ArtsCore Lesson Plan
OASD Social Studies

Content Area Social Studies	Arts Area Visual Arts	Lesson Title Rock Art Carvings
Grade Level: 3	**Duration:**	**Teacher:**

Standards and Alignment	
Assessed Content Standards SS.HIST3: **Connect** past events, people, and ideas to the present, **use** different perspectives to **draw conclusions**, and **suggest** current implications. SS.HIST4: **Evaluate** a variety of primary and secondary sources to **interpret** the historical context, intended audience, purpose, and/or author's point of view	**Assessed Arts Standards** **Connect:** Students will **relate** prior knowledge with personal experience and external context. **Respond:** Students will **critically interpret** intent and meaning in order to **evaluate** artistic work
Content Performance Indicators SS.Hist3.b.i **Identify** different historical perspectives regarding people and events in the past. SS.Hist4.d.i **Describe** the impact of the POV of the author has on a primary or secondary source.	**Arts Performance Indicators** A.A.Cn.6.i: Cultural, Social, and Historical Awareness: **Explain** how art and design are used to communicate ideas, beliefs, and values of groups and individuals A.A.R.9.i: **Inquire** Determine an artist's intent by **identifying** the details, subject matter, and context of an artwork

Key Vocabulary	Petroglyphs: **Carving** or inscriptions

Before Lesson (Diagnostic Assessment for learning)	Complete the Grade 3: Topic 2: "First People and First Nations, and meeting of peoples and cultures" lesson content. Then, review key topics of discussion and vocabulary related to Rock Carving;

	imagery of animals and people that had some meaning to the First Nations.

Materials List	½ sheet of styrofoam* per student (approx. 6" x 4.5") Pencils-not too sharp Broad tip markers (student choice for color) Images of animals native to Wisconsin (DNR website) Demo Video: https://youtu.be/ZPzyDj9F6X0 *If you receive the 9" x 6" size. Cut on cutting board ahead of time

Instructional Delivery (guided, collaborative, self-directed)

Student Learning Outcome(s)
I can make connections from the First Peoples rock carvings to my own carving
I can carve an animal native to WI in my styrofoam to show its shape
I can connect meaning and intention to my 'rock' carving

Guided Practice	Cooperative Learning	Individual Practice	Assessment & Feedback for Learning
Diagnostic: Review vocabulary and imagery from the Rock Wall Carvings **Introduce the Carving option with teacher-made sample OR Demo Video** • Demonstrate how to: choose your animal or idea • Sketch out on paper first! • plan out the placement • lightly draw out the animal's outline using a pencil • simple details inside (like the images they saw). The carving is permanent, so **no** erasing! *Go slow and take care of your styrofoam. Carve your name in bottom corner (or on a piece of tape,	Review of animals and images from the rock carvings Petroglyph vocabulary Carving is permanent art	• choose your animal or idea • Sketch out on paper first! • plan out the placement • lightly draw out the animal's outline using a pencil • simple details inside *Go slow and take care of your styrofoam.	Did the student choose a native WI animal or relevant theme with meaning? Did they successfully carve a composition with meaning into styrofoam? Were they able to relate the carving back to the roach carvings they saw?

then stick to the back) Color of the styrofoam if your wish with a broad tip marker-set and paper towel		Carve your name in bottom corner (or on a piece of tape, then stick to the back) Color of the styrofoam if your wish with a broad tip marker-set out to dry 100%	
Engagement:			e their
Closure:			
Extension:			ker or paint on top,
Accommodations and Differentiation			_____ tance ____ tion ____ _ nk ____



ArtsCore Lesson Plan

Content Area Social Studies	Arts Area Visual Arts	Lesson Title Effigy Mounds
Grade Level: 3	**Duration:**	**Teacher:**

Standards and Alignment	
Assessed Content Standards SS.HIST3: **Connect** past events, people, and ideas to the present, **use** different perspectives to **draw conclusions**, and **suggest** current implications. SS.HIST4: **Evaluate** a variety of primary and secondary sources to **interpret** the historical context, intended audience, purpose, and/or author's point of view	**Assessed Arts Standards** **Connect:** Students will **relate** prior knowledge with personal experience and external context. **Respond:** Students will **critically interpret** intent and meaning in order to **evaluate** artistic work
Content Performance Indicators SS.Hist3.b.i **Identify** different historical perspectives regarding people and events in the past. SS.Hist4.d.i **Describe** the impact of the POV of the author has on a primary or secondary source.	**Arts Performance Indicators** A.A.Cn.6.i: Cultural, Social, and Historical Awareness: **Explain** how art and design are used to communicate ideas, beliefs, and values of groups and individuals A.A.R.9.i: **Inquire** Determine an artist's intent by **identifying** the details, subject matter, and context of an artwork

Key Vocabulary	**Form**: the visible shape or configuration of something, three dimensions with length, width, height, and depth **Model**: Modeling refers to the technique of representing an object in a miniature form using clay or other solid material

Before Lesson (Diagnostic Assessment for learning)	Complete the Grade 3: Topic 2: "First People and First Nations, and meeting of peoples and cultures" lesson content. Then, review key topics of discussion and vocabulary related to Effigy Mounds; imagery of animal shapes from the mounds Effigy mounds reading activity (just pg 1) Mound Builders - effigy mounds (further investigation)

Materials List	1 package of Model Magic Per student Effigy Animal Shapes Demo Video: https://youtu.be/jFdIiQh02_Q

Instructional Delivery (guided, collaborative, self-directed)			
Student Learning Outcome(s) I can make connections from the First Peoples effigies subject matter to my model I can model an animal form that relates to ones I have seen in the WI First Nations Unit			
Guided Practice	**Cooperative Learning**	**Individual Practice**	**Assessment & Feedback for Learning**
Diagnostic: Review vocabulary and imagery from the Effigy Content **Introduce the Carving option with teacher-made sample** **OR** Demo Video Demonstrate how to: • Choose your animal shape • Roll out the Model magic for a smooth surface • Pinch for extremities • Carve your name on the back with your pencil Model Magic will slowly dry and harden (store in a ziploc if not finishing that day)	Review of animals and shapes from the effigy mounds Modeling vocabulary Modeling is a way to create a 3 dimensional shape: Form	• Choose your animal shape • Roll out the Model magic for a smooth surface • Pinch for extremities • Carve your name on the back with your pencil	Did the student choose a form from the effigy lesson? Did they successfully model an animal or other form? Were they able to relate the modeled form back to the effigy mound shapes they saw?

Engagement:	Student-Choice to choose their animal/form
Closure:	Gallery walk of completed projects

Accommodations and Differentiation	Modified Notation _____ Peer/Adult Help _____ Smaller Steps _____ Modified Assessment _____ Other _____	Buddy System _____ Directions Assistance ____ Partial Participation ____ Extra Time ____ Word/image bank ____

ArtsCore Lesson Plan

Content Area Social Studies	**Arts Area** Visual Arts	**Lesson Title** Pottery
Grade Level: 3	**Duration:**	**Teacher:**

Standards and Alignment	
Assessed Content Standards SS.HIST3: **Connect** past events, people, and ideas to the present, **use** different perspectives to **draw conclusions**, and **suggest** current implications. SS.HIST4: **Evaluate** a variety of primary and secondary sources to **interpret** the historical context, intended audience, purpose, and/or author's point of view	**Assessed Arts Standards** **Connect:** Students will **relate** prior knowledge with personal experience and external context. **Respond:** Students will **critically interpret** intent and meaning in order to **evaluate** artistic work
Content Performance Indicators SS.Hist3.b.i **Identify** different historical perspectives regarding people and events in the past. SS.Hist4.d.i **Describe** the impact of the POV of the author has on a primary or secondary source.	**Arts Performance Indicators** A.A.Cn.6.i: Cultural, Social, and Historical Awareness: **Explain** how art and design are used to communicate ideas, beliefs, and values of groups and individuals A.A.R.9.i: **Inquire** Determine an artist's intent by **identifying** the details, subject matter, and context of an artwork



Key Vocabulary	Coil Pots Geometric Designs Symmetry Clay Scoring/slipping

Before Lesson (Diagnostic Assessment for learning)	Complete the Grade 3: Topic 2: "First People and First Nations, and meeting of peoples and cultures" lesson content. Then, review key topics of discussion and vocabulary related to Pottery

Materials List	Approx. ½ lbs. Ball of air dry clay per student (good, adult-sized handful) Newspapers or placements Cups for water Wooden score tools Plastic bags for storing if working longer than one day Demo Video for Coil Pot version: https://youtu.be/G7B7n1tdg4c Demo Video for Pinch Pot Version: https://youtu.be/4ti6NXJ-MCM

Instructional Delivery (guided, collaborative, self-directed)

Student Learning Outcome(s)
I can make connections from the First Peoples' pottery designs and process to my own clay pot
I can carve symmetrical, geometric line designs into my pot

Guided Practice	Cooperative Learning	Individual Practice	Assessment & Feedback for Learning
Diagnostic: Review vocabulary and imagery from the pottery **Introduce the coil pot or pinch pot (faster) option with teacher-made sample** **OR Demo Video** Demonstrate how to: • Divide up clay ball into 5 equal	Review of symmetry and geometric designs Pottery vocabulary Managing clay, tools, and art space	• Divide up clay ball into 5 equal chunks • Roll out each chunk into a smooth, even coil • Create base, then smooth • Add each coil layer with scoring	Did the student create a coil pot with symmetrical, geometric designs on the outside? Does their pot have a base, body, handles, and design?

chunks
• Roll out each chunk into a coil
  ○ Smooth, even coverage with hands moving outward
• Create base, then smooth
• Add each coil layer with scoring and slipping
  ○ Cutting the coils to fit each layer
• Gently smooth the outside, bracing the inside with hand
• Add the little handles
• Use tool to carve in designs
 	
Carve your name in bottom
		and slipping
		• Gently smooth the outside, bracing the inside with hand
		• Add the little handles
		• Use tool to carve in designs
		
		Carve your name in bottom	

Engagement:	Student-Choice to select and create their geometric designs		
Closure:	Gallery walk of completed projects		
Extension:	Once pottery is dry, it can be painted with watercolor or other paint		

Accommodations and Differentiation	Modified Notation _____ Peer/Adult Help _____ Smaller Steps _____ Modified Assessment _____ Other _____	Buddy System _____ Directions Assistance ____ Partial Participation ____ Extra Time ____ Word/image bank ____



Topic 2: **First People, First Nations, and meeting of peoples and cultures**	Historical Perspectives	Session: 2

Standard:	**SS.HIST3:** Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications. **SS.HIST4:** Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view.
Performance Indicator	**SS.Hist3.b.i** Identify different historical perspectives regarding people and events in the past. **SS.Hist4.d.i** Describe the impact of the POV of the author has on a primary or secondary source.
Big Idea\Goal	Identify the lasting impact of First Peoples
Resources	Effigy mounds reading activity Mound Builders - effigy mounds Wisconsin:Our State, Our Story Chapter 3 Native People of Wisconsin Chapter 1 Pictures of Native American burial mounds

Activation of Prior Knowledge	Why do we have cemeteries? Why do we want to honor and remember the past?
Teaching Point	I can discover the importance of effigy mounds, pottery, and rock art
New Information	Over the last session, we learned about the groups of First Peoples in Wisconsin. What lasting impact did these groups have on WI? Allow students to share all they learned over the last session either turn and talk or share to the whole group. We had the First nations that continue to live in Wisconsin today, but we also need to look at other groups that are no longer here in Wisconsin but had a lasting impact. You will need to split your class into three groups - Effigy mounds, pottery, rock art. Those in each group will create a piece to represent their understanding of the effect of each of the groups left on Wisconsin. You can have students choose based on the finished product they are interested in, lottery style, or assigned. (ARTSCORE FOLLOWS BELOW). Each product will also have a written component to it explaining its meaning as understood from the application piece of the lesson.
Application	Effigy mounds reading activity (just pg 1)

assessment	Mound Builders - effigy mounds (further investigation) Aztlan - DNR website also use WI: Our State, Our Story chapter 3 Oneota - pottery also use WI: Our State, Our Story chapter 3 Rock art also use WI: Our State, Our Story chapter 3
Share\Restate Goal	Gallery walk of completed projects