

Community Resource Package

Arts Integration Activity Ideas and Lesson Plans

Area 1: Activity Ideas

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

- ❖ Design a piece of art for a community space, such as a bus station, school wall, or park. Students can create a prototype and/or complete the project for installation.
- ❖ Create a visual montage of people at work and play in the community. Place emphasis on the human activity in the area. The montage can be created with photos, video, drawings or any format students are engaging with. It could be set to music, or displayed as an art installation for others to enjoy.
- ❖ Students can write and perform short plays about a variety of things we take for granted in a community. For example: a skit about the life of a plastic bottle after we throw it into the recycle bin. Or, perhaps a short drama about the secrets of the sewer system.

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: Going Green

Type of Teacher Tool: Whole Group

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

Targeted Curriculum Areas: Engineering/Visual Art

Learning Objectives:

The learner will:

1. explore methods to design and live green.
2. engage in critical thinking and creative thinking.
3. collaborate in creating green baby diapers.

NATIONAL STANDARDS

Next Generation Science Standards

Earth Science 5-ESS3-1

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the development and of ideas and methods.

- Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.

Fine Arts Visual Arts Creating grades 9-12

VA:Cr1.1.6a—Combine concepts collaboratively to generate innovative ideas for creating art.

Resources/Materials Needed:

Various drawing materials—paper, colored pencils, markers, fine tip markers etc.

Paper, Cloth, paints pencils, tape, glue

Videos: Environment—1, 3, 5, 11, 12, 13, 14, 15

Teacher Instructions:

1. Have half the class watch the video the video Environment 14: Earth Day—Building Green Program 1 the other half watch Environment 15: Earth Day--Building Green Program 2.
2. After viewing, have students share interesting and important science and engineering concepts of living green that emerged from the program they watched.
3. Have students brainstorm potential green products that they think would make a difference based on what they learned in the videos.
4. Split the class into 3 groups and have each group watch two of the videos below:
Environment--1, 3, 5, 11, 12, 13
5. As they watch in small groups, students should sketch dominant environmental images that come to mind as they learn from the videos as well as any additional potential green products that come to mind.
6. After viewing the videos, students in their small groups should discuss important “green themes” that emerged for them and share the green products they brainstormed.
7. From all ideas presented, each small group should select one green product they are going to create/market and list reasons why it is a valuable product to put on the market.
8. As a group, students should then share the environmental sketches they drew and determine the image they believe best fits the product they plan to develop.
9. Using the environmental image selected, students should create a poster or magazine layout advertising their product and its benefits

Assessment/Evaluation Option

1. Oral critique of the practicality of the green qualities of the product created.
2. Share with the class their product design and poster/layout.
3. Oral Class critique of all designs.

Extension Assignment

1. Develop a marketing plan for the new product.
2. Share their product idea with a professional to learn more about what it would take to actually create the product and successfully market it.

Sample Lesson 2: Going Green

Type of Teacher Tool: Whole Class, Small Group

Targeted Grade Level(s): 3-5, 6-8

Targeted Curriculum Areas: Science, Visual Arts

Learning Objectives:

The learner will:

1. engage in critical and creative thinking.
2. engage in interactive activities and discussion about the human systems and infrastructure
3. develop an answer for themselves to the question: “Which is most similar to a city sewer system, the digestive system or the circulation system.

National Standards:

English/Language Arts, Science and Literacy in History/Social Studies

Grades 3-6 6-8 College and Career Readiness Anchor Standards for Speaking and Listening

4. Present information, findings, and supporting evidence such that an audience can follow the line of reasoning and the organization.

National Core Arts Standards Visual Arts

VA:Cr2.38A

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

Science

MSETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Resources/Materials Needed:

1. The following Educate.Today videos:
Infrastructure—7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
2. Poster board, drawing materials, or digital tables for drawing

Teacher Instructions:

1. Use this activity as your students study any of the following topics:
 - a. Human circulatory system
 - b. Human digestive system
2. Split the class into three groups.
 - a. Have Group 1 watch Infrastructure videos 8,9,10,11,20
 - b. Have Group 2 watch Infrastructure videos 12,13,14,15,21
 - c. Have Group 3 watch Infrastructure videos 16,17,18,19,7
3. Have groups take notes on what they learn about sewer systems in the videos, how they are designed and built, how they function, their purposes, etc.

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4. After viewing the videos, have each group discuss similarities and differences they noticed between a city's sewer system and the human circulatory system or digestive system they are studying.
5. Have each group also develop a poster or digital slide showing the human system they are studying: circulatory or digestive and compare their drawing to images they saw in the videos or find online of city sewer systems.
6. Reconvene the class as a whole group, and have a spokesperson for each group explain and identify key components of each system.
7. Have the class discuss the similarities and differences between sewer systems and the human system they are studying.

Alternative Assignment:

1. Have students engage in this activity after they have studied both the human circulatory system and the human digestive system or after they have researched both on their own.
2. Have students continue through the activity as above, but also then vote on which system, digestive or circulatory, they believe is most like a sewer system.

Assessment/Evaluation Options:

1. Evaluate student discussion of the similarities and differences between the systems.
2. Evaluate the student posters or digital images.
3. Have students write a short paragraph explaining what they have learned about the human circulatory system, human digestive system, and/or sewer systems as a result of this compare and contrast activity.

Sample Lesson 3: 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, Drama, curriculum area of chosen video

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 video from the Community Resource Package

Teacher Instructions:

1. Have the group watch and discuss the video from the Educate.Today web page where this Teacher Tool was found and any additional videos from the site you find applicable and appropriate to include in their study.
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. After viewing the video, 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 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

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- 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:

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.