

Mysteries of the Past-An Artistic Expedition

1st-2nd Grade Art, History and Geography Unit

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Length of Unit: 7 lessons

I. ABSTRACT

- A. Pack your knapsack and join us on our quest through time as we embark on an artistic expedition. This 1st/2nd grade Art unit provides students with experiences in the basic Art Elements, Abstract Art and the Arts of Ancient Egypt. Our adventure begins with a trip down the mystical Nile River-the lifeline of Egypt where we will get up close and personal with a crocodile, a mummy, a sphinx, and a queen. The adventure continues in 2nd grade with a European tour of Abstract Art. Join our journey to unlock the mysteries of time! Are you up for the adventure?

II. OVERVIEW

- A. Concept
1. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2)(adapted)
 2. The student demonstrates an understanding of art history and culture as records of human achievement (Art1.3, 2.3)
 3. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)
- B. Content from the *Core Knowledge Sequence*
1. Art of Ancient Egypt, 1st grade, p 31
 - a. Great Sphinx
 - b. Mummy cases: Tutankhamen's coffin
 - c. Bust of Queen Nefertiti
 2. Elements of Art, 1st grade, p 31
 - a. Color
 - b. Line
 - c. Shape
 - d. Texture
 3. Early Civilizations, 1st grade, p 27
 - a. Ancient Egypt
 - Importance of Nile
 4. Geography, 1st grade, p 27
 - a. Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses.
 - Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 5. Abstract Art, 2nd grade, p 52
 - a. Paul Klee, *Cat and Bird*
 - b. Marc Chagall, *I and the Village*
 - c. Constantin Brancusi, *Bird in Space*
 6. Elements of Art, 2nd grade, p 52
 - a. Color
 - b. Line

- c. Shape
 - d. Texture
 - 7. Geography
 - a. Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses
 - The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- C. Skill Objectives
1. The student will invent images that combine a variety of colors, forms, and lines.(Art 1.2A)
 2. The student will express ideas and feeling in artworks, using a variety of colors, forms and lines. (Art 2.2A)
 3. The student will place forms in orderly arrangement to create designs (Art 1.2B)
 4. The student will create effective compositions, using design elements and principles. (Art 2.2B)
 5. The student will increase manipulative skills, using a variety of materials to produce drawing, painting, prints and constructions. (Art 1.2C)
 6. The student will identify and practice skills necessary for producing drawing, painting, prints, constructions and modeled forms, using a variety of art materials. (Art 2.2C)
 7. The student will identify simple ideas expressed in artworks through different media. (Art 1.3A)
 8. The student will identify stories and constructions in a variety of artwork. (Art 2.3A)
 9. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A and 2.6 A)(adapted)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Hirsch, Jr. E.D., editor. *What Your First Grader Needs to Know*. New York, New York: Dell Publishing, 1997, ISBN 0-383-31987-8.
 2. Hirsch, Jr. E.D., editor. *What Your Second Grader Needs to Know*. New York, New York : Dell Publishing, 1993, ISBN 0-385-31027-7.
 3. Hodge, Susie. *Art in History Ancient Egyptian Art*. Illinois: Heinemann Interactive Library, 1998, ISBN 1-57572-550-9.
- B. For Students
1. Elements of Art, p 14
 - Color
 - Line
 2. An Overview of Seven Continents, p 11
 - a. Africa
 3. Elements of Art, p 31
 - a. Color
 - b. Line
 - c. Shape
 - d. Texture
 4. Kinds of pictures: Portraits and Still Life, p 32

IV. RESOURCES

- A. Aliko, *Mummies Made in Egypt*. New York, NY: Harper Trophy, 1985, ISBN 0-064460118-8.
- B. Art of Constantin Brancusi
http://www.dntis.ro/romania/mr/romanian_images/sculptors/brancusi.
- C. Chagall <http://www.mcs.csuhayward.edu/~malek/Chagall.html>
- D. Chagall at Weinstein Gallery <http://www.weinstein.com/chagall/marc-chagall.html>
- E. Crystal Link for Egypt after Life www.crystalinks.com/egyptafterlife.html.
- F. Exhibition of King Tut online <http://www.kingtut.org/>.
- G. Goin, Kenn. *Mummies*. Cleveland, OH: Learning Horizons, Inc, 2001, ISBN 1-58610-376-8.
- H. Hieroglyphics website www.upennmuseum.com/hieroglyphsreal.cgi/.
- I. Hirsch, Jr. E.D., editor. *What Your First Grader Needs to Know*. New York, New York: Dell Publishing, 1997, ISBN 0-383-31987-8.
- J. Hirsch, Jr. E.D., editor. *What Your Second Grader Needs to Know*. New York, New York : Dell Publishing, 1993, ISBN 0-385-31027-7.
- K. Hirsch, Jr. E.D. and Souzanne A. Wright, editors. *Core Knowledge Teacher Handbook Series Grade 1*. Charlottesville, VA: Core Knowledge Foundation, 2004, ISBN 1-890517-70-4.
- L. Hirsch, Jr. E.D. and Souzanne A. Wright, editors. *Core Knowledge Teacher Handbook Series Grade 2*. Charlottesville, VA: Core Knowledge Foundation, 2005, ISBN 1-890517-74-7.
- M. History 101 Sphinx link http://historylink101.net/Egypt_1/pic_sphinx.htm
- N. Hodge, Susie. *Art in History Ancient Egyptian Art*. Illinois: Heinemann Interactive Library, 1998, ISBN 1-57572-550-9.
- O. King Tut's tomb <http://www.kingtutone.com/tutankhamun/enter/>.
- P. Klee, Paul <http://www.mcs.csuhayward.edu/~malek/Klee.html>
- Q. Map of Africa
<http://www.enchantedlearning.com/geography/africa/outlinemapcountries/index.shtml>.
- R. Map of Egypt <http://www.enchantedlearning.com/africa/egypt/outlinemap/index.shtml>.
- S. Map of World
<http://www.enchantedlearning.com/crafts/thanksgiving/map/Worldmap.shtml>.
- T. Mummy case www.unmuseum.org/mumcase.jpg.
- U. Mummy death masks
<http://images.encarta.msn.com/srefmedia/sharemed/targets/images/pho/t014/T014547A.jpg>.
- V. Mummy virtual tour <http://www.kingtutone.com/mummies/virtual/>.
- W. Sayre, April Pulley. *Crocodile Listens*. Hong Kong: South China Printing Co., 2001, ISBN 0-688-16504-4.
- X. Shanes, Eric. *Brancusi*. New York, NY: Abbeville Press, Inc., 1989, ISBN 0-89659929-9.
- Y. Stolz, Mary. *Zekmet The Stone Carver*. Orlando, FL: Harcourt Brace Jovanovich, 1988, ISBN 0-15-299961-2.

- Z. Theban Map site <http://www.thebanmappingproject.com/>.
- AA. Venezia, Mike. *Marc Chagall*. New York, NY: Grolier Publishing, 2000, ISBN 0-516-21055-6.
- BB. Venezia, Mike. *Paul Klee*. New York, NY: Grolier Publishing, 1992, ISBN 0-516-42294-4.
- CC. Write like an Egyptian <http://www.upennmuseum.com/hieroglyphsreal.cgi/>.

V. LESSONS

Lesson One: It's A Croc! (1st Grade) (2 days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2)(adapted)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement (Art 1.3, 2.3)
 - c. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)(adapted)
2. Lesson Content
 - a. Early Civilizations, 1st grade, p 27
 - Ancient Egypt
 - Importance of Nile
3. Geography, 1st grade, p 27
 - a. Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses.
 - Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
4. Skill Objective(s)
 - a. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A)
 - b. The student will invent images that combine a variety of colors, forms, and lines.(Art 1.2A)
 - c. The student will identify simple ideas expressed in artworks through different media. (Art 1.3A)

B. *Materials*

1. *Crocodile Listens* by April Pulley Sayre
2. 12 or 18 count egg carton (1 per child)
3. green tempera paint
4. wide paint brush
5. water container
6. copies of Crocodile Pattern (Appendix A) for head and legs on green construction paper (1 per child)
7. scissors
8. stapler and staples
9. Egyptian knapsack with maps created in Social Studies class (Appendix B-Knapsack instructions) (see #10-12 for maps to include)

10. Map of Africa
<http://www.enchantedlearning.com/geography/africa/outlinemapcountries/index.shtml>
 11. Map of Egypt
<http://www.enchantedlearning.com/africa/egypt/outlinemap/index.shtml>
 12. Map of World
<http://www.enchantedlearning.com/crafts/thanksgiving/map/Worldmap.shtml>
 13. Activities Stickers (Appendix C)
 14. Location Stickers (Appendix D)
 15. Been There Done That Got a Sticker (Appendix E)
- C. *Key Vocabulary*
1. crocodile-large reptile with long snout and sharp teeth
 2. Nile River – the longest river in the world flowing through Eastern Africa
 3. 3 dimensional – something than can be measured by height, width and depth
 4. form – any three dimensional object
 5. secondary color- the color that results from mixing two primary colors
- D. *Procedures/Activities*
1. The teacher will review the location of Egypt and the Nile River on large map. (enlarge copy of map of Africa and Egypt)
 2. The students will locate Nile River on their maps and color and label.
 3. The teacher will read the book *Crocodile Listens* by April Pulley Sayre and discuss facts about the crocodile.
 4. The teacher will explain and model steps 5 through 8 of how to create a crocodile, showing completed example.
 5. The students will use scissors to cut the top of the egg carton off and discard.
 6. The students will paint the back side of the bottom part of the egg carton with green paint. Put aside to dry.
 7. Students will use Appendix A and cut out the head and four legs of the crocodile.
 8. They will attach the head and four legs to the egg carton or body by stapling all parts into place.
 9. Teacher will display crocodiles along a Nile River created in the hallway (with appropriate labels).
- E. *Assessment/Evaluation*
1. Teacher will review project and complete “Been There Done That Got a Sticker” checklist (Appendix E) and give students the crocodile sticker from Appendix C. Students will affix to Egypt knapsack cover. (Each lesson will have a completion sticker to be placed on the knapsack cover after successful completion of the appropriate project.)

Lesson Two: Mum’s the Word (1st Grade) (3 days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2) (adapted)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement (Art 1.3, 2.3)
 - c. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical

characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)

2. Lesson Content
 - a. Art of Ancient Egypt, 1st grade, p 31
 - Mummy cases: Tutankhamen's coffin
3. Geography, 1st grade, p 27
 1. Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses.
 - Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
4. Skill Objective(s)
 1. The student will invent images that combine a variety of colors, forms, and lines.(Art 1.2A)
 2. The student will place forms in orderly arrangement to create designs (Art 1.2B)
 3. The student will increase manipulative skills, using a variety of materials to produce drawing, painting, prints and constructions. (Art 1.2C)
 4. The student will identify simple ideas expressed in artworks through different media. (Art 1.3A)
 5. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A and 2.6 A)(adapted)

B. *Materials*

1. *Mummies!* By Kenn Goin
2. large sheet of white butcher paper (size of height of child)
3. pencil
4. markers
5. crayons
6. scissors
7. glitter
8. liquid glue
9. *Mummies Made in Egypt* by Aliko (optional)
10. computer to view websites
11. hieroglyphics website www.upennmuseum.com/hieroglyphsreal.cgi/
12. Activity Stickers (Appendix C)
13. Location Stickers (Appendix D)
14. Been There Done That Got the Sticker (Appendix E)
15. Visit the exhibition of King Tut online <http://www.kingtut.org/>.
16. Visit King Tut's tomb <http://www.kingtutone.com/tutankhamun/enter/>.
17. Visit a virtual tour of how to make a mummy <http://www.kingtutone.com/mummies/virtual/> .
18. Theban Map site <http://www.thebanmappingproject.com/>.
19. Visit the following sites for examples of death masks:
www.crystalinks.com/egyptafterlife.html
www.unmuseum.org/mumcase.jpg
<http://images.encarta.msn.com/srefmedia/sharemed/targets/images/pho/t014/T014547A.jpg>
20. Write like an Egyptian. <http://www.upennmuseum.com/hieroglyphsreal.cgi/>.

C. *Key Vocabulary*

1. mummy-a body embalmed or treated for burial with preservatives in the manner of the ancient Egyptians
2. King Tut-a king of Egypt
3. hieroglyphics-the picture script of the ancient Egyptian priesthood
4. mummy case with death mask - what the mummy was buried in with the cast taken from the face of a dead person
5. pyramid-an ancient massive structure found especially in Egypt having typically a square ground plan, outside walls in the form of four triangles that meet in a point at the top, and inner sepulchral chambers
6. line-a continuous mark with length and direction
7. space-distance around, above, below or within places
8. symmetry- scheme or pattern of artistic work, line which divides an object into 2 equal parts
9. color – dye, pigment, or paint that imparts a hue

D. *Procedures/Activities*

1. The teacher will read *Mummies!*
2. Reading Rainbow #509 Video-*Mummies Made in Egypt* (optional)
3. The teacher will show examples of mummies, mummy cases and death masks on the computer-specifically King Tut.
4. Visit the exhibition of King Tut online <http://www.kingtut.org/>.
5. Visit King Tut's tomb <http://www.kingtutone.com/tutankhamun/enter/>.
6. Visit a virtual tour of how to make a mummy-Mummy Virtual Tour <http://www.kingtutone.com/mummies/virtual/>.
7. The teacher will locate the burial site of King Tut on the enlarged map of Egypt (Appendix C used in lesson one) by visiting the Theban Map site <http://www.thebanmappingproject.com/>.
8. The teacher will show a completed mummy case to class as a teaching tool for project.
9. Students will work in pairs. Each student will lie on floor with feet together and hands crossed on chest. Their partner will use a pencil and trace around the other student's body shape.
10. Cut out body and begin drawing the death mask. Students can refer to examples made by teacher or examples from books. Visit the following sites for examples of Mummy Death Mask: www.crystalinks.com/egyptafterlife.html
www.unmuseum.org/mumcase.jpg
<http://images.encarta.msn.com/srefmedia/sharemed/targets/images/pho/t014/T014547A.jpg>
11. Students will use computer generated hieroglyphic symbols to write their name on the lower half of the mummy case. Visit the following site to write like an Egyptian. <http://www.upennmuseum.com/hieroglyphsreal.cgi/>.
12. Students will also decorate and fill in the remaining space with line design. When all design work is drawn and colored, student can enhance the death mask using white glue and an application of glitter.

E. *Assessment/Evaluation*

1. Teacher will review project and complete "Been There Done That Got a Sticker" checklist (Appendix E) and give students the mummy sticker from Appendix C. Students will affix to Egypt knapsack cover. (Each lesson will have a completion sticker to be placed on the knapsack cover after successful completion of the appropriate project.)

Lesson Three: Picture Perfect Queen (1st Grade) (2 days)

A. Daily Objectives

1. Concept Objective(s)
 - a. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement (Art 1.3, 2.3)
 - c. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)
2. Lesson Content
 - a. Art of Ancient Egypt, 1st grade, p 31
 - Mummy cases: Tutankhamen's coffin
3. Geography, 1st grade, p 27
 - a. Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses.
 - Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
3. Skill Objective(s)
 - a. The student will invent images that combine a variety of colors, forms, and lines.(Art 1.2A)
 - b. The student will place forms in orderly arrangement to create designs (Art 1.2B)
 - c. The student will increase manipulative skills, using a variety of materials to produce drawing, painting, prints and constructions. (Art 1.2C)
 - d. The student will identify simple ideas expressed in artworks through different media. (Art 1.3A)
 - e. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A and 2.6 A)(adapted)

B. Materials

1. print of Da Vinci's, *Mona Lisa*
2. print of Goya's, *Don Manuel Osorio Mannquede Zuniga*
3. print of Van Gogh's, *Self Portrait*
4. picture of *Statue of Liberty* sculpture by Bartholdi
5. picture of *Queen Nefertiti* sculpture
6. picture of *Caesar Augustus Bust*
7. pencil
8. white drawing paper
9. oil pastel
10. black construction paper
11. headdress pattern (Appendix F)
12. Been There Done It Got a Sticker for It (Appendix E)
13. Activity Stickers (Appendix C)
14. Location Stickers (Appendix D)

C. Key Vocabulary

1. shape-lines that conform to a particular form or pattern
2. line-a continuous mark with length and direction

3. 2-dimensional-height and width of a surface
 4. Queen Nefretiti-wife of the Egyptian Pharaoh Amenhotep IV
- D. *Procedures/Activities*
1. The teachers will introduce the lesson by discussing the difference between 2 and 3 dimensional objects.
 2. The teacher will show class pictures of famous portraits (*Mona Lisa, Don Manuel Osorio Mannquede Zuniga, and Self Portrait*) for 2-dimensional examples.
 3. The teacher will show class pictures of famous sculptures (*Statue of Liberty, Caesar Augustus Bust and Queen Nefertiti*) for 3-dimensional examples.
 4. The teacher will do a quick compare and contrast with the class making a chart on the board to list the likes and differences. Discuss how it is a close-up picture. When showing a picture of the famous bust of Nefertiti explain to the class who she was, where she lived, and why she was famous.
 5. The teacher will explain to students that they are going to make a portrait of Nefertiti.
 6. Students will take a piece of white construction paper and fold in half (hot dog fold). This will help them find their line of symmetry.
 7. Using a pencil and prior knowledge of drawing a portrait students begin to draw Nefertiti's famous face. They will use a cut out tag board pattern to trace her headdress on to the picture (matching symmetry lines).(Appendix F)
 8. Students will use oil pastels to color their portrait.
 9. Students will mount their completed portrait on black construction paper.
- E. *Assessment/Evaluation*
1. Teacher will review project and complete "Been There Done That Got a Sticker" checklist (Appendix E) and give students the queen sticker from Appendix C. Students will affix to Egypt knapsack cover. (Each lesson will have a completion sticker to be placed on the knapsack cover after successful completion of the appropriate project.)

Lesson Four: Flippin' Over Sphinx (1st Grade)(1 day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement (Art 1.3, 2.3)
 - c. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)
 2. Lesson Content
 - a. Art of Ancient Egypt, 1st grade, p 31
 - Great Sphinx
 3. Geography, 1st grade, p 27
 - b. Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses.
 - Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 3. Skill Objective(s)

- a. The student will invent images that combine a variety of colors, forms, and lines.(Art 1.2A)
- b. The student will place forms in orderly arrangement to create designs (Art 1.2B)
- c. The student will increase manipulative skills, using a variety of materials to produce drawing, painting, prints and constructions. (Art 1.2C)
- d. The student will identify simple ideas expressed in artworks through different media. (Art 1.3A)
- e. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A and 2.6 A)(adapted)

B. *Materials*

1. *Zekmet The Stone Carver* by Mary Stolz
2. ruler
3. pencil
4. construction paper – white
5. scissors
6. markers
7. crayons
8. Been There Done That Got a Sticker (Appendix E)
9. Activity Stickers (Appendix C)
10. Locations Stickers (Appendix D)
11. computer
12. Map Clip Art (Appendix G)1 copy cut apart and laminated with Velcro tabs
13. Flip Book Instruction (Appendix H)

C. *Key Vocabulary*

1. line – a continuous mark with length and direction
2. space- distance around an object
3. form – the shape and structure of an object
4. sphinx – an Egyptian myth having the body of a lion and head of a man
5. flip book – a book consisting of a series of images that give the illusion of continuous movement when the edges of the pages are flipped quickly

D. *Procedures/Activities*

1. Teacher will show students examples of the Great Sphinx
http://historylink101.net/Egypt_1/pic_sphinx.htm.
2. Teacher will read the book *Zekmet, the Stone Carver* to the class.
3. Students will create their own drawing of the sphinx on an 8 ½ by 11 sheet of construction paper.
4. Students will measure 4 inches down from the top of the paper and draw a horizontal line across the sheet to divide the paper into the top portion for the head, the bottom for the tail and bottom portion for the body.
5. Students will then draw the Sphinx using a pencil. They will then outline their Sphinx with marker and use crayon to finish coloring.
6. Students will turn in complete picture to the teacher. Teacher will laminate and cut apart drawings and create a flip book for the classroom. (Appendix H)
7. The book can be bound using a comb binder.

E. *Assessment/Evaluation*

1. Teacher will ask students for oral answers to questions of the location of Egypt and the Nile River.

2. Students will participate in locating of Egypt, Nile River, Great Sphinx, King Tut's tomb and Queen Nefretiti's birthplace by placing Velcro tabs of clip art of each on a large map. (Appendix G)
3. Teacher will review project and give students the Sphinx sticker from Appendix C to affix to their knapsack.

Lesson Five: Do You See What I See? (2nd Grade)(1 day)

A. Daily Objectives

1. Concept Objective(s)
 - a. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (Art 1.2, 2.2)(adapted)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement (Art 1.3, 2.3)
 - c. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)
2. Lesson Content
 - a. Abstract Art, 2nd grade, p 52
 - Constantin Brancusi, *Bird in Space*
 - b. Elements of Art, 2nd grade, p 52
 - Color
 - Line
 - Shape
 - Texture
 - c. Geography
 - Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses
 - The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
3. Skill Objective(s)
 - a. The student will express ideas and feeling in artworks, using a variety of colors, forms and lines. (Art 2.2A)
 - b. The student will create effective compositions, using design elements and principles. (Art 2.2B)
 - c. The student will identify and practice skills necessary for producing drawing, painting, prints, constructions and modeled forms, using a variety of art materials. (Art 2.2C)
 - d. The student will identify stories and constructions in a variety of artwork. (Art 2.3A)
 - e. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A and 2.6 A)(adapted)

B. Materials

1. mystery boxes (ex: of found materials to include- styrofoam, glue, toothpicks, tape, construction paper, straws, paperclips, pipe cleaners, yarn and clothespins)
2. Mystery Box Instructions (Appendix I)
3. pictures of Brancusi's *Bird in Space*

4. *Brancusi* by Eric Shanes
 5. Been There Done That Got a Sticker (Appendix E)
 6. Activity Stickers (Appendix C)
 7. Location Stickers (Appendix D)
 8. knapsack-put together in Social Studies class
 9. digital camera (optional)
- C. *Key Vocabulary*
1. sculptor – one who produces sculptor artwork
 2. sculpture - to shape or contour an object
 3. mass – a physical volume or bulk of a solid object
 4. motion – movement of lines
 5. symbolism – practice of representing things by means of symbols, objects, events, or relationships
 6. abstract – no traditional form rather than pictorial representation
- D. *Procedures/Activities*
1. Teacher will introduce unit by reviewing location of Europe in relation to the United States and locating it on the map in their knapsack.
 2. Teacher will guide students in locating Hobita, Romania, the birthplace of Constantin Brancusi (a famous 20th century abstract sculptor).
 3. Teacher will read excerpts from *Brancusi* by Eric Shanes.
 4. Teacher will show pictures of *Bird in Space* and discuss how abstract pictures differ from realistic pictures. Visit Art O Constantin Brancusi (http://www.dntis.ro/romania/mr/romanian_images/sculptors/brancusi)
 5. Teacher will point out symbolism of the feather representing the bird.
 6. Teacher will then discuss and model how the students will take objects from inside their mystery box and create their own version of *Bird in Space* using only the objects in the box. (Students must use at least 5 of the objects from the box.)(Appendix I - Mystery Box Instructions)
 7. The teacher will take digital pictures of the finished artwork so that the pictures can be placed inside the knapsack/portfolio. (optional)
- E. *Assessment/Evaluation*
1. Teacher will review project and complete the Been There Done That Got a Sticker Checklist (Appendix E)
 2. Student will receive their sculpture activity sticker for project completion to place on knapsack.
 3. Teacher will give students the Location sticker appropriate for this artist

Lesson Six: It Takes a Village to Make Art (2nd Grade)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (1.2, 2.2)(adapted)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement (1.3, 2.3)
 - c. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)
 2. Lesson Content

- a. Abstract Art, 2nd grade, pg 52
 - Marc Chagall, *I and the Village*
 - b. Elements of Art, 2nd grade, pg 52
 - Color
 - Line
 - Space
 - Texture
 - c. Geography
 - Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses
 - Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
3. Skill Objective(s)
- a. The student will express ideas and feeling in artworks, using a variety of colors, forms and lines. (Art 2.2A)
 - b. The student will create effective compositions, using design elements and principles. (Art 2.2B)
 - c. The student will identify and practice skills necessary for producing drawing, painting, prints, constructions and modeled forms, using a variety of art materials. (Art 2.2C)
 - d. The student will identify stories and constructions in a variety of artwork. (Art 2.3A)
 - e. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A and 2.6 A)(adapted)
- B. *Materials*
- 1. magazines
 - 2. pictures
 - 3. black construction paper
 - 4. glue stick
 - 5. scissors
 - 6. *Marc Chagall* by Mike Venezia
 - 7. Chagall <http://www.mcs.csu Hayward.edu/~malek/Chagall.html>
 - 8. map of Europe
 - 9. Been There Done That Got a Sticker (Appendix E)
 - 10. Activities Stickers (Appendix C)
 - 11. Location Stickers (Appendix D)
- C. *Key Vocabulary*
- 1. collage – an artistic composition of materials and objects pasted over a surface, often with unifying lines and colors
 - 2. overlapping – to lie over and partly cover something
- D. *Procedures/Activities*
- 1. The teacher will begin the lesson by locating Russia on a class map as students locate it on their map on their knapsack.
 - a. The teacher will then read book about Chagall to class and share examples of his work with class. (options to visit on Internet Chagall <http://www.mcs.csu Hayward.edu/~malek/Chagall.html>)

2. Teacher and students will discuss Chagall's *I and the Village* in depth. Analyzing and pointing out things in the picture such as these are things he remembered from his childhood, house, town, people, parents, or himself.
 3. Teacher will introduce and discuss how students can take his painting and create their own version of *I and the Village*. Brainstorm some ideas of things they might include in their picture.
 4. The teacher will explain how the students will make their art in the form of a collage instead of painting.
 5. Students can use personal photos and magazines to find pictures to include in their own village.
 6. Students will cut out pictures and create their collage.
- E. *Assessment/Evaluation*
1. Teacher will review project and complete Been There Done That Got a Sticker (Appendix E)
 2. Teacher will give student their completion sticker for *I and the Village* project.
 3. Teacher will give students the Location sticker appropriate for this artist

Lesson Seven: Brain Food (2nd Grade)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student demonstrates an understanding of ideas through expression in original artworks, using a variety of media with appropriate skill. (1.2, 2.2)(adapted)
 - b. The student demonstrates an understanding of art history and culture as records of human achievement (1.3, 2.3)
 - c. The student understands various physical and human characteristics of the environment and the student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather (Geography 1.6,2.6)
2. Lesson Content
 - a. Abstract Art, 2nd grade , pg 52
 - Paul Klee, *Cat and Bird*
 - b. Elements of Art, 2nd grade, pg 52
 - Color
 - Line
 - Shape
 - Texture
 - d. Geography
 - Spatial Sense
 - Understand that maps have keys or legends with symbols and their uses
 - The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
3. Skill Objective(s)
 - a. The student will express ideas and feeling in artworks, using a variety of colors, forms and lines. (Art 2.2A)
 - b. The student will create effective compositions, using design elements and principles. (Art 2.2B)

- c. The student will identify and practice skills necessary for producing drawing, painting, prints, constructions and modeled forms, using a variety of art materials. (Art 2.2C)
 - d. The student will identify stories and constructions in a variety of artwork. (Art 2.3A)
 - e. The student will identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather. (Geography 1.6A and 2.6 A)(adapted)
- B. *Materials*
- 1. *Paul Klee* by Mike Venezia
 - 2. Klee, Paul <http://www.mcs.csuhayward.edu/~malek/Klee.html>
 - 3. white construction paper 4 ½ x 5 ½
 - 4. pencil
 - 5. white glue
 - 6. powdered tempera paint (red, orange, yellow)
 - 7. sand (mix tempera 1 part to 2 parts white sand)
 - 8. shaker bottles
 - 9. green glitter
 - 10. hair spray
 - 11. Been There Done That Got a Sticker (Appendix E)
 - 12. Activities Stickers (Appendix C)
 - 13. Location Stickers (Appendix D)
 - 14. Cat and Bird Instructions (Appendix J)
- C. *Key Vocabulary*
- 1. texture – surface characteristics of an object
- D. *Procedures/Activities*
- 1. Teacher will introduce the lesson by identifying the birthplace (Switzerland) of Paul Klee on the class map as students locate country on their knapsack map.
 - 2. Teacher will introduce Klee by reading book *Paul Klee* by Mike Venezia to class.
 - 3. Teacher will show examples of his work using sites on Internet. Klee, Paul <http://www.mcs.csuhayward.edu/~malek/Klee.html>
 - 4. Teacher will show copy of *Cat and Bird* and lead a discussion of meaning and symbolism.
 - 5. Teacher will model lesson for students and give step-by-step directions listed on Appendix I.
 - 6. Students will use pencil and paper and practice making a sloppy copy of their cat.
 - 7. Teacher will review sloppy copy and give students permission to begin original/final product following instructions on Appendix J.
- E. *Assessment/Evaluation*
- 1. Teacher will review project and complete Been There Done That Got a Sticker (Appendix E)
 - 2. Teacher will give students the Activity completion sticker for *Cat and Bird*.
 - 3. Teacher will give students the Location sticker appropriate for this artist.

VI. CULMINATING ACTIVITY

- A. At the conclusion of this unit a digital gallery will be on display for public viewing. A technology-free option would be to have a hard copy gallery on display at a designated place in your school.

VII. HANDOUTS/WORKSHEETS

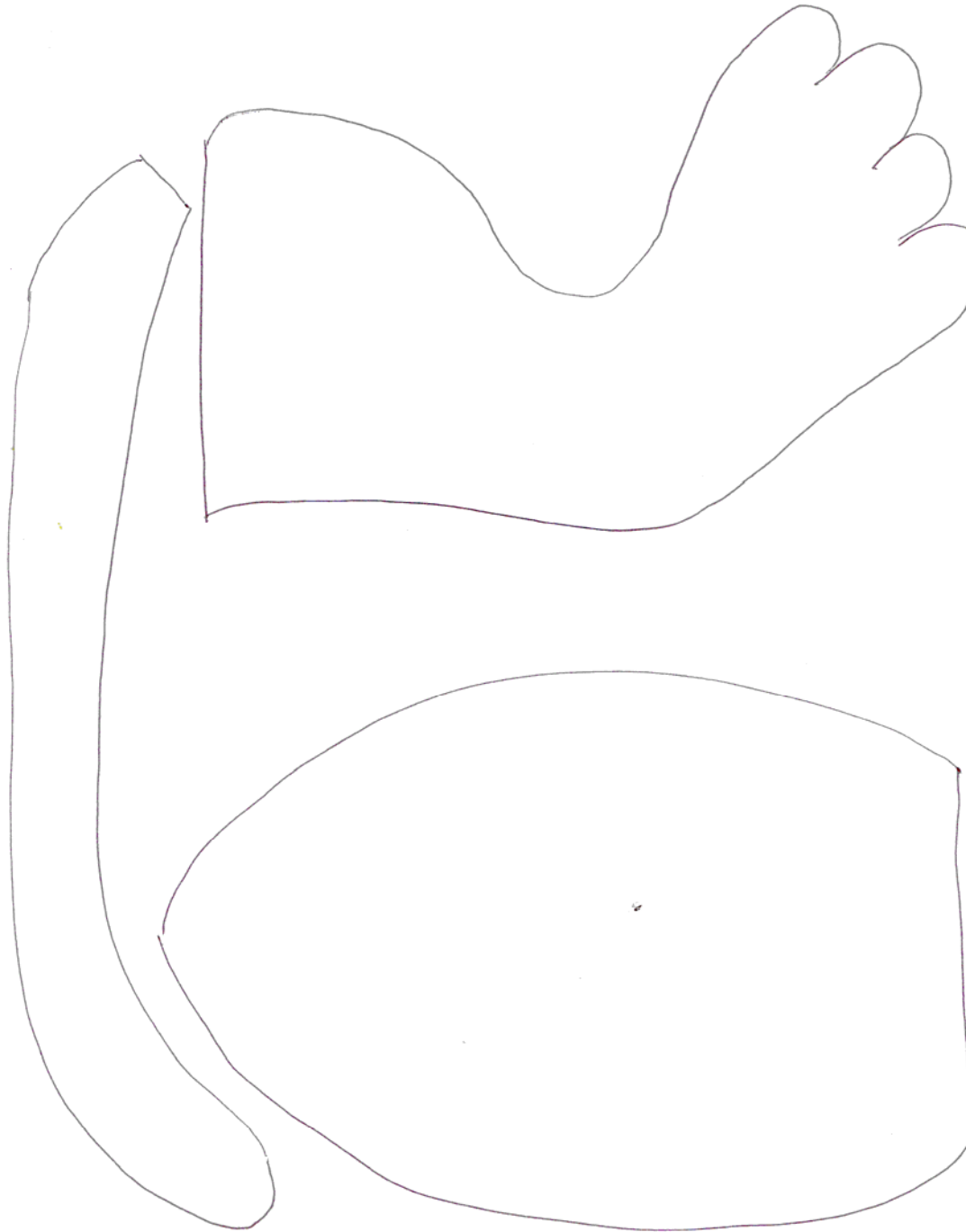
1. Appendix A - Crocodile Pattern
2. Appendix B - Knapsack Instructions
3. Appendix C - Activities Stickers
4. Appendix D - Location Stickers
5. Appendix E - Been There Done That Got a Sticker Checklist
6. Appendix F - Headdress pattern
7. Appendix G - Wall Map Clip Art for Egypt
8. Appendix H – Mystery Box Instructions
9. Appendix I - Flip Book Instructions
10. Appendix J – Cat and Bird replica instructions

VIII. BIBLIOGRAPHY

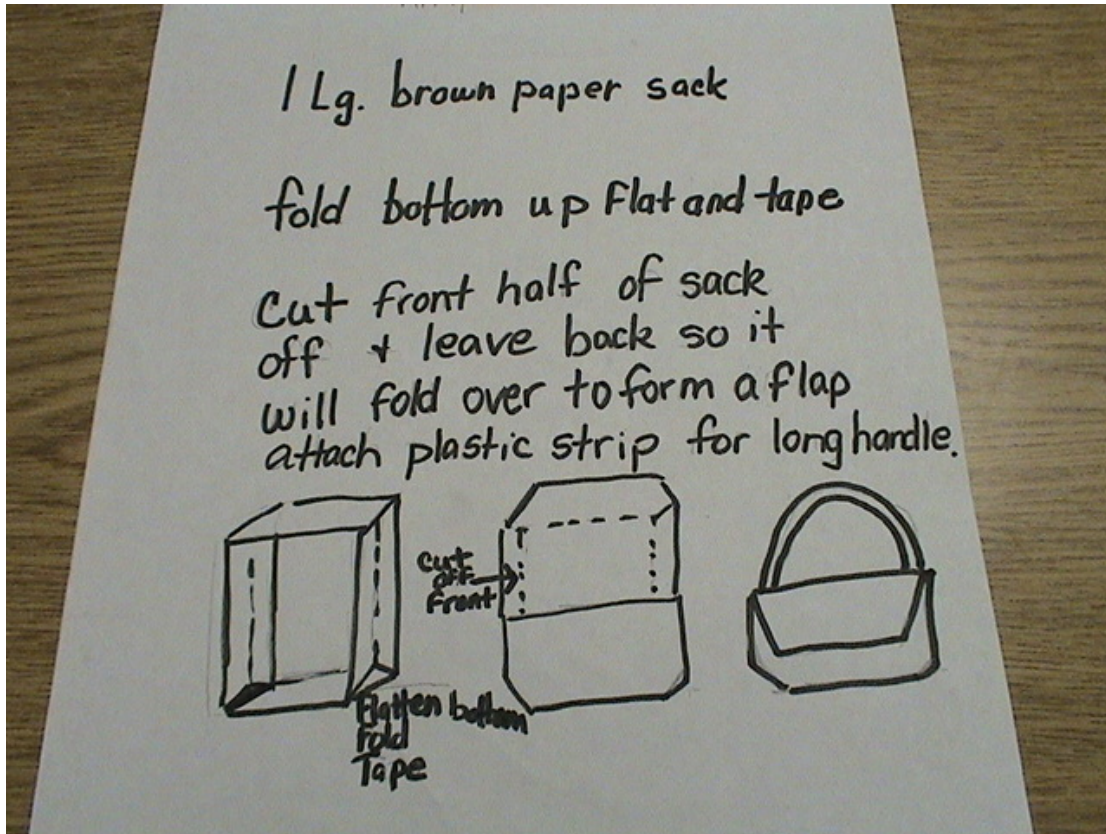
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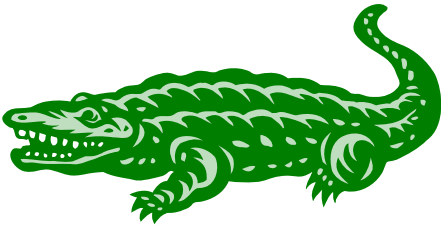





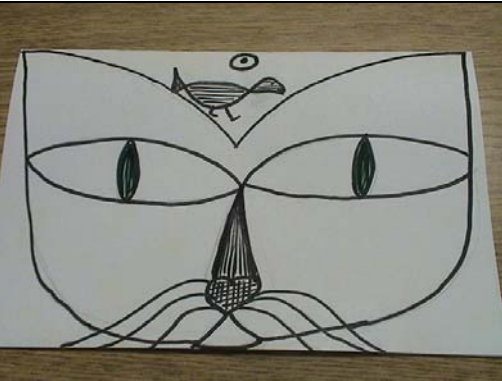
Appendix A
Crocodile Pattern



Appendix B
Knapsack Instructions



Appendix C
Activity Stickers

	
	
	
	<p>Original Art work created and photographed by Dianne Ashby, Candace Tickle, and Karla Lewis</p>

Appendix D
Location Stickers

Egypt



Russia



Switzerland



Romania

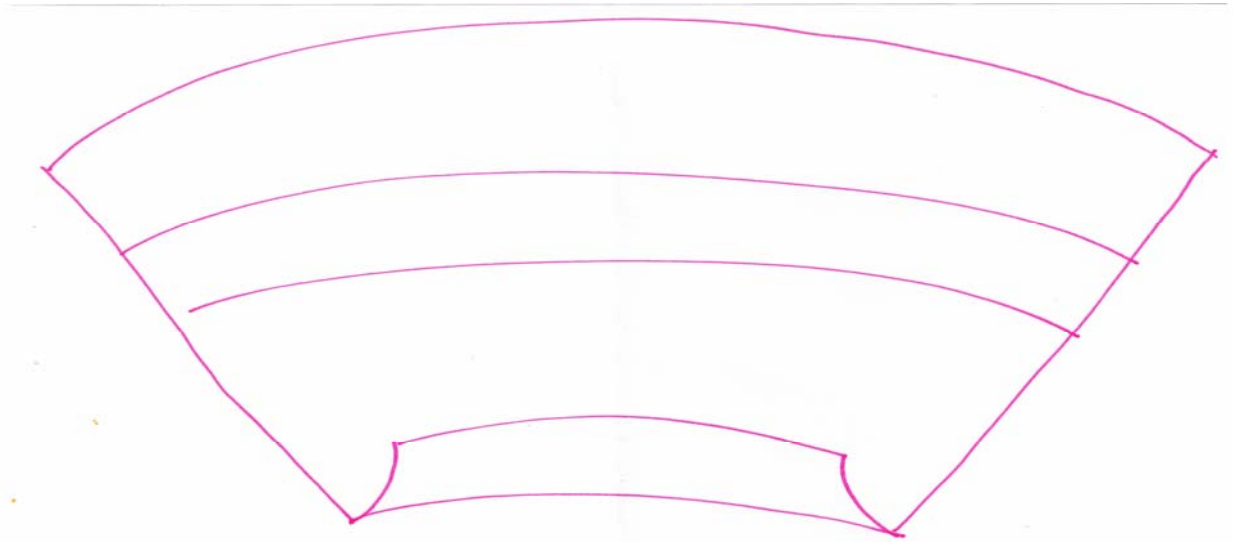


Appendix E

Been There Done That Got a Sticker Checklist

<p>Been There Done That Got a Sticker Checklist</p> <p>_____ Art Elements _____ Knowledge of Nile _____ Project Completion</p> <p>Nile Crocodile</p>	<p>Been There Done That Got a Sticker Checklist</p> <p>_____ Art Elements _____ Understand purpose of Sphinx _____ Project Completion</p> <p>Sphinx Flip Book page</p>
<p>Been There Done That Got a Sticker Checklist</p> <p>_____ Art Elements _____ Recognize pictorial representation Nefertiti _____ Project Completion</p> <p>Queen Nefertiti portrait</p>	<p>Been There Done That Got a Sticker Checklist</p> <p>_____ Art Elements _____ Knowledge of Mummy facts _____ Project Completion</p> <p>Mummy Case</p>
<p>Been There Done That Got a Sticker Checklist</p> <p>_____ Art Elements _____ Project Completion</p> <p>Mystery Box Sculpture</p>	<p>Been There Done That Got a Sticker Checklist</p> <p>_____ Art Elements _____ Project Completion</p> <p>"I and the Village" Collage</p>
<p>Been There Done That Got a Sticker Checklist</p> <p>_____ Art Elements _____ Project Completion</p> <p>Cat and Bird Project</p>	

Appendix F
Headdress Pattern



Appendix G
Map Clip Art

Egypt



Russia



Switzerland

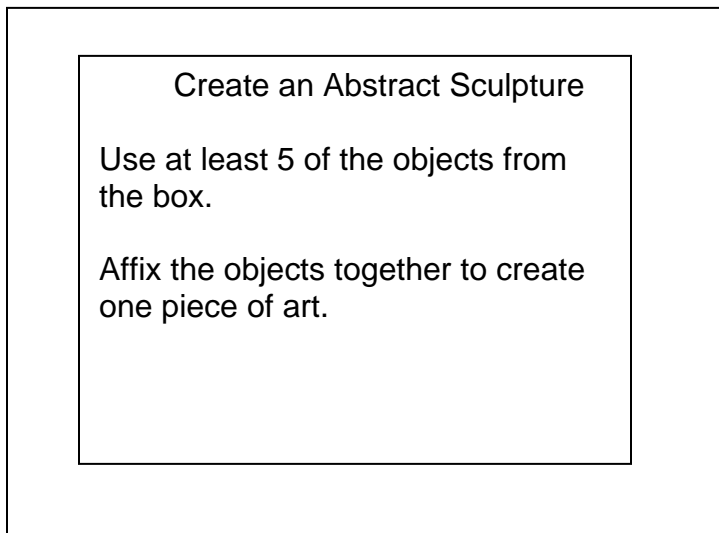


Romania



Appendix H
MYSTERY BOOK INSTRUCTIONS

1. Cover or paint cigar, shoe box, or box of your choice.
2. Place objects inside box (Styrofoam, tape, straw, toothpicks, clothespin, pipe cleaners, yarn, and construction paper).
3. Create a “follow direction” card to affix to inside cover of the box lid.



Appendix I
FLIPBOOK INSTRUCTIONS

1. Laminate the student's completed sphinx drawings.
2. Attach booklet together using a comb binder.
3. Cut each drawing apart only the horizontal line (line between head and body of sphinx).
4. This will allow you to flip the book to match different heads with different bodies.
5. Create a cover sheet for the class book. Make sure to affix cover to comb binder as you put the book together.

Appendix J
Cat and Bird Instructions

1. Fold 41/2 x 51/5 white construction paper in half(hamburger fold) to find line of symmetry.
2. Using a pencil, students will draw their version of Cat and Bird, by Chagall.
3. Student will race over pencil lines with white glue.
4. After glue application student will carefully shake sand and paint mixture over the wet glue. Students can change colors and add several layers to create the effect as in Chagall's original.
5. Student will use green glitter to sprinkle on the eyes for enhancement.

