



YOU ARE HERE: A VERNAL SENSE OF PLACE



an interdisciplinary Unit for 6th Grade, Spanning the Course of a School Year

“The question is not what you look at, but what you see.”

~ *Henry D. Thoreau*
Journal 5, August 1851

**Cheryl Shea, Elizabeth Stockwood
Concord Middle School, Concord MA
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“Carlyle said that how to observe was to look,
but I say that it is rather to see,
and the more you look the less you will observe.”

Henry D. Thoreau
Journal 13, September, 1852

Abstract

This interdisciplinary unit is designed to introduce 6th graders to a specific area (a vernal pool and its immediate vicinity) which is located near our school property. Looking ahead, they will experience this vernal pool in 7th grade Life Science, and this unit will give them the opportunity to connect with the place in a unique fashion before they conduct their scientific investigations the following year. We are combining a diverse combination of processes in this unit: the introduction of basic research skills, artistic expression, and response to provide an opportunity to get to know this place dimensionally and personally.

Reading Materials

DesMeules, Mark P., and Philip Northnagle. “Where Life Springs Ephemeral.” *Natural History* 106.4 (1997): 44. *Science Reference Center*. Web. 30 July 2013.

Downer, Ann. *Spring Pool*. New York: Franklin Watts, 1992. Print.

Meltzer, Milton. *Henry David Thoreau*. Minneapolis: Twenty-First Century Books, 2007. Print.

Nijhuis, Michell. “Teaming Up With Thoreau.” *Smithsonian* 38.7 (2007): 60. *Science Reference Center*. Web. 30 July 2013.

Of Woodland Pools, Spring Holes and Ditches: Excerpts from the Journal of Henry David Thoreau Walden. Berkely: Counterpoint, 2010. Print.

Roach, Marilynne K. *Down to Earth at Walden*. Boston: Houghton Mifflin, 1980. Print.

Wechsler, Doug. *Frog Heaven: Ecology of a Vernal Pool*. Honesdale: Boyds Mill Press, 2006. Print.

Excerpts from Thoreau’s Journals:
Princeton University Press. *Writings of Henry David Thoreau*. Print.

Media Resources

Flipchart presentation including image examples:

observational / representational art

(trees: Leonardo daVinci, John Constable, Thomas Cole, Ansel Adams, Edward Steichen, *National Geographic*)

interpretive / abstract art

(trees: Vincent van Gogh, Piet Mondrian, Roy Lichtenstein, Arno Rafael Minkinen, Alexander Calder, Roxy Paine, Kenneth Snelson, Troy Pillow, Snejana Simeonova)

Equipment

Art:

magnifying lopes

viewfinders

cropping els

student sketchbooks

various types of drawing tools

drawing boards and clips

large format paper

portable paint station: tempera paint, multi-sized brushes, water, containers, paper towels

scissors

glue sticks

colored papers

student laptops

Library:

ActivBoard/projector

Internet access:

CMS LigGuide page

<http://libguides.colonial.net/content.php?pid=219250&sid=1820814&mode=preview>

DESTINY page:

<http://destiny.colonial.net>

Library Moodle

<http://cpsmoodle.net/course/view.php?id=80>

Subscription based online databases

Student laptops

Introduction

Every place has a story, no matter how ordinary that place may appear. There are many ways to experience a place...to get to know its story...and to find a connection. With this unit we intend to introduce 6th grade students to the Sense of Place concept by providing a series of diverse, multi-layered experiences of a specific, often-seeming mundane, location.

The place we have selected is a certified vernal pool - a site that is actually far from mundane, once the layers are peeled back to expose its magic and importance. The extraordinary ecological qualities of the vernal pool will be explored through scientific exploration and analysis in 7th grade Life Science, so that will not be our focus. We would like the 6th grade students to get to know and connect with this place on a completely different level.

We will introduce students to this special area by asking them to experience it and get to know it through a series of explorations, including:

- Sensory observations, including emotional response
- Artistic expression
- Investigative research into history of the area (natural, cultural, geologic)
- Geographic location
- Literature (other people's approaches)

From an informational literacy perspective, this unit will provide the base upon which 6th grade students will build fundamental research skills. The lessons are timed to correlate with information literacy skills that are needed across the 6th grade curriculum as the year progresses.

You Are Here: A Vernal Sense of Place

Unit outline and school year continuum



early fall

- 1 First visit. Frame Journal 1
- 2 What Did Thoreau Observe?
- 3 Complete What Did Thoreau Observe?
Discuss observation versus interpretation (flipchart)

mid-late fall

- 4 Researching The Story: Forming Questions – part 1
- 5 Researching The Story: Forming Questions – part 2
- 6 Frame Journal 2 – part 1
- 7 Frame Journal 2 – part 2

winter

- 8 Researching the Story: Searching for Information – part 1 (Print Resources)
- 9 Researching the Story: Searching for Information – part 2 (Online Databases)
- 10 Researching the Story: Searching for Information – part 2 (Internet)
- 11 Sharing and assembling The Story of This Place
- 12 Completing the Research – Citations

early-to-mid spring

- 13 Texturepalooza: in the field
- 14 Collage Your Sense of this Vernal Place – part 1
- 15 Collage Your Sense of this Vernal Place – part 2

ongoing, early-through-late spring

- 16+ Express Your Sense of Place: Differentiated compositions

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YOU ARE HERE: A VERNAL SENSE OF PLACE

EARLY FALL

“Here is a beautiful,
and perhaps *first* decidedly autumnal, day –
a cloudless sky, a clear air, with, maybe, veins of coolness.”

Henry D. Thoreau
Journal 13, September, 1860

Lesson 1

First Visit: You Are Here

One class period, 45 minutes

Abstract

This will be the first visit to the vernal pool location, and will provide the baseline opportunity for students to experience the place without prior information – a blank canvas, so to speak. Students will choose a spot, then experience and observe it through all of their senses and emotions. They will record their observations through drawing and journal writing.

Goals/Objectives

Shake hands with this place and begin a conversation

Get students’ mindfulness feet wet (or wetter)

Investigate and explore an immediate environment, whether “remarkable” or “unremarkable”

Begin keeping a sketchbook journal, beginning with “Frame Journal” entry #1

Practice noticing and observing with focus and without judgment

Practice drawing and writing from observation

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- observation
- interpretation
- observation vs interpretation
- sensory input and awareness
- point of view
- framing, the picture plane
- internal feedback

Specific readings

None for this – it’s purely experiential

Link to MA State Standards, Art

Observation, Abstraction, Invention, and Expression.

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

Elements and Principles of Design.

Students will demonstrate knowledge of the elements and principles of design.

2.8 For line, use and be able to identify various types of line, *for example in contour drawings, calligraphy, freehand studies from observation, memory, and imagination, and schematic studies*

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Activities/homework

Before leaving for the site, talk simply about the idea of place and context.

We are all present and part of someplace specific on this planet at all times.

Waking up, playing soccer, sitting in this room on this chair here and now

Why is this important?

As a group walk to the vernal pool site and do their first Frame Journal entry:

How to make your first Frame Journal entry:

**At the site of the vernal pool you are quiet, observant,
and in your own moment:**

Look around without an agenda for 5 minutes.

. . . . TAKE IT ALL IN

Notice what's around you

Find what is farthest away, nearest, in between, etc.

What can you identify?

What can't you identify?

Look up, down, across. Find many points of view (POV)

What specific place or spot are you drawn to?

Where do you feel like you fit, or fits you?

Next, take a moment to focus on that place.

**Decide how much you want to take in,
then frame it with your Viewfinder.**

**Settle in, and absorb what you are looking at
through all of your senses.**

Smell, touch, etc.

**In your sketchbook record what you observe by writing as well as by
drawing, in whatever order you like.**

Assessment / rubric

Assessment and reflection will take place as part of the 3rd Frame Journal critique and discussion.



Lesson 2
What Did Thoreau Observe?
One class period, 45 minutes

Abstract

We all live amid nature, with varying degrees of awareness and appreciation - that is as true now as it always has been. This class will introduce students to the descriptive writing of Henry D. Thoreau and ask them to experience nature through his point of view. We will then experiment with their visual interpretation of written information by asking them to create their own unique response to his descriptive writing through drawing or painting.

Goals/Objectives

1. To introduce the descriptive writing of Henry D. Thoreau through select journal entries from Henry D. Thoreau's journals.
2. Experiment with visual interpretation of written information
3. Experience the variety of visual interpretation that can come out of a common experience

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

Observation
Interpretation
Sensory input and awareness

Specific readings

Excerpts from Henry Thoreau's 1856 Journal and *Walking* (see below)

Link to MA State Standards, ELA

R/L.13. – Reading Nonfiction Text

1. Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

CCSS.ELA-Literacy.RI.6.2 Craft and Structure

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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.

4.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.RI.6.7 Integration of Knowledge and Ideas

8.7. Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

8.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Activities/homework

Introduction – check for prior knowledge

What do you know about Henry D. Thoreau?

Using Online Polling (polleverywhere.com), students will submit a short statement about what they know/thoughts about Thoreau, prior to any class discussion. As their statements are submitted, they appear on the ActivBoard through our polling site.

Once everyone has submitted, we will scroll through the statements together, using them to frame our introductory discussion of Henry Thoreau.

Journal Excerpt – Listening

Read the following excerpts by Henry Thoreau:

Journal excerpt, 1856

Jan. 5 The thin snow now driving from the north and lodging on my coat consists of those beautiful star crystals, not cottony and chubby spokes, as on the 13th December, but thin and partly transparent crystals. They are about a tenth of an inch in diameter, perfect little wheels with six spokes without a tire, or rather with six perfect little leaflets, fern-like, with a distinct straight and slender midrib, raying from the centre. On each side of each midrib there is a transparent thin blade with a crenate edge, thus: How full of the creative genius is the air in which these are generated! I should hardly admire more if real stars fell and lodged on my coat.

and

from *Walking*

We had a remarkable sunset one day last November. I was walking in a meadow the source of a small brook, when the sun at last, just before setting, after a cold grey day, reached a clear stratum in the horizon, and the softest brightest morning sun-light fell on the dry grass and on the stems of the trees in the opposite horizon, and on the leaves of the shrub-oaks on the hill-side, while our shadows stretched long over the meadow eastward, as if we were the only motes in its beams. It was such a light as we could not have imagined a moment before, and the air also was so warm and serene that nothing was wanting to make a paradise of that meadow. When we reflected that this was not a solitary phenomenon, never to happen again, but that it would happen forever and ever an infinite number of evenings, and cheer and reassure the latest child that walked there, it was more glorious still.

The sun sets on some retired meadow, where no house is visible, with all the glory and splendor that it lavishes on cities, and perchance, as it has never set before, — where there is but a solitary marsh hawk to have his wings gilded by it, or only a musquash looks out from his cabin, and there is some little black-veined brook in the midst of the marsh, just beginning

to meander, winding slowly round a decaying stump. We walked in so pure and bright a light, gilding the withered grass and leaves, so softly and serenely bright — I thought I had never bathed in such a golden flood, without a ripple or a murmur to it. The west side of every wood and rising ground gleamed like the boundary of elysium,[\(13\)](#) and the sun on our backs seemed like a gentle herdsman, driving us home at evening.

Thoreau Journal Response Drawing/Painting

Students will use the rest of the class period to create a drawing that represents their response to, or interpretation of, the descriptive writing in Thoreau's writing.

(The completion of their Thoreau Journal response art will be completed in Lesson 3)

Assessment (homework)

Formative assessment: students will be asked to submit a brief journal entry on the Library Moodle summarizing their experience in today's class



Lesson 3

What did Thoreau observe? (cont.) and Observation vs. Interpretation

One class period, 45 minutes

Abstract

Students will finish their Thoreau Journal response paintings, and reflect on them briefly with an eye toward individual, unique response. Then, centering around art historical images, they will examine the meaning of observational rendering, representational rendering and abstract rendering.

Goals/Objectives

- Experiment with visual interpretation of written information
- Experience the variety of visual interpretation that can come out of a common experience
- Appreciate the remarkable in the unremarkable within nature
- Understand different types of “artistic intention” -- representation, abstraction

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- observation
- interpretation
- observation vs interpretation
- sensory input and awareness
- point of view

Specific readings

Interactive resource (see below:)

ActivBoard flipchart comparing and contrasting artists’ visual interpretations of trees:

Observational / Representational:

Leonardo DaVinci, John Constable, Thomas Cole, Ansel Adams, Edward Steichen, *National Geographic*

Interpretive / Abstract:

Vincent Van Gogh, Piet Mondrian, Roy Lichtenstein, Arno Rafael Minkkinen, Alexander Calder, Roxy Paint, Kenneth Snelson, Troy Pillow, Snejana Simeonova

Link to MA State Standards, Art

Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, *such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms*

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers*

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8

Elements and Principles of Design.

Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors

Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.8 For line, use and be able to identify various types of line, *for example in contour drawings, calligraphy, freehand studies from observation, memory, and imagination, and schematic studies*

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Observation, Abstraction, Invention, and Expression.

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions

Drafting, Revising, and Exhibiting.

Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

Interdisciplinary Connections.

Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

10.2 Continue the above and apply knowledge of other disciplines in learning in and about the arts

Activities/homework

For painting activity:

As you finish your painting, are you sensing or envisioning an opportunity to create detail?

If so, what medium will help you with that?

For representation vs. abstraction discussion:

What are some adjectives that describe the feeling you get from this piece of work?

What do you think the artist was trying to say about this tree? This place?

As you look at the work of these artists, what do you notice about the way they use (lines, shapes, colors, textures) to express themselves?

Assessment / rubric

For critique and discussion of students' methods, techniques, interpretations:

Which of Thoreau's words, phrases spoke to you most clearly?
How did you use the pencils, brushes to interpret those words?

Representation vs. Abstraction flipchart:



Leonardo da Vinci
notebooks
1452-1519

Artistic intent



Claude Lorraine
Italian Coastal Landscape
1642



John Constable
1821
Study of the Trunk of an Elm Tree



Asher Brown Durand
1854
Landscape Beyond The Tree



Jean-Baptiste-Camille Corot
1855-60
The Leaning Tree Trunk

representation



Ansel Adams
Locust Trees in Snow, Yosemite Valley
1929



Edward Steichen
Birch Tree
1934



Ansel Adams
Oak Tree, Sunset City
1962

abstraction



Vincent van Gogh
Mulberry Tree
1889



Piet Mondrian
Apple Tree in Flower
1919



Alexander Calder
The Tree
1966



Kenneth Snelson
B-Tree
1981



Roy Lichtenstein
Rain Forest
1992



Arno Rafael Minkinen
Le Bouquet d'Arbres -- Malmö, Sweden
2007



Snejana Simeonova
Tree
2008



Roxy Paine
Maelstrom
2009



Troy Pillow
Vernal
2009

MID-LATE FALL

“This is the November shore.
The maples and swamp oaks and willows are for the most part bare,
but some of the oaks are partly cloaked yet with withered ones...”

Henry D. Thoreau
Journal 8, November, 1855

Lesson 4

Asking Questions – Part 1

One class periods, 45 minutes

Abstract

What makes a good research questions? How do we develop good research questions? In this class, we will explore the difference between questions that are closed, fact-based (“narrow questions”) and questions that require the synthesis of information (“broad questions”). We will discuss why broad, or open questions, make better research questions. The process of generating questions is an important component of the inquiry-based research process that we use in Social Studies for research. This unit will provide a foundation for the inquiry-based research units that the students will experience in Social Studies in 6th through 8th grade.

Goals/Objectives

1. Learning to develop a range of questions to frame an informational search
2. Asking questions and investigating answers beyond superficial facts

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- Broad (open) Questions
- Narrow (closed) Questions
- Research

Specific readings

“A Note by the Artist” in *Of Woodland Pools, Spring Holes and Ditches: Excerpts from the Journal of Henry David Thoreau*

Link to MA State Standards, ELA

CC.5.SL.3 Comprehension and Collaboration

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (5)

CC.S.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5)

CC.6.W.7 ELA Text Types and Purposes

Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text. (6)

CC.6.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6)

Conduct short research projects to answer a question (including a self-generated question), drawing on several questions that allow for multiple avenues of exploration.

CC.5.SL.1 ELA Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (5)

CC.5.SL.1.c ELA Comprehension and Collaboration.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (5)

Activities/homework**Introduction/Direct Instruction (whole class)**

1. Show the following picture of a vernal pool on the ActivBoard (flip chart)



<http://www.fs.fed.us/ne/amherst/images/vernalpool.jpg>

Ask students to brainstorm questions that come to mind – record on the flipchart

Explain: while all of these questions are useful, some make better research questions than others...

“Narrow” Questions: have short answers; include facts or yes/no.

“Broad” Questions: require a longer answer. Often begin with how/why – these make better research questions because they require searching through different sources to find the answer.

Show the Question Checklist that will guide them through this process

Show: Narrow vs. Broad question chart; use the questions generated by the class to categorize as Narrow or Broad.

2. Have the students read “A Note by the Artist” in the book, *Of Woodland Pools, Spring Holes and Ditches: Excerpts from the Journal of Henry David Thoreau*, which provides some background information on vernal pools.
Ask students to brainstorm new questions.
Categorize into narrow vs. broad questions.

* Was there a difference in quality of research type questions after they had acquired some knowledge about the topic?

3. Conclusion of first class – recap questioning process

Assessment / rubric

Formative assessment at the end of part 2 (lesson 5)



Lesson 5
Asking Questions – Part 2
One class period, 45 minutes

Abstract

Building on what we covered in lesson 4, we will move to independent practice to practice forming and classifying questions. At this point, students will start working in small groups (3-4 students per group); each group will be assigned a topic that relates to the “Vernal Sense of Place” theme. The questions developed during this class period will form the focus of an on-going mini-research project that will inform this ‘place’ from different perspectives: historical, cultural, geographical, biographical (Thoreau).

Goals/Objectives

3. Learning to develop a range of questions to frame an informational search
4. Asking questions and investigating answers beyond superficial facts
5. Reading to acquire basic knowledge of a topic to inform the development of questions.

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

Research topics:

- Henry D. Thoreau – biographical sketch
- Henry D. Thoreau – as naturalist
- Vernal Pools – overview
- Vernal Pools – species specific to these pools
- Geographic History of the area

Specific readings (handouts to groups)

Previously selected articles from reference list that correlate to research topics

Link to MA state standards, ELA

CC.5.SL.3 Comprehension and Collaboration

Summarize the points a speaker makes and explain how each claim is supported by ‘reason and evidence.’

CC.5.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5)

CC.6.W.1.b ELA Text types and Purposes

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6)

CC.6.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6)

CC.5.SL.1c ELA Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups,

and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (5)

CC.5.SL.1.c ELA Comprehension and Collaboration.

Pose and respond to specific question by making comments that contribute to the discussion and elaborate on the remarks of others. (5)

Activities/homework

Independent Practice

1. Students will develop their own questions for this mini-research project (have the question checklist available at each table to refer to):

- a) Provide students with a small article about their topic
- b) Have students read the article independently – with highlighter
- c) Brainstorm (as a group) questions
- d) As a group, categorize questions into narrow vs. broad
- e) Which questions will they select to conduct research on the topic?

2. Class Discussion – share and discuss questions each group developed and selected.

As a class, provide feedback about questions for each group.

Assessment / rubric

Formative Assessment/checking for understanding: students will submit their questions to me through an assignment on the library Moodle, for comment and feedback.

Class Handouts follow:

Asking Questions

1. My research topic is: _____

2. What I already know about this topic: _____

3. Some questions I want to research about this topic and whether the questions are closed or open:

Questions	Closed or Open
1.	
2.	
3.	

Question Checklist

Directions: Use the checklist to see if your questions are closed or open:

The question is closed (narrow) because it:

_____ needs only facts to answer

_____ needs only a short answer

_____ begins with who, what, where or when or is a yes or no question

_____ will only take a little research to answer

OR The question is open (broad) because it:

_____ needs both facts and opinions to answer

_____ needs a long answer

_____ begins with how or why

_____ will take a lot of research to answer

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Lesson 6
Frame Journal 2 – part 1
One class period, 45 minutes

Abstract

Now that they have met and acquired more information and impressions about their vernal place, they are ready to revisit it, view and observe it again, reflect, and respond. Using their choice of media -- pencil, colored pencil, charcoal, mixed -- they will create a composition that reflects their impressions and observations. They will complete the compositions during a second class period in the studio classroom.

Goals/Objectives

- Increase understanding of a subject through observation and rendering
- Investigate the idea of change as a visual topic
- Experiment with visual interpretation of written information
- Experience the variety of visual interpretation that can come out of a common experience -- even when the experiences are all your own.
- Appreciate the remarkable in the unremarkable within nature
- Understand different types of “artistic intention” -- representation, abstraction
- Practice and strengthen observational and reflective skills
- Enhance and deepen students’ awareness and understanding of their environmental context
- Notice how understanding affects responses, thoughts, observations

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- observation
- interpretation
- observation vs interpretation
- sensory input and awareness
- point of view
- choice of media as a means of expression

Specific readings

- None for this – it’s purely experiential

Link to state standards

Methods, Materials, and Techniques.

Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

- 1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium, *such as: 2D – transparent and opaque media, wet, dry, stippled, blended, wash effects; relief printmaking effects; 3D – mobile and stabile forms, carved, molded, and constructed forms*

Elements and Principles of Design.

Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors

Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.8 For line, use and be able to identify various types of line, *for example in contour drawings, calligraphy, freehand studies from observation, memory, and imagination, and schematic studies*

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Observation, Abstraction, Invention, and Expression.

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

Activities/homework

Review the work of your recent research

Look back at your first Frame Journal

Remind yourself about the way to do a Frame Journal entry

As a group walk to the vernal pool site

Get peaceful *before* we go outside in preparation

Clear your mind as you approach the place and take it all in using all of your senses

Notice what's around you – and notice how you are feeling

Then quietly settle in to your place

Choose your media (pencil, colored pencil, charcoal, mixed)

and render what you observe in your second Frame Journal entry:

How to make your Frame Journal entry:

**At the site of the vernal pool you are quiet, observant,
and in your own moment:**

Look around without an agenda for 5 minutes.

. . . . TAKE IT ALL IN

Notice what's around you

Find what is farthest away, nearest, in between, etc.

What can you identify?

What can't you identify?

Look up, down, across. Find many points of view (POV)

Locate your specific place or spot

Now, take a moment to focus on that place.

Frame it with your Viewfinder.

**Settle in, and absorb what you are looking at
through all of your senses.**

Smell, touch, etc.

**In your sketchbook record what you observe by writing as well as by
drawing, in whatever order you like.**

Assessment / rubric

Assessment and reflection be a critique in combination with the first Frame Journal entry, and will take place during Lesson 7.

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Lesson 7
Frame Journal 2 – part 2
One class period, 45 minutes

Abstract

Keeping a sense of where they were last session, but in the classroom studio this time, students will work through their Frame Journal entries and complete them. Time and space will be given to allow for written reflections to complement their visual ones.

Goals/Objectives

- Increase understanding of a subject through observation and rendering
- Investigate the idea of change as a visual topic
- Experiment with visual interpretation of written information
- Experience the variety of visual interpretation that can come out of a common experience -- even when the experiences are all your own.
- Appreciate the remarkable in the unremarkable within nature
- Understand different types of “artistic intention” -- representation, abstraction
- Practice and strengthen observational and reflective skills
- Enhance and deepen students’ awareness and understanding of their environmental context
- Notice how understanding affects responses, thoughts, observations
- Be aware of strengths and effects of certain media within a composition

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- observation
- interpretation
- observation vs interpretation
- sensory input and awareness
- point of view
- choice of media as a means of expression

Specific readings

None for this – it’s purely experiential

Link to MA State Standards, Art

Methods, Materials, and Techniques.

Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

- 1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium

Elements and Principles of Design.

Students will demonstrate knowledge of the elements and principles of design.

- 2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors
Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color
- 2.8 For line, use and be able to identify various types of line
- 2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)
- 2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Observation, Abstraction, Invention, and Expression.

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

- 3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail
- 3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

Critical Response.

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

- 5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others
- 5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

Interdisciplinary Connections.

Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

- 10.2 Continue the above and apply knowledge of other disciplines in learning in and about the arts

Activities/homework

Quietly again, and this time in your mind and body, get a sense of the place you were and will be rendering.

How can you re-experience it:

- Can you recall a visual image?
Can you recall a smell(s)?
Can you recall temperature?
Can you recall light? Shadow? Sounds? Weather sensations?

How can you complete the picture now? What is important to include?

Go ahead and complete your Frame Journal entry.

Assessment / rubric

Class critique:

- What qualities of your media helped you to draw what you were observing?
How did the medium match the feeling and/or qualities you were wanting to express?
What did your inner “representation vs. interpretation” conversation

sound like?

What has changed about your view of this place since the first outing?

How does your viewpoint manifest itself in this latest Journal entry?

What – for you – is the most important part of your piece?

WINTER

“All the light snow, some five inches above the crust,
is adrift these days and driving over the fields like steam,
or like the foam-streaks on a flooded meadow.”

Henry D. Thoreau
Journal 8, February, 1856

Lesson 8

Researching this place: Searching for Information, Part 1 - Print Resources

One class period, 45 minutes

Abstract

Using the questions they developed in lesson 5, students will move to the next phase of research: seeking and gathering information. This lesson will reinforce skills in navigating DESTINY: the library's online catalog; they will then learn to find information about the topics in the library's print resources.

Goals/Objectives

1. To familiarize students with strategies for finding and extract information in books - print and eBooks.
2. To reinforce navigation skills in DESTINY
3. Continue the research process to look for information on the questions developed in lesson #5

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

Print vs. Digital Resources
eBooks
Information searching
Narrow/broad questions

Examples of Specific Resources (print)

DesMeules, Mark P., and Philip Northnagle. "Where Life Springs Ephemeral." *Natural History* 106.4 (1997): 44. *Science Reference Center*. Web. 30 July 2013.

Downer, Ann. *Spring Pool*. New York: Franklin Watts, 1992. Print.

Meltzer, Milton. *Henry David Thoreau*. Minneapolis: Twenty-First Century Books, 2007. Print.

Nijhuis, Michell. "Teaming Up With Thoreau." *Smithsonian* 38.7 (2007): 60. *Science Reference Center*. Web. 30 July 2013.

Roach, Marilynne K. *Down to Earth at Walden*. Boston: Houghton Mifflin, 1980. Print.

Wechsler, Doug. *Frog Heaven: Ecology of a Vernal Pool*. Honesdale: Boyds Mill Press, 2006. Print.

Link to state standards, ELA

CCSS.ELA-Literacy RI.6 Key Ideas and Details

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.

Cite textual evidence to support analysis of primary and secondary sources.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy RI.6 Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse formats and media

CCSS.ELA-Literacy RI.6 Range of reading and level of text complexity

Read and comprehend complex literary and informational texts independently and proficiently.

CC.5.SL.3 Comprehension and Collaboration

Summarize the points a speaker makes and explain how each claim is supported by 'reason and evidence.'

CC.5.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5)

CC.6.W.1.b ELA Text types and Purposes

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6)

CC.6.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6)

CC.5.SL.1c ELA Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (5)

CC.5.SL.1.c ELA Comprehension and Collaboration.

Pose and respond to specific question by making comments that contribute to the discussion and elaborate on the remarks of others. (5)

Activities/homework

Introduction/Checking for Prior Knowledge

Review searching for print sources in DESTINY, the library online catalog

Independent Practice

In their research groups, and using the research questions to guide them, have students find information in print resources, and read about their topics.

Assessment / rubric

Journal entries on library Moodle:

Students will write a short paragraph, summarizing what they learned from the information found in class about their topic.



Lesson 9

Researching this place: Searching for Information-Online Databases

One class period, 45 minutes

Abstract

This lesson introduces the use of Online Databases for research on their Vernal Sense of Place topics. Students will learn to access and navigate several subscription-based online databases: EBSCO, Gale, and Encyclopedia Britannica. These are important research tools that are used through middle school, high school, and beyond. The intent is to continue laying the foundation of information and literacy skills that we continue to build upon throughout middle school.

Goals/Objectives

1. To familiarize students with digital information sources: online databases.
2. To stretch students beyond Google in learning to research.
3. Continue the research process to look for information on the questions developed in lesson #5

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

Print vs. Digital Resources
Online Databases
Information searching
Narrow/broad questions

Specific readings

Topic specific articles students find in their search on the online databases

Link to state standards, Technology

3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

- 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects.
- 3.2 Collect, organize, and analyze digital information from a variety of sources, with attribution

Link to state standards, ISTE-NETS

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project

Link to state standards, ELA

CCSS.ELA-Literacy RI.6 Key Ideas and Details

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.

Cite textual evidence to support analysis of primary and secondary sources.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy RI.6 Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse formats and media

CCSS.ELA-Literacy RI.6 Range of reading and level of text complexity

Read and comprehend complex literary and informational texts independently and proficiently.

CC.5.SL.3 Comprehension and Collaboration

Summarize the points a speaker makes and explain how each claim is supported by 'reason and evidence.'

CC.5.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5)

CC.6.W.1.b ELA Text types and Purposes

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6)

CC.6.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6)

CC.5.SL.1c ELA Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (5)

CC.5.SL.1.c ELA Comprehension and Collaboration.

Pose and respond to specific question by making comments that contribute to the discussion and elaborate on the remarks of others. (5)

Activities/homework

Introduction/Check for Prior Knowledge

What is an online database?

How does this differ from regular websites?

Why/when would we use this instead of running a Google search?

Independent Practice

Students will work in their research groups

Using the questions they developed in lesson 5, students will find an article on one of the online databases from which they find information relevant to their topic and questions. This may require searching on more than one online database.

Once they find an article – print it out (if necessary) – and read it.

Assessment

Library Moodle – groups will submit a short paragraph summarizing what they learned about their topic



Lesson 10

Researching this place: Searching for Information, Part 3 – Internet

One class period, 45 minutes

Abstract

This lesson will focus on the Internet in the informational search process. Students will learn to conduct effective and efficient online searching, using the questions they developed in lesson 5.

Goals/Objectives

1. To understand the importance of using a variety of search strategies
2. To master new strategies for effective and efficient online searches
3. Continue the research process to look for information on the questions developed in lesson #5

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

Print vs. Digital Resources
Vocabulary: efficient and effective
Online Databases
Information searching
Narrow/broad questions

Specific readings

Tips for Strategic Searching Student Handout (addendum at end of lesson)

Link to state standards, Technology

3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

- 3.1 Explain and demonstrate effective searching and browsing strategies when working on projects.
- 3.2 Collect, organize, and analyze digital information from a variety of sources, with attribution

Link to state standards, ISTE-NETS

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project

Link to state standards, ELA

CCSS.ELA-Literacy RI.6 Key Ideas and Details

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.

Cite textual evidence to support analysis of primary and secondary sources.

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy RI.6 Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse formats and media.

CCSS.ELA-Literacy RI.6 Range of reading and level of text complexity

Read and comprehend complex literary and informational texts independently and proficiently.

CC.5.SL.3 Comprehension and Collaboration

Summarize the points a speaker makes and explain how each claim is supported by 'reason and evidence.'

CC.5.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (5)

CC.6.W.1.b ELA Text types and Purposes

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6)

CC.6.W.7 ELA Research to Build and Present Knowledge

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6)

CC.5.SL.1c ELA Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (5)

CC.5.SL.1.c ELA Comprehension and Collaboration.

Pose and respond to specific question by making comments that contribute to the discussion and elaborate on the remarks of others. (5)

Activities/homework

Introducton/Check for prior knowledge

Ask students:

How do you find something online?

Define terms: effective; efficient

Ask students:

What are some strategies you have used to search for information on the Internet?

What do you need to know to make your search more efficient/more effective?

Brief Presentation – Search Process

Select Research Questions (from lesson 5)

Extract Keywords/terms

Apply Search Strategies (quotation marks, +/- signs)

Run Search

Chart Search

Independent Practice

Have students work in their groups to:

Use research questions to provide key words

Conduct Internet searches guided by questions and keywords

Wrap Up

Class discussion – successes...frustrations...dead ends. What worked? What didn't?

Assessment

None for this lesson



Lesson 11
Sharing and Assembling The Story of this Place
2 Class periods, 45 minutes each

Abstract

Each group has learned something different about this place; now they will assemble the pieces and share what they have learned with each other, so students will be able to complete the picture from an informational point of view.

Goals/Objectives

- Groups will assemble and organize their information.
- Groups will present their findings to the class in a 5-minute presentation
- Each class will have a designated “record-keeper” who will take notes on a shared Googledoc

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Link to state standards, ELA

CCSS.ELA-Literacy. Comprehension and Collaboration

6.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

1a. Come to discussions prepared, having read or studied required material explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.

1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.

1d. Review the key ideas expressed and demonstrate understanding o multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy. Presentation of Knowledge and Ideas

6.4 Present claims and findings, sequencing ideas logically and using pertinent description, facts, and details to accentuate main ideas or themes/ use appropriate eye contact, adequate volume, and clear pronunciation.

6.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Link to state standards, Technology

Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

3.9 Use a variety of telecommunication tools (e.g., e-mail, discussion groups, Web pages, blogs, Web conferences) to collaborate and communicate with peers, experts, and other audiences.

Activities/homework

Class Period 1:

Groups will use this period to organize their information and plan their informal presentation to the class.

Class Period 2:

Group Presentations to the class; each 5-7 minutes long.
Collaborative notes on GoogleDocs.

Assessment

Collaboration/Presentation Rubric

	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Fails to Meet Expectations
Collaboration	Group planned and worked together well	For most of the project, Group planned and worked together well	For some of the project, Group planned and worked together well	Group rarely planned or collaborated
Preparation	Group was well prepared and organized; Information was thoroughly researched complete	Group was fairly organized; information was well researched fairly complete	Group was somewhat organized; there were a few gaps in the research	Group was not organized; big gaps in research
Presentation	Presentation was well organized and flowed smoothly; information was clearly presented with eye contact (not just read from notes); connections were made with "Vernal Sense of Place"	Presentation was organized and information was clearly presented; Connections were made with "Vernal Sense of Place"	Presentation was somewhat organized; information was there could have been presented more clearly. Connections were not totally clear with "Vernal Sense of Place"	Presentation was disorganized and information was confusing and without context. Connections were not made with "Vernal Sense of Place"

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Lesson 12

Citing Sources

One class period, 45 minutes

Abstract

This class will teach our 6th grade students the fundamentals of source attribution. This lesson is aimed at making students aware of plagiarism, and introducing students to basic citation skills. The goal is to impart the basics and to create a foundation for becoming ethical users of information.”

Goals/Objectives

After completing this lesson, students will:

Be able to provide a basic definition of plagiarism

Understand that plagiarism is not acceptable

Know what a citation is

Understand why we cite sources

Understand how to find the citation elements for different types of sources; complete a basic citation worksheet

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

plagiarism (intentional and unintentional)

citation

Specific readings

readings used in research in previous lessons

Link to state standards, ELS

CC.6.R.I.1 Key Ideas and Details

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy: Research to Build and Present Knowledge

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Link to state standards, AASL

1.1.4 Find, evaluate, and select appropriate sources to answer questions.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

3.1.6 Use information and technology ethically and responsibly

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.

Link to state standards, Technology

Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.

2.1 Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and

file sharing.

2.2 Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law.

2.3 Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.

Activities/homework

1. Introduction/Checking for Prior Knowledge

A. Class discussion – ask a series of questions, such as:

What is something you have made that you are proud of? *[poem, story, photo/video, song...]*

Can you think of a time when you used someone else’s work in something that you created? *[books for projects, websites, video clips, quotes..]*

How would you define plagiarism?

Is it ever ok to copy someone else’s work?

B. Expand on Concept of Plagiarism – use ActivBoard to create lists

Intentional Plagiarism and Accidental Plagiarism

Ask: what is the difference? Examples of each?

C. How NOT to Plagiarize...What can you do?

a. Citing Sources – telling where you got your information

b. Ask Class: What types of information do you think a citation would need to have?

[draw out answers from the students, i.e. author, title, etc. – the idea is to geth them to think about what they might need to locate a specific quote, picture, concept, etc. We want them to see that each part of a citation is there for a reason.]

2. Small Group Activity/Formative Assessment

In small groups, using the resources (print and electronic) that they used in their research, have them fill out the citation sheets. (NOTE: these citation sheets correlate to the online citation tools we use (noodletools) that they will be introduced to later in the school year)

NOTE: this lesson may require two class periods to properly complete all of citation sheets

Basic Citation Rubric

□+	□	□-
Citation elements are accurate, and all items are included. Words are spelled correctly, Capitalization is correct, and items are correctly located. Work is neat and easy to read.	Citation elements are generally accurate. Most items are included and spelled correctly. Capitalization is mostly correct. Work is neat and easy to read.	Citations are incomplete or missing. Words are misspelled, capitalization is not correct; items are not correctly located. Work is messy and hard to read.

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SPRING

“I see small flocks of robins running
on the bared portions of the meadow.
Hear the sprayey tinkle of the song sparrow among the hedges.”

Henry D. Thoreau
Journal 8, April, 1856

Lesson 13

Texturepalooza: In the place
One class period, 45 minutes

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Abstract

Equipped with large paper and tempera paint, students will visit and study the vernal site, touch base with their specific place, and then paint large swatch- fields of texture and color to match what they see around them.

Goals/Objectives

Become acquainted with yet another layer in the understanding and experience of place
Focus and immerse solely in the colors and textures of a specific natural place
Using a variety of tempera colors and brush types, choose, experiment and invent in order to emulate what is observed.
Increase understanding of a subject through observation and rendering
Experience the variety of types of visual interpretation that can come out of a common experience -- even when the experiences are all your own.
Appreciate the remarkable in the unremarkable within nature
Practice and strengthen observational skills
Enhance and deepen students' awareness and understanding of their environmental context

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered:

- observation
- sensory input and awareness
- point of view
- choice of media as a means of expression

Specific readings

None for this lesson

Link to state standards

Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

- 1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium
- 1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers*
- 1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8
- 1.8 Maintain the workspace, materials, and tools responsibly and safely

Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

- 2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors
Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color
- 2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)
- 2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

- 3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

Activities/homework

- Revisit the vernal pool site
- What are you sensing here?
- What kinds of colors do you see around you? Beside? Above? Below?
- Small areas of texture and color, as well as larger?
(sky, clouds, tree canopy, bark, decaying leaves,
- Where do you see the light coming from? Where are you seeing shadows?
- What do the light and shadows do to the colors?
- Can you “hear” any of the textures around you?
- Find 5 completely different textures and recreate them using paint and a variety of brushes.
- Fill each of your 18 x 24 sheets with a single texture
- Be sure to paint textures that have different personalities
- How might you be inventive in the way you manipulate the paint and your brushes to emulate what you are observing?
- Stay very close to the object you are painting while you are painting it.
- Use a lupe if you like

Assessment / rubric

To follow, lesson 14

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Lesson 14

Collage Your Sense of this Vernal Place – part 1

One class period, 45 minutes

Abstract:

Students will create individual compositions to express their impressions of the vernal place. They will recombine and interpret their memories, sketches and the textural swatches they created in the field to compose their pieces.

Goals/Objectives:

- Create another layer in the understanding and experience of place
- Focus and immerse solely in the colors and textures of a natural environment
- Choose, invent and experiment with a variety of ways to create texture
- Increase understanding of a subject through observation and rendering
- Investigate the idea of change as a visual topic
- Experiment with visual interpretation of written information
- Experience the variety of visual interpretation that can come out of a common experience -- even when the experiences are all one's own.
- Appreciate the remarkable in the unremarkable within nature
- Understand different types of "artistic intention" -- representation, abstraction
- Practice and strengthen observational and reflective skills
- Enhance and deepen students' awareness and understanding of their environmental context
- Notice how understanding affects responses, thoughts, observations
- Be aware of strengths and effects of certain media within a composition

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- observation
- interpretation
- observation vs interpretation
- sensory input and awareness
- point of view
- choice of media as a means of expression
- composing within the picture plane

Specific readings

None for this – it's purely experiential and reflective

Link to state standards

Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

- 1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium
- 1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers*

1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8

1.8 Maintain the workspace, materials, and tools responsibly and safely

Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors

Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions

Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

Activities/homework

We now have a collection of textures.

When you study the entire grouping, what types of color combinations and textures do you see?

Can you guess what they represent? Can they represent more than one thing?

Can you guess how your classmates used their paintbrushes to create the textures you see?

.....

Quietly again, get a sense of the place where you were

How can you re-experience it here in the classroom without being there?

Can you recall a visual image?

Can you recall a smell(s)?

Can you recall temperature?

Can you recall light? Shadow? Sounds? Weather sensations?

What do you most remember about the place?

Keep that impression in mind

Create a collage that will capture your interpretation of this place

Remember you can choose your visual (artistic) point of view.

You can choose whether you want to represent or abstract.

If you like you can:

use one of your Frame Journals drawings as a way to organize your picture plane

make a bank of words that describe your place to nudge your inspiration
Carefully choose and cut your shapes from our library of textures

Assessment / rubric

Class critique will take place during Lesson 11

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Lesson 15
Collage Your Sense of this Vernal Place – part 2
One class period, 45 minutes

Abstract:

Students will create individual compositions to express their impressions of the vernal place. They will recombine and interpret their memories, sketches and the textural swatches they created in the field to compose their pieces. They will take some time to reflect on how their sense of this place has changed over time, and how their views are reflected in their visual work.

Goals/Objectives:

- Create another layer in the understanding and experience of place
- Focus and immerse solely in the colors and textures of a natural environment
- Choose, invent and experiment with a variety of ways to create texture
- Increase understanding of a subject through observation and rendering
- Investigate the idea of change as a visual topic
- Experiment with visual interpretation of written information
- Experience the variety of visual interpretation that can come out of a common experience -- even when the experiences are all one's own.
- Appreciate the remarkable in the unremarkable within nature
- Understand different types of "artistic intention" -- representation, abstraction
- Practice and strengthen observational and reflective skills
- Enhance and deepen students' awareness and understanding of their environmental context
- Notice how understanding affects responses, thoughts, observations
- Be aware of strengths and effects of certain media within a composition

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- observation
- interpretation
- observation vs interpretation
- sensory input and awareness
- point of view
- choice of media as a means of expression
- composing within the picture plane

Specific readings

None for this – it's purely experiential and reflective

Link to state standards

Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

- 1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium
- 1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers*
- 1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8

1.8 Maintain the workspace, materials, and tools responsibly and safely
Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors
Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

2.9 For texture, use and be able to differentiate between surface texture and the illusion of texture (visual texture)

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

3.4 Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

3.6 Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions

Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

Activities/homework

Review the guidelines and concepts of Lesson 10.

Take the first half of the period to complete the compositions.

For students who have time at this point, pen and ink can be made available as another possibility for textural layering.

Second half of class period is critique. See below.

Assessment / rubric

Class critique:

What qualities of your media helped you to draw what you were observing?

How did the medium match the feeling and/or qualities you were wanting to express?

How did your visual “representation vs. interpretation” conversation sound?

What is the most important part of your piece?

Which threads from our past experiences and research have you picked up?

How has your impression of this place changed?

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Lesson 16
Express Your Sense of Place: Differentiated Compositions
On the students' own time, over the course of two months

Abstract:

Students will create individual compositions to express their sense of a place of their own choosing. They will choose, observe, and express their thoughts and impressions in a way that differentiates from their classmates. At the unit's end they will discuss and critique their creations.

Goals/Objectives:

- Create another layer in the understanding and experience of place
- Increase understanding of a subject through observation and rendering
- Investigate the idea of change as a visual topic
- Experiment with visual interpretation of written information
- Experience the variety of visual interpretation that can come out of a common experience -- even when the experiences are all one's own.
- Appreciate the remarkable in the unremarkable within nature
- Understand different types of "artistic intention" -- representation, abstraction
- Practice and strengthen observational and reflective skills
- Enhance and deepen students' awareness and understanding of their environmental context
- Notice how understanding affects responses, thoughts, observations
- Be aware of strengths and effects of certain media within a composition
- Experience the process of personal expression
- Value the process of information gathering through the senses

Procedure/Lesson Plan (Teacher Presentations and Student Activities)

Topics covered

- observation
- interpretation
- observation vs interpretation
- sensory input and awareness
- point of view
- choice of media as a means of expression
- composing within the picture plane

Specific readings

None for this – it's purely experiential and reflective

Link to state standards

Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

- 1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium
- 1.6 Create artwork that demonstrates an awareness of the range and purpose of tools *such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers*
- 1.7 Use the appropriate vocabulary related to the methods, materials, and techniques students have learned and used in grades PreK–8

1.8 Maintain the workspace, materials, and tools responsibly and safely
Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors
Demonstrate awareness of color by painting objective studies from life and free-form abstractions that employ relative properties of color

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Observation, Abstraction, Invention, and Expression. Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

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Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects

Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism

Activities/homework

Look around the world around you, and take notice

Locate a few of the places you see day in and day out – places you know like the back of your hand, as well as places you might not really look at closely

Choose a place that's either familiar, comfortable, interesting or special

Frame it in any way that makes sense in order to be able to focus

Visit and revisit it at least 4 times for 15-20 minutes per visit

Do a journal entry for each visit

Use the guidelines for the Frame Journal Entry, lesson 6

Once you have visited and journaled, create an expression of your sense of that place.

Paint about it

or

Write about it

or

Draw about it

or

Combine media

Assessment / rubric

Class critique:

Tell us about your place, and how you chose it.

Read an excerpt or two from your journal that relates to your expressive piece.

Tell us about how you chose your expressive medium

Describe your visual “representation vs. interpretation” conversation

What is the most important part of your piece?

Which threads from our past experiences and research have you picked up?

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