

Curriculum Leadership Institute in the Arts 2014 Lesson Plan Format and Explanation

Lesson Title Arts Area	Harlem Renaissances/Social Studies & Media Arts
School/Grade Level	Woodland Heights Elementary School/5th Grade
Lesson Writer	Elizabeth Graham
Statement about the writer, Long Range Plans, and Lesson Development	<p>Elizabeth Graham is in her 5th year as the Media Specialist at Woodland Heights Elementary. A native of Atlanta, Georgia, she attended Wofford College and the School of Library and Information Science at the University of South Carolina.</p> <p>This lesson is designed to correlate with 5th Grade Social Studies curriculum related to the Harlem Renaissance period.</p> <p>This lesson was developed to expand on the curriculum taught in the classroom and was completed in library class.</p>
Unit Description	<p>This unit connects current events to arts and technology, centering on the 5th grade social studies curriculum, specifically the Harlem Renaissance. This unit uses SC Discus databases as well as print books for research and notetaking. This unit incorporates digital design tools as students use their research to write a script for a talking avatar of their famous figure. They will also use Green Screen technology to take photos of themselves in a Harlem Renaissance setting.</p>
Essential Question	<ol style="list-style-type: none"> 1. Why was your figure important to the Harlem Renaissance ? 2. What image or work most represents your subject?
2010 SC Academic Standards for the Visual and Performing Arts Implemented	<p>SC Media Arts Standards: Grade 5</p> <p>Standard 1: Creating Media Artwork</p> <p>Indicator MA5-1.2 Use a variety of media technologies, techniques, and processes to communicate ideas.</p> <p>Indicator MA5-1.4 Utilize information literacy skills to make informed decisions about his or her use of digital tools and resources.</p> <p>Standard 6: Using Technology Responsibly</p> <p>Indicator MA5-6.2 Practice legal and ethical behavior in the media arts and the use of technology.</p>
Instructional Objectives	<p>I can use a template design to create a project.</p> <p>I can revise my work.</p> <p>I can present my work.</p>
Description of Instruction	<p>Teachers introduced the topic of the Harlem Renaissance to 5th grade students during social studies. The librarian used videos to expand on students knowledge of the topic. Students selected a subject from a list of important figures of the time period. Over consecutive weeks students researched their subject using Discus online databases, web sites, and print books. Students used their research to develop a biographical script to be used on Voki, a digital presentation tool featuring customizable talking avatars. Students worked with partners to take green screen photos featuring primary source images.</p>
Teacher Procedures	<p>Teacher:</p> <p>Introduce the topic of the Harlem Renaissance and provide background information.</p> <p>Library Media Specialist:</p> <p>Utilize videos to expand students knowledge of the Harlem Renaissance.</p> <p>Create a Blendspace collection of online resources for students to use.</p> <p>Provide an intro lesson on how and why to use Discus databases such as Biography in Context and Britannica Elementary.</p> <p>Monitor and observe as students research their subject.</p> <p>Instruct students in use of digital presentation tool Voki.</p> <p>Provide feedback on students' Vokis.</p> <p>Instruct students in use of Green Screen app DoInk</p> <p>Create a gallery of student work in hallway.</p> <p>Hold a presentation day to view Vokis for students, teachers, and administrators.</p>

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Student Tasks	Students will work independently to research their Harlem Renaissance subject. They will take notes in a graphic organizer. Students will use their notes to write a biographical script. Students will design a customized avatar as a presentation tool. Students will add primary source images to create a Green Screen photo representing their subject.
Assessment	The librarian provided guidance and feedback during the research process. The librarian reviewed the Vokis and provided written feedback and recommended corrections to the students. Students revised their Vokis based on this feedback. The librarian provided verbal feedback of Green Screen photos including editing suggestions.
Materials	<ol style="list-style-type: none"> 1. Graphic organizer for notetaking 2. Pencils 3. Computers and laptops 4. Educator account (paid) to Voki 5. iPads with DoInk Green Screen App 6. Green Screen
Resources	<ol style="list-style-type: none"> 1. Scdiscus.org 2. Voki.com 3. DoInk App
Attachments	<p>Links to Vokis and images.</p> <p>Apollo Theatre Voki: http://www.voki.com/site/pickup?scid=14889577&chsm=e70647c235028dfca1fdb0b31f0e0052</p> <p>Josephine Baker Voki: http://www.voki.com/site/pickup?scid=14852193&chsm=e79ec1f5419ddd56f00e8f03502317e1</p>
Curriculum Connections, Common Core, and Content Area Standard	<p>This unit connects social studies and inquiry to arts and technology:</p> <p>SC SS. Standard 5-4: The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s. Indicator 5-4.1 Summarize daily life in the post-World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic conflict.</p> <p>SC ELA Inquiry. Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry. Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. 3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings. Standard 4: Synthesize information to share learning and/or take action.</p>

Curriculum Leadership Institute in the Arts 2014 Lesson Plan Format and Explanation

	<p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p> <p>SC K-12 ICT Scope and Sequence: Information Literacy and Technology Standards: Simple 4 - ISTE - AASL Standards</p> <p>Plan: Apply digital tools to gather, evaluate, and use information by planning strategies to guide inquiry (3.a)</p> <p>Act: Demonstrate teamwork by working productively with others, either individually or in project teams, to produce original works or solve problems. (3.2.3) (2.d)</p>

Notes:

Lesson Title and Arts Area	Write a descriptive lesson title. Select from creative writing, dance, media arts, music, theatre, or visual arts.
School Grade Level	Write the school and grade level at which the lesson will be taught.
Lesson Writer	Write your name.
Statement about the writer, Long Range Plans, and Lesson Development	Include a very brief bio statement about the lesson writer. Write a statement about where this instruction belongs in your long range plan. Write a description of what learning occurred up to this lesson and what learning will occur after this lesson.
Unit Description	Describe the unit content.
Essential Question	Write an open-ended question that covers the lesson's content and can be answered at the end of the lesson as a result of what the student has learned.
SC Academic Standards for the Visual and Performing Arts Implemented	List the alphanumeric label of the visual and performing arts standards and the actual standards that will be taught. For example, VA1-1.1. Use his or her own ideas in the creation of works of visual art. VA1-1.3. Use a variety of materials, techniques , and processes to create works of visual art.
Instructional Objectives	List the lesson objectives in terms of what the student will do as a result of the teacher's instruction.
Description of Instruction	List the methods of instruction used during the lesson such as lecture, demonstration, small groups, etc. Example: Demonstrate contour line drawing.
Teacher Procedures	Explain the instructional procedures the teacher will present as a result of the objectives.
Student Tasks	Explain what the students will do as a result of the teacher's instruction.
Assessment	Explain how the student will be assessed for each standard and objective.
Materials	Provide list(s) of materials used during the entire lesson.
Resources	Provide list(s) of resources such as, websites, books, art prints, and student work.
Attachments	Provide list(s) of handouts such as, pamphlets, brochures, and other documents for the students to use.
Curriculum Connections and Content Area Standard	Provide list(s) of the content area and how it aligns with other arts areas including creative writing, dance, media arts, music, theatre, and visual arts. List other content

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	areas and how they align with the main content area of the lesson. Include standards to be addressed both in other arts disciplines and other content areas.
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