

Upper Grades- Lesson Topic: Historical Sculptures

Unit Description:

In this unit, students will participate in a multimedia tour titled “Artful Abe” through the American Art Museum. Students will look at ten different sculptures portraying former President Abraham Lincoln. Students can choose which sculpture to start with, observe the sculpture’s location through Google Maps, and examine the sculpture’s details through images provided by the American Art Museum. They will follow a series of hints and clues until they find the sculpture that matches the descriptions provided.

Then, after students have learned about these Abraham Lincoln sculptures, students will videochat with either an art or history expert to share their experience, ask any questions, and discuss the importance of historical art. By examining educational blogs, it is a common occurrence that people who work for museums, art experts, or history experts are willing to take twenty minutes to videochat with a classroom. It will be up to the teacher to send out a couple of emails trying to set up an appointment with one of these experts before the lesson, but this is likely to be an easy appointment to arrange.

Objectives:

- Students will learn about different sculptures related to former president Abraham Lincoln and the history behind them.
- Students will follow a series of clues to determine which sculpture matches the provided description.

- Students will discuss art and history with an expert over videoconferencing.

Standards (California State Content Standards):

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| CA- California K-12 Academic Content Standards |
| Subject : Visual Arts |
| Grade : Grade Three |
| Area : ARTISTIC PERCEPTION |
| Sub-Strand 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. |
| Concept : Analyze Art Elements and Principles of Design |
| Standard 1.5: Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value. |
| Grade : Grade Four |
| Area : ARTISTIC PERCEPTION |
| Sub-Strand 1.0: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. |
| Concept : Develop Visual Arts Vocabulary |
| Standard 1.1: Perceive and describe contrast and emphasis in works of art and the environment. |
| Area : HISTORICAL AND CULTURAL CONTEXT |
| Sub-Strand 3.0: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. |
| Concept : Role and Development of the Visual Arts |
| Standard 3.1: Describe how art plays a role in reflecting life (e.g., photography, pottery, quilts, architecture). |
| Area : AESTHETIC VALUING |
| Sub-Strand 4.0: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Students analyze, assess, and derive meaning from works of art, including their own, according to elements of art, principles of design, and aesthetic qualities. |
| Concept : Derive Meaning |
| Standard 4.3: Discuss how the subject and selection of media relate to the meaning or purpose of a work of art. |

Sample Lesson:

Individual Instruction: In the lab portion of this lesson, students will participate in a multimedia tour titled “Artful Abe” through the American Art Museum. Students will look at ten different sculptures portraying former President Abraham Lincoln. Students can choose which sculpture to start with, observe the sculpture’s location through Google Maps, and examine the sculpture’s details through images provided by the American Art Museum. They will follow a series of hints and clues until they find the sculpture that matches the descriptions provided. By clicking on the images as they proceed through the clues, they will learn more information about the art and history behind it. Have students complete a graphic organizer with images of the different sculptures and space to write down some facts that they learned beneath them.

Whole Group Instruction: Then, after students have learned about these Abraham Lincoln sculptures, students will videochat with either an art of history expert to share their experience, ask any questions, and discuss the importance of historical art. They will ask questions about the different artistic mediums to create the sculptures and the reasons for those mediums, the historical importance of the art, and the significance of the locations of the different sculptures. Students will have pre-written questions to ask the expert to maximize the time with the expert.

Assessing the Tool:

1. Was the tool simple to use as a teacher? For the students?

A large, empty rectangular box with a dark blue border, intended for the user to provide a response to the first question.

2. Did the use of this tool increase student global awareness?

A large, empty rectangular box with a dark blue border, intended for the user to provide a response to the second question.

3. What could be done differently to maximize the effectiveness of the tool?

A large, empty rectangular box with a dark blue border, intended for the user to provide a response to the third question.

Assessing the Lesson:

1. Did this lesson enhance student multicultural understanding?



2. Did this lesson develop collaborative skills amongst the students?



3. Did this lesson allow students to reach an understanding of the overlying concepts and objectives?

