

Part 3: Unit and Lesson Planners with Integrated Art

READ/THINK\CONSTRUCT...CREATE

The following guides connect reading to writing standards—through arts.

Common Core Anchor Writing Standards

Text Types and Purposes

1. Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Re-Present What You Read: A Core Literacy through Art Development Plan

CCSS Anchor **Reading** Standards

1. **Read closely** to determine what the text says explicitly and to **make logical inferences** from it; **cite specific textual evidence when writing** or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS Anchor **Writing** Standards

2. Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Targets: Students will increase their ability to

- > Communicate ideas through arts
- > Nonfiction—identify important ideas and information in a text; communicate about a topic with ideas and facts from a text
- > Literature—infer the theme of a passage or poem; analyze the writer’s use of examples and images to communicate the theme

Activities

Clarify

Teacher introduces passage to students and “thinks out loud” with them, demonstrating and guiding them how to identify the important ideas and supporting information.

- If the passage is **fiction**, the teacher guides the students to infer the theme or “message” that the writer wants the reader to comprehend and the ways the writer uses characters and actions to communicate it.
- If it’s a **poem**, the teacher guides the students to infer the theme or message that the poet wants the reader to comprehend and to identify images, examples, and words the poet uses to communicate that message.
- If the passage is **nonfiction**, the teacher guides the students to identify the central idea and supporting details.

Develop

1. Students list examples, images, information they find in the text that they will include to communicate the theme or main idea.
2. Students plan their creative work to emphasize the theme or main idea and support it with specifics.
3. Students complete plan for their artwork.
4. Students create art based on the plan.

Conclude

1. Students write title and explanation for their creation.
2. Students present their work.
3. If appropriate, students contribute ideas about each other’s work.

THINKING CONNECTIONS For Museum Exhibits or Texts

CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

INDUCTIVE APPROACH

Students explore an exhibit or read a section of a text and then decide what they think the theme is.

A theme is a way of thinking about a topic or situation.

WHAT IS THE THEME? What is the idea about the topic that you find in the exhibit or text?

CCSSR2. **Determine central ideas or themes** of a text [artwork] and analyze their development; summarize the key supporting details and ideas.

Support Your Conclusion.

Cite evidence from the text or objects or artwork from the exhibit that shows you that is the theme the writer or exhibit-designer wanted you to understand?

CCSSR6. Assess how **point of view or purpose** shapes the **content and style of a text or artwork**.

How does the text or the objects and artwork support that theme? Choose one important part and tell how it communicates that theme.

The Part: _____

How it supports the theme:

THINKING CONNECTIONS: ANALYZING ART

DEDUCTIVE APPROACH An example of this approach is presented on the next page.
CCSSR2. **Determine central ideas or themes** of a text [artwork] and analyze their development; summarize the key supporting details and ideas.

CCSSR6. Assess how **point of view or purpose** shapes the **content and style of a text [artwork]**.

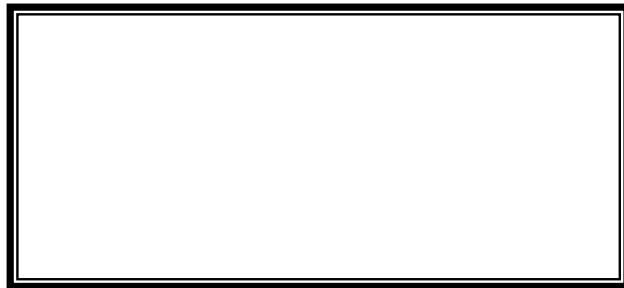
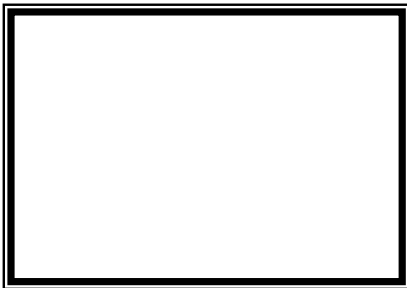
CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Theme: _____

(Teacher chooses, students support—or student chooses, other students support.)

ENVISION IDEAS

What works of art show the core concepts?



INVESTIGATE

CCSSW7. Conduct short as well as more sustained **research projects** based on **focused questions**, demonstrating understanding of the subject under investigation

Focusing Questions:

CCSSR7. 7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Relevant Readings

What sources will students use to explore the art, the context, the theme?

COMMUNICATE

CCSSW4. Produce clear and coherent writing [and illustrating] in which the development, organization, and style are appropriate to task, purpose, and audience.

CREATE...What will students create to communicate this theme transferred to another topic?

THINKING CONNECTIONS: TEXT AND ARTWORK

CCSSR2. **Determine central ideas or themes** of a text [artwork] and analyze their development; summarize the key supporting details and ideas.

CCSSR6. Assess how **point of view or purpose** shapes the **content and style of a text [artwork]**.

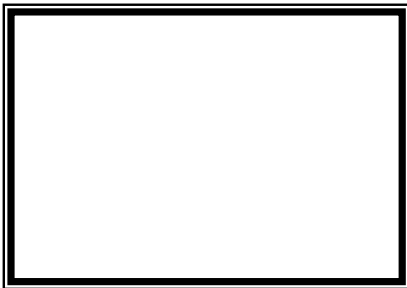
CCSSR7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Theme: *In every era, individuals face challenges and make choices that lead to changes.*

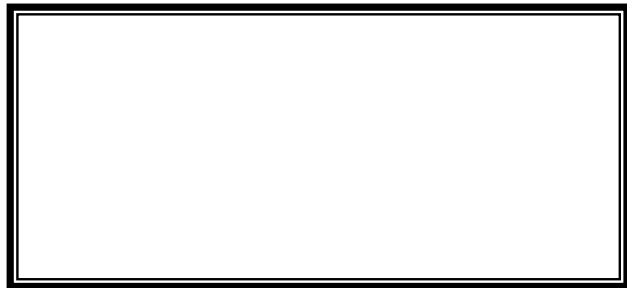
ENVISION IDEAS

Core Concepts: Choice Challenge Change Determination

Draw or locate art that shows those ideas.



Determination



Change

INVESTIGATE

CCSSW7. Conduct short as well as more sustained **research projects** based on **focused questions**, demonstrating understanding of the subject under investigation

Focusing Questions:

What challenges did people face?

What choices did they make?

What qualities were important to the persons who made those decisions?

CCSSR7. 7. **Integrate and evaluate** content presented in **diverse media and formats**, including visually and quantitatively, as well as in words.

Relevant Readings

Identify parts of the readings that

COMMUNICATE

CCSSW4. Produce clear and coherent writing [and illustrating] in which the development, organization, and style are appropriate to task, purpose, and audience.

CREATE... Illustrate the theme in terms of a situation today.

UNIT BLUEPRINT -- Communicating a Theme

This unit plan includes three kinds of reading (story, poem, and painting).

Unit Theme: Communication

BIG Ideas (also called “enduring understandings”)	Essential Questions (Big Questions) students will explore
Writers construct stories and histories that communicate ideas.	How do writers communicate a theme?
Artists create artworks that communicate a theme.	How can you figure out the theme of an artwork?
Poets create poems that communicate a theme.	What techniques do poets use to communicate a theme?

CCSS Anchor Reading Standards: (grade-level specific standards will be inserted)

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Knowledge to be developed/expanded:

Author's techniques
Use of figurative language

Abilities to be developed/expanded:

How to...

- analyze the writer's choices
- interpret words and phrases
- analyze the development of a character
- analyze the artist's choices
- infer ideas and themes
- summarize key ideas and supporting details

Active Learning and Informative Assessments

FOCUS	Main Activities Students...
Week 1 FICTION--plot	Make timeline of events in a story--identifying important actions.
Week 1 FICTION--elements	Complete "map" a story", characters and setting
Week 1 FICTION--theme	Infer the theme of the story and support analysis with evidence based on the author's choices--constructed response
Week 2 FICTION--Character development	Complete character chart to analyze how author develops characters in the story--actions, dialogue, reactions of other characters
Week 2 FICTION--dialogue, characterization	Add dialogue to story--what other characters might say about the main character
Week 2 FICTION--Central Message	Dramatize a story, selecting events and adding dialogue that communicate the central message
Week 2 FICTION--Theme	Create reader's guide--how to figure out the theme of a story.
Week 3 POETRY--Theme; Figurative language	Picture the important words in the poem--words that convey theme; figurative language.
Week 3 POETRY--Author's craft	Analyze a poem, then translate (in own words) the meanings of important lines
Week 3 POETRY--techniques	List examples of techniques the poet used, explain how they helped communicate the theme
Week 3 POETRY--theme	Write a poem that communicates the same theme
Week 4 ART--theme	List literal components of an artwork, then create web showing how those communicate a theme
Week 4 ART--elements	Complete chart about artist's use of elements--explain how artist's use of elements supports your interpretation of theme
Week 4 ART--communication	Complete Venn diagram comparing artist and poet
Week 4 ART--Theme	Identify or draw art that communicates the theme of a poem
Week 5 Synthesis	Synthesis and Performance-Based Assessment: Write artist's, story-writer, or poet's guide--how to communicate a theme.
Week 5 Synthesis	Synthesis and Performance-Based Assessment: Create a painting, poem, or story that communicates a theme

CULTURE/LITERACY UNIT BLUEPRINT

Unit Focus: _____

Content Standard: 18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
 (Choose other standard/s as appropriate to your focus and grade.)

Concepts: change culture diversity heritage identity tradition values

BIG Ideas (also called “enduring understandings”)	Essential Questions

Read to Learn

Anchor Reading Standards: These are recommended for any content unit.
Specify nonfiction reading standards for your grade level.
 CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standards-Aligned Reading Skills Development: Students will increase ability to...
 summarize synthesize infer report learning construct response
 compare and contrast identify and cite evidence to support an idea or position
 interpret and create visuals identify and use text structure analyze/infer causes/effects

Focus Artwork: _____

Write to Learn More

Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content
Specify writing standards for your grade level. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.

Performance Assessment for the Unit:

 Make a presentation Make a display Debate the Issue constructed response
 Write a _____ **create an exhibit** _____

Directions for Unit Performance Assessment Task:

HISTORY/LITERACY BLUEPRINT

Unit Focus: _____

Content Standard: 16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources. (Choose other standard/s as appropriate to your focus and grade.)

Concepts: choices challenges cause-effect relations change

BIG Ideas (also called “enduring understandings”)	Essential Questions

Read to Learn

Anchor Reading Standards: *Specify reading standards for your grade level,*
 CCSSR1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 CCSSR2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standards-Aligned Reading Skills Development: Students will increase ability to...
 summarize synthesize infer report learning construct response
 compare and contrast identify and cite evidence to support an idea or position
 interpret and create visuals identify and use text structure analyze/infer causes/effects

Focus Artwork: _____

Write to Learn More

Anchor Writing Standard 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the through the selection, organization, and analysis of relevant content *Specify writing standards for your grade level. The explanatory writing standard is recommended because students need to use the concepts and vocabulary they learn to communicate their new knowledge.*

Performance Assessment for the Unit:

Make a presentation Make a display Dramatize historic event make collage
 illustrate the history write history for younger students Debate the Issue
 constructed response create a gallery Write a _____

Directions for Performance Assessment Task:

Criteria: *Specify the criteria based on standards for your grade level. Then create a rubric.*

Example Unit Plan Focus: Women’s History

BIG IDEAS: One person can influence society.

Changing a community requires vision, determination, and collaboration.

To achieve a change in society, individuals need to overcome obstacles.

BIG QUESTION: How have determined women made a difference?

Common Core Anchor Reading Standards:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Common Core Anchor Writing Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

ANCHOR ARTWORK: _____

Assessment: Students will use information about the topic to explain ideas in...

- charts diagrams illustrations maps presentation
 essay report poem glossary booklet display

PART	Topic	Concepts	Resources to Read and Respond to	Writing, Drawing, Presenting
1	A woman who helped our community	cause change community determined effect leader	Students’ information based on their own experience Interviews with local persons Photos	How someone has helped our community: write/illustrate that history.
2	A woman who enabled people to make progress in Chicago.	enable progress leadership obstacles persistence urban	Photos Paintings of Chicago Chicago newspaper articles. Biography of Chicago leader	Dramatize an event in that person’s life
3	A woman who enabled people to make progress in the United States.	country improve nation progress	Portrait Music relevant to that person’s history US history book Biography	Write a poem or song about the way that person helped the country. Draw a portrait showing the woman’s traits
4	Synthesis	future heritage important value	Resources collected and developed. Focus artwork that relates to the unit concepts	An illustrated booklet, galley, or exhibit about determined women.

UNIT WEEK to WEEK PLAN: _____

Week Overview—add a row for each week.

		Learning Plan	assessments
w e e k 1	Focus/big question of the week Vocabulary: Texts and Artwork:	Reading Skill/Strategy –I do, you do, we do: Activities:	__ make glossary __ daily learning report __ weekly summary __ graphic organizer with analysis __ illustrate text __ respond to big question with text-based evidence __ write _____ -- _____
w e e k 2	Focus/big question of the week Vocabulary: Texts and Artwork:	Reading Skill/Strategy –I do, you do, we do: Activities:	__ make glossary __ daily learning report __ weekly summary __ graphic organizer with analysis __ illustrate text __ respond to big question with text-based evidence __ write _____ -- _____
w e e k 3	Focus/big question of the week Vocabulary: Texts and Artwork:	Reading Skill/Strategy –I do, you do, we do: Activities:	__ make glossary __ daily learning report __ weekly summary __ graphic organizer with analysis __ illustrate text __ respond to big question with text-based evidence __ write _____ -- _____

The next page provides examples of kinds of products aligned with Bloom’s Taxonomy, including visual representations ranging from literal through synthesis.

Levels of Thinking: Questions/Directions, Actions, Products -- ART

Based on Bloom's Taxonomy

How challenging is the question? How rigorous is the task? Drawing and designing are highlighted in bold.

	Knowledge*	Comprehension	Application	Analysis	Evaluation	Synthesis
FOCUS	<ul style="list-style-type: none"> ✓ When? ✓ Where? ✓ Who? ✓ What? ✓ How? 	<ul style="list-style-type: none"> ✓ Locate and classify__. ✓ What is the stated ___? (reason, cause, effect, trait...other stated information) ✓ What is the sequence? ✓ Summarize the important parts. 	<ul style="list-style-type: none"> ✓ Explain how _____ works. ✓ How do you ___? ✓ What would happen if ___ changed? ✓ How do you solve this kind of problem? ✓ How do you answer this kind of question? 	<ul style="list-style-type: none"> ✓ Give examples. ✓ List opposites. ✓ Predict. ✓ What are important differences? ✓ What do you infer caused ___? ✓ How will ___ affect _? ✓ Diagram to show how the parts relate. ✓ What is the main idea? 	<ul style="list-style-type: none"> ✓ Which is the best choice? Why? ✓ Support your position. ✓ Select the strongest evidence. ✓ How could you improve this? 	<ul style="list-style-type: none"> ✓ What is the answer to the BIG question? ✓ Create a _____ that shows _____. ✓ Based on what you knew and what you learned, what do you think?
THINK	<ul style="list-style-type: none"> locate <i>define</i> memorize <i>repeat</i> restate 	<ul style="list-style-type: none"> identify <i>describe</i> collect <i>classify</i> sequence <i>summarize</i> 	<ul style="list-style-type: none"> adapt <i>change</i> demonstrate <i>illustrate</i> solve <i>use</i> 	<ul style="list-style-type: none"> compare <i>contrast</i> examine <i>infer</i> organize 	<ul style="list-style-type: none"> assess <i>defend</i> judge <i>rank</i> support justify 	<ul style="list-style-type: none"> combine <i>connect</i> create <i>design</i> integrate
CONSTRUCT	<ul style="list-style-type: none"> ❖ list ❖ label ❖ glossary ❖ drawing 	<ul style="list-style-type: none"> ❖ caption ❖ drawing ❖ chart ❖ sequence chart ❖ timeline 	<ul style="list-style-type: none"> ❖ explanation ❖ directions with example ❖ illustration ❖ model ❖ plan ❖ report ❖ solution with explanation 	<ul style="list-style-type: none"> ❖ Visual Venn diagram ❖ graphic organizers ❖ logic statements-- <i>I infer _ based on _.</i> ❖ matrix ❖ presentation ❖ report ❖ outline 	<ul style="list-style-type: none"> ❖ editorial ❖ rating ❖ report ❖ recommendation ❖ critique ❖ debate ❖ decision "tree" 	<ul style="list-style-type: none"> ❖ artwork ❖ booklet ❖ exhibit ❖ poem ❖ report ❖ story

*Knowledge may be of facts, procedures, or concepts.