

Name: _____

School: _____

Teacher Lab

Grade(s): _____

Lesson Plan *Italicized items are directions.*

Title of Lesson: _____

Topic or Theme of Unit that Lesson is Part of: _____

Subject Area(s): _____

Schedule: _____ sessions (class periods or days)

Lesson Summary: *To be completed later—after you have made your plan write a concise summary.*

American Artwork on Which Lesson is Based: *(Recommendation is to focus on 1 artwork, available as a high-quality reproduction on the Web or in poster form)*

[insert image]

When you put your plan into a Word document you will insert the image here—you will learn how to do this during the Lab.

[Insert identifying information in the following order]:

*Artist name (life dates)
Title of artwork, date produced
Medium, dimensions (in. or ft.)
Collection name, donor information
Accession number*

Big or Main Ideas Students Will Understand: *(Complete this after you've learned about the artwork above. Your students will interpret the work of American art to develop greater understanding about a topic, theme, or situation. What big idea(s) do you want the students to understand by interpreting this work of art?)*

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National Standards: *(List only the most relevant standards. For standards, see <http://www.education-world.com/standards/national/>)*

Illinois Learning Standards: *(List only the most relevant standards. For standards, see <http://www.isbe.net/ils/Default.htm>)*

Chicago Reading Initiative Correlation:
__word knowledge ____comprehension ____writing ____fluency

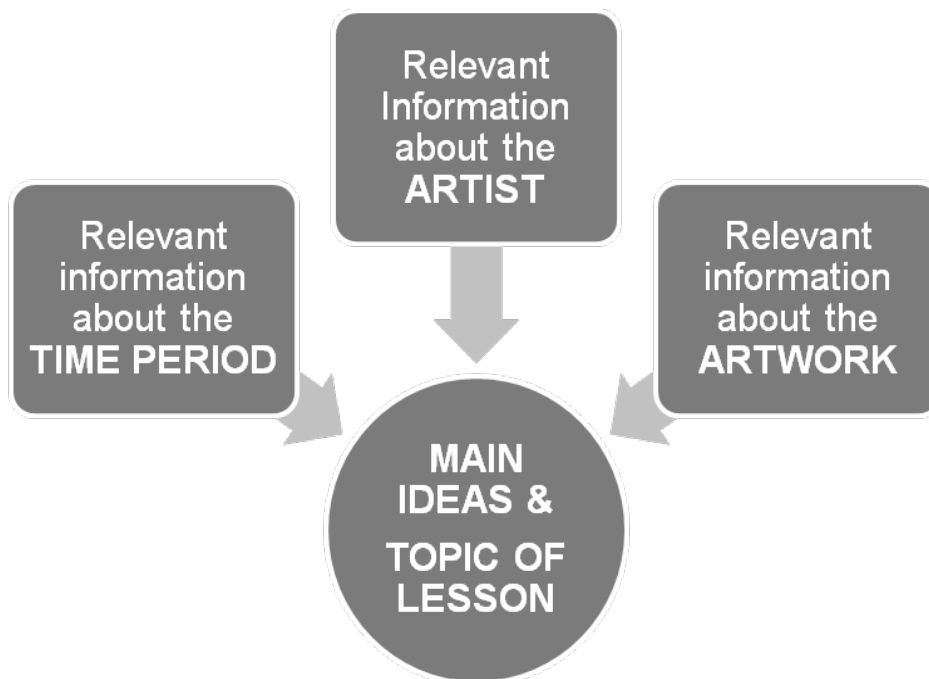
Student Objectives: *(Students will...)*

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Vocabulary Students Will Learn:

Assessments: *(We recommend that the assessment be active so that students report what they learn, apply what they learn, and share their outcomes with each other.)*

Information about the Artwork that is Important to Students' Understanding:
Focus on information that relates most directly to the content of your lesson and big ideas you want to convey to students. Questions below are examples of the type of information you might include.



About the Time Period

- *Around the time the artwork was made, what was happening in history, society, or politics that the artist was probably responding to?*
- *Are there primary source documents that shed light on the question above? If so note them here.*

About the Artwork

- *What does the work depict or represent? What is the subject?*
- *What visual strategies did the artist use to get his/her ideas across?*
- *Did the artist write about the work? Is he/she quoted as saying anything about it? What did critics or art historians say about it? Add relevant quotes.*
- *In what ways is the work a reflection of society or a product of its time?*
- *Why was the artwork made? Was it commissioned by somebody?*
- *Why does the artwork look the way it does? What expectations was the artist responding to?*

About the Artist

- *When did the artist live? Where did he/she work most of the time?*
- *What of the artist's life experiences might have influenced or inspired him/her to make the work of art?*
- *What was happening in the artist's life when he/she made the work? Where was he/she?*
- *What is the artist known for (what subjects or processes for example)? What was he/she most interested in exploring as an artist? Are there quotes from the artist that help explain this?*

Relevant Information about the Time Period

<i>Information</i>
<i>Sources</i>

Relevant Information about the Artist

<i>Information</i>
<i>Sources</i>

Relevant Information about the Artwork

<i>Information</i>
<i>Sources</i>

Student Activities:

Please take into account “Key Ideas” identified earlier and consider the steps and questions below when planning activities. Use the grid to list ideas and activities. It includes five segments, but you can add more as you develop your plan.

Step 1—Introduction/Motivation

We recommend that the 1st lesson (Day 1) consist of questions and activities that invite students to look at and think about work(s) of art and that interest them to learn more about the subject.

When you plan your introduction, think about how to:

- *Guide students to analyze and reflect on works of American art. List questions you will ask and/or instructions you will give students.*

Step 2—Development

When you plan your development activities, think of ways to help students:

- *Learn about the American artworks selected for the lesson. What will students read or research? How will you give them access to the information in an engaging way? How will you guide students?*
- *Draw relationships between the American art and larger cultural or political issues.*
- *Guide students to make connections between the American art and the theme or topic of the lesson/unit.*
- *Make personal connections to the works of American art.*

Step 3—Synthesis/Assessment

When you plan your conclusion, include ways to have students:

- *Interpret American art based on what they have learned.*
- *Revisit and revise their initial interpretations.*
- *Respond to ideas inherent in works of American art and make personal connections through their own creative efforts.*

Day	Emphasis of this part of the lesson—what idea/outcome will students gain? Align to your objectives.	Activities
1		<i>See notes about the introduction to the lesson. We recommend that 1st lesson (Day 1) consist of questions and activities that invite students to look at and think about work(s) of art and that interest them to learn more about the subject. Please include your questions/discussion prompts here.</i>
2		<i>See notes about the development of the learning</i>
3		<i>Continuing the development</i>
4		<i>Continuing the development</i>
5		<i>See notes about the conclusion</i>

Assessment: _____