

# Integrated Lesson Plan | EducationCloset

Content Area: English/ Language Arts	Fine Arts Area: Visual Art	Lesson Title:   Reading Rockwell
Grade Level:  1-5	Duration:  45 minutes	Teacher:   Susan Riley

## Standards and Alignment

Content Area Standard(s):  <b>Reading/Comprehension of Literary Text/ Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.  <b>5.2 B TLW:</b> use context (in sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words.		Fine Arts Standard(s):  <b>Visual Art:</b> Choose and evaluate a range of subject matter, symbols and ideas.  <b>Visual Art:</b> Describe how an artist's use of elements and principles in an artwork support its meaning or purpose.	
Big Idea:	Marketing uses a variety of media to persuade others about a viewpoint.	Essential Question:	How do you know what something means?
21st Century Skills:	Creativity, Collaboration, Information Literacy, Media Literacy	Key Vocabulary:	infer, persuade/convince, marketing, tone, branding, verb
Vertical Alignment	Before Lesson:  Use of context clues and understanding elements of art.	During Lesson:  Use of evidence to support an inference about a piece of art.	After Lesson:  Use of new knowledge to create a work of art/text that requires inference from the audience.
Materials List:	“Missing Tooth” cover from Norman Rockwell, elements of art, computer/internet/projector/screen, blank paper/markers, variety of advertising/logo examples		

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## Instructional Delivery (guided, collaborative, and self-directed)

Student Learning Outcome(s):	I can read a piece of artwork carefully to decide what the artist is trying to convey and persuade me to believe using examples from the work.
Pre-Engagement:	<b>Pre-assessment:</b> Engage students in a discussion about what makes something persuasive. Provide students with a variety of media (print, audio (radio) or video commercial) and ask them to work in teams to find commonalities (language/tone/color/font/use of space). Create a working list through a Glogster board. <b>Engagement:</b> Provide students with a selection of Norman Rockwell print covers from The Saturday Evening Post, Life, and The Literary Digest. Explore the commonalities among these images. Add this to the Glogster board and add lines to observations that connect with their previous activity. Discuss these purpose of these critical links for both the author/artist and the reader/audience.
Focal Lesson:	Ask each student team to choose one Norman Rockwell print and examine it closely for one Art Element of their choice. Students will use this element to determine the artist's purpose and how the element was being used persuasively.  Students will then use this information to write a 30 second advertisement soundbite that will persuade an audience to act based on the image chosen. IE: In the Post Cover "Missing Tooth" students could write a persuasive article about the advantages of visiting the dentist. Students must use at least two items they identified in their Glogster board for persuasive writing.

## Assess and Extend

Content Assessment:	Students demonstrate the ability to find at least 3 pieces of evidence supporting their stated inferences.	Arts Assessment:	Students discuss how artists use the elements of art to persuade an audience.
Content Extension:	Create a 60 second marketing pitch for a new product. Class acts as the test market group.	Arts Extension:	Create a storyboard/print ad/logo that captures the heart of the marketing message.

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## Reflection Opportunities

Student Reflections Prompts:	<b>Key Questions to Ask Students:</b> <b>1.</b> What makes something persuasive? What calls you to act when you see a commercial? <b>2.</b> How can we read and write using the elements of art?	Teacher Reflection Prompts:	<b>Key Questions to Ask Yourself:</b> <b>1.</b> Am I integrating the visual art elements, or I am using them as an enhancement to the lesson? <b>2.</b> What pieces of this lesson were a challenge? Which pieces were most engaging for me and my students?
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