

Katie Gomez

Integrated Lesson Plan: 2nd Grade Art and Social Studies

I. Standards

A. Academic Content Standards-Social Studies.

<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

People Who Make A Difference

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.

B. Academic Content Standards-Visual Arts.

<https://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>

Diversity of the Visual Arts

3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

II. Prior Learning. *Describe the learning that has taken place that sets the stage for this lesson. What should students know before engaging in this lesson?*

The students have begun to learn about different important figures whether it is in their own lives or history. We will specifically focus on Diego Rivera who is an important Mexican artist. We have looked at the book "My Papa Diego and Me," by Guadalupe Rivera Marin in order to learn more about who he was and what impact he had on the art world. This book shows multiple paintings created by Diego River himself so the students are aware of the type of work he created.

III. Unit of Study- State the BIG idea that this lesson will address in 1-2 sentences.

This lesson is a part of a unit that focuses on heroes and heroines of history. They'll first look at their own family history and expand on this idea. In hopes of exposing the students to different

cultures, the unit will look at historic figures from all over the world. This lesson looks at a small part of Latinx history.

IV. Student Learning Outcomes. What will the students know and be able to do as a result of this lesson and activity? List 2-3 outcomes which are closely related to the Academic Content Standards and the assessment tool you select.

1. Students will learn that important figures come from different cultures around the world.
2. Students will understand that important figures can make an impact through politics, visual arts, music, etc.
3. Students will create a mural with their classmates.

V. Implementation

A. Introduction to the lesson (The hook- simple and quick) How will students' interest be piqued? State exactly what you will say to introduce the lesson. Will you introduce the lesson using a children's book? Will you start by asking students what they already know about the focus topic?

My hook for this lesson will be to show students two murals located in San Rafael. This will include the painted pillars by the transit center and the mural next to Canal Alliance. Then I will define "mural" and how it is a form of art. Next, I will remind them of Diego Rivera and his paintings.

B. Sequence of Activities Sequentially list the steps of your lesson. Use "The teacher will" or "TTW" AND "The students will" or "TSW" to introduce some steps. A detailed lesson plan should have at least 8 steps. Make sure a teacher could pick up your lesson plan and know what to do.

1. TTW start the lesson plan with the hook (show 2 murals in San Rafael) while students are sitting on the rug
2. TTW explain how murals are a form of art
3. TTW remind students of the book we previously read, "My Papa Diego and Me"
4. TSW remember who Diego Rivera was and where he was from
5. TTW introduce the art project which is that, as a class, we'll recreate one of Diego Rivera's paintings as a mural
6. TTW show the students the "Cargador de Flores" painting which is what they'll recreate
7. TSW go back to their desk by groups when their table number is called on
8. TTW hand out each student their paper that they'll be drawing and the section of the painting they can use to outline it (each paper is numbered so it's easier to put together)

9. TTW turn on some calming music to help students concentrate on their art project
10. TSW use crayons or colored pencils to color in their section after they've outlined it.
11. TTW walk around during this process to guide students if they need help
12. TSW put their piece on the assigned section on the butcher paper that the whole mural will go on
13. TSW admire the mural they were able to recreate as a class to also build a sense of community among their classmates

C. Closure. How will you close the lesson? State exactly what you will do and say that wraps up the learning for this lesson.

To close the lesson, I'll ask the students what type of art we just recreated and who originally painted it. If they can only remember their first or last name, I'll give them a hint. Once these questions are answered, I'll ask where this painter was from and remind them that important figures come from all over the world/impact the world in different ways.

VI. Assessment. Address each learning outcome specifically. These assessment statements should be numbered and should ALIGN with your outcome statements.

I will assess student learning informally by asking them questions during the lesson closure. Because there are four questions that hit the main points of the lesson, I'll split up the class into four groups that will answer 1) What type of art did we create? 2) What is a mural? 3) Whose painting did we recreate? 4) Where was he from? If I see the students answer these questions easily, I'll know they have learned.

VII. Materials. List the materials and technology you will use to teach this lesson. List all materials the teacher needs AND all materials the students need.

- Butcher/Regular Paper
- Pencils
- Crayons or Colored Pencils
- Printer
- "My Papa Diego and Me" by Guadalupe Rivera
- Projector + Computer
- Glue/Tape
- Speakers for music during work time
- Easel or Clipboard for those who don't want to work at desk

VIII. Differentiation for diverse learners. Describe the multiple supports in place for diverse learners, especially for students with Attention Deficit Disorder (ADD).

Name a few supports in place for English Learners.

- ADD: give students a timer to limit their amount of focus time, ask student if they prefer to work in a quiet room to avoid distractions, limit instruction time and directly send them on their way to the art project, option to color on the floor or with an easel so they're standing, listen to music while they work
- English Learners: the book "My Papa Diego and Me" is translated in Spanish, Offer translation of book in any other language necessary, check for understanding of directions in their native language

