

The 14th Colony – NEH HUMANITIES – 2013

<p><u>Names:</u> Joe Bolin Maria Dong Joyce Peterson Sheri Kamal Elizabeth Katsura Beverly Black</p>	<p><u>Date: July 16, 2013</u></p>
<p><u>Subject Area(s): Social Studies/Visual Arts</u> <u>Grade Level: 4th</u></p>	
<p><u>Content Standards:</u> 4.2.1. Discuss the major nations of the California Indians including their geographic distribution, economic activities, legends and religious beliefs and describe how they depended on and adapted to the modified physical environment by cultivation of land and use of sea resources. 4.2.3. Performance Standard: Describe the Spanish Exploration and colonization of California i.e., relationships. <u>Visual Arts:</u> 2.0 Students apply artistic processes and skills using a variety of media to communicate meaning and intent in original works of art. 2.5 Use accurate proportions to create an expressive portrait or figure drawing or painting. 3.2 Identify and discuss the context of works of art in the past and present focusing on the different cultures that have contributed to California's history and art heritage.</p>	
<p><u>Title of Lesson: Art Across Cultures</u></p>	
<p><u>Goals: What understandings are desired?</u> Compare and contrast Make inferences Recognition of Spanish and Indian art similarities and differences in works of art and daily life and resources. Provide evidence to support conclusions Elements of art</p>	

<p><u>Prior Knowledge: What knowledge and skills do students need before this lesson?</u></p> <table border="0"> <tr> <td>Neophyte</td> <td>Native</td> </tr> <tr> <td>Inference</td> <td></td> </tr> <tr> <td>Indian (land and sea)</td> <td>Natural Resources</td> </tr> <tr> <td>Mission</td> <td>Jesuit</td> </tr> <tr> <td>Franciscan</td> <td>Custom</td> </tr> <tr> <td>Missionaries</td> <td>Economy</td> </tr> <tr> <td>Primary Resources</td> <td></td> </tr> <tr> <td>Padres</td> <td>Fray</td> </tr> <tr> <td>Secondary Resources</td> <td></td> </tr> <tr> <td>Presidio</td> <td>Catholicism</td> </tr> <tr> <td>Artifacts</td> <td></td> </tr> <tr> <td>Pueblos</td> <td>Gentile</td> </tr> <tr> <td>Venn Diagram</td> <td></td> </tr> <tr> <td>Compare/Contrast</td> <td>Fact</td> </tr> <tr> <td>Evidence</td> <td></td> </tr> </table>	Neophyte	Native	Inference		Indian (land and sea)	Natural Resources	Mission	Jesuit	Franciscan	Custom	Missionaries	Economy	Primary Resources		Padres	Fray	Secondary Resources		Presidio	Catholicism	Artifacts		Pueblos	Gentile	Venn Diagram		Compare/Contrast	Fact	Evidence		
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<p><u>Objectives: What knowledge and skills will students acquire?</u></p> <p>Students will know about Spanish & Indian culture, art, resources.</p> <p>Students will be able to</p> <ul style="list-style-type: none"> ● compare and contrast utilizing primary resources ● use facts and supporting evidence to support inferences and conclusions ● present their own piece of artwork integrating Cave paintings , Spanish and Indian Cultures of the mission era that will be displayed in an interpretive center. ● write a paragraph describing their creation 																															
<p><u>Materials:</u></p> <ul style="list-style-type: none"> ● primary art: (The following art resources are available however you should use art appropriate for your students) <p>http://missiontour.org/carmel/images/inside-church-34.jpg Mission Tour - Virgin of Guadalupe oil painting from Mexico mid 1800's</p>																															

<p>http://www.sbnature.org/research/anthro/humash/pcart.htm Santa Barbara Museum of Natural History - Chumash cave painting</p> <p>http://0.tqn.com/d/gocalifornia/1/0/0/X/3/MG_2732-a.jpg Go California - Mission Santa Barbara interior wall painting</p> <ul style="list-style-type: none">• various art materials: various papers, paints, tools, clay	
<p><u>Sequence of teaching and learning experiences that will equip students to develop and demonstrate the desired understanding?</u></p> <p><u>Anticipatory Set:</u> Time: 7-10 minutes “How is art influenced by resources, intended use, training?” Think-Pair-Share discussion about resources available in the mission period. Share out. Think-Pair-Share discussion about intended use (purpose). Share out. Think-Pair-Share discussion about artistic training. Share out. (teacher may record or chart)</p> <p><u>Instruction/Activities:</u></p> <p>Time: 3 class periods</p> <p>1st Period:</p> <ul style="list-style-type: none">• show the children one piece of art• have the children look at the art using magnifying square and then magnifying lens.• Record observations for piece on graphic organizer as group• Discuss elements of art	

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- Repeat process with remaining two art pieces.

2nd Period:

- Organize information into a 3 circle Venn Diagram
- Students (groups) combine information then share out with whole class
- Teacher charts and students revise Venn Diagram

Closure/Assessment:

3rd Period:

You have been commissioned by Padre Serra for the Mission Interpretive Center. Using the information you have learned about the mission period and mission era art; design a work of art appropriate for display in such an honored venue. In order to submit your art for approval, you must include a paragraph describing your piece. Your description should include which elements of art you used and what influenced your choices.