Aimee Hazlett

Lesson Plan Code: arthistory5

Title: On the go

Grade: 5th

PA Standards:

Art standards

‡ 9.2. Historical and Cultural Contexts
‡ 9.3. Critical Response
‡ 9.4. Aesthetic Response

1.4.3 B Types of Writing

Describe topic given.

Write ideas and organize into sequence.

Vocabulary:

Post Card-a type of mail sent that can be very simple and normally has a picture on the front of an event and on the back there is room for a simple message.

Transportation- A way of moving and normally involves automobiles or things moving from one point to another.

Pen Pal- a person in which one writes letters to and then waits on a response and then writes back and forth keep each other posted about event happening.
Post cards are very different but very detailed. The post card are not only for delivering a message but they are great for art projects. A teacher needs to know that post cards are made from different pictures from different places and about different time periods. The post cards will show students about the cultures of people.

A post card can lead into different writing techniques and involve into a short story. A short story is normally under 10,000 words and is normally about a given topic and has supporting details about that topic. A teacher must know some examples of short stories in order to teach this lesson.

I. Objectives
   a. Students will be familiar with the postcard from Goodrich Tires trade card, early 20th century c 1989 by Dover Publication Inc.
   b. As a whole group, the students will orally describe the different vehicles used during this time.
   c. The group of students will write a short story draft describing a vehicle used during this time period.
      Each group will provide details how the vehicle was used.
   d. Students will work in a group to complete the written short story that includes illustrations and details about a vehicle.

II. Essential Questions:
   What event is happening within your postcard?
   What might a person draw to show the event that is being portrayed in a different way?
   How might one begin to become a pen pal with another person?

Duration: 2 class periods lasting at least thirty minutes.
III. Materials

- Computers for research and to type their final short story
- Photos of different vehicles that were used.
- Books for research
- Time line for students to organize details or brainstorming
- Paper
- Binder
- Writing utensils
- Crayons
- Rubric for grading.
- Blank postcard

IV. Procedure

a. Introduction/ Motivation

To start this lesson, students will look at different photographs from the 1980’s. The students would look at the different types of vehicles used during the time period. The teacher will write a short story using the postcard, to give students an example of what the teacher is looking for. The teacher will discuss different postcards from the time period. The group will be divided into four jobs. The jobs include a writer, editor, publisher and narrator. The writer will write a rough draft of the story combining the facts or events from the timeline. The editor will correct the writers work looking for spelling errors, punctuation, and grammar. The publisher will check the editor’s work and helps put the story and drawings into the binder for publication. The narrator will read the story to the rest of the class after publication. All the students in the group will contribute to the drawings or illustrations of the story.
b. The students will be broken into groups by the teacher giving each student an index card with a sticker on it. The index cards will be five different kinds of stickers and there will be four index cards with the same sticker. The class will be broken into five groups and then each group will be given a topic. The teacher will give topics out by letting one student in each group pick a popsicle stick with a topic on it out of a can. The students will research the time period and gather as much information as possible. The students will look into the different transportation, clothes, technology, clothes, vehicles, and entertainment. The students in the group will decide on one topic and begin to brainstorm ideas about the topic. After the students are finished brainstorming the group will get back together and start to write their story. The students will decide on the timeline of events for the short story and fill in the time line worksheet. After the time line is complete the students will put the time line into a short story. The students will all help the writer combine the brainstorming into the story, and then the editor will help correct any mistakes. The publisher will type the story so that it is neat and presentable. While the publisher is typing the story the other group members will be drawing pictures to go along with the story. After the publisher is finished typing the students will add the pictures to the different pages of text and all the work will be put into a binder for grading.

C. To close this lesson, students will complete a postcard to a friend. The students will decorate the front of the card with illustrations, pictures they found or words from their given topic. The back of the card will be a short letter explaining how their topic has helped the people of the time. The students will present their postcard while presenting the short story.

To close the lesson students will present their stories to the other students. The narrator will read the story out loud and show off the story their group created. The groups will be required to listen to all the stories and give positive feedback to the groups. The teacher will then grade the stories according to the rubric. A part of the rubric is going to be given to the students to write down everything that they contributed, including the page number of what pictures they contributed.
V. Modifications for students with disabilities

In the case there is a student with a disability the teacher will assign those students with a job that is within their IEP. The group may require a little extra time or teacher assistance. If a child requires the teacher will provide extra materials such as larger prints, guided notes, larger utensils and more. The students will also be allowed to take any work home to finish.

VI. Classroom Management Statement

The class will know the classroom rules and the consequences of rule breaking. The classroom will remain at a classroom appropriate noise level and if the noise rises to loud the teacher will flick the lights as a warning. If the noise rises a second time the students will receive a verbal warning and the third time the students will be told if the noise rises again the students will write individual story. The teacher will observe all of the groups so no fighting or arguing goes on.

VII. Assessment of Objectives

a. Students will be familiar with the postcard from Goodrich Tires trade card, early 20th century c 1989 by Dover Publication Inc. Students will use the postcard to start their brainstorming ideas about vehicles in the time period. The teacher will use this picture as a example.

b. As a whole group, the students will orally describe the different vehicles used during this time. The students will give details for the teacher to put on the board.

c. The group of students will write a short story draft describing a vehicle used during this time period. Each group will provide details how the vehicle was used. The teacher will observe the drafts before the students begin to publish their story.

d. Students will work in a group to complete the written short story that includes illustrations and details about a vehicle. The students will present their stories and it will be graded based on a rubric.
VIII. Reflection

I learned that a student must have prior knowledge of the time period to complete this assignment. The students must know the different means of transportation, clothes, technology, clothes, vehicles, and entertainment. The teacher will have to be able to monitor the students and correcting the short stories. The teacher must pair the students so there will be no arguing or fighting about grouping or topics. The last thing I realized teachers and students need to have prior knowledge about is the writing process and how to use it for a short story. This needs to be covered before the lesson begins. The class needs to have a management plan about respect and the golden rule. The teacher needs to enforce this while students are working in groups and when the students are presenting and sharing about the story they made. The teacher also needs to watch when the students present their drawings for the book, because students will be looking at different skill levels and degrees of artistic talents.

<table>
<thead>
<tr>
<th>Points</th>
<th>Requirements</th>
<th>Grammar</th>
<th>Originality</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Student met all requirements</td>
<td>There are 0-1 spelling or grammar mistakes.</td>
<td>The student has made the project their own. There is no copying of any sort.</td>
</tr>
<tr>
<td>50</td>
<td>Students met some but not all requirements</td>
<td>The student has some spelling and grammar mistakes.</td>
<td>The student used some images or ideas. The student cited all copied materials.</td>
</tr>
<tr>
<td>0</td>
<td>The student met none of the requirements.</td>
<td>The student has more than 10 mistakes.</td>
<td>The student copied an entire project and did not make anything themselves.</td>
</tr>
</tbody>
</table>
**LIBRARY OF CONGRESS/TEACHING WITH PRIMARY SOURCES**

**PRIMARY SOURCE BIBLIOGRAPHIC ORGANIZER**

**Name:** Aimee Hazlett

<table>
<thead>
<tr>
<th><strong>Thumbnail Image of Primary Source</strong></th>
<th><strong>Collection Title/ Primary Source Title with MLA Citation and Permanent URL / Digital ID</strong></th>
<th><strong>Annotation- How are you planning to use this primary source instructionally?</strong></th>
</tr>
</thead>
</table>
- This would lead to a lesson about postage of mail, the advancement of communications and the laws of the mail.  
- This also can lead into lessons about mail carriers and how mail is delivered through the different times. |
| ![Image](http://www.loc.gov/pictures/item/2004668695/) | [http://www.loc.gov/pictures/item/2004668695/](http://www.loc.gov/pictures/item/2004668695/)  
"Transportation." Transportation. Web. 15 May 2012. <http://www.loc.gov/pictures/item/2004668695/>. | The students will get to different types of post cards. The collection shows photographs of transportation. The student would study the different types of transportation. The collection could introduce a lesson of cars, trucks and the changes that the automobiles across time. |
| ![Image](http://memory.loc.gov/ammem/award97/ndphahtml/ngphome.html) | "The Northern Great Plains, 1880-1920: Photographs from the Fred Hultstrand and F.A. Pazandak Photograph Collections." The Northern Great Plains, 1880-1920: Photographs from the Fred Hultstrand and F.A. Pazandak Photograph Collections. Web. 15 May 2012. [http://memory.loc.gov/ammem/award97/ndphahtml/ngphome.html](http://memory.loc.gov/ammem/award97/ndphahtml/ngphome.html) | This collection contains a great deal of information on the Great Plains... It contains photographs of the homes, farms, machines used, school house and the children. The cite would be used to show the differences of the times and how things were done.  
- This cite could be used to show students the ways certain things were done in past times. |

http://www.loc.gov/pictures/item/95506971/

This citation would be useful for teaching students about the process of making a newspaper. Students would be able to see put there postcards from the lesson into a newspaper format and make a classroom paper of the different events from the time period.


The last website is Google images. The website showed multiple pictures of cars or transportation from the 80’s. As a teacher I would copy the pictures into a power point or word document so that there were no inappropriate pictures.