

Exploring America's Frontier Resource Package

Arts Integration Activity Ideas and Lesson Plans

Area 1: Activity Ideas

This is a sampling of activity ideas. You can also check out activity ideas available with the teacher tools included with individual videos in this resource package.

- ❖ Design and build a model of a Conestoga Wagon.
- ❖ Create three different Camp Fire songs to be sung on a trip out west.
- ❖ Create a child's toy or game that could be taken in a Conestoga Wagon Design it to fit in a 4"by 6" by 1" box.
- ❖ Draw a map that would take a wagon train from St. Joseph Missouri, to San Francisco.
- ❖ Design a menu for a campfire meal.

Area 2: Lesson Plans

This is a sampling of lesson plans; additional activity lesson plans are available with the teacher tools included with individual videos in this resource package.

Sample Lesson 1: Linking Music to History—Creating Raps/Songs

Type of Teacher Tool: Whole Class, Small Group, and/or Individual/Differentiation

Targeted Grade Level(s): 5-8, 9-12

Targeted Curriculum Areas: Social Studies, US History, World History, Music

Learning Objectives:

The learner will:

1. Engage in critical and creative thinking
2. Engage in interdisciplinary activities connecting music activities to history
3. Create musical compositions (raps and/or songs) that relate to specific historic events, people, and/or eras. Students can compose independently or in small groups.

National Standards:

Social Studies GLE/Component 5>TS7A.a. Identify, select, analyze, and evaluate resources to create a product of social science inquiry

Social Studies GLE/Component 5.R16.D.a. Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.

Social Studies Indicator/Proficiency 6-8.AH.2.G.A Analyze diverse cultures to explain the ways they adapted to their various environments

National Arts Standards AS#11 Relate artistic ideas and works with societal, cultural and historic context to deepen understanding

National Core Arts Standard MU: Pr4.2.8c: Identify how cultural and historical context inform performances and result in different musical effects.

National Core Arts Standard MU: Pr6: Anchor Standard 6: Convey meaning through the presentation of artistic work.

National Core Arts Standard MU: Re7.1.8a: Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

Resources/Materials Needed:

1. Any combination of videos from the American Frontier Resource Package where this Teacher Tool was found
2. Rhyming dictionaries
3. Rhythm instruments and keyboard (optional)

Teacher Instructions:

1. As you study the history of the American frontier and the movement west in the 19th century view applicable videos from the American Frontier Resource Package where this Teacher Tool was found.
2. Student(s) should write down interesting information they learn about the historic event/person as they view the video and also notes about the people speaking in the video or artifacts shown.
3. After viewing the video(s), students could enhance their research using the Internet and/or other sources and then use the information from their notes to create lyrics to be used in their musical composition.
4. Using their lyrics, student(s) develop a musical composition choosing the genre, form, rhythm, meter, and other musical elements necessary for a composition. Instruments may be chosen as needed. The genre and form could be related to the historic period or person studied or separate from that topic. **Note:** Rap may be the easiest genre to develop for many students.

Assessment/Evaluation Options:

1. Perform musical compositions.

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2. Analyze and evaluate both the musical elements and historic accuracies of the songs created.

Extension Activity Options:

1. Compile musical compositions (raps and/or songs) created by the students into a program to be presented to audiences. Enhance with video footage and other visuals, props, costumes, dances, games representative of the time in history and people studied.

Sample Lesson 2: Expressing Understanding Through Drama

Type of Teacher Tool: Small Group

Targeted Grade Level(s): Can be modified for grades 3-12 as needed

Targeted Curriculum Areas: Language Arts, Theatre, US History, Social Studies

Learning Objectives:

The learner will:

1. engage in critical and creative thinking.
2. engage in interactive activities and discussion about the subject of the video(s) chosen for this activity
3. develop an answer for themselves to the question: “How can we better understand...?” (the subject of the video(s) chosen for this activity)

National Standards:

National Core Arts Standards Theatre

THCr2-6 b Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Select, organize, create characters, and scenes in a clear and compelling presentation

Additional applicable standards from other curriculum areas can be determined by the video(s) chosen for this activity. Those additional State and National Standards related to the content of our videos listed below for this lesson are provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. Any combination of videos from the American Frontier Resource Package where this Teacher Tool was found
2. Access to computers for research

Teacher Instructions:

1. As you study the history of the American frontier and America’s movement west in the 19th century view applicable videos from the American Frontier Resource Package where this Teacher Tool was found.
2. As they watch the video(s), have the group take notes on:
 - a. interesting and/or important information they learn in the video.
 - b. people or objects in the videos that could become characters in a play scene.
 - c. themes or conflicts they identify.
3. Students can also choose to research the Internet or other sources for more information on the subject taking notes as needed.

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4. After viewing the video(s) and completing their research, the group should share notes and begin to write a play scene that expresses what they learned:
 - a. Characters could be individuals and/or objects seen in the video(s) or people created specifically for the play
 - b. Location for the scene could be the location in the video, a location referred to in the video, or another appropriate location of the group's choice.
 - c. Dialogue the characters speak should include information learned in the video(s) that the group believes is vital to making sure others, who watch their scene but have not watched the video(s), understand the important concepts, ideas, themes, etc. the students learned while watching the video(s).
 - d. Conflict in the scene could be related to the important ideas/concepts/themes of the video(s) or added by the group as they write their play.
 - e. The tone and style of the scene could be realistic, fantasy, historical, humorous, serious, musical, or whatever the group believes is best to make sure the audience understands the important and interesting information they want to share from the video(s).
 - f. The length of each group's scene will vary depending on the video(s) selected and information shared.

Assessment/Evaluation Options:

1. Evaluate the scenes both in terms of meeting the criteria of an effective dramatic scene as well as their depiction of student understanding of the subject matter content discussed in the video(s) they watched.
2. Have students develop a list of criteria for evaluating their own scene on any or all of the following:
 - a. clarity of information presented
 - b. accuracy of information
 - c. dramatic execution of their scene
 - d. the ideas that best explain the ideas/concepts/themes learned in the video
 - e. other criteria of their own
3. Read the scenes yourself and/or have the scenes read by other groups in the class using the criteria created by the group that wrote the scene.
4. Read the scenes yourself and evaluate how well the scene reflected the information presented in the video(s) viewed by each group.

Extension Activity Options:

1. Have groups perform or read aloud their scenes for the rest of the class or another audience.
2. Have the audience discuss the content of the scenes performed and select which ideas were best represented.
3. Discussion could also ensue on how learning was affected by presenting the information in a dramatic scene.

Sample Lesson 3: Expressing Understanding Through a Graphic Novel

Type of Teacher Tool: Whole Class and Individual/Differentiation Activity

Targeted Grade Level(s): 5-8, 9-12

Targeted Curriculum Areas: Visual Arts, Language Arts, US History, Social Studies

Learning Objectives:

The learner will:

1. engage in critical and creative thinking.
2. select and organize visual images.
3. create a graphic novel that demonstrates an understanding of information learned.

National Standards:

Visual Art VA: Cr2.38A

Select, organize, and design images and words to make visually clear and compelling presentations

Additional applicable standards from other curriculum areas can be determined by the video(s) chosen for this activity. Those additional State and National Standards related to the content of our videos listed below for this lesson are provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. Any combination of videos from the American Frontier Resource Package where this Teacher Tool was found
2. Access to computers for research
3. Paper, colored pencils, or a digital tool (tablet, computer, phone)

Teacher Instructions:

1. Decide if you wish students to create their graphic novels from the same video(s) you show the class as a whole or if you wish students to independently view videos you have chosen.
2. Have the class as a whole or individual students watch and discuss the video(s) from the American Frontier Resource Package that you find applicable and appropriate to include in their study.
3. As they watch the video(s), have students take notes on:
 - a. interesting and/or important information they learn in the video.
 - b. people, places, objects in the videos that could become images in a graphic novel.

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- c. themes or conflicts they identify.
4. Students can also choose to research the Internet or other sources for more information on the subject taking notes as needed.
5. After viewing the video(s) and completing any additional research, students should look over their notes and begin to create a graphic novel that expresses what they learned. If you have chosen to do this as a whole class activity, students could be broken into small groups to create their graphic novel or could create them individually. Have them consider the following:
 - a. Characters in the graphic novel could be individuals and/or objects seen in the videos or people created specifically for the graphic novel.
 - b. Location for scenes in the graphic novel could be the location in the video, a location referred to in the video, or another appropriate location of the group's choice.
 - c. Dialogue the characters speak should include information learned in the video(s) that the group believes is vital to making sure others, who read their novel but have not watched the video(s), understand the important concepts, ideas, themes, etc. the students learned while watching the video(s).
 - d. The length of each graphic novel will vary depending on the video(s) selected and information shared.
6. Instruct the student(s) to sketch the images in the graphic novel and develop appropriate dialogue. Once they have determined the final order for the images in their novel, they can choose to put finished images and dialogue on individual sheets of paper or to fold paper into smaller parts and place images and dialogue in those smaller boxes or to create the graphic novel digitally.
7. After the images are drawn instruct students to add language to each page/square as needed to complete their graphic novel.

Assessment/Evaluation Options:

1. Have students share their graphic novels with each other or turn in to you for evaluation and assessment.
2. Evaluate how well the graphic novel reflects the information students learned in the video(s).
3. Evaluate visual images on their clarity, appropriateness, and artistic expression by yourself or with the assistance of a visual arts teacher.
4. If this activity has been done individually in its entirety and you choose to have students evaluate each other's work, give students the opportunity to watch the video(s) associated with the graphic novel they will be evaluating.

Variation on the Assignment:

If students have done this activity individually, once students complete their individual graphic novels have them share with each other and create one class-wide graphic novel that incorporates elements of each student's individual novel into the finished class novel.

Extension Activity Options:

1. Make copies of the novel and distribute to the class or with students in another class.
2. Share graphic novels with a professional artist to learn more about what it would take to actually create the product and successfully market it.