



Looking Down Yosemite Valley, 1865  
Albert Bierstadt, 1830-1902

# Picturing America

## Lesson Plan Seed: Visual Art and Social Studies Grade 6



View From Mount Holyoke,  
Northampton, Massachusetts  
After a Thunderstorm,  
(The Oxbow), 1836  
Thomas Cole, 1801-1848



John Biglin in a Single Scull, 1873  
Thomas Eakins, 1844-1916



Autumn Landscape,  
1923-1924  
Louis Comfort Tiffany



American Landscape, 1930  
Charles Sheeler, 1883-1965

### How Does Where We Live Impact How We Live?

<b><u>Fine Arts Content Standard: Visual Art</u></b>	<b><u>Content Standard: Social Studies</u></b>
<p><b>3.0 Creative Expression and Production</b> Students will demonstrate the ability to organize knowledge and ideas for expressions in the production of art</p>	<p><b>Standard 3 Geography</b> <b>Topic B</b> Geographic Characteristics of Places and Regions</p>
<p><b><u>Visual Art Indicator(s):</u></b></p> <p><b>3.2</b> Demonstrate ways the elements of art and principles of design are manipulated to communicate ideas.</p>	<p><b><u>Social Studies Indicator(s):</u></b></p> <p><b>3.B.1</b> Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history.</p>
<p><b><u>Visual Art Objective(s):</u></b></p> <p><b>3.2.a</b> Experiment with visual ideas and concepts by manipulating the elements of art in visual compositions.</p>	<p><b><u>Social Studies Objective(s):</u></b></p> <p><b>3.B.1.a</b> Identify and describe physical characteristics that influenced human settlement.</p> <p><b>3.B.1.b</b> Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art, and architecture and economic activity in the ancient world.</p>

**Objective(s) (Connecting the content areas)**

Students will use original art (named above) as inspiration to create a new piece showing how that landscape would look 100 years from the time it was created. New image must be reasonably “accurate” based on historical and geographical knowledge.

**Description of Lesson/Activities**

**Procedure:**

- Prior instruction should have included the following big ideas
  - **Knowledge of world geographic characteristics**—including continents, oceans, river systems, and the location of human settlements—is fundamental to all geographic understanding
  - **Bodies of water**—a physical feature including rivers, lakes, and oceans—are the site of the vast majority of human settlements
  - **River systems** are the most densely populated physical feature
  - Although a majority of humans live in rural areas, **the number of humans in urban locations is increasing**
- **Students will work with partners.** Each pair will be offered copies of images (named above) from the *Picturing America* resource kit (Landscape Theme). Each pair will select one landscape to use as their inspiration image.
- **Students will draw a rough sketch of the image** on bulletin board paper. Additional items will be added to the image later.
- Using information from the above list of big ideas, **students will complete a graphic organizer.**

**(Title of Painting) in 100 Years**

<b>Physical Changes</b>	<b>Cultural Influences</b>

- **Students will use shape, line, form, and texture** to create additions to the image that show evidence of change to the landscape over 100 years.

**Possible Assessment Strategies:**

- **Extended Constructed Response.** Explain the physical changes represented in your drawing and give evidence for those changes by identifying the cultural influences which created/necessitated those changes.
- **Art Elements Rubric.**
  - **Line and Shape:** Show strength, movement, pattern
  - **Mood:** Demonstrates message
  - **Perspective:** Uses foreground, background, middle ground

**Scoring:**

- 3:** Demonstrates complete understanding of elements and their use to convey message.
- 2:** Demonstrates a general understanding of elements and their use to convey message.
- 1:** Demonstrates a minimal understanding of elements and their use to convey message.
- 0:** No understanding of elements and their use to convey message.