**Wyeth Artists Unit**

1. **Lesson Plan Details**

**Day/Date:**

**Grade Level:** 3-5

**Duration**: 2 weeks

**Unit-Subject:** The Wyeth Family of Artists & trip to Brandywine River Museum

Primary Subject: English Language Arts

Secondary Subject: Social Studies

Tertiary Subject: Arts & Sciences

**1.1 Integration of Learning Outcomes/Objectives**

SWBAT research a specific artist, take notes, categorize information, and provide a list of sources.

SWBAT write routinely over extended time frames to create, reflect, and revise research project.

SWBAT create research projects that act as Learning Resources to collaborate, discuss, and express their own opinions with peers.

SWBAT use technology, including the internet, to produce and publish projects, with guidance and support from the teacher.

**1.2 Standards** PA Core ELA

\*The following are core standards that can be used for different variations and grade levels of this unit for your classroom.

|  |  |  |
| --- | --- | --- |
| **Grade 3** | **Grade 4** | **Grade 5** |
| **Writing** | | |
| CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others | CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| CC.1.4.3.V Conduct short research projects that build knowledge about a topic. | CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.  CC | CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
| CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.4.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. |
| **Speaking & Listening** | | |
| CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. | CC.1.5.4.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. | CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly. |
| CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. | CC.1.5.4.B Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. | CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. | CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. | CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. | CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. |
| CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | CC.1.5.4.F Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |

**1.8 Materials/Equipment**

* <http://wyethclassroom.weebly.com/>
* Powerpoint “Intro to the Wyeth Family” \*Look for Notes
* Tour Guide Schedule created by teacher for field trip
* iPads for Class Trip
* Computers for in class research and project creation
* Posters of Selected Wyeth artwork

**1.3 Anticipatory Set**

* Introductory Lesson including Powerpoint “Intro to the Wyeth Family”
* Hang posters of selected Wyeth artwork around classroom

**1.4 Procedures**

* Students will be creating research projects that will act as Learning Resources
* These learning resources will be used on our Field Trip to the Brandywine River Museum to teach their peers about the artists and art exhibits in the museum.
* Students will create resources from a variety of resources presented on the Weebly website
  + Vocaroo
  + Audacity
  + Time Toast
  + Educreations App
  + Videolicious App
  + Pixlr
  + Pixton or Comic Master
  + Windows Movie Maker, Windows Photo Story 3, or Mac iMovie
* With guidance from the teacher students will:
  1. Choose an artist to research
  2. Begin research using proper research techniques including note taking, evaluation of sources, and categorizing information
  3. Decide how to best present information using resources above
     + \*Note that students can take different directions with research. One student may want to focus on creating a timeline with historical information. Another student may want to analyze a series of illustrations by an artist.
  4. Create, revise, edit, and publish Learning Resource
  5. Practice presentation of resource for field trip
     + Students will be acting as the tour guides, in a way, on the field trip. They will be teaching their peers as they travel through the exhibits to enhance the experience.
     + Students/Teacher may also want to plan activities to do while at the museum such as drawing/sketching or writing.
     + Teacher should create a “Tour Guide Schedule” with student projects and museum map to structure visit.
  6. Field Trip to Brandywine River Museum in Chadds Ford, PA
     + Students utilize Learning Resources with iPads to teach their peers what they’ve learned through their research.
     + By having the students act as the Tour Guides they will enhance the experience for both the students presenting and their peers. They will be able to make personal connections, build background knowledge, collaborate and discuss the artwork they are viewing. This will also enhance the museum itself, in that, while there is a great deal of art in the museum, there is not always a great deal of information with the artwork. This will help the museum to come to life.

**1.5 Closure**

* When students come back from field trip they may want to make further edits and revisions to their Learning Resources with any newfound information or research.
* Students should participate in a guided discussion lead by the teacher. This can be done in many ways including: students discussing with other students who studied the same artist, a whole group discussion, or numerous cooperative learning strategies
* To conclude the experience students should take time to write a reflection or journal.

**1.6 Differentiation**

Depending on Grade Level, Interest, and Ability:

Students can be grouped or work alone

**1.7 Formative/Summative Assessment of Students (P-12)**

**Formative:** Formative Assessment should be continuous throughout the learning process. The teacher should set up benchmarks or goals for students as they create projects. The teacher should also be teaching subsequent related lessons throughout the research and creation process to help guide students.

**Summative:** The final product can be graded as a research project or a portfolio. It is highly recommended that any formative assessment done be taken into account when deciding how to summatively assess this unit.

**1.9 Technology**

* Use of Computers
* Use of iPads
* Creation of online resources
* Utilization of teacher made website

**2.1 Reflection on Planning**

**2.2 Reflection on Teaching**

**2.3 Appendix**