

ARTS IMPACT LESSON PLAN

Visual Arts and Social Studies- Native American focused Integrated Lesson

Teamwork Makes Our Dream Work; Together We Are Mighty

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Grade Level: 1st - 5th

Enduring Understanding

People can work together to create a better, more positive world that meets everyone's needs. Meaningful change takes everyone's participation. Communication across differences and ability to appreciate others' viewpoints is necessary to create change that benefits everyone.

Lesson Description

Students will create a mural with cut out gestural drawings of themselves and each other - representing three parts of a Snoqualmie Legend that teaches the importance of Civic responsibility also known as interdependence, teamwork.

Learning Targets and Assessment Criteria

Target: Interprets key teachings from a foundational story

Criteria: Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.

Target: Uses gestural drawing to create people with approximate body shape and size that are in motion and may be conveying emotion.

Criteria: Makes quick line drawings with body proportions and an extended arm, leg etc. to convey motion. Drawings may show emotion.

Target: Begins to understand the importance of cross cultural collaboration/solidarity and ideas of civic engagement.

Criteria: After listening to the story, viewing video, and participating in discussion, collaboratively creates a mural or display using individually created drawings of people in motion.

Vocabulary	Materials	Learning Standards
<p>Arts Infused/Integrated: Movement Story</p> <p>Social Studies: Collaboration Common Good Communication</p> <p>Arts: Background Collage Gesture/Gestural</p>	<p>Museum Artworks or Performance Ted Harrison Pushing Up The Sky: with Rodger Fernandes (Lower Elwha Klallam): Traditional Native Storytelling: "Pushing Up the Sky"</p> <p>Materials Sharpies HB and 4B Pencils Vinyl Eraser Pencil Sharpener Brushes Paper Towel</p>	<p>WA Arts Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/arts/arts-k-12-learning-standards</p> <p>Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.</p> <p>Performing/Presenting/Producing Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>

<p>Line Mural</p>	<p>Blue Tape Elmer's Glue or Tacky Glue White Velcro dots for sticking people to background Newsprint or Drawing Paper Watercolor Paper Craft Paper Colorful paper, fabric etc... to collage with Glue sticks Paint Pens or Big Markers Tempura paint (yellow, red, blue, black, white, burnt sienna) Class assessment worksheet</p> <p>Time Lapse of Elwha Dam removal: https://www.youtube.com/watch?v=m96VcCF4Ess</p> <p>https://www.seattletimes.com/seattle-news/environment/the-elwha-dams-are-gone-and-chinook-are-surging-back-but-why-are-so-few-reaching-the-upper-river/</p> <p>5 years after Elwha River still changing</p> <p>Duwamish Transformer Myth: https://vimeo.com/1151137</p> <p>Meet a Local Legend: The Salmon: https://youtu.be/aRe1ePS_hwg</p> <p>sčədadx^w (salmon): https://youtu.be/D15itTjuY-g</p>	<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Responding Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Early Learning Guidelines, if applicable <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf (3rd grade) 2. Building relationships: Interactions with peers and others: Work independently and in a group. (2nd grade) 6. Learning about my world: Arts: Be interested in a variety of types of art. Experiment with creating own artwork.</p> <p>WA Social Studies Learning Standards For the full description of each anchor standard and the grade level performance standards, see: https://www.k12.wa.us/student-success/resources-subject-area/social-studies/learning-standards C2.3.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>Since Time Immemorial Tribal Sovereignty Curriculum: For the full description of the Five Essential Questions, Grade Level Outcomes, and exploration of Ready To Go lessons, see: https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Storytelling is a means of communicating through speaking and telling. • Oral traditions have been used to transmit stories, histories, and cultural traditions through generations since the beginnings of human history in cultures everywhere. • By listening to traditional stories of a particular place, we learn about the cultural history and traditions of the people of that place. We can also learn about the plants and animals, geography, and climate of that region.
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ICON KEY:

□ = Indicates note or reminder for teacher

▣ = Embedded assessment points in the lesson

Pre-Teach/Preparation for lesson

The final artwork for this lesson is a collaboratively assembled mural featuring individually created and cut out colorful people. Teachers may want to create the “display area” ahead using craft paper or poster paint/Tempera to create a background scene with the students. The gestural people should stand out.

Lesson Steps Outline

1. Invite students to view and respond to *Pushing Up The Sky: with Roger Fernandes* (Lower Elwha Klallam). [Pushing up the sky](#)

☑ Criteria-based teacher checklist: Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.

2. Guide looking at Ted Harrison paintings with bodies in motion. Lead practice creating gestural drawings that show motion and emotion to convey meaning.

☑ Criteria-based teacher checklist: Makes quick line drawings with body proportions and an extended arm, leg etc. to convey motion. Drawings may show emotion.

3. Guide students as they view videos and discuss Elwha Dam Removal. Look at history to current events, (challenges and solutions) that made it possible to bring back the Chinook to the Elwha.

☑ Criteria-based teacher checklist and reflection: Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.

4. Facilitate creation of Story Inspired Mural by collaboratively combining the individually drawn and collaged people.

Criteria-based teacher checklist and reflection: After listening to the story, viewing video, and participating in discussion, collaboratively creates a mural or display using individually created drawings of people in motion.

LESSON STEPS

1. Invite students to view and respond to *Pushing Up The Sky: with Roger Fernandes (Lower Elwha Klallam)*. [Pushing up the sky](#)

- *We will do an opening exercise with breath, movement, and visualization to prepare for our work together and the storyteller.*
- *Traditional stories embed multiple levels of complex meaning and each listener will receive the message they are supposed to if they are open to it.*

▣ Show the video of the story.

- *Let's discuss the story (steer group to civics understandings).*
- *What were the Problem, Solution, and the Dream/Outcome/actualization, i.e., what happened in the end?*
- *Describe and act out what people's bodies were doing during the 3 phases of the story.*
 - (Problem phase) *Before pushing up the sky what were people doing with their bodies?*
 - crouching
 - bent over
 - hitting their heads
 - uncomfortable
 - unhappy/irritated
 - (Solution phase) *While people were working to push up the sky, what were people doing with their bodies?*
 - reaching up
 - working hard
 - working together
 - standing up
 - using tools
 - straining
 - concentrating
 - (Outcome phase) *After the people in the story pushed up the sky, what were people doing with their bodies?*
 - walking upright
 - comfortable
 - relaxed
 - happy

Criteria-based teacher checklist: Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.

2. Guide looking at Ted Harrison paintings with bodies in motion. Lead practice creating gestural drawings that show motion and emotion to convey meaning.

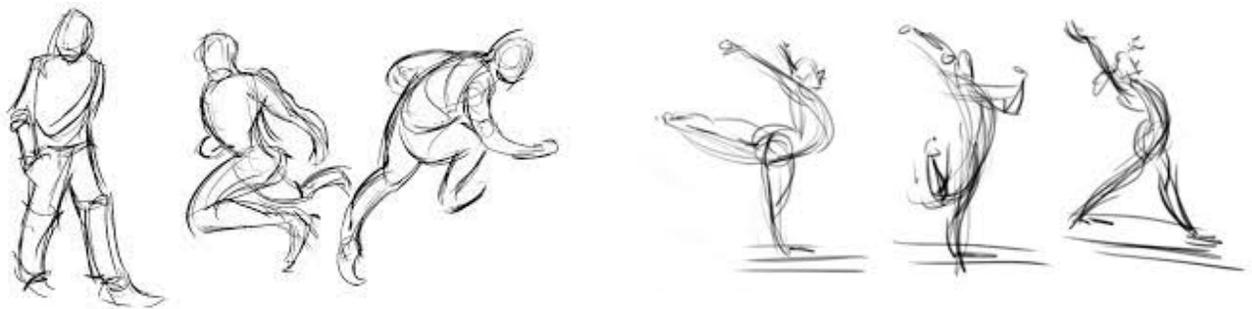
View examples of simple drawings by [Ted Harrison](#).

- *What do you notice about these images?*

- *How is the artist showing movement when these paintings are still? (Many lines going different directions, bent legs, and arms color use...)*
- *How does the artist show depth when this painting is on a flat surface (2D)? (Objects get smaller in the background and larger the closer they are to you, the viewer.)*



Guide practice creating gestural drawing.



Give students a sheet of newsprint/scratch paper and a pencil.

- *I'll select volunteer(s) to model gestures from the story "Pushing Up The Sky".*
 - Problem Phase
 - Solution Phase
 - Outcome Phase
- *The model(s) will need to hold a pose or for up to 2 minutes.*

- *I'll draw quick (30-60 seconds) gesture drawing on overhead, whiteboard, etc. to demonstrate.*

▣ Have students draw quick (1-2 min) gesture drawings of student model(s), demonstrating each phase.

- *Let's discuss turning a gestural drawing into a more finished piece of art like Ted Harrison's figures.*
 - *Find major forms and shapes in the gesture drawing.*
 - *Use permanent ink to outline major shapes and forms in the gesture drawing.*
 - *Erase pencil lines in the gesture drawing leaving only the simplified ink lines.*
 - *Fill in shapes and forms with bold color (collage, marker, watercolor, pastel etc.).*
 - *Discuss background landscape objects and layering; always start with what is farthest in the background.*

▣ Allow students to work toward finishing their practice drawings (as discussed) as time allows.

☑ Criteria-based teacher checklist: Makes quick line drawings with body proportions and an extended arm, leg etc. to convey motion. Drawings may show emotion.

3. Guide students as they view videos and discuss Elwha Dam Removal. Look at history to current events, (challenges and solutions) that made it possible to bring back the Chinook to the Elwha.

Time Lapse of Elwha Dam removal:

<https://www.youtube.com/watch?v=m96VcCF4Ess>

<https://www.seattletimes.com/seattle-news/environment/the-elwha-dams-are-gone-and-chinook-are-surg-ing-back-but-why-are-so-few-reaching-the-upper-river/>

5 years after Elwha river still changing

- *Together we will watch a few videos on the Elwha Dam Removal, looking deeper into the story of this river. This river that is the home to so many animals, plants, and people. This river has held all of these communities for thousands of years, and then some new people who just moved to town decide to put up a huge dam. Dams block water to harness the power to the water to create electricity. Imagine if your next-door neighbors decided to do this to your home making it impossible for you to move inside your home or preventing you from being able to come back home. This is exactly what happened to the salmon and the entire ecosystem of this region.*
- *As we learn together, try and listen with your whole body. What do you see, think, feel?*
- *Now this is the part that is really important: How many people did it take to get that damn removed?*
- *The planning is significant, even for really harmful things. Sometimes we have to take time and care to restore things.*
- *Why couldn't someone just go and blow up the dam?*
- *How would this impact the forest community?*

- *Instead people took time and learned from each other and the land to make smart, caring, compassionate decisions to make sure to take care of all the beings that would be affected by the dam removal. Sometimes when things get blocked in unhealthy ways, a bunch of stuff builds up and if everything is released too fast this stuff can smother or bury that new life that is trying to come back. This is why it is important to give everything time and the kind of space it needs to release and take care of that build up. This is what happened with the river, it got full of sediment. Sediment is super healthy and natural, but if it is building up over years and years... it's just too much and it needs some place to go.*
- *Thinking of ourselves as little rivers: What happens when we stuff our emotions or pain?*
- *What happens to community if we don't have ways to deal with big community pain together?*
- *Thinking back to the story of "Pushing Up the Sky," it took everyone; everyone had to help! The problem was so big, so huge that everyone needed to come together! All the people, from all over came together and used one word. This one word bridged language barriers, so everyone knew when that had to work together, and One, Two, Three "Yahowt!" "Yahowt!" "Yahowt!" "Yahowt!"*

Recap:

- *What is preventing the salmon from reaching their homes? Is this like the sky pushing down on the people in the story?*
- *What are the things in your life or community that are challenging? (Example - bullying, litter to be cleaned up, these things could be big or small). What could you do to make a difference? How could others help you?*

□ Criteria-based teacher checklist and reflection: Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.

4. Facilitate creation of Story Inspired Mural by collaboratively combining the individually drawn and collaged people.

- *We'll create final individual gesture drawings of bodies in motion based on the story.*

▣ If students create smaller drawings, have them illustrate one gesture from each phase OR If students create larger drawings, break class into thirds (on for each phase) and have student complete a single gesture drawing, i.e.:

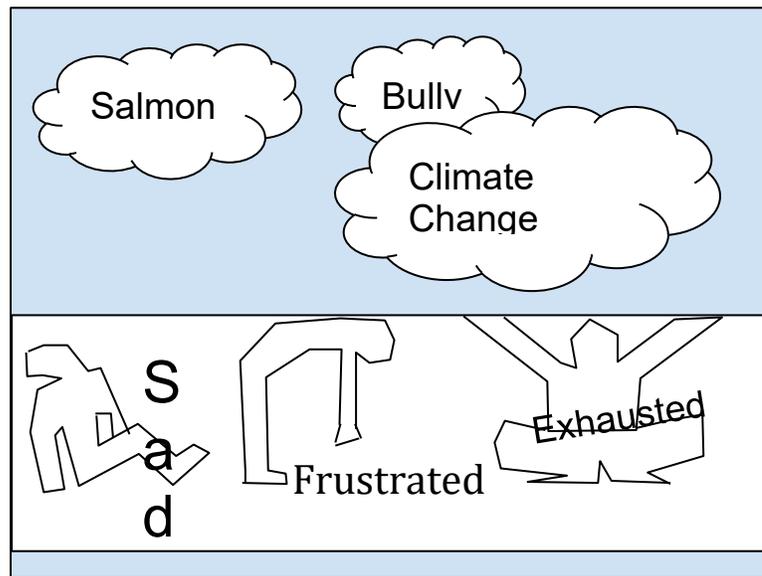
- one third of students draw a figure in the problem phase (crouched, etc.)
- one third of students draw a figure in the solution phase
- one third of students draw a figure in the outcome phase

- *How do you see basic shapes (triangles, ovals, rectangles, etc.) in something complex like a human body?*
- *How can you use the least number of lines and shapes to demonstrate motion and emotion?*

▣ Allow students to work alone, in pairs or in small groups to create their model gesture drawing(s). Have students find and isolate major shapes and areas in their drawing and outline them with thick dark lines.

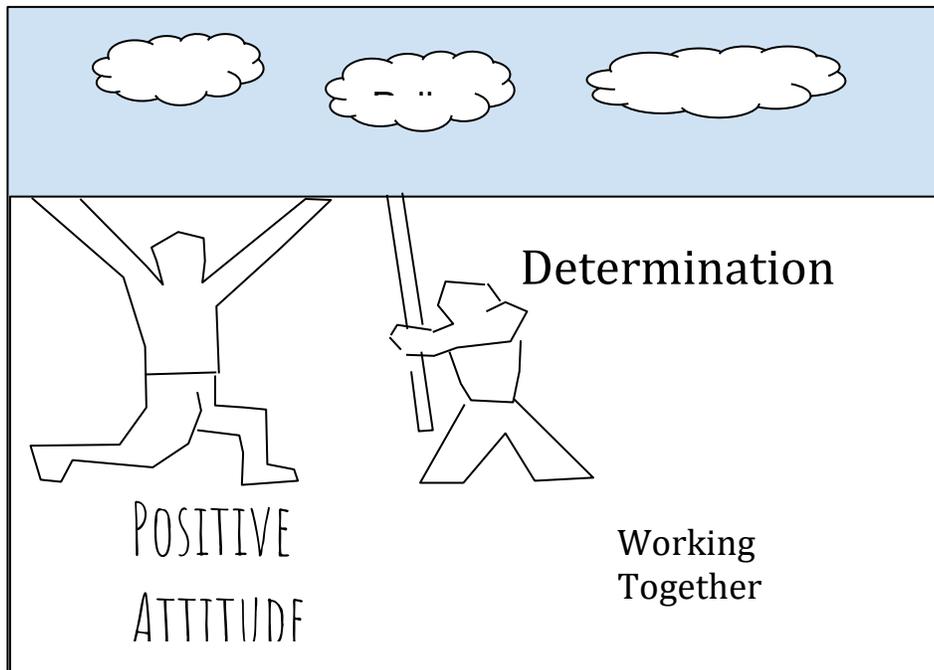
- *Erase (or color over) extra lines in your drawing.*
- *Color the major shapes for a finished work of art.*
- *We'll assemble finished gesture drawings into a mural that illustrates "Pushing Up The Sky."*
 - Mural background
 - Mural background can be pre-made or created during the process
 - Mural background should have 3 spaces for attachment of student figures
- *Use scissors to cut out your entire finished human figure(s).*
- *Attach/mount your figures on the mural background.*

- Problem Phase



- Sky is low.
 - Sky takes up lots of space.
 - Figures are pressed down into the small space at the bottom.
 - Can use the negative space of the sky to write down/attach problems (personal, community, global) that make us feel pressed down, uncomfortable, unsafe, etc. Could make cloud shape cutouts for students to write these in.
- *What are some of the things people could feel pressing down on them as individuals? as a tribe/community? as a nation? as a world?*
 - *What are some of the ways those things pressing down might make people feel or act?*
 - Can use the space around the figures to label what they might be thinking, feeling or acting.

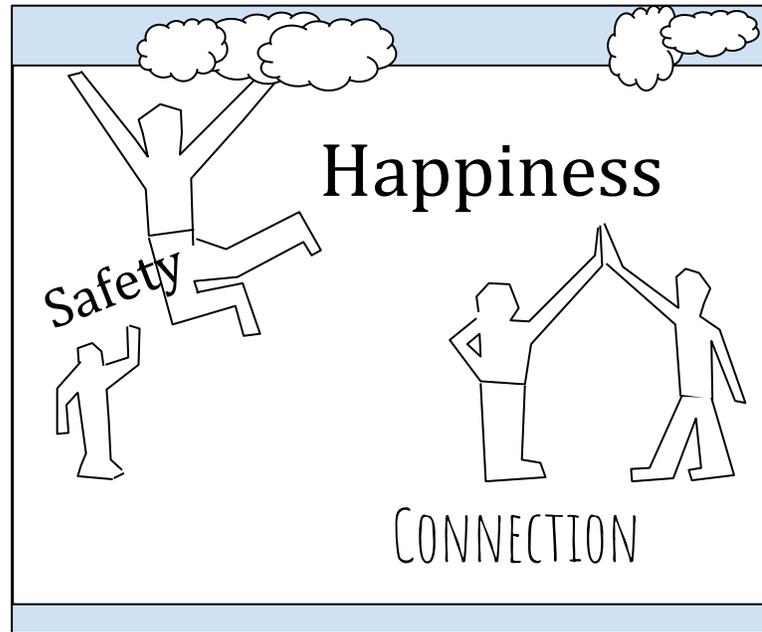
- Solution Phase



- Sky is medium height.
- Figures have room to work.
- Figures are working together, pressing upward, using tools.
- Can use negative space of the sky to continue to express things we want to work against.
- Can use opening of space around figures to write things that help us overcome difficulties and work together.

- *When you are solving a problem, what do you need?*
- *Think of a time you dealt with a challenge by yourself or with others. What kinds of things helped you overcome the challenge?*
- *What would people need in order to do something giant like pushing up against hard problems?*

- Outcome Phase



- Sky is pushed up.
 - People have room to jump and express themselves.
 - People are positive, happy, celebrating.
 - Can use opening of space around figures to write what they might be thinking, feeling, or doing now that the sky (problems) have been pushed up.
- *How do you think that having some major problems solved might affect people?*
 - *If some of these major issues were fixed, how do you think people might be thinking/feeling/acting?*
 - *Let's reflect. What parts of the story do you see happening in the creation of your own drawing and putting them together into this mural?*
 - *"it was hard/scary/uncomfortable to create the drawing/share my thoughts"*
 - *"we worked together to make it happen" (volunteer models, assembling all pieces to make a whole)*

Criteria-based teacher checklist and reflection: After listening to the story, viewing video, and participating in discussion, collaboratively creates a mural or display using individually created drawings of people in motion.

ARTS IMPACT LESSON PLAN Visual Arts and Social Studies Infused Lesson

1st-5th Grades: *Teamwork Makes Our Dream Work; Together We Are Mighty*

CLASS ASSESSMENT WORKSHEET

Disciplines	SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS & SOCIAL STUDIES	Total 3
Concept	Story	Gesture Drawing	Mural	
Criteria	Makes connections between own life experience, and life lessons in the foundational story and videos through group discussion.	Makes quick line drawings with body proportions and an extended arm, leg etc. to convey motion. Drawings may show emotion.	After listening to the story, viewing video, and participating in discussion, collaboratively creates a mural or display using individually created drawings of people in motion.	
Student Name				
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27.				
28.				
29.				
30.				
Total				
Percentage				

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between arts discipline and subject area?

Teacher: _____ Date: _____

ARTS IMPACT FAMILY LETTER

ARTS AND SOCIAL STUDIES INFUSED LESSON: *Teamwork Makes Our Dream Work; Together We Are Mighty*

Dear Family:

Today your child participated in a **Visual Arts and Social Studies** Infused lesson. We talked about how we can work together as a team or community (civic responsibility).

- We listened to and discussed *Pushing Up The Sky: with Roger Fernandes* (Lower Elwha Klallam).
- We learned how to create gesture drawings to convey meaning.
- Together we created a mural combining our individual drawings to show the problem, solution, and outcome of an important issue.

At home, you could ask your child to teach you to make a gesture drawing of a person in action.

Enduring Understanding

People can work together to create a better, more positive world that meets everyone's needs. Meaningful change takes everyone's participation. Communication across differences and ability to appreciate others' viewpoints is necessary to create change that benefits everyone.