

Lesson Plan Title: **Exploring the Past** Length: 4 classes

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Questions asked last class:

What senses can you use to explore art?

What is a discovery?

What are sketchbooks used for?

Students gave examples of discoveries, showed us how they used their sketchbooks and gave us examples of how to read/explore art.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

“Good morning Art Explorers! Today we are going to be traveling into the past! Imagine that we are living a long time ago, maybe you live in a castle or cave. Maybe you live in the jungle or on the prairie. Today we will be examining ancient cave drawings and thinking about what they mean! After that we will think about what objects are important to use and make personal artifacts out of clay. During this lesson we will need to think about making art that tells a story about who you are and what your life is like right now. Think about what someone would wonder if they found your artwork in the future! Would they be able to figure out what your interests are? Could they tell what time you lived in? These questions are important are important to consider when we make our artwork from the past. At the very end of this lesson we will do an archeological dig! Does anyone know what that means? Make sure you have all your explorer materials for this archeological dig. We will be traveling to 100 years into the future where artifacts from Denise’s Kinder Crew 2016 have been found. When you find an artifact record your thoughts in your sketchbook and consider the story behind the artifact you found.”

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Time
Culture
Shape
Storytelling
Observation

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Artist can predict stories by observing another person's artwork (Reflect- GLE1. PGCs Recognize.)

“I can think and talk about others artwork”

Artists can use art features to create art that tells stories about their culture. (Comprehend- GLE2. Create-GLE1. Transfer- GLE1. PGCs Recognize, Analyze.)

“I can use art features to tell my story.”

Artists observe and record in their sketchbooks to envision artwork. (Create GLE 1, Comprehend GLE 2, Reflect-GLE 1, 2 PGC-Explain and Develop)

“I can use my sketchbook to think about ideas.”

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: **Conceptual ideation and personal grounding, expressive characteristics and features, historical/ multicultural, materials/ techniques, critical reflection/ aesthetics/ transfer** Numeracy, Literacy, and/or Technology)

Day 1: Cave Drawings

Given art materials, students will be able to *create* a cave drawing reflecting a story about themselves. (Blooms: Create / Standard: Create- GLE 1. Reflect- GLE 1 & 2 / Art Learning:create)

After creating a cave drawing which reflects a story about themselves, students will be able to *discuss* and *predict* what each other's drawings are about. (Blooms: Understand, Create / Standard: Reflect- GLE 1, Transfer-GLE 1. / Art Learning:critical reflection)

Day 2: Creating Artifacts

Given image examples, students will be able to confidently explain what an artifact is and how it relates to culture. Bloom's: Understanding/ Standards: Reflect- GLE 1 & 2/ Art Learning: historical/multicultural,reflection/aesthetics/ transfer

Given clay, students will *hand build* 2-3 artifacts that reflect their story/culture/history. Blooms: Apply, Create/ Standards: Comprehend: GLE 2, Reflect:GLE 1, Create: GLE 1/ Art Learning: historical/multicultural, reflection/aesthetics/transfer, materials/techniques, conceptual ideation/personal grounding.

Given crayons, colored pencils, and markers students will *draw* in their sketchbook, a reflection of their artifact. Bloom's: Understanding, Apply, Analyze, /Standards: Comprehend- GLE 1, 2. Reflec-GLE 1, 2/ Art Learning: expressive characteristics and features/ conceptual ideation/personal grounding, reflection/aesthetics/ transfer

Day 3: Painting Artifacts & ARTeological dig

Using their sketches, students will *paint* their artifact completely to show to communicate their story. (Bloom's: Apply, Create, Standards: Create GLE 1, Reflect GLE 1,Art Learning: conceptual ideation/personal grounding)

During the ARTeological dig, students will *sketch* their finds and *predict* the story behind the artifact. (Bloom's : Analyze, Evaluate, Standards: Reflect GLE1. Art Learning: reflection/aesthetics/ transfer)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <p>Day 1: Process: Students can draw or write in their sketchbooks when observing cave drawings</p> <p>Day 2: Process: Students have the option to make either one or two artifacts Resources: gloves for Odin Process: Draw your artifact from two or more points of view</p> <p>Day 3: Resources: students can sketch, write, paint, or sculpt their discoveries about the artifacts they find during the dig</p>	<p>Expression (Products and/or Performance)</p> <p>Day 1: Products: Cave drawings can be about the student’s personal story, or an event from something that happened over the summer</p> <p>Day 2: Performance: Be able to tell a detailed story about the artifact they are making Instead of sketching tell a peer or teacher your process of making. Products: Students like Jaida, Forest, Arwin, and Delia may only be able to create 1 artifact since they like to work slowly and with more detail Products: Make an artifact that is bigger than it would be in real life.</p> <p>Day 3: Performance: Students can act out a skit or verbally share their discoveries about their artifact they find</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>Day 1: Resources: Students can create a cave drawing or painting</p> <p>Day 2: Process: Make an artifact using only coils</p> <p>Day 3: Resources: Students whose pieces exploded in kiln will paint on flat clay piece. Process: Students can make their artifact look as real as possible using paint (process)</p>	<p>Expression (Products and/or Performance)</p> <p>Day 1: Performance: For the reflective activity, students can work individually or in small groups to explore the cave</p> <p>Day 2: Products: Make an artifact that is bigger than it would be in real life</p> <p>Day 3: Performance: Students can tell their artifact stories but they can also group up with other students to create a story involving multiple artifacts</p>

<p>Literacy: List terms (vocabulary) specific to the topic that students will be introduced to in the lesson and describe how literacy is integrated into the lesson.</p>
<p>Record Discovery Hand-Building</p>

Cave Paintings
Clay
Time
Culture
Explore
Artifact
Personal Story
Score
Slip
Stick
Smooth
Clay
Time

Literacy will be integrated in the lesson by having students read and find their names on the discovery board. They will also tell stories about the artifacts they found and the cave drawings and record in their sketchbooks the stories and questions they have about their findings.

Materials:

Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Day 1:

Sketchbooks
Markers
Colored Pencils
Crayons
Paper
Watercolors
Paint Brushes
Water cups

Day 2:

Clay
Newspaper to cover table

Canvas
Cardboard/wood board
Storage bin
Watercups
*Gloves
Plastic forks (for slipping and scoring)
Toothpicks and tape for names

Day 3:

Paint
Plastic bags
Shovels
Red, orange, green, and blue flag to mark off dig areas

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Class 2, 3, and 4 PowerPoints
Sketchbook Drawing
Artifact Examples
Helmet Mask Poster
Aztec Calendar Poster

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Day 1:

- Make powerpoint
- Find relevant historic art examples/ archeological examples
- Set out supplies before class
- Cut paper to size for cave drawings/paintings

Day 2:

- Make PowerPoint for hand building techniques
- Cut clay into small fist sized pieces
- Cover tables with newspaper

- Boards/cardboard for students work
- Empty bin for students work
- Toothpicks and with tape for names to put in pieces
- Plastic for slipping and scoring
- Get plastic forks and water cups

Day 3:

- Make PowerPoint
- Fire pieces
- Fire flat pieces for students to paint on who were absent and didn't make an artifact
- Before class starts, designate dig areas with colored flags
- Put newspaper on tables for when students paint their artifacts
- Get paint supplies ready

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Day 1:**
- Discuss the appropriate way to behave in the hallway ("cave")
 - Discuss the appropriate way to use paint

- Day 2:**
- Discuss the appropriate ways to use clay and plastic forks

- Day 3:**
- Discuss the appropriate ways to use paint
 - Discuss the appropriate way to behave during the dig (be mindful of others around you, no pushing, playing on the playground, running)

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Day 1:

Hello Explorers! Before we start this week's class let's see how much we remember from last time:

- What tools do explorers' use?
- What do we do with our sketchbooks?
- When we have an art discovery what do we do?

Today we will be learning more about how art tells stories:

- What are some ways you can understand a drawing or painting?
- How can we tell other people's stories through art?
- Does anyone know what a cave drawing is?
- Why do you think people used to make cave drawings?
- Show examples of cave drawings
- Have students pretend to go back in time to explore cave drawings

Day 2:

Hello Explorers! Before we start this week's class let's see how much we remember from last time:

- What is a cave drawings?
- What can we tell about people from their cave drawings?
- When we have an art discovery what do we do?

Today we will be learning more about how art tells stories:

- What are some ways you can understand a sculpture?
- How can we tell other people's stories through art?
- Does anyone know what an artifact is?
- Show an example of modern, personal, and ancient artifacts

-Now we are going to pretend that we are living long ago and we are creating artifacts that have meaning to us. One day in the future someone might find them! It is important to consider what story you are trying to tell through your artifact. If someone found this in the future could they tell the story about you?

Day 3:

Hello Explorers! Before we start this week's class let's see how much we remember from last time:

- What is an artifact?
 - What can we tell about people from artifacts?
- Today we will be learning more about how art tells stories:
- How can we interpret other's stories through their art?
 - Can anyone share with me what artifact they made last time?
 - Does anyone know what an archaeologist does?

-Show an example of an archeological dig

-Today we are going to be ARTEologists, and we will be doing an ARTEology dig where we find ancient artifacts

-Now we are going to pretend that we are living long ago and we are finding ancient artifacts. When we find an artifact it is very important that we quietly go sit down with our sketchbook and begin to observe and make predictions about our artifact. What is the story the artifact is telling us about the person who made it?

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Ideation/Inquiry:
 Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Day 1:
 Sketchbooks for planning and envisioning: After being introduced to the concept of cave drawings students will use their art explorer sketchbooks to generate ideas for their cave drawing. The cave drawing will be about an event or story from the student’s life, and they will create three thumbnail sketches before picking their favorite to turn into a cave drawing.

Day 2: Attribute Listing: Students will think of their favorite thing that describes them, it could be an object, a pet, or a person. After picking this, they will create an attribute list for their object and explain that attribute list to the class. The class can add on attributes to generate ideas. Students will then take their attribute lists and create their artifact.

Day 3: Role Playing: Students will be doing an ARTeology dig in which they role play as being ARTeologists. Art Explorers will dig and find an artifact, and then record their observations and predictions about the story in their sketchbooks.

Instruction:
 Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p style="text-align: center;">Prep Work:</p> <p>Before class begins tables will be lined with newspaper, crayons, markers and colored pencils will be divided into containers for each table.</p> <p style="text-align: center;">Clay will be divided into hand sized pieces Bowls will be ready for each table and plastic forks</p> <p style="text-align: center;">Introduction/verbal review of last class:</p>	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <p>Students will recall what they learned last class</p>	Time
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All	<p>“Welcome back class, this first thing we are going to do is try and remember what we learned about and did last class. Turn to your neighbor and tell them what we did and learned last class. You have 45 seconds then we are going to share”</p> <ul style="list-style-type: none"> Have powerpoint slide with 45 seconds to keep students and teachers accountable to time restriction <p>Powerpoint Slide 1</p> <p>-What do explorers do?</p> <p>-What tools do explorers use?</p>		3-5 min
Andres	<p>-What are we going to explore this semester?</p> <p>-What is a sketchbook/what is it used for ?</p> <p>-What is a discovery?</p> <ul style="list-style-type: none"> Call students attention back by using the “Mona Lisa” attention signal (students should emulate the painting by crossing their hands in their laps, looking forward, and not talking) 	<p>Students will demonstrate that they know what to do when the teacher says Mona Lisa.</p>	5 min
Farrah	<p>Cave Exploring:</p> <p>“Since last time we made self portraits as explorers now we are going to explore each other's art!”</p> <p>Powerpoint Slide 2</p> <ul style="list-style-type: none"> show images of Lascaux caves. Class will examine what they see in the caves <p>Powerpoint Slide 3</p> <p>-Where are the people?</p> <p>-Where are the animals?</p> <p>-What colors do they use?</p> <p>-What are they trying to tell us?</p>	<p>Students will be able to read historic works of art and be able to talk about their observations</p> <p>Students will think of a special summer event and draw it using crayons, markers, or colored pencils.</p>	10 min
Monse	<p>Powerpoint Slide 4</p> <p>“Now that we have seen other people's stories we will now get to tell our own”</p> <p>“How many of you did something fun for summer?”</p> <p>“We are going to draw our favorite summer activity!”</p> <ul style="list-style-type: none"> Students transition to their table groups from the carpet to begin work on their drawings. 	<p>Students will display their artwork in the hallway</p> <p>Students will imagine that they are exploring a cave.</p> <p>Students will remember what tools they need to explore</p>	

Farrah	<ul style="list-style-type: none"> • (hand out paper) • will have students draw a special event that happened this summer. (Present) • Allow students to work for 10 min <p>“Now that we are all done we are going to put the images on the walls and explore!”</p> <p>“What do we need to explore?”</p> <ul style="list-style-type: none"> • Each table group will put their drawings in a stack in the middle of the table. While one teacher is giving instruction another teacher will begin posting the student drawings in the hallway. • Students will line up and be given their hats and sketchbooks by the third teacher and then go out to begin exploring. <ul style="list-style-type: none"> ○ Powerpoint Slide 5 ○ Our hats ○ Our sketchbook <ul style="list-style-type: none"> • Will prompt students to ask same questions as before <ul style="list-style-type: none"> -Are there people? -Are there animals? -What does it tell us? -Why do you think they used this color? <ul style="list-style-type: none"> • Students will be asked to draw (RECORD) information in their sketchbooks. 	<p>Students will predict and tell stories about what they believe the artwork to be about.</p> <p>Students will draw/write (RECORD) information about their findings in their sketchbook.</p>	<p>8-10 min</p> <p>5-8 min ?</p>
Andres	<p>Back in Classroom/Discuss Artifacts:</p> <p>“Who knows what an artifact is?”</p> <p>PowerPoint Slide 6</p> <p>“What do artifacts tell us?”</p> <p>“What do they look like?”</p> <p>“Those cave drawings that you all made and we just explored are examples of artifacts! They tell stories about a people and culture, and that’s you!”</p>	<p>Students will make connections on 3d and 2d artwork and how they correlate with history.</p>	
Monse	<p>PowerPoint Slide 7</p> <p>“These are some different artifacts from ancient European and Native American cultures.”</p> <p>“What do you think this was used for?” (Point at an object)</p>		<p>5 min</p>

Andres	<ul style="list-style-type: none"> Repeat questions about objects so different students can share their interpretation. <p>“In the future what do you think our artifacts will look like?” “Will people in the future wonder what we did in 2016?” Powerpoint Slide 8 “Could this be some of our artifacts?”</p> <ul style="list-style-type: none"> Teacher will prompt students to share with the person next to them on “what COULD be an artifact in your bedroom. And remember no toys” All students will trade in explorer hat in order to get clay <p>Cleanup:</p> <ul style="list-style-type: none"> Assign cleanup captains for each table, who will be in charge of: <ul style="list-style-type: none"> -guiding table to sinks -making sure everyone has their hands washed -making sure each person puts their own piece in container - once all table mates are done sit at the rug and write discoveries 	Students will connect past artworks to the present and the future. Will make predictions on how their “artifacts” will be viewed in the future.	20 min?
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Day 2	<p style="text-align: center;">Handbuilding with Clay</p> <p style="text-align: center;">“Since artifacts tell stories about people let's think about some of our stories for 1 minute.”</p> <p style="text-align: center;">“Now let's get our sketchbooks and plan an artifact we can make that can tell a story.”</p> <ul style="list-style-type: none"> ● Give students 5 min to make sketches of artifacts ● After 5 minutes have students gather at rug ● Introduce clay by : <ul style="list-style-type: none"> “Have any of you ever used clay?” “What does it feel like?” “What do you do with it?” <p style="text-align: center;">Powerpoint Slide 9</p> <p style="text-align: center;">“Since you already planned out your artifacts now we are going to build them with clay!”</p> <p style="text-align: center;">“But before we get our hands dirty let's talk about how to properly make art with clay.”</p> <p style="text-align: center;">Powerpoint Slide 10</p> <p style="text-align: center;">We are going to hand build our clay. Which means we will need our hands and water. That's it!”</p> <p style="text-align: center;">Powerpoint Slide 11</p> <p style="text-align: center;">When we are working it can get messy so we have to only touch our own work. We also cannot touch our clothes or face or else we will get clay everywhere! If we do get clay somewhere other than the table we can clean it up with a wet paper towel.”</p> <p style="text-align: center;">“Everyone can now go back to their tables and begin working on their artifact.”</p> <ul style="list-style-type: none"> ● Teachers will go around different tables to see how students are working with the clay. ● Students will work for 20 min 	<p>Student will think about their own personal stories and how objects can represent them</p> <p>Students will plan artwork in sketchbook and draw ideas about their own stories.</p> <p>Students will learn what is expected of them when it comes to working with clay</p> <p>Students will experiment the limits of clay Students will learn how to add features to communicate their story Students will learn how to use their plans to carry out a piece of artwork</p>	

	<ul style="list-style-type: none"> • Teachers will teach students to cover clay • Teachers will dismiss students by table to wash hands • When students are done they can write down discoveries and then line up for recess <p style="text-align: center;">Cleanup:</p> <ul style="list-style-type: none"> • Assign cleanup captains for each table, who will be in charge of: <ul style="list-style-type: none"> -guiding table to sinks -making sure everyone has their hands washed -making sure each person puts their own piece in container - once all table mates are done sit at the rug and write discoveries 	<p>Students will learn how to work in teams Students will learn how to lead a small group</p>	
Day 3	<p style="text-align: center;">Students will meet on the rug</p> <p>Teacher will ask say: “Today we will be painting our artifacts! Can someone share with me the artifact you made last class? When we paint them it’s important to remember why you are painting it the way you are. You can paint it how it looks in real life, or you can be creative with how you paint it. Remember, if someone was to find your artifact would they think of you? Is your artifact telling a story about your life? After we paint our artifacts we will be doing something very exciting! We will be doing an archeological dig! Does anyone know what that means? Make sure you have all your explorer materials for this archeological dig. We will be traveling to 100 years in the future where artifacts from 2016 have been found. When you find an artifact record your thoughts in your sketchbook and consider the story behind the artifact you found.”</p> <p>“Before we look at our pieces we have to remember that some of them broke or exploded in the Kiln. If your piece broke, we can glue it, but if your piece exploded then you will be painting on a clay slab. You can paint your artifact on there. Before we paint our pieces</p> <p>how many of you have painted with acrylics before? How do art explorers use their materials?</p> <ul style="list-style-type: none"> -Do the spill paint everywhere? -Do they put paint on another explorer? 	<p>Students will recall what they did last class.</p> <p>Students will identify that they will paint their piece so that it reflects the story they are telling through their artifact.</p> <p>Students will understand that part of working with clay is it’s unpredictability.</p> <p>Students will demonstrate their prior knowledge about how to use paint materials.</p>	

<p>Explorers does everyone know what color group they are in? Find the area that has your color on it and begin to look for artifacts. We have to be careful with these artifacts because they are 100 years old! So dig carefully. Once you find an artifact sit by the wall and draw it in your sketchbook.</p> <ul style="list-style-type: none"> • Teachers will walk around asking questions during digging <p>Who do you think buried these artifacts? I wonder who made them ? Why do you think someone made them?</p> <p>When students are drawing teachers will ask Who thinks that their artifact has a story? Make sure to use that story to influence your drawing.</p> <ul style="list-style-type: none"> • Teachers will have post it notes available in case students have discoveries. • Once all students are done they will line up and go back to the classroom. • Students will sit on the rug. <p>Let's take a few minutes to finish up our drawings and coming up with the stories for our artifacts.</p> <p>When I say GO! The red group and green group will meet in the reading section. Blue and orange will stay on the rug. You will be telling each other what you think your artifact means and show your drawing. If someone is talking about your piece don't say anything until they are done, then you can say what your artifact is.</p> <ul style="list-style-type: none"> • Teachers will divide their time between each group to facilitate conversations and document storytelling through videos, photos, or audio recordings. • After sharing has been completed students can play with their artifacts in their groups and see how they stories develop between their artifacts. <p>Clean up/ Lining up</p>	<p>Students will demonstrate their ability to predict about each other's artifact's stories</p>	
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	<ul style="list-style-type: none"> Students will hand back their sketchbooks as they line up for recess and put their discovery near their name. 		
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Student reflective/inquiry activity:
 Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

- Gallery walk where students walk through the hall and discover each other's cave drawings

Cave drawings-On the cave exploration walk students will be asked the following questions:

- What types of figures do you see in the cave drawings? Do you see people? Animals?
- What kind of environment do you see in the drawings?
- What stories do you see in the cave drawings?
- How do the artists of these cave drawings tell stories? How do you know what story is being told?

Artifacts- Once they're fired we will do an archeological dig on the playground

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
<p>Can students confidently explain what an artifact is and how it relates to culture? Can students hand build 2-3 artifacts that reflect their personal story/culture/history? Can students draw a reflection of their artifact in their sketchbooks?</p>	<p>Checklist: Can students confidently explain what an artifact is and how it relates to culture? Can students hand build 1-2 artifacts that reflect their personal story/culture/history? Can students draw a reflection of their artifact in their sketchbooks?</p>

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Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.