1. Continue reviewing with the class the information learned at the Heritage Center
   1. Go over the different kinds of houses homesteaders built. “What materials did the Homesteaders build their houses out of?” (sod or mud brick, stick built, and tarpaper).
   2. Also so talk about what else is on homesteads (ie barn, field, corrals, animals, outhouse, equipment (i.e. wagons, plows, etc.))
   3. Discuss household items: ice box, wood stove, fireplace, washboard
   4. Talk about challenges on the Homesteads (blizzards, crowded dwellings, manual labor, crop threats, isolation) and discuss how they adapted to each of these challenges.
      1. Relate to today: snow blowers, sprinklers, tractor equipment, cars, telephones, etc.
   5. Pictures of each of these items will be shown in a PowerPoint for the students to visually see
2. “Today we will be creating a work of art visual representing our own Homestead.”
   1. Show the student examples of an acceptable and and unacceptable work of art look like and discuss with the students the differences between the two.
      1. “Thumbs up if you like having examples or thumbs down if you do not. Why do you like it or not?”
   2. “But before we do that we need to discuss the elements and principles of art that we will be using in our works of art. What are the three parts of a scene that we must include into our work? (background, middleground, and foreground) We will work through each of these parts together as we create our work of art. Which part of the scene should we start with first?”
   3. Background
      1. “We will start with the background because it is the farthest part from where our focal point is, which is the homestead itself. What do you think should be in the background of our scene? (Town buildings, woods, river, etc.) Demonstrate how to draw the background with an eraser and then go over it with pencil. Give two different examples of what students could do and then let them finish drawing their background.
      2. “We want to make sure that our scene is proportionately correct so should the images in the background be bigger than our house that will go in our foreground? No, so we need to make the background small.”
   4. Middleground
      1. “Next we will work on the middleground. What do you think would be in the midground of our scene? (field, barn, animals) Should the objects in the middleground be smaller than our background objects or bigger than our foreground objects?”
   5. Foreground
      1. “Last we will work on the foreground. We should probably put the house on this part of the scene but do you think we should draw a big or small house? (small because of the crowded dwellings)
   6. After the students have drawn their scenes in pencil, they can color their homesteads in. “Make sure that when you color your homestead in, that you use colors that make sense for what they would actually look like. (ie the houses should not have different colors on them because they were made with mud and sticks)
      1. Discuss with the students the importance of using texture to show what their house is made of, using colors to represent the time period accurately, and having balance in their work so that the foreground is not smaller than the background and that the whole scene is proportionate.
3. When students say that they are done with their work of art have them self evaluate their work on if their work to see if it compares with the “good” example
   1. “Is there something you could add to your homestead? Is it missing something?”

**Guided Practice Strategies:**

* Found above in lesson plan
  + Use pictures to stimulate ideas
  + Each teacher will create their own homestead to model what effort and time put into creating the art looks like and what a piece of art looks like that was not given effort or time put into it .
    - One teacher will create a good example, one teacher will create a poor example

**Independent Concrete Practice/Application:**

* Students will be working on their homestead art independently.

**Differentiation:**

* Visual – pictures and video
* Kinesthetic – creating their own 2D homestead.
* Auditory – verbal cues provided by instructors
* Interpersonal – collaborative group activities
* Linguistic – asking and answering questions

**Wrap-Up:**

* Students will do a gallery walk of each other's’ artwork
* Following the gallery walk, we will discuss as a class what we found interesting in each others works of art and what parts of the Homestead were used in different art works.

**A**ssessment:

**Formative:**

The teachers will walk between groups to see if students are understanding the concept of what a homestead looked like.

**Individual Measurability:** Teachers will walk around and monitor students creating their works of art and will assist students who are misunderstanding the assignment directions

**Reflection**:

As I team taught this lesson with Terra, the students were very involved and interested in the topic. I think it helped that they had received a social studies lesson prior to this one that connected to ours. The students did a very good job connecting the previous social studies lesson with this lesson. Overall, I thought this lesson went very well and I was very proud of how hard the students worked to complete their project.

If I could take anything away from this lesson, I need to spend more time with older classes. I realized that I was instinctively ready to give students very specific, step by step instructions. I was glad that Terra took the lead when it came to giving instructions as to how to do the activity.

I would definitely teach this lesson again. However, I would have to modify it a little to teach it alone versus team teaching. I would also give the students more time to work because many of the students did not finish as quickly as we hoped they would. I would also let the students give more input as to what they know already. On top of this all, I would also let students ask more questions and provoke more questions to be asked to make the lesson more student led versus teacher led.