

Fall 1-14-2014

The Positive Influences Art Integration and Content Integration has on Students Learning Needs

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The Positive Influences Art Integration and Content Integration has on Students Learning
Needs

By:

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January 2014

A thesis Submitted to the Department of Human Education Development of the
State University of New York College at Brockport in
Partial fulfillment of the requirements for the degree of
Masters of Science in Education

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Introduction

For the past 10 years theorists such as Catterall, Eisner and Gardner have stated that when the arts are integrated into education, “whole child” is being taught (Gullatt, 2008). Due to theorists such as these, teachers and administration are looking into the short and lifelong benefits arts integration has on students at all learning levels. Through the arts, students are able to express their knowledge, ideas, and feelings with the use of little to no words (Gullatt, 2008; Alter, Hays & O’Hara, 2009). Art integration can also be looked at and talked about as integrating core subjects or content area with the arts, such as art and social studies or art and science, to engage learners in higher-order thinking skills, experiences and communication skills (Zhbanova, Rule, Montgomery & Nielsen, 2010; Medina-Jerez, Dambekalns & Middleton, 2012). Although multiple authors, researchers and teacher have used the term arts integrated in various ways such as, teaching through the arts, teaching with the arts, integrated art lesson and so on, all of these terms have the same ideas in mind in regard to education so for the purpose of this paper, arts integrated will be used as the overall term.

By using arts integration as a way to teach our students, we are opening up a path way for students’ success both in and out of the classroom that will last a lifetime (Melnick, Witmer, & Strickland, 2011). As teachers it is key to see students have success in the classroom, so why is it that teachers are not using integration as a way to teach more often? The idea of integrated curriculum seems so obvious, yet many teachers still teach the traditional way of single-subject teaching with the focus on a teacher-centered instruction (Zhbanova et al., 2010 & Nielsen, 2010). When teachers are thinking about curricula integration, they need to be thinking how to creatively make connections with

various content areas and also make pedagogically connections in order for the students to have the positive success they need in the classroom (Hudson, 2012). When content and skills are taught in tandem with content and methods of each of the disciplines can be woven together to produce a more meaningful method of teaching for students at all levels (Melnick et al., 2011). This study by Melnick et al. shows a direct correlation between the students who have art integrated into their academic programs at school and their home lives and the students that do not have arts integrated into their school or home life. Students who are exposed to the arts have greater motivation to learn; they are more likely to stay in school and are more creative than students who do not partake in arts in and out of school. The article studied students at first, third and fifth grade levels, and the positive relationship between increased academic achievements of students when they are exposed to the arts in school curriculum and at home (Melnick et al., 2001). By stating this they are proving the importance of using integration as a successful method of teaching students. The benefits of curriculum integration are the same as integrating the arts into content areas: both methods allow and encourage a higher order of thinking that targets the individual student rather than teaching one way and hoping all students learn that way (Hudson, 2012). However, the value and benefits of art integration goes overlooked as a form of medium to assistance in teaching and learning. This is because of lack of teacher knowledge as well as social and cultural ideas on the benefits arts integration has when teaching with and through it (Gullatt, 2008 & Alter et al., 2009).

It is also important to focuses on the benefits that art integration has on students as personal accomplishments, academic accomplishments, integrated curriculum, teacher experiences with arts integration lessons, content areas, the personal experiences of

students with the use of arts integration and content areas in the classroom and how to implement integration into the classroom, which will be discussed in the next section.

Review of the Literature

Benefits art integration has on students:

Personal accomplishments

The fine arts have shown foundational skills for learning and development to include: development of fine motor skills, social skills, confidence and enriching learning throughout the integration of common subjects (Alter et al., 2009). This qualitative study focuses on the challenges elementary teachers face when implementing the creative arts into their classroom. According to this article, student who are engaged in creative arts are encouraged to communicate their knowledge in thoughtful and expressive ways. Findings from this article concluded that teachers were concerned with issues such as time, the overall scope of the subject areas and whether or not they have the skills, knowledge and/or confidence in each of the creative arts (visual art, music, drama, theater and so on). The use of creative arts can show positive benefits to students in developing their fine motor skills (holding a paint brush or painting with their fingers), encouraging their social skills (by working to express their thoughts as they work or working in groups) and student's confidence is boosted. Lastly, students who are exposed to creative arts in the classroom are learning though enriched learning that is integrated through the different curriculum programs and subjects (Alter et al., 2009). There is a growing body of evidence that arts integration has a range of positive outcomes for students at all learning levels and ages, both in and out of school settings (Alter et al., 2009).

Alter et al. (2009) is supported in the study by Melnick et al. (2011) on students who were exposed to the arts both in and out of school. The article studied students at first, third and fifth grade levels and the positive relationship between increased academic achievements of students when they are exposed to the arts in school curriculum and at

home. This article looks at five key questions based around the integration of art in student's lives to include art involvement vs. non-art involvement, gender, race, community (urban, suburban and rural). Over 11,600 children were used in this study; this number came from the Early Childhood Longitudinal Study (fifth graders) and the Kindergarten Class of 1998-99 which were both public and private schools. This study included 3,915 boys and 4,133 girls. Of these numbers 60% were white and 40% were nonwhite. One of the threats that was stated in the conclusion of this article was there is little work done to show the relationship between engagement in the arts and enhanced achievement scores. This study proved that students were able to use their imagination more; they had a greater motivation to learn, increased their creativity, lowered the dropout rates and increased social skills when taught with the arts. Students involved in this study showed higher student achievement scores than students who were not exposed to the arts (Melnick et al., 2011; Alter et al., 2009). Also proven in this study is that students who are exposed to the arts have greater understanding for diverse cultural groups. This is because they dive into each culture to learn about their music, dance, art and their way of life rather than just touching on the surface if the arts were not integrated into the learning (Melnick et al., 2011). There is so much more to be learned about when other content areas are included in the study as well. According to Melnick et al. (2011) study provided data that concluded, "disaggregation the data by music, drama, theater, and visual arts may provide more helpful for explaining variation in student achievement, particularly for those math and reading competencies that appeared significantly different for students engaged with arts study" (Melnick et al., 2011). For example, when students are studying the Inuit People it is important to talk about their history, cultural, climate as

well as their art work, their dance and even the music that is embedded deep within the culture. If we as teachers only teach one main concepts to our students and leave out all the rest then are we are not truly teaching about the whole culture but rather picking and choosing what we feel is important for our students to know and understand. This can lead to confusions and false conceptions about important concepts.

In a different study done by Zhbanova et al. (2010) they also looked at the benefits art integrated lessons have on the foundational skills of students. The purpose of this study was to compare how teachers talked to students and their actions during the two different teaching of curriculum, integrated versus single-subject curriculum. This study focused the qualitative research on comparing the two groups by observing them in the classroom setting. These studies were also counted to determine the relative frequency of identified categories therefore, containing some quantitative components making this a mixed study. This study was done by using 15 elementary students in first and second grade. Fourteen hours of observations were collected in each of the integrated curriculum and the traditional separate-subject curriculum classrooms to gather the data needed to compare this study. Today in education there is a push to have curriculum that is authentic and student-centered versus a direct teaching approach. The goal of authentic learning is to encourage and develop students to make connections to real-world problems, to have higher-order thinking which allows students more choices and also encourages students to make connections across curriculums. Within this study, the researchers looked at an integrated curriculum lesson that was based around an African social studies unit. This lesson used both art and language arts lessons to help encourage the students to make a mask which was used for a dramatic story-telling play

tying in both language arts and social studies to allow the student to make a solid connection between the two content areas. Through this integrated approach students had to make connections based on what they had learned about the African cultural in order to make the mask that would be used in the dramatic story-telling. This process required student to use higher-order thinking skills to plan ahead as well as using problem-solving skills. Also, because students were allowed to create their own mask it encouraged students to make choices based on their learning needs and ideas. This study was done by using 15 elementary students in first and second grade. Fourteen hours of observations were collected in each of the integrated curriculum and the traditional separate-subject curriculum classrooms to gather the data needed to compare this study. Students in the integrated curriculum were given more choices, enabling them to make meaningful learning connections and encouraged to make personal connections. On the other hand, the students who were taught with single-subject curriculum did not gain the same benefits from this type of teaching. This article also mentions the importance of school administrators and teachers having the support and positive outlook on integrated curriculum because without it teachers will be unsuccessful in the classroom. When they looked into art integrated lesson versus traditional single subject taught lessons, students were able to gain more from arts integrated lessons than the traditional lessons. The data shows when subjects are integrated, students' motivation, engagement and learning is increased versus students who are not exposed to integrated subjects (Zhbanova et al., 2010). Therefore, when arts are coupled with core subjects such as math and science it provides an important concept in education which helps to contribute to the student's sense of personal accomplishment (Zhbanova et al., 2010; Soundy & Drucker, 2010).

When the arts are integrated with core subjects it makes learning more meaningful because it allows the students to make personal connections, interdisciplinary connections, and uses complexity and decision-making skills in the classroom (Zhbanova et al., 2010; Alter, 2009).

Strand (2006) supports both Zhbanova et al. (2010) and Alter (2009) finding to say, “It really does not matter what we teach. It is the manner, not the mater” (Strand, 2006). As teachers we can teach the same concepts for years and have success, but it is important to remember not all students learn the same way. Therefore, there needs to be well thought-out meaning behind the lesson we are giving to our students. Strand (2006) grounded theory approach which used, “rich data collection from observations, interviews, and artifacts to discover patterns in the interactions between organizations, teachers, students, and instructional content” (Strand, 2006). This study also looks at the how and why art integrated curriculum works for teachers and students. It looks at the collaboration between teachers as they begin to integrate content areas with other content areas, as well as looking at how teachers are able to use one another to generate ideas to make the most of time and teaching content. Some findings from the study include, thinking skills are heightened when the arts are integrated in the learning and teaching because of the constant verbalization, writing, and reflective discussions after each lesson plan. When the students engage in discussions themselves they are often emotionally and philosophically challenging to each student (Strand, 2006). It was also pointed out in this study that the art instruction was used toward, “teaching creative process and developing skills rather than simply on imparting artistic skills and concepts” (Strand, 2006). This allows student to make connections that can then be applied to other areas of

learning and content subjects as the students feel the need to use these new skills in order to help them grow as learners in the classroom.

Academically

Several researchers have looked into the benefits of art integration into core classes (social studies, math, science and language arts) and the benefits it has academically for students. A study by Zhbanova et al. (2010) they compared integrated lessons and traditional single subject lessons. One finding from this study shows the benefits art integration has on students at an academic level when students were asked to create an African mask based on the social studies unit they were studying. In the study, students had to use knowledge they learned in class on cultural and social aspects of the African tribe in order to make an accurate representation of a mask. When teachers asked students to create these masks they encouraged students to use higher-order thinking skills. The students needed to plan ahead and problem solve aspects such as, the placement and size of the ears, where to place the nose in portion to the mouth and eyes to the create a proportional mask. Though the use of papier-mâché students needed to create two-dimensional and three-dimensional objects by doing this, students were again engaged in higher-order thinking skills on how to plan ahead and think things through (Zhbanova et al., 2010; Medina-Jerez et al., 2012). Finds within Zhhanova et al. (2010) study finds that, “integrated curriculum requires less behavior management than traditional curriculum” (Zhbanova et al., 2010). Therefore, when teacher integrated curriculum into their teaching they will have more time devoted to teaching content in a meaningful and creative way that is woven together with content areas rather than worry about students misbehaving in their classroom. Within this study it was also proven by

Zhbanova et al., (2010), “integrated curriculum settings, students receive more positive feedback (general praise) which affected the overall mood in the classroom and promoted student motivation” (Zhbanova et al., 2010). This again proved evidence to the positive outcomes integration has on students at the academic level in schools.

In a different study by Medina-Jerez et al. (2012) they looked at college level students who are taught using the arts along with the core subject of sciences as a way to teach elementary students about science. In this study it was shown that there is a direct correlation between student’s attitudes toward the integration of the arts into their class material as a new way to think and express their thoughts on a core concept in secondary science material. Another concrete point that was made in this study was that very few disciplines can teach people in the way art can teach them. Proving that with the integration of the arts people can learn new concepts, new ways of thinking and understanding that they never thought they could without the help of art. Students are able to see science ideas from an aesthetical point of view when art is integrated into the science subject to allow them to make better conceptual connections of science concepts (Medina-Jerez et al., 2012; Melnick et al. 2011).

The findings from all of these studies show positive and promising academic gains for students. When students are taught through “authentic learning” such as: exposure to real-world problems that engage the learner and require higher-order thinking skills that focuses on discussions, collaboration and ownership through choices to gain a better understanding of the concepts being taught (Zhbanova et al., 2010 & Medina-Jerez et al., 2012). When the arts are taught with science it allows students to practice, refine

communication skills and problem-solving skills both verbally and visually which is needed in a real world situations (Zhbanova et al., 2010 & Medina-Jerez et al., 2012).

Additional ways to show higher order-thinking is by using both visual and performing arts activities with young students to engage students in representational, communicative, expressive and social capacities which can make students more aware of their thoughts and feelings to build a rich and unique platform that will prepare them for the world around them (Phillips, Gorton, Pinciotti & Sachdev, 2010). Phillips, Gorton, Pinciotti & Sachdev (2010) focused their research on an approach called, *As a Way of Learning* which has been implemented into schools' curriculum to promote learning with the arts. This approach is designed to integrate visual and performing arts into the current curriculum. There have been studies to show a direct correlation to the positive effect of visual and performing arts for older students. However, there have been very few studies done to see if there are any effects on using the arts to help educate Preschoolers. The purpose of this research is to prove the approach called Promoting and Supporting Early Literacy through the Arts (PASELA) will increase the emergent literacy, arts and school-readiness skills for students who are at high-risk. Typically this type of learning is not viewed positively by many people who feel art is merely a way of expression rather than a tool for learning. Also, children who are of lower socioeconomics come to school lacking the reading and writing skills needed to have success in school. With the use of PASELA it is expected to help provide students with the skills and knowledge to be successful in the classroom. One hundred eighty-one children ages three and older were used in this quantitative study to providing supportive evidence to the use of PASELA at the preschool level. There has been a shift in the way

teachers are teaching, therefore, there is a need to study the positive effects of teaching preschool students by using the arts. The duration of this study was only 50 weeks. To truly understand if a new curriculum or changes to curriculum have credibility the study needs to be carried out for several years. The short term data shows promising findings, however, it would be beneficial to see how PASELA help students as they continue in their education. This approach again provides a new and positive way to integrate the arts and content areas together to give the student a better understanding of the concepts being taught to them in the classroom.

In a study by Groce also looks at how a form of theater called storytelling, has been used as an art form of theater for many traditions as a way for stories to be passed down orally from one generation to the next. This type of art form is now being used in the classroom as a way to meet the needs of the students academically. Children learn to tell and listen to stories well before they are able to write or even before they enter into school. According to this author, storytelling provides a key component in student's success in school to not only get the student engaged in the lesson but also to help improve reading and listening skills. With storytelling, teachers are encouraged to use tools to help promote a good storytelling experience such as music, dance, and costumes. Storytelling should be used in all content areas such as language arts, bilingual education and social studies which are provided in this research. This qualitative research article uses interview and observation to gather the data to support the positive use of storytelling to increase student's language arts program. This article's primary use was to introduce teachers to storytelling and to show teachers how easy it was to implement into all their content area lessons. There is a need to see how this storytelling will benefit

students in other content areas such as social studies, science and bilingual education. Storytelling has been linked to reading improvement by increasing student's comprehension ability as well as listening and speaking skills (Groce, 2004). Students who are engaged in this type of higher-order conversation are increasing their perspective-talk and other analytic thinking (Phillips et al., 2010 & Groce, 2004). When drama is infused into the classroom it enables students to orally, physically and visually generate ideas for writing. Drama allows students to better understand voice and students are better able to understand who the audience is, which helps them to be proficient writers (Walker, Tabone & Weltsek, 2011).

Walker, Tabone & Weltsek (2011) study focuses on the correlation to how well a student does on written math problems based on their understanding and proficiency in language arts. This study provides strong evidence that teachers who teach with the arts, such as theater or drama, in the language arts and mathematics classes have a significant gain on student's achievement in these two areas. The purpose of this study is to look at how using theater strategies in math and language arts increase students' academic performance. The first aspect addressed in this article is how mathematics and language arts performance are positively effected by the integration of theater into the language arts instruction. According to Walker, Tabone & Weltsek (2011) study there is very strong evidence that, "the arts have potential to contribute significantly to achievement in language arts and mathematics for these students" (Walker, Tabone & Weltsek, 2011). This article also looks at the students when they are placed back in a traditional language arts and mathematic setting to see how long they are able to sustain their learning gains from the integration of theater in these two classes. According to this study, students that

are exposed to arts integration are more likely to outperform students who are not exposed. By exposing students to drama they are more likely able to use strategies they have learned in though the integration of theater, in their writing, to express themselves orally and physically. They are also more likely to understand the importance of voice when writing because they have been exposed to it in drama. Walker, Tabone & Weltsek (2011) provide evidence that, “when children understand literature as something meaningful and complex, they sense its capacity to inform their lives” giving the student a deeper understanding in their learning (Walker, Tabone & Weltsek, 2011).

One way to truly see if students are showing a gain in their education is through assessment. This can be done by comparing students who have been exposed to integrated art curriculum versus students who have not had the same exposure. Then look at how they perform on standardized assessments as well as non-standardized assessment (teacher-given assessment after or during a unit of study). With the collection of this type of data teachers would clearly be able to see the benefits the arts have on student’s performance academically. However, there is little research that has been done which looks at students gains through the use of formal assessment. This paper has thus provided cause study after case study to support the integration of the arts in the classroom. This next section will focus on different studies that have used and had success with this type of curriculum.

Integrated Curriculum (Teaching with Multiple Content Areas)

It is important for students to develop inquiring minds and challenge themselves in how they think and push them to develop their skills through active learning, curiosity, questioning, discussion, and engagement with the arts (Haines, 2011).

By allowing and encouraging students to be active with the arts they are more likely to make meaning of the world from different a perspective which helps them to make sense of other kinds of information (Melnick et al., 2011). Through the use of integrated curriculum, teachers are making education more meaningful, student-centered, appealing, and motivational as well as engaging for all our students no matter the age, grade, gender or social economic standing (Zhbanova et al., 2010; Walker et al. 2011; Hudson, 2012).

In an article written by Appel (2006) she looks at arts education in California's schools where the arts are being taken away due to budget cost and how this impacts the student when the arts are taken away. From this article she shows that, "the arts positively impact cross-curricular achievements and teachers' ability to use multiple modalities and intelligences" (Appel, 2006) (see the box bellow)

What the research shows: Benefits of arts integration

While by no means comprehensive, findings from the research on arts inclusion, both generally and disaggregated by arts discipline, speak volumes, as can be seen below.

■ **Arts integration (general).** Research indicates that arts inclusion enhances cognitive engagement among students; provides a better sense of ownership of learning; improves attention, engagement, attendance and perseverance among students; provides unique avenues for parent and community involvement; and inspires positive transformation of school community and culture.

■ **Visual arts.** Research shows that meaningful integration of the visual arts enhances reading skills and interpretation of text; improves content and organization of writing; develops reasoning abilities (mathematical and scientific); improves attention to detail and detail in context; and improves the ability to find outliers (useful in mathematics and science).

■ **Music.** Students who engaged in music infused throughout the curriculum exhibited improved cognitive development; enhanced spatial and temporal reasoning; improved mathematics reasoning; increasingly positive self concept/confidence; improved literacy and performance on SAT (verbal); and enhanced English fluency for non-native speakers (when combined with an English as a Second Language curriculum).

■ **Drama.** Students participating in drama showed enhanced story comprehension; better understanding of characters and motivation; improved peer interaction/collaboration; enhanced writing proficiency and prolixity; better understanding of conflict, resolution, relationships and empathy; enhanced problem-solving abilities and better understanding of complex relationships.

■ **Dance.** Research indicates that participating in dance positively impacts self confidence; social tolerance; connections to history, civics and social studies (through the use of storytelling dances); organization, creativity and non-verbal reasoning; development of individual and collaborative work skills; applications and concepts in mathematics; creative expression and learning persistence.

She also talks about the integration of all content areas should provide opportunities to share outcomes with other teachers both in their building and neighboring schools to gain feedback and grow with their own teaching styles and strategies (Appel, 2006).

According to Hudson (2012) article when curriculum is integrated properly, two or more standards can be assessed from different content areas and students are gaining knowledge from both of the content areas simultaneously. This study looks the balance between teacher and student-centered science education which is used by students to make real world connections. This study gives teaching professionals a way to think about integration and also help them to create new ways they can integrate curriculum with other content areas. Hudson (2012) points out it is important to note that even though two different content areas are being taught together does not mean they are integrated until the students are able to make the connection to see how all the pieces fit together as one. Therefore, when planning for curriculum integration teacher need to think creatively and think about how the students are going to be able to make connections across content areas and actively engage the students (Hudson, 2012).

This is proven in a study done by Joe, Harmes and Barry (2008) where they look at arts and humanities in general education. An art and humanities course offers students a historical, cultural, philosophical perspective, fine art and literature all combined into one. Teachers of art and humanities are integrating these entire concepts together to educate students on a topic. The purpose of this study was to look into the art and humanities courses offered to students and compare them to general education course to see if students are getting the value of this course. By doing this the author is creating a set of shared objectives to show the credibility of the Arts and Humanities course in

relationship to general education. This study used a specific qualitative design rather than using a general thematic approach. This grounded theory study started out with a large number of 128 syllabi to represent the each of the course. However, after looking into each one and excluding the duplicates the final number of syllabi that were used in the collection of the data was only ninety-four. This is a smaller number and can be looked at to provide rich details about the study. This article clearly shows the rigorous procedures of the data collection by showing the reader the steps needed for the general coding of the procedure. The first phase the author talks about in analyzing is divided into four tasks which the author goes on to mention each of them and how they are related to the collection and analysis of the data. The author also identifies the themes, the results coding objectives and intercoder reliability, thematic network and then goes into the discussion providing the reader with a lot of meaningful data to show a direct correlation both in general education class and the Arts and Humanities that students will experience cognitive and personal development. The results from this study concluded that students who are enrolled in this type of a class will experience cognitive and personal develop not only with themselves but also the material in which they are learning. Students in arts and humanities are submersed not only in social studies and literature but also in the arts. This allows for students to make more connections to different content areas while being able to express themselves in different ways with the arts (Joe et al., 2008).

The arts help all of us to develop a creative sense of the world, analyze critical thinking and learn to express our thoughts clearly to the people in and around our world therefore, this further research must be done (Haines, 2011). This paper will also look at

different teacher's experiences and the positive effects art integration has on them as teachers.

Teacher experiences

According to Strand (2006) teachers need to have four personal characteristics when thinking about integrations of either the arts into content areas or the integration of content areas with other content areas. Teachers need a strong conviction, tenacity, flexible and trust in order to be successful at integration in the classroom. It is important for teachers to have a strong conviction about teaching, setting goals and challenging their students to reach the next level of learning in the classroom. Teachers who were able to hold tight to their beliefs and were set on teaching to their students goals allowed for tenacity when in the planning process. The third characteristic for successful integrations is being flexible. Teachers who were willing to work alongside their students to see their challenges and successes had more flexibility when teaching and during assessments. Strand (2006) points out teachers who were more flexible show a drive to become experts in new ideas and concepts that they were teaching to their students. Lastly, teachers who trusted in their students, themselves, administration and their co-worker were more likely to have success when integration of curriculum into other content areas (Strand, 2006).

Today, in early childhood education teachers need to be authentic and child-centered when they are teaching young students. However, this is not the case, in many classrooms where teachers are still relying on teacher-centered instruction when they should be focused on a child-centered instruction (Zhbanova et al., 2010). This idea is proven in a study by Groce (2004) which looked at integrated arts in the classroom

through the use of storytelling. Storytelling has been used for several generations as way for people to pass down their history, beliefs and life lessons. Within this study there were two teachers who were interviewed. Each of them talked about the benefits they had with the use of storytelling in their classroom. One teacher said, “Storytelling allowed her to make the story sharing/reading time more of an interactive experience” rather than the students just listening to what she was saying (Gorce, 2004). Another teacher found that, storytelling experiences to be beneficial in reinforcing language arts skills such as sequencing plot development, student dramatics, story retelling , and comprehension” (Gorce, 2004). This provides supporting data to show how simple and easy it is for teacher to use storytelling as a means to make connections between language arts and social studies or other content subjects.

Teachers who integrate the arts into their curriculum encourage students to make additional choices and decisions on the material they are learning. By doing this, teachers are checking students understanding and managing student’s behaviors (Zhbanova et al., 2010). In an action study done by Haines (2011), she encourages her students to identify and explore their own strengths through different visual arts and then reflect on new theories and information in which they can learn with and through their strengths. This action research study was designed to see if the author was being authentic to herself with the work she produced and if it drew on the strengths of a positive psychology. By looking at herself and her students she hoped to see how the relationship between identity and strength effected their perspectives. The author creates her own living theory and is continuously looping her theory to her practices and the practice to her theory, creating a value she can then teach to her students to show the importance to be authentic and true

to yourself as a teacher. By looking at this action research, the author is able to act, reflect, act, reflect, and change to create her own living theory design. The author focuses on knowing our own values and recognizing how these might affect our student's attitudes and beliefs when we teach. When thinking about integrating art into a lesson, one suggestion Haines (2011) has for teachers is to start with the end in mind Haines discusses the importance of knowing the inside which allows the teacher to discover and identify core values of the material being taught. According to Haines, she encourages her students to have a sense of humor and playfulness within the classroom. By doing this she says, "She creates an atmosphere of excitement, passion and joy" for her students learning (Haines, 2011). As teachers, it is very important to do this within the classroom to promote positive learning experiences and excitement for all the students.

The study by Strand (2006) supports the ideas Zhanova et al. have in their article, by looking at a group of teachers who want to give their students a new perspective on life as well as showing them that there are new ways of thinking about themselves and the way they thinking about learning. The teachers prove that through the use of integration of the arts and content subject areas students will be successful both in and out of the classroom. The teacher has success by encourage students to think about and generate questions that have a deeper meaning. Such as questions like: "how do we look at the past?" "How does our perspective change what we see?" and "why do you know that to be true" (Strand, 2006). When teachers encourage students to think this was they are opening up new pathways for student to take when learning, that not only challenges them but also encourages them to ask questions to dive deeper into their learning. Strand (2006) notes that after each lesson plan, the teacher had the students

reflect and discuss what they learned, new concepts and new ideas, by doing this the Strand was showing that the students were responsible for their learning. This also allowed the teacher not only to reflect on what the student took away from the lesson but it also shows how well the lesson plan was delivered to the students. Therefore, the teacher can start off from where they ended or they can go back and reteach important material if needed.

According to Strand (2006) it is important for teachers to stop thinking so concretely when teaching. When teachers open their eyes to see that there is more than one way of coming to a solution when given a problem, different ways of thinking and learning more students will be able to understand the concepts that are being taught in the classroom (Strand, 2006). Based on Strand (2006) research, when students worked on projects, they were able to reflect on the content as well as make personal connections. Strand states that students “exhibited emotional engagement by working on projects throughout class periods and often beyond, returning to the classroom after class to complete work” therefore allowing a deeper and richer education and learning environment (Strand, 2006).

In a qualitative study, done by Alter et al. (2009) it focused on the challenges elementary teachers face when implementing the creative arts into their classroom. It was discovered that the way teachers perceive themselves in regard to their own artistic abilities has a large impact-on their effectiveness to integrate and use the arts in their classroom and lessons. Findings from this study concluded that teachers were concerned with issues such as time, the overall scope of the subject areas and whether or not they have the skills, knowledge and/or confidence in each of the creative arts (visual art,

music, drama, theater and so on). Alter et al. (2009) states that, “teachers with 10 to 20 or more years of teaching experience indicated that they were exposed in limited ways to the visual arts music and craft activities in their teacher training encounter” therefore, teachers need to be constantly trained on new ideas and concepts throughout their teaching career (Alter et al., 2009). If teachers do not have the proper training or knowledge about how to integrate the arts and other content areas then how do school expected them to do it.

According to Haines (2011) it is important for teachers to assess their weakness before teaching an art integrated lesson and then once the lesson is taught the teacher should also think about ways to improve for the next lesson as well as reflect on what went well. Other teachers felt there was no time to devote to creative arts as well as no time to set up the materials and then clean up after the completion of the integrated lesson. Therefore, teachers feel integrating lessons is something they just do not have the time for (Alter et al., 2009 & Haines, 2011). Teachers also feel there is not enough time allotted for planning due to the fact that integrated lessons are more difficult to write because several subjects and standards need to be interwoven which takes meaningful thought and planning (Zhbanova et al., 2010). Therefore, it is important for teachers to have the support from their principal and administration to implement integrated curriculum into their classrooms (Zhbanova et al., 2010). Providing teachers with arts integration and content area training courses goes a long way to readdressing the lack of teacher’s confidence (Alter et al., 2009). Stated in Alter et al. (2009) article, “teachers felt overwhelmed by the demands of content knowledge and skills required to teach all of the creative arts subjects” because they were not given the right training and knowledge

to do what was required of them when it came to the integrating of content areas with each other and the arts (Alter et al., 2009).

Schools can also provide additional training in the areas of art integration with professional development. Teacher's experiences are important to look into as well as the experiences students have with art integration in their classrooms. In the article written by Appel (2006) she talks about a training that is a week-long hosted by OCPAC that provides, "in-depth review of standards and frameworks across the curriculum and practical strategies to engage pupils through integration arts projects in the visual and performing arts" (Appel, 2006). Teachers are exposed to and involved in creating storytelling dance to highlight key points in history as well as the use of instruments to help students understand the relationship between rhythm and Mathematics (Appel, 2006). This one type of training provides a great opportunity for teachers to observe as well as getting hands on experience with this type of teaching strategies.

Personal experiences of students

This paper has talked in great detail to the advantages art integration has on students both in and out of the classroom as well as the benefits to the integration of content areas. Stated by Gullatt (2008), "Students should acquire a feel for what a means to transform their ideas, images, and feelings into an art form" students should also be able to understand what the connections are between content areas and the forms at which art represents a culture (Gullatt, 2008). Once students are able to make these types of connections, they are getting a true understanding of the concepts being taught to them in the classroom.

Researchers in early literacy report that students understand and make sense of the world around them through systems or language that includes writing, music, dance, drama, and other art mediums (Soundy & Drucker, 2010). Soundy and Drucker (2010) conducted a study entitled “picture partners” where students were asked to create and express knowledge of a picture book and personal experiences through meaningful art work. This case study was done in a classroom setting where students work in close proximity to each other therefore; they were supporting each other to understand new and different concepts. The meaning behind this study is to show teachers how drawing and collaboration can have a powerful effect on students understanding of concepts or in this study how students are able to make meaningful connections both visually and in written form. Teachers need to understand that not all students’ rely on written words to express themselves but can also express their understanding in an artistic way too. Some of the findings included the use of artistic elements such as line, shape, color and patterns to show connections between their own personal experiences. This study gathered data to show teachers how drawing and collaboration can have a powerful effect on students understanding of concepts or in this study how students are able to make meaningful connections both visually and in written form. Soundy and Drucker (2010) stated in the study that, “in this context, drawing can be seen as a meaning-making process in which children produce signs to express their understanding and ideas in visual-graphic form and engage their emotions and imaginations” (Soundy and Drucker, 2010). It is important to allow students the opportunities to use the arts to gain a better understanding of the material when it is being taught to them. From this study it was also concluded that drawing can be seen as a way for students to make meaning out of their understanding of

a concept that the teacher is teaching by allowing them to express themselves in the way they want to. Also when students are able to create drawings to represent meaning they are able to show their own sociocultural world. Within this study it was shown how important it is to look at students work over time and this setting might not be the situation because the research is only taking a snapshot of a moment in time rather than looking at these particular students over a longer period of time. Some student might lack the confidence needed to not only draw a picture but also lack the social skills needed to work their “picture partner.”

In a study done by Walker et al. (2011) they looked at four schools that used integrated art projects and four schools that did not (control group). Both groups were learning the same material however the integrated group used games, scenery design activities, process drama, improvisation, script writing and enactments to learn the material. According to this article there is a correlation to how well a student does on written math problem based on their understanding and proficiency in language arts. This study provides strong evidence that teachers who teach with the arts, such as theater or drama, in the language arts and mathematics classes have a significant gain on student’s achievement in these two areas. The purpose of this study is to look at how using theater strategies in math and language arts increase students’ academic performance. The first aspect looked at in this article is to see how mathematics and language arts performance are positively effected by the integration of theater into the language arts instruction. According to this study, students that are exposed to arts integration are more likely to outperform students who are not exposed. By exposing students to drama they are more likely able to use strategies they have learned through

the integration of theater, in their writing, to express themselves orally and physically. They are also more likely to understand the importance of voice when writing because they have been exposed to it in drama. This article looks at students when they are placed back in a traditional language arts and mathematic setting to see how long they are able to sustain their learning gains from the integration of theater in these two classes. From the findings it was concluded that the students who had integrated lessons scientifically outperformed their peers who did not receive integrated lessons on state assessment. This study also looked at the long term effects art integration has on students even after they are no longer exposed to the integration. The findings proved that students who are exposed to integration are still able to sustain the benefits of art integration (Walker et al., 2011). The findings in this study also concluded students who are exposed to integration of lesson are more likely to pass the state assessment in language arts than students who are taught in traditional ways (Walker et al., 2011). Also stated in the findings was students gender or socioeconomical background has an effect on the outcome when arts are integrated into their lessons. However, students who come from low-income families may find the use of the arts integrated in their classroom will increase and improve their academic success more than students of an upper-class that may already be exposed to the arts either in school or outside of school (Walker et al., 2011).

In the qualitative study done by Soundy and Drucker (2010) used a small sample size of nine students to conduct and collect meaningful data however, it lacks the rigorous analysis and interpretations which is seen in the study by Walker et al. 2011. In this study one positive aspect is that it provides great discussion for the teachers to follow through with such as; “picture partners” provide opportunities for students to use their

social skills and for ways for students to bounce ideas off of one another as well how to integrate the arts into reading and writing time.

How to implement integration into your classroom

According to Gullatt (2008), “Arts education should enable students to understand that there is a connection between the content and the form that the arts display and the cultural and time in which the work was created.” In order for this to happen in the classroom teachers need to properly implement integration into the lessons they are teaching. For some teachers this is not a simple task, many of them do not know where to start because it is something they themselves never learned.

In the study done by Strand (2006) gives the example of how teachers have successfully integrated content areas with other content areas as well as the arts and had great success in their classrooms. Teachers were given two-hours to work with and artist-teacher and together they were to teach the students about ancient civilizations. The students were asked to look at ancient artwork and identify such things as line, shapes, symbols, medium, and imagery then they were given other ancient artworks to see if there was any similarities or differences and how they might be connected to one another (Strand, 2006). In theater students were taught to create a dramatic representation of stories based on the ancient civilization they had learned. The students need to have plot, setting, improvise movement for their character while gathering information on how each ancient civilization would have lived, worked and played. When the teacher started to teach the students about math and how money was not used in the Sumerian cultural but rather a bartering system was set in place. The teachers then had the students make artifacts to trade in their classroom reproduced Mesopotamian

marketplace. Through the exploration of each of the civilization, students discovered what would have been sold in the marketplace and then created it using the art concepts they were taught. When teaching the language arts portion of the lesson, the teachers had the students compare and contrast the characteristic of gods and humans from there, students need to imagine a new god with new characteristics. From here, student were asked to create a mask to represent their god. As the students were discovering and making connections the teacher acted as though the connections were unexpected which drove the student to dig deep and look hard at what they were learning (Strand. 2006).

It is key for teachers to have the proper training before and during the implementation of integrated curriculum and integration of the arts. If the training is not present, then the integration can be seen as “arts and crafts” and the effectiveness of the students learning is just an expansion of art rather than an integration of multiple subjects (Strand, 2006).

Conclusion

This paper focuses on the benefits art integration and teaching with multiple content areas has for students both with personal and academic accomplishments. While also looking at integrated curriculum, teacher experiences with arts integration, the personal experiences of students use of arts integration in the classroom. However, teachers and administrators still struggle to see the positive benefits art integration has on our students both in and out of the classroom as well as how simple it is to teach with multiple content areas. Integrated curriculum is an attempt to make education and learning more meaningful, appealing, motivational and engaging for all our students (Zhbanova et al., 2010). This paper has provided the proof that the arts can educate people in ways very few other disciplines can (Medina-Jerez et al., 2012). Art integration is about a methodology and a philosophical approach to education that creates a level of personal connection and added depth in the classroom through a creative inquiry-based process of teaching and learning. One example of integrating the arts into teaching is when teaching about the Inuit's to students. Teachers need to focus on the whole culture which includes aspect of their dance, music, art and how their traditions are passed down from one generation to the next. With this same concept, teachers need to look at how to pull in other content areas as well to allow student to make connections across their learning. Such as social studies, the geography where they live and how do they relate to other cultures they have studied within their school year or past cultures they have looked into. Administration should continue to look at how schools can provide proper arts integration training for teachers as well as how to provide the much needed support from administration (Zhbanova et al., 2010). By doing this it allows teachers to teach using

arts integration methods in their classroom to provide students the full benefits of the arts. There are many different types of resources available to teachers to help with the integration of the arts as well as other content areas to enhance their teaching methods. The internet provides a great tool for connecting content areas with other content areas however, there is little to be said about the integration of the arts with more than one content area. Howard Gardner breaks down the understanding of the different ways people learn and that we all do not learn the same way therefore, teachers should not be teaching to one type of a student. The next chapter will look deep into the resources that are available to educators to help to integrate arts and content areas within the classroom.

Original Research

My original research on teaching with and through the arts stems from my own personal experiences that I had as a student going through grade school and then even in some of my college courses. My experiences have made me a firm believer in teaching with and through the arts as well as integrating other content areas into my teaching styles. It is my individual drive to be a successful and inspirational teacher and without my personal experiences as a student I do not feel I would have the passion and drive I currently have for teaching with and through the arts as well as integrating other content areas together. Therefore, I feel a little background on me will help explain the start of my original research as well as provide some light to the type of teacher I am. When going to school I was never a successful student, I always struggled to grasp concepts that seemed to come so effortlessly to my peers. I always thought as a student I was doing something wrong and I felt I was just not as smart as everyone else. Now, that I have graduated from high school and undergraduate school, I have learned it was not something I was doing wrong, it was that my teachers were not teaching to my learning styles and needs. My grade school teachers were teaching the way they felt all students learn best rather than focusing on each individual student's needs. I understood this after I graduated from high school and started looking for a career path that would help me to grow in my passion to become a teacher. That was when I stumbled upon the concepts of art integration and the integration of content areas in a class, called Arts for Children, offered at The College of Brockport. It was through these courses, at Brockport, that I finally began to understand just what it meant to truly gain an understanding of the concepts that my grade school teachers were trying to teach me. My drive and passion to be a successful teacher stems from my struggles as a student. I never want my students to

experience the same struggles I had because my teacher taught to a group of students rather than to individual students. My original research is based on two successful student teaching placements, in a 1st grade special education class and in a 5th grade private school setting, a 3rd grade long term teaching job, over 5 years of substituting and my current position as a Universal Pre-Kindergarten teacher. From these opportunities I have seen the positive outcomes that integrating lessons and the arts can have on all students regardless of their learning level and style.

Many of the courses I have taken at Brockport in the area of Arts for Children have helped me grasp a concrete understanding on not only why it is important to integrate lessons but also how to integrate the arts to be successful in and out of the classroom. I have taken countless courses as an undergraduate to truly gain an understanding of arts integration; these courses included theater, dance, music and various visual art courses. Even though these courses were taken individually and did not show me how to integrate them into my teaching they helped me to prepare for my Advanced Studies in Interdisciplinary Arts for Children. It was in this class that everything I had learned come together and helped me prepare for the teacher I would become. Some of the aspects we looked at in this class were what we as teachers needed to put in a lesson plan, what made a successful lesson plan and how to have successful teaching experiences using Howard Gardner's Multiple Intelligence Theory.

In this next section I am including some exemplar lesson plan from some of each of the course I took as an undergraduate at Brockport. Within each of these lesson plans there is an example of how each of the arts (Dance, Visual, Theater and Music) can be integrated into to one of the content areas (Social Studies, Language Arts, Science and

Math). Some of these lesson plans include integration at a miniature level however, others incorporate more complex integration. By looking at these lesson plans it is easy to see how to integrate the arts into something you are already teaching and many times the lessons you have already written just needs a little twist to create a more in-depth lesson plan. Several of these lesson plans have been my stepping-stone to create more in-depth and complex lesson that allows the integration of multiple arts and content areas to intertwine with each other.

Exemplar Lesson Plan:

This first exemplar lesson plan was one of my first experiences writing a lesson plan that included the integration of Language Arts and Visual Arts into one lesson. This lesson plan used a well-known picture book Called, *The Very Hungry Caterpillar* by Eric Carle. It focused on the reading of the book as well as bringing in aspects of visual art with the mixing of primary colors to create secondary colors. It also encouraged the students to experiment with mixing of paint colors when they were painting on their own. Through the use of this lesson plan I was able to teach what I had created and written to a group of preschooler at the Brockport campus. This lesson plan was well thought out and executed well with the age and group of students I was presented with.

Blueberries, Apples and Cheese

Grade level: preschool (age 3 and 4 year olds)

Time Length: 30 minutes

Theme: Incorporating literature while discovering the mixing of primary paint colors.

Intelligences:

- Interpersonal
- Linguistic
- Special
- Kinesthetic

Standards:

- Language Arts: #1. Read a wide range of print and non-print texts.
- Visual Arts: #1. Understanding and applying media techniques and processes.

Lesson Objectives:

- The students will become familiar with the story *The Very Hungry Caterpillar* by Eric Carle
- Students will learn to paint with primary colors, resembling well-known fruits.
- Students will explore mixing two primary colors with a partner, in order to create a secondary color together.

Materials and Resources:

- Red, Yellow and Blue tempera paint
- Large sheets of white paper
- Paintbrushes (2 per student)
- Mixing dishes (1 per student)
- Paper Plates (1 per student)
- Book: *The Very Hungry Caterpillar* by Eric Carle
- Background Music Selection
-

Teacher Preparation:

- Review music selections
- Re-arrange the classroom to accommodate students and painting supplies.
- Draw and cut up Caterpillar and Butterfly pieces according to the number of students in attendance.
- Distribute paints and supplies ahead of time

Anticipatory Set:

“How many of you knew that every color in the world could be made by starting with only three colors?” “Who knows what those three colors are?”

Activities/Procedures:

- Begin the lesson by asking the students to sit on the rug, facing the reader. Have the reader ask the anticipatory questions, and tell the students that they will be looking for many different colors throughout the story. The teacher will then read the students *The Very Hungry Caterpillar* by Eric Carle. After the story is finished, ask the children, “What colors did you see in the book?” After they have discussed the colors, tell the children that the three primary colors that make up every other color are red, yellow and blue. The teacher will explain to the students that they will now experiment using these colors.
- The teacher will have the students sit at their tables, and pass out one small dish of paint with either, red, yellow or blue to each student, along with a paintbrush. The students will be reminded not to touch their materials until further direction is given. The teacher will then hand out a picture of a fruit to each student, corresponding to the color that they have been given. Students with yellow will be given cheese, students with blue will be given blueberries, and students with red will be given an apple. The students will then be asked to paint the pictures of fruit that was given to them with their paint color. The music should be started in

- the background while students are painting. Allow approximately 5 minutes for the students to paint their pictures. The teacher will then collect each of the paintings and place them on a drying area.
- C. At this time, the teacher will pair up the students in groups of 2, dependent on their paint colors, along with one paper plate each. There should be blue-yellow pairs, yellow-red pairs, and blue-red pairs. The students will again be reminded not to touch their materials until given direction. The teacher will then explain to the students that they will be allowed to experiment with what happens when they combine their paint color with their partner's onto the paper plates. After allowing the students approximately five minutes of mixing paint, the teacher will then hand out new pictures to each student, of either a circular caterpillar section, or a piece of a butterfly. The students will be asked to use the new color that they have created to paint their picture. Allow the students another five minutes to paint. After the students have completed their pictures, ask them to return to the carpeted area in order to revisit the story.
- D. The teacher will ask the students to explain what happened when they combined their paint with their partner's paint. Did they expect that to happen? Were they surprised by it? Then the teacher will revisit the book, asking the students to point out any colors that they had just created. Once the discussion is over, ask the students to return to the tables and bring their artwork back to the carpet. They should also be asked to stand in a circle or semi-circle. The teacher will ask the students what two insects could be created by combining their pictures together with their classmates. (If students have trouble with this part, assist them in remembering the caterpillar and butterfly from the story.) Once the students have arranged themselves and their pictures to create the caterpillar and butterfly, tell them to move around as that insect would move.

Follow-up/Assessment:

After this activity is completed, it will act as a creative and colorful piece of student artwork to be hung on the classroom walls, or in the hallway.

Exemplar Lesson Plan:

This next exemplar lesson plan I have included integrates both music and Language arts when teaching 4th and 5th grade students on the recorder. It is with this lesson plan that students are able to learn how to play the recorder as well as learning about the poem scheme of well-known poem called, "The Itsy Bitsy Spider". This exposé allows the students to gain a solid understanding of the lines in a poem as well as how to use music when writing a poem of their own.

The Itsy Bitsy Spider

Grade Level: 4th or 5th grader

Class length: 20 minute class

Musical Standards:

- **Melodic direction** (itches move upward or pitches move downward)
 - a. As the students play a scale on the recorder
- **Style**
 - a. Every student can come up with their own style by using the recorder
- **Repeated notes**
 - a. The students will recognize repeated notes in the melody

National Standards:

Music:

- Performing on instruments, alone and with others, a varied repertoire of music
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specific guidelines
- Listening to, analyzing, and describing music
- Understanding relationships between music, the other arts, and disciplines outside the arts

Language Arts:

- Read a wide range of print and non-print text
- Adjust use of spoken, written, and visual language: vocabulary development, variety of audiences and purposes

Lesson Objectives:

Students will be able to learn how to play the recorder. This will help us in the future when we learn more songs that can be played on the recorder. Student will be able to apply what they have learned on the recorder to a well-known poem.

Materials:

- The teacher will need to get a recorder for each of the students that are in attendance in the classroom.
- The teacher should also have a large poster with the words to the Poem (large enough so that all the students in the class can see it)
- The teacher should have a large poster of the recorder so that the students can see where the teacher is placing their finger over the holes
- The teacher might want to have other instruments so that the students can try playing on them to create new sounds with in the story after they have learned the part on the recorder

Anticipatory Set:

The teacher will have all the students sit in a circle so that everyone is able to see what they are going to be learning. Once everyone is sitting the teacher is going to let the students know that they are going to warm up on the recorder. The students are going to start off with copying the teacher. The teacher will then play the note AB AB. The teacher can play it on the recorder to show the students and then when the students are playing it on their own the teacher can point to the picture of the recorder to help the students out. The students will then copy the teacher just like they played it. The teacher

will then have the students copy them the same way playing the notes low C and low D. The students are then going to move on to the next part of the lesson plan.

“The Itsy Bitsy Spider”

The itsy, bitsy spider, climbed up the water spout.

Down came the rain and washed the spider out.

Out came the sun and dried up all the rain,

So the itsy, bitsy spider went up the spout again.

Activities/Procedures:

The teacher is going to have the students stay in the circle from the warm up. Once the students have done this the teacher will have the students play the scale C major both up and down. The students are going to be using the same notes as they just played, but put them in a scale. The teacher will play 3 notes in a row and then have the students copy it. Then she will add 3 more and so on until all the notes have been played with in the scale. The teacher might want to refer back to the picture of the recorder to help the students with the scale. After they have played the note in groups of 3 the teacher will then play the full scale and have the students copy. Once the students have become successful with this the teacher will then move on to the next part of the lesson plan. The teacher is now going to read the poem, “The Itsy Bitsy Spider”. After the students have listen to the reading the teacher is going to inform them that they are going to be playing their recorder to that poem with the notes that they have just learned. The teacher will then give the notes that the students are going to play when they hear the word that is going to be associated with. When they hear the words spider they are going to play notes AB AB. The teacher will then have the students play this. The next word that the students are looking for is climbed and the students are then going to play the scale C Major up. Once they have mastered that they will then play the scale C major down when they hear down came the rain. They will then play that for the teacher. Then they will play the notes for spider again when they hear the words spider AB AB. Have the students play this on their recorders. The next set of words that the students are long for is the words out came the sun the students are going to play notes C Major for this part of the poem. The students will play this for the teacher. After they have done this the student will then play the spider part when they hear the words “spider” AB AB. Then the last part that the students have to play is the scale going up when they hear the words climbed the spout C Major. Have the students the scale on more time. Once they have done this then have the students go through the whole song together with the teacher reading and playing. Then have the students go through it one more time and this time the teacher is only going to read the poem. If the students are not able to do this the teacher might have to go back through and repeat a few of the steps.

Follow-up/Assessment:

A great way to do an assessment on this lesson plan is to have the students come up with their own notes for the poem. Give them the same set of words but have them think of new notes from the ones that we have learned to play. The teacher might want to split the students up into groups of 2 or 3 and assign each group a set of words and have the students come up with notes. When the teacher reads the poem the students will read

along with her until it gets to their part and then they will play. The teacher could also bring other instruments in so that the students have the chance to play with different instruments. The teacher could also do this with another poem or short story.

Exemplar Lesson Plan:

This next exemplar lesson integrates both theater/drama into a social studies concept. The students are asked to learn about a country from their heritage and then present it to the teacher using concepts they have learned about relating to theater. By doing this the students are able to make connections to help them better understand where they come from as well as what it might have been like living in that part of the world. They can also make connections with other students' feelings because the students are watching what their peers are doing and learning about.

Exploring a New Country

Grade Level: Second grade

Class length: 30 minute class

Lesson Objectives:

Students will be able to utilize drama and playacting to reinforce the students' knowledge about different continents and countries. Student will be able to research cultures, customs, animals, and industrial capabilities that are related to their background. Students will be able to list the name of the different countries, animals, customs and industrial capabilities. Students will explore and use creative drama to simulate people of the country that the students are representing.

Materials:

- Costumes to representative of each country
- Props to represent things that would be seen in each country (i.e. instruments or food).
- Books
- Atlas
- Maps
- Pictures from each country

Anticipatory Set:

The teacher will focus the children's attention by reviewing everything that we covered over the course of the week, in regards to the customs and locations of the

various countries. In small groups have the students do a think pair share on the information they have learned and then share out with the class.

Activities/Procedures:

The teacher will then introduce the general idea of the activity. By explaining that the class would be going on a tour around the world, and that they would be acting as people who live in the different countries. Each child will pick his/her favorite country based on family origins, interesting customs, etc. and then they will be divided up into pairs of two accordingly and placed around the room in different areas so that each area has sufficient room to maneuver. Together the students will have about 20 minutes to work with each other and create ideas that they will use to show the teacher in the final presentation. They will be able to look through the books that relate to their county as well as looking at the maps and atlas the teacher has provided.

The students will need to show the teacher how great their country is that they are representing. They will also be reminded that they need to be as creative as they can in making sure that they use slow motion, so their actions can be more easily interpreted. The students have to show something that represents a sound you would hear if you were in that country. They also will have to come up with a dance or a movement that would represent their country.

As time gets near the 20 minute mark the teacher will let the students know they will be coming around to tour in a few minutes. Once the time is up the teacher will introduce a special chair (which is a wheeled swivel chair) that is going to allow the class to go to all the countries in the world. The teacher will sit in the chair and begin the trip around the world. The teacher and the rest of the class stop at the first country, and allow the students to show what they have learned about the country and what someone might see if they visited that country. This is done by a perform of dance or movement, making a sound to represent that country's music and use slow motion to act like an animal from that country. After visiting the first country the teacher then asks the children how far it is from that country to the next one. It might take them a minute or they might need to pull out their maps and look. The children will always work together to explain their answer. This is a great way for them to learn more about the geography of the world. As a whole class they will go around to each of the counties allowing each group to present their finding to the class.

Follow-up/assessment:

Allow the students give positive feedback on what they saw from each of the groups along with the students to be able to ask questions if material was unclear to them or they wanted a better understanding. Every student will contribute at least one new fact they learned. Each student will be asked what he or she liked and what he or she disliked about the activity.

Exemplar Lesson Plan:

In the exemplar lesson plan called, Our Community Helpers students are able to make connections between Social Studies and dance. The students learn about the different community helpers in their community and then they get a chance to move like them or to do the same things they might do. By encouraging the students to get up and move around the room they are becoming active learners rather than passive learners. When students are actively learning they are more likely to retain the information longer than just sitting in the seat listening.

Our Community Helpers

Grade Level: 1st Grade

Time Length: 30 minute class

Theme:

Members of the community/neighborhood

Standards:

According to the www.envisage.com at the elementary level students need to identify important ideas in social and cultural values, beliefs, and traditions. Also students need to form a connection between people and events in the community.

Lesson objectives:

The student will be able to identify people in their communities, such as police officers, fireman, post office workers, construction workers, and etc.

Materials and resources:

- Basic post officer, fire fighter, doctor, police officer, construction worker costumes or misc. items that a community worker would have at home to match with the appropriate community worker
- pictures of the people in the neighborhood
- Cd player
- The music “The people in your neighborhood” played on Sesame Street by J. Moss ready for the children to move to

Teacher preparation:

Pictures of the people in the community, have the pictures developed, have the song with lyrics and without lyrics burned onto a cd, so this can be played during the activity. Arrange the room with the pictures in different areas throughout the room. Meet the officers throughout the community.

Anticipatory Set:

Warming up is going to be a five-minute warm up where the children will be mirroring the teacher by stretching the legs the arms and getting the blood flowing for the kids. Some of the activities include jumping jacks, running in place, and skipping around the room.

Introducing the concept:

It is important to learn about the other people in our community to correctly identify workers in the community. Asking the students what do you think of when you hear someone say books, apples, rulers, paper and grades? You would think of teachers! Who do you think of when I say food, forks, napkins, lunch trays? Lunch monitors! Who do you think of when I say big yellow bus, a bus driver. And who do you think of when I say cross walk, walk stop sign orange vest, you think of a crossing guard. These are people that you are seeing every day. Now let's talk about people that you are not used to always seeing that are apart of you community and neighborhood.

To introduce our new people in the community we will look at pictures of the specific community workers, props of the workers, and match them up with the correct workers. We will have interaction with other classmates and will have to match correct props with the pictures and then move from station to station to explore the community workers.

Activities/procedure:

Starting with a picture of a community worker we will learn the workers name, the props they use and the jobs they have to keep our community safe. First example: A picture of a fire fighter with his truck. Then we will go through the different items they use to protect our community against fires. They use the truck to go from place to place. They use a hose to put the fire out. They may use a ladder to rescue a person from a fire at a height not reached by stairs.

I will do this for the other four community people that we are going to talk about, this will get the children ready for when we move from station to station. I will then place the pictures all over the room and have the children go to each station with me and act out what each person from the community will do, such as going to the fire fighter station what do fire fighters do when they get to a fire, they go on their truck. "Let's act like we are riding on the truck," then when they get to the fire, they are going to get the houses out, turn on the water and start to put the fire out. Let's all act this out. We will then go to each station and act each one out. After we have gone to each station I will then put on the Sesame Street song and I want everyone to move around the room when you hear the song talk about a post officer go to that station and act out what we just acted out. Then when you hear them talk about another person in our community move to that station by finding the picture on the wall and act out what they do in our community. There is going to be point when you don't hear anyone talking on the cd and I will say what each person does and I want you to move to the correct picture on the wall and act out what that person does. When moving from station to station we are going to run, but make sure that you are not running into each other or into the material around the room.

Developing the skill:

The children are continuing to practice running to each of the six stations and while at the station they are learning about the community workers. They are learning to

develop locomotive skills, running. Also they are acting out what each community worker is doing; therefore they are moving other body parts.

Creating:

After all the stations are done we will talk about other community workers that the children might think of and talk about their actions throughout the community. We also could talk about what their parents do and if how they help out in the community.

Cooling down:

Take 2 minutes and have the children stretch out their legs and arm the same way that we warmed up by mirroring the teacher. Have the children get a drink and relax until their teacher or parent comes and picks them up.

Follow-up/Assessments:

I will measure the students' progression over the activity by the next class. At the next class talk we will talk about what they learned in the previous class to see what they got out of the class. Ideally we could schedule a field trip to a police station, fire department, post office, and etc. to further understand the role each community worker has.

These lessons above focus on integrating the arts into each lesson plan. However some of the other courses I have taken at Brockport did not focus on so much on the arts but rather the integration of content areas with other content areas. Another group of course I had to take at Brockport that helped me with integrating my lesson plans was called Diverse Learners in Math and Diverse Learners in Science, these course were taught by two different teachers who were very knowledgeable about each of their areas of expertise. What made these two courses a success was in the way the teachers worked together to integrate what we were teaching in both of their class to begin to help us as future teachers to write lesson plans that did just what they were doing. They also worked with us on creating lesson plans that encouraged our students to have inquiring minds and to ask questions that the student would not normally ask in a classroom setting. These classes also allowed students to think in new ways when it came to the concepts they were already currently doing.

Exemplar Lesson Plan

It was through these two courses that I had the opportunity to write a lesson plan that connected both social studies and math. This lesson was successfully written and taught with the help and aide of my Diverse Learners in Math course. This lesson plan allowed the student to make connection across content areas that they normally would have not be exposed to in either math or a social studies setting. I successfully wrote and taught during my observation hours at the Harley School of the Arts which showed positive outcomes for my students.

Going to a Mexico Market

Grade Level: 5th

Time Length: 45 minutes

Theme:

Students will apply number sense to build on the understanding that there is more than one way to solve a mathematical problem. Students will apply prior knowledge about math and apply it to a real world situation, such as shopping in a market.

Rationale:

Students will apply different mathematical solutions to spend a given amount of money without going over the amount of money that they were given. This will be done individually, and then each student will explain how they came up with their answer to the class. The students will do this several times with different amounts of money. The students will be able to connect this to a real world experience, such as shopping where they only having a set amount of money that they can spend.

Standards:

NYS Core Curriculum:

- Problem Solving Strand
 - Students will solve problems that arise in mathematics and in other context
 - Formulate problems and solutions from everyday situations
 - Select an appropriate representation of a problem
- Communication Strand
 - Students will organize and consolidate their mathematical thinking through communication
 - Provide an organized thought process that is correct, complete, coherent, and clear
 - Explain a rationale for strategy selection
 - Organize and accurately label work
- Connection Strand
 - Students will recognize and use connections among mathematical ideas

- Explore and explain the relationship between mathematical ideas
- Connect and apply mathematical information to solve problem

NCTM Standards:

- Number and Operations
 - Understanding numbers, ways of representing numbers, relationship among numbers, and number systems
 - *Developing a sense of whole umbers and represent and use them in flexible ways, including relating, composing and decomposing numbers*
 - Understand meaning of operations and how they relate to one another
 - Understand various meanings of multiplication and division
 - *Understand the effects of multiplying and dividing whole numbers*
 - *Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems*
- Problem Solving
 - Build new mathematical knowledge through problem solving
 - Apply and adapt a variety of appropriate strategies to solve problems
- Communication
 - Communicate their mathematical thinking coherently and clearly to peers, teachers, and others
 - Analyze and evaluate the mathematical thinking and strategies of others

Social Studies Standard

- Standard 2: World History
 - *The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural value, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space the ways different people view the same event or issue from a variety of perspectives.*
 - Know the social and *economic* characteristics, such as customs, traditions, child-rearing practices, making a living, education and socialization practices, gender roles, *foods* and religious and spiritual beliefs that distinguish different cultures and civilizations

Lesson Objectives:

At the end of this lesson students will be able to:

Create, recognize and develop a sense of numbers corresponding representation for the same number problem by generating different ways to spend a given amount of money without going over the allotted dollar amount through the use of addition, multiplication and subtraction based on prior knowledge.

Materials/Recourse:

- Paper
- Plums
- Pencil
- Grapes

- Potatoes
- Almonds
- Avocados
- Asparagus
- Cantaloupes
- White board and markers
- Index cards with the prices on them for each product
- Handout with a picture of each product and price (accommodation)

Anticipatory Set:

The teacher will ask the students, “Have you ever been in a candy store looking at all of the candy and only having two dollars in your hand? Now you want to get as much candy as you can for those two dollars without going over the amount. How many of you have been in a situation like this one, it may not be the same, but one like it?” The teacher will let the students share some of their experiences with the class. After that the teacher will then tell the students that they are going to take a trip to a Mexican market where they are going to be given money to spend. They are not allowed to go over the amount that they are given but need to get as close as they can get to the given dollar amount.

Activities/Procedures:

The students are given three different amounts \$39, \$65.25 and \$179.50 to spend any way they want without going over the given amount. The teacher will then introduce the products that the students can “buy.” The teacher will tell the students what each product is and how much it is buy that item. The teacher will fold index cards and place the price in front of each product so that the students are able to look at each one from their desk to see how much it is. The teacher will then ask the students to write down how they got their answers and the step that they took to get to the answer. The teacher will let the students know that they will be sharing their results with the class at the end of the activity. The teacher will not tell the student how they are to do this task it is up to the students to come up with their own ideas. After the students have been given adequate time (about 20 minutes) depending on how the task is going, the teacher will then have the students share their data with the other students. This will be done in a large group setting where all of the students will have a chance to share their problems.

Strategies and Solution Methods:

There are several possible methods the teacher may see the students use to solve a problem. The teacher may see a student pick one product and add it over and over to get the amount that they are working on. Another student may pick several different products and start adding them up. There could be a student that picked two or three different products and multiplies them by a random number to see how close they are to the amount. Students could use both multiplication and addition to find the answer by first multiplying to get close to the answer and then adding to get the final answer. There will also be students that will pick one of each product and add them to see how close they will get to the amount they have to spend, and then add more products to get the final answer. A few students might be able to do the problem in their head and then explain it to the rest of the class. There could also be students who use the first

problem's answer to build off of to get the rest of the answers to the different dollar amounts. Maybe one student will take the dollar amount that is given and divide it by one product to see how many they can buy of just that one product.

Accommodations:

The teacher could hand out one piece of paper with the problems written on it so that the students can read them off the paper. The teacher can also do this with the products, by having a list that the student is able to look at and visually see in front of them.

Modifications:

For the lower students:

The teacher can have smaller number such as \$5, \$45.10 and \$65.25 for the students to do the problems with. Another modification is to have the students do problems without decimals in the number such as \$5, \$45 and \$65. The teacher could also have fewer products for the student to choose from and even fewer problems to solve for.

For the higher students:

The teacher could limit the number of products the student can use, such as they need to only use grapes to get the solution. Another way is to have the student make sure they used one of each of the products. I would push the students to find a solution simpler and/or quicker than what they have already done. The students could also make up a problem for the rest of the class to solve by only using a few of the products.

The After Phase:

The students will come up to the white board and show the class how they reached their answer, by talking their way through the steps they used to solve the problem. After all of the students have given their solutions to the class and how they came up with the different ways to spend the amounts, the teacher will then ask the students if there is anything they would want to change about their problem. Did you like the way one of your peers solved for the answer? Would they combine their way with another person's idea to maybe get the answer in a different way? Was there a faster way to get to the solution than what they had done? The teacher will then ask the students if any of these strategies could help them the next time they are in the store with only a given amount of dollars to spend and wanting to get as much as they can for the money that they have.

Follow-up/Assessment:

Through the classroom discussion, the teacher will be able to see if the students were able to use multiple ways get solutions to the same problem. The teacher will be able to see if the students are able to make connections to the math world and the real world (Informal). The teacher will use the following rubric to rate the students' understanding during the classroom discussion.

Yes	Yes, but...	No, but...	No
Yes! The student really seemed to	Yes, the student seems on the right track, but	No, the student has not demonstrated a	No, the student is still quite off track with only

explain their answer and how they got their answer thoughtfully and thoroughly.	there are still some areas of confusion.	strong grasp of the concept, but there are signs that there is some level of understanding.	a minimal (or no) understanding of the content.
3	2	1	0

At the end of the activity the teacher will collect the student's papers and rate them based on the rubric provided below (formal).

Yes	Yes, but...	No, but...	No
Yes! The student really seemed to answer the questions thoughtfully and thoroughly.	Yes, the student seems on the right track, but there are still some areas of confusion.	No, the student has not demonstrated a strong grasp of the concept, but there are signs that there is some level of understanding.	No, the student is still quite off track with only a minimal (or no) understanding of the content.
3	2	1	0

Another way the teacher will be able to see if the students were able to fulfill the task is through the three interviews the teacher will have with each student as part of the assessment (formal).

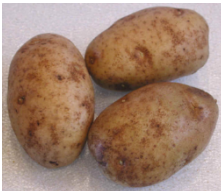
Handout for students to use in the lesson plan, items and prices can be changed to accommodate the students.

What You Can Buy!!

Plums: \$0.75 each



Potatoes: \$ 1 each



Almonds: \$4.00 a handful

Grapes: \$2.00



Avocados: \$3.10 each



Asparagus: \$6.00 a bunch
Cantaloupes: \$5 each



While at Brockport I took an Inquiry to Science class which allowed me to expand on my knowledge and understanding of integrating Science into my teaching as well as encouraging my students to think and ask inquiring questions. As an undergraduate, I was asked to do an observation in a 5th grade classroom at the Harley School of the Arts. It was in this class that I had my first experiences of creating an integrated lesson with Science, teaching it and getting feedback from my students and parents. The professor of my science class asked me to write a lesson plan and teach it to my student that was based on science. Due to the fact I was observing in a 5th grade Social Studies class and not in a classroom where science was taught I need to come up with a way to integrate science into what the students were currently learning. At the time the students were focusing on learning about different regions in Mexico so, to add a science aspect to their learning which was focused on the animals that live in the different regions of Mexico. Many of these animals in these areas have had adapted to the environment in which they live. I took this concept of adaptation and had the students connect this to the real world in order to understand that as a people we also need to be able to adapt to a new environment when we are placed in them. I posed an open-ended question to the students, “Can you design an animal to be able to adapt to region in

Mexico? The animal that you will be selecting with not be an animal of the Mexican region. So, you will have to adapt it to your new region.” For example, if the animal is a lobster what changes does this animal need to go through in order to survive living in Mexico. I also asked the students to write a list of ways their animal would need to adapt to the new environment. By doing this type of a lesson plan I am asking the students to use their prior knowledge they had learned about in Social Studies class, as well as the regions of Mexico (their current learning) and connect it to the new idea of animal adaption in a living environment (science). Due to the fact that this was an open-ended lesson, the students were able to use any material to help describe and display their new animal. This one lesson plan pulled in various arts aspects, such as visual, sculptural, digital art and etc. therefore, making it an all-around lesson plan.

Exemplar Lesson Plan:

How is THAT animal going to Adapt?

Grade: 5th

Time Length: 45 minutes

Theme:

Adapting an animal to a region that it does not belong in

Rationale:

Students learn how to explore different regions in Mexico and the animals that live there. The students also learn how different adaptations can help keep an animal alive. The students need to be able to connect this to the real world in order to understand that as a person they also need to adapt to a new environment when they are placed in it.

Standards:

NSES:

- Abilities necessary to do Scientific Inquiry
 - Design and conduct a Scientific Investigation
- Communicate scientific procedures and Explanations

- Telling other students about investigations and explanations
- Understandings about scientific Inquiry
 - Scientific investigation sometimes results in new ideas and phenomena for study

Standard C: Life Science

- Regulation and Behavior
 - An organism's behavior evolves through adaptation to its environment
- Diversity and adaptations of organisms
 - Biological adaptations include changes in structures, behaviors, or physiology that enhance survival
 - Adaptive characteristics of a species are insufficient to allow its survival.

Social Studies Standards:

Standard 3: Geography

- Describe the relationships between people and environment and the connections between people and places
 - *Investigate how groups of people living in different geographic regions throughout the world interact with and structured their natural environment to accommodate their varied lifestyles and economies; disuses, national, regional and global interactions*

Lesson Objectives:

At the end of this lesson students will be able to:

Design an animal to adapt to a region that is not one of their own by listing the new adaptations and drawing a picture of the animal with its new adaptations.

Design themselves to adapt to a region that is not like one they are currently living in by listing what adaptations they need to survive in the new region as well as drawing these new adaptations on themselves.

Materials:

- Markers
- Computers
- White Paper
- Colored pencils
- Power point presentation
- Books (see resources for listing of books as well as books that I going to get the weekend before)
- http://www.youtube.com/watch?v=RcGFUP_Kfco

Anticipatory Set:

The students will be shown a short clip from Madagascar that shows how Alex (the Lion) has to adapt to living in the wild. Alex's is going from living in a zoo to living in the wild to where he has to hunt for his own food. The students will be ask, what changes happened to Alex when he got into the wild? As well as how did his friends help him to

adapt to the new environment they will be living in? This will be done in a large group setting.

Activities/procedure:

The teacher will start the lesson plan by showing the power point presentation on the Mexico regions then going into the definition of adaptation with the students. After this the teacher will pose the problem, “Can you design an animal to be able to adapt to a region in Mexico? The animal that you will be selecting will not be an animal of your region. So you will have to adapt it to your region.” The teacher will also tell the students that in their groups they will have to write a list of ways their animal needs to adapt to the new environment. The group will also have to draw out what their new animal will look like with these adaptations.

The class will be grouped by picking a card from a hat. The groups will be assigned one of the three regions of Mexico the Mountain Range, the Coastal Region and or the Desert Region. Each region will be assigned an animal that is not of the region.

Such as the:

Desert region—Lobster
Coastal Region/water—Bear
Mountain Range—Shrimp

These are the animals that they will pick from:

Bear	Lobsters	Gila monster
Wildcats	Tuna Fish	Rattlesnake
Coyotes	Shrimp	Prairie dog

The teacher will have three different hats; one hat will have different animals that are of the Coastal Region. The next hat will have animals of the Desert Region and the last will have animals of the Mountain Range. The teacher will have the groups pick from one of the hats that is not of their region.

The teacher will let the students know that they will have access to computers, books and magazines that will help them find out information about the region as well as the animal. Some of the students will have to look up the region to find out more about it and some students might know a lot about the region. The same will be for the animals.

If the students get stuck or think that they are done the teacher might ask some leading questions such as: What happens if it is cold or warm? What happens if the animal gets hungry, or thirsty? Will it have to store the food or water?

Explanation:

After the students have been given the time to do this activity the teacher will call the class to a large group discussion. This is when the student will present their region and their animal. After all of the student have talked about their animal the teacher will then finish the power point slides.

These last few slides will explain more in-depth about the different kinds of adaptations. After the teacher has shown the slides they will ask the students if there is anything the

students want to add or take away from their animal. As a class the teacher and the students will talk about these new ideas that she has just presented. The teacher will then ask if there are any other questions about adaptations. If there are, the teacher will answer them for the students.

The teacher will then hand out the Science in the Bag and explain it to the students and tell the student that it will need to be brought back into school in one week so that they will be able to share with the class.

Follow-up/assessment:

Extension:

The extension will be the Science in the Bag that the students will be taking home to do. The students will be asked to pick any region in the world but not one in the USA and adapt themselves to that region. They could have to look up information about the region that they have selected in order to complete this assignment. Just like in class the students will have to list what they will need to change about themselves or how they will have to adapt to survive in the new environment. They will also be asked to draw a picture of what they will look like with these new adaptations or to bring in something that they will use to adapt to the new region that they will be living in. The students will have a full week to do this assignment. The teacher will have the students share these with the class the following week.

Evaluation:

The teacher will be doing assessments of the students while they are working on the task (informal). The teacher will observe how the students go about getting the answer to the questions, such as what they already know about the region and the animal and how they find out the facts that they do not know. The teacher will also be able to tell if the students understood what was being asked of them during the large group discussion at the end of the activity. This is when the teacher will have the students talk about their animal as well as how they came up with the solution to the problem. Did they look in books, on the computer or did they already know the answer to the question.

The discussion after the final few slides of the power point will also allow the teacher to assess what the student have learned by telling the teacher if there was anything that they would add to their animal after seeing the last few slides (Informal). This shows the teacher that they are able to apply what they have learned to the activity. The teacher is looking to see if the students use words or related ideas that they have just learned.

The teacher will also collect the list that the students have made as well as the picture that they have drawn to illustrate what the new animal will look like (Formal). The teacher will be able to look at these and see what the students have learned by using the rubric provided.

Yes	Yes, but...	No, but...	No
Yes! The student really	Yes, the student seems on the	No, the student has not	No, the student is still quite off

seemed to answer the questions thoughtfully and thoroughly.	right track, but there are still some areas of confusion.	demonstrated a strong grasp of the concept, but there are signs that there is some level of understanding.	track with only a minimal (or no) understanding of the content.
3	2	1	0

The teacher will also get the responses back from the Critical Thinking Question from the students and the Parent Survey from the Science in a Bag as another way to assess what the student has learned about adaptations (Formal).

During my student teaching one year later at the Harley School of Arts, I was exposed to even more integration throughout the whole school. Several of the classrooms worked together to integrate what they were teaching with other teachers and subjects. Such as in Social Studies and Language Arts, where the students were asked to read a book called, Race to Moonrise by Sally Crum. This was related to Native American culture which was what they were learning about in in their Social Studies class. Between the two classes the students were asked to complete a packet full of historical questions as well as vocabulary found both in and out of the book that was related to the Native American. Once this was completed, the students were asked to present their finding to the class on how the topics they were discussing in one class related to the other class. By doing this, it encouraged the students to make connections across content areas to gain a rich understanding of the material they were learning about. Due to the fact students were reading an actual book that told a story of the Native Americans, they were able to make more of a personal connection rather than just reading a textbook. I felt they were able to make inferences they would have never been able to make if they had just read a textbook.

In a different example from this same student-teaching experience was when the students were learning about immigrants and how they immigrated into the United States. The teacher I was doing my student teaching with and I set up a simulation with different stations for the student to go to that would simulate what several of the people would have felt like as they entered the United State. The students started off this experience in a small stairway where everyone was close together and they could not move, they had to stay there for five minutes while my supervising teacher and I were “yelling” at them to move one way then the next. When one of the students tried to talk to us, we told them that we did not speak their language and they needed to learn how to speak English if they were going to make the United States their home. For many of the students this was an experience they were not used to and did not know how to handle someone “yelling” and talking down to them. We then gave the students very fast direction on what was going to happen next some of the students were able to understand what we were asking them to do while other were not sure. From here the student need to go thought several “tests” to see if they were able to enter into the United States. These test included an eye exam, health test, language test, and lastly they needed to explain who they knew in the United States and why they wanted to enter. Some of the students were exported because their answers were not right or they could not pass the entire test they were asked to, therefore, the needed to go back and start all over again. The students were given passports that needed to be stamped at each “test” showing they passed and could move on to the next stage. This was a great experience for the students because it allowed them to get exposure to what one might have felt as they entered a new land. At the end of the simulation students had to put together a presentation on what they learned from this

experience and how they felt during. After this they needed relate it to how immigrants might have felt as they entered the United States. By doing this project with the students, we were able to integrate Social Studies, Language Arts and theater into each of the students learning experiences. This was a project the students were talking about months after because it had such a positive impact on how they learned the material we were teaching them.

During this same student-teaching experience I had another great experience of integrating Social Studies and Language Arts together. For one of my classes, I taught an advanced writing group. It was here that I asked the students to write a historical fiction piece. Along with my teaching of the material, the students were given a packet to help them write and complete their story. It was a very open-end lesson plan that allowed the students to use their creative mind and let the material flow. The students needed to use their prior knowledge they had learned in their social studies class such as: famous people, historical events, time periods and more to complete this activity. Once the students had picked a person and a time period they were going to write about, I encouraged the students to think back a time when they learned about this person and write down all that they already knew. After, I asked them to investigate more in-depth about their person and the time period in which they would be writing about. Once the students completed the research and their story the students were given the opportunity to present their story as a monologue, power point, play or just reading what they wrote. It was to my surprise that many of the students presented their stories as a monologue, which was something they were currently working on in their theater class therefore, tying in the arts (theater) to both social studies and language arts content areas.

Exemplar Packet for Lesson Plan:

What is Historical Fiction?

- A story that takes place during a notable period in history.
- Usually during a significant event in that period.
- Stories have events and ideas from that period in time, with the characters being people of that time period.
- Author mixes fiction with historical facts.

What makes the text Historical Fiction?

- Did the author do his or her homework regarding the portrayal of history event, time period and character?
- What evidence is there that the author did his or her homework in preparing to write this story?

Characteristics of Historical Fiction

- Based on an event and time period in History.
- Often there are details about a famous person in that time period.
- Famous events could be from points of view not recorded in history, such as with fictional characters. These characters could either be observing or actively participating in the actual events of that time period.
- Characters are portrayed in a realistic way.

Write your own story

If you could go back in history, who would you want to see? What time period would you want to visit? These are some of the ideas Historical Fiction writers think about all the time. If you could go back in time and have dinner with a famous person who would it be? What questions would you ask? Try writing your very own historical fiction story. Use the questions below to help you get started but not limit your own thinking.

Who is the main character?

Setting: Where will my story take place?

How did you get to the interview spot? How will you get back? Are you coming back?

What will this interview be like?

Will you need to know anything about this time period in History? If so what?

What questions would you ask?

As I began my original research I was focused on just the integration of the arts with one content area however, as I began to gain knowledge and understanding on just what it meant to integrate the arts is when I realized why is it not possible to integrate other content areas as well. Through integration the students are able to make deep and concrete connections with what they are learning about. It also provides the teacher with new tools and ideas on how to teach to all their students. For example, if there is a student who does not like social studies but loves learning about outer space, when teaching about different cultures have that student focus on what they believed about outer space. By doing this the teacher is targeting in on something the student likes while

having them learn about a new culture or civilization. I feel as teachers, our main purpose is to get our students to expand their knowledge, encourage new thinking and foster positive learning experiences which encourage them to want to keep on learning. When it comes to integration the ideas and concepts are endless to encourage connections and build knowledge.

By studying Howard Gardner throughout my Undergraduate classes as well as in my Graduate classes his theories have taught that there are different learning styles for everyone. It is important to me as a teacher that we need to think about each of our students as individuals rather than teaching to the whole class. Howard Gardner's Theory focuses on each and every student's needs as a learner rather than grouping the whole classroom into one big learning style and need. Based on his theory I have learned there are seven different intelligences: Linguistic intelligence, Logical-mathematical intelligence, Musical intelligence, Bodily-kinesthetic intelligence, Spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence. It is because each and every student has a different or multiple intelligences teachers sometimes struggle to meet the needs of all their students.

Each of Howard Gardner's intelligence focuses on one type of learning. Students with Linguistic intelligence are more sensitivity to spoken and written language. These types of students are able to express themselves through the use of language more than any other expression. Logical-mathematical intelligence students are very good at analyzing problems logically, carry out mathematical operations, and investigate issues scientifically. These types of students use patterns and reasoning to think logically about the material they are learning. Musical intelligence students have skills in the

performance, composition, and appreciation of musical patterns. A student with this type of intelligence has the capacity and knowledge to recognize and compose musical pitches, tones, and rhythms. Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. This type of student is a hands-on learner, always needing to do something on their own before truly understanding the concept. Students who have spatial intelligence are able to recognize and use the patterns of wide space and more confined areas they need to see the whole picture before true understanding. If a student has interpersonal intelligence they are concerned with the capacity to understand the intentions, motivations and desires of other people. This type of student is able to work in groups and will have great success when learning together as a team. However, an intrapersonal intelligence student would rather work by themselves than in a group. This type of student has the capacity to understand oneself, to appreciate one's feelings, fears and motivations.

Other theorists have some same ideas and thoughts as Howard Gardner, teaching to the child rather than a whole group of students. A Russian psychologist named, Lev Vygotsky studied the difference between the child's reasoning when working independently versus reasoning when working with a more competent person. It was through this studying he came up with the notion of the zone of proximal development. The zone of proximal development refers to the level at which a child is learning and the suggested level of support the teacher should provide to each student. This suggests that not all students are at the same level of learning, therefore, just like Howard Gardner suggests teaching to the individual student rather than grouping the whole class at the

same learning level and needs. By doing this, Vygotsky is allowing each student to get the support they need to have the right amount of success in the classroom.

Another theorist by the name of John Dewey focused his research on each individual student's needs in the classroom. His theory is well known in the education field for his ideas on experience and reflection, democracy and education, motivation of students, the nature of freedom in learning, and pragmatism. It is with these ideas that he believed education should be active and practical; students should learn in order to help them at home, in their communities, or in their work life. Dewey is a firm believer in teaching students with Hands-on learning experiences, using the outdoors as a way to enhance student's education and the use of the community in which the students live. All of these ideas are also something that Howard Gardner feels strongly about and wants to have a part of students learning.

It is clear to see from this short explanation of Howard Gardner's Multiple Intelligence theory and other theorist that teachers need to take into consideration all their students learning needs in order for their students to be successful in the classroom. For example; intrapersonal intelligence vs. interpersonal intelligence if a teacher has a classroom that the students are mostly interpersonal intelligence then it would not be wise to do a lot of group work because these students work better alone than in a group. Now, this does not mean the teacher should never do group work but allow the students an option whenever there is an opportunity for it.

Throughout my study of arts integration I have found that many teachers have negative feelings toward the ideas on how and what it means to integrate the arts. I feel for many teachers there is a lack of knowledge on how to integrate the arts and other

content areas into their lesson plans. Many teachers say there is not enough time allotted to write lesson plans that incorporate integration into them. However, this is something that once a teacher is properly trained and has some experience can be done faster than they think. The problem with time lies in the training and when teachers are not given that training or exposure to integration it does take many teachers longer to write and think up these types of lesson plans. Just like with any other lesson plan written it takes practice and time to not only write a successful lesson plan but also ones that teach and reach all students at all learning levels and styles.

Another area I have found that makes it difficult for teachers to write integrated lesson plans is the lack of resources and formal education for teachers to get their hands on. Many schools do not have resources readily available to help teachers who want to incorporate more than one subject into what they are teaching. Therefore, if teachers want to teach this way it is their responsibility to find the information they need to write the lesson plan as well as come up with the ideas. Many veteran teachers did not take courses in college or have had the opportunity for professional development seminars to teach them the proper way to integrate the arts or other content areas into their teaching. However, with the Common Core now enforced into the New York State Curriculum it is something that more and more teacher are now finding themselves doing and they are not even aware that they are doing it. It is these small changes in the way lesson plans are written and delivered that will change the way students learn and the way they are taught.

Overall, through the experiences I have had with writing lesson plans both as an undergraduate and in my graduate program I feel I have gained a great understanding on not only why it is important to integrate lesson plans but also how to write lesson plans to

reach all my students. This original research is preparing me for the next step in the research which will be to rewrite a unit plan where the arts are integrated with several other content areas.

Non-integrated Lesson Plan Compared to Integrated Lesson Plan

This next section will cover a lesson plan that is non-intergraded and then a lesson plan that has been integrated with the arts as well as other content areas. The integrated lesson plan will include: music, visual arts, language arts, science and social studies aspects into the whole lesson plan. Integrating all these aspects encourages students to make concrete connections across curriculums. When teachers use the integrated lesson plan students are able to learn the material in ways that are more focused on them as an individual learner. By providing an integrated lesson plan, I am providing not only an idea on how to change a lesson plan to include integration but also showing how easy it is to complete from a given idea. It was stated early in this research by many teachers, how hard it was to integrate the arts and other content areas into a preexisting lesson plan. By providing this information and examples I hope to give teachers the confidence and encouragement to try integration with their own lesson plans.

The example provided of a non-integrated lesson was found through the use of the internet on a web page designed to help teachers with lesson plan ideas and thoughts. After looking over this lesson plan it is clear to see that there is no integration from the arts or other content areas, which I have stated is key when it comes to true learning. It also focuses on the overall understanding of the Rainforest in a very short 40 minute period, for many teachers you know students need more than just 40 minutes to gain a true understanding of concepts. If the lesson was to be broken down into longer periods of time it would easily be able to include more content areas (social studies, math, science, language arts) as well as the arts (visual, theater, music and dance) making it a well-rounded lesson plan that the students are able to dive into a deeper understanding

rather than just touching the surface. When teachers include other content areas students are able to make connections across content areas to increase their knowledge and understanding of the rainforest.

Another aspect of this non-integrated lesson plan I was not excited about was the lack of student involvement. Students were not given choices on how they wanted to learn as well as what they used to learn with. By providing students with choices and hands-on activities student will be more excited about learning and therefore more willing and eager to ask questions to further their knowledge and understanding of the material. This non-integrated lesson is teacher driven, which means the teacher is the only one who is teaching rather than including the students to help lead the teacher through discussions on aspects they want to learn about. Many students already know facts about given topics therefore, the teacher should encourage the students to share and help teach what they already know.

It also did not include any of Howard Gardner's theory of Intelligences that would include the student's different learning styles and needs. Rather this lesson groups all the students at the same level and for many teachers we have seen that our students are at different learning needs and levels therefore accommodations need to be made to reach these different levels. In order to accommodate students' learning needs, I would alter this lesson plan to reach students at all levels. By doing this students are again involved in their learning and discovery of the rainforest allowing them to get and be excited about their learning.

Non-Integrated Lesson Plan

INTRODUCTION

This lesson provides students with an opportunity to learn about the animals and plant life that live in various layers of the tropical rain forests.

OBJECTIVES

Students will:

- understand that rain forests have four distinct layers: emergent, canopy, understory, and forest floor.
- study the different animals and plants that live in each layer.
- create a class mural showcasing the distinguishing features of each layer in the rain forest.

SUGGESTED TIME ALLOWANCE

40 minutes

MATERIALS

- Copies of [Layers of the Rain Forest Article](#), [Vocabulary Worksheet](#), and [Venn Diagram](#)
- Paints, brushes, scissors, four large pieces of paper or cardboard, images of rain forest animals and plant life

PROCEDURES

1. Introduce key vocabulary: *habitat, emergent layer, canopy layer, understory layer, forest floor, epiphyte, leaf litter, liana.*
2. Have students read the [Layers of the Rain Forest Article](#) (individually or in pairs) and fill in the [Vocabulary Worksheet](#).
3. Ask the students to think of animals and plants that live in the different layers. Have them fill in the [Venn Diagram](#).
4. Divide students into four groups. Tell them that each group is responsible for depicting one layer of the rain forest on the class mural. They should label all plant and animal life for identification.
5. After each group has completed their layer of forest, put each piece in order and hang the mural in the classroom.

ASSESSMENT

Students should be able to:

- define key vocabulary words.
- fill in the Venn Diagram using clues from the Layers of the Rain Forest Article.
- identify the four layers of the rain forest and the plants and animals that live there.
- discuss the differences and similarities of the four layers in the rain forest.

EXTENSION ACTIVITIES

- Challenge students to create their own Venn diagram with more animals and plants found in the rain forest. Students can switch diagrams with a partner.
- Have students write in their journals about why a spider monkey can live in the canopy and an anteater cannot (physical attributes, diet, etc.).

STANDARDS CORRELATION

- Life Sciences: Knows about the diversity and unity that characterize life
- Visual Arts: Understands and applies media, techniques, and processes related to the visual arts
- Math: Understands and applies basic and advanced properties of functions and algebra (Venn diagram)

This lesson plan came from a webpage:

<https://www.teachervision.com/rain-forest-ecology/lesson-plan/3409.html>

Now to look at how this same idea presented in an integrated lesson plan would look. With the integrated lesson plan I felt it would be best to break it down into a smaller section and just focus on the rainforest floor for three days and then explore the other floors on different days. By doing this the teacher can pull in other content areas such as science, social studies and language art as well as elements from the arts such as visual art, theater and musical aspects. One of the reasons this lesson plan can take up the amount of time allotted is because it is pulling in other content areas so the time you would spend for language art, social studies and science can all be pooled together allowing students the time to keep working. One suggestion would be to offer the student breaks if you are working on this over 40 minutes just to give them time to walk around so they can clear their heads and then keep working. Giving them time to share with their

peers can also generate new ideas, thoughts and excitement about what the students are learning about.

The lesson plan below has taken the objective of the non-integrated lesson plan and expanded it to encourage a deeper understanding and meaning of the rainforest. Throughout the integrated lesson plan there are notes in red to explain why this is essential to an integrated lesson plan as well as the thought process behind it.

Integrated lesson plan:

Concept: Forest floor

Objective: At the end of this lesson students will be able to understand the forest floor biome by analyzing different types of resources through learning centers.

Materials/Resources/Technology: worksheets for centers, pencils, paper, rainforest CD, CD player, colored pencils, computer to watch video (**see Creative/Music center for list of materials**)

Activity: Before the exploration in centers, the students will watch a video clip (see additional resources for ideas on video clips) as an engagement into the lesson. Following, the teacher will put students in groups of four or five, depending on the class size. There will be five different stations set up for centers. The students will be given twenty minutes at each center before moving on to the next. The teacher will collect the material at the end of the centers lesson to assess what the students have done. This will all be explored over several days. The first day the students will conduct all the activities at each of the centers. The second and third day the students will be grouped differently from Day 1. The groups will then take what they learned in the integrated centers and come up with a way to represent the entire group's findings to present to the whole class and even other classrooms (Venn diagram, poster, graphs, a play etc.). During the second and third day the students will also have access to the internet and the library to gather and collect any more data they feel that they are missing. Some useful web sites to help the students can be found in the "additional resources" section at the end of this lesson plan.

- Centers are a great way to integrated more than one content area into teaching a given subject, such as the Rainforest. It also allows the teacher to be free to observe what they students are learning and be there to answer any questions that might come up during this time. Centers also help teach the student the importance of staying on task and being focused in order to get the work done. Students begin to take pride in what they are learning about as well as what they are producing for a final piece.

- It is important to allow the students' creative side to shine thought when the teacher asks the student to present their findings. The students need to do something that they are comfortable doing rather than the teacher telling them what to do.
- By allowing the students to have access to the internet they are able to further research any ideas or thoughts they might have about the Rainforest. This encourages the students to think deeper about what they are learning as well as giving them an opportunity to be the teacher and teach their peers about something they learned.
- The teacher can also transform the classroom into a rainforest with the help of the students.
- The teacher can also look into artists and photography that have used the rainforest as inspirations for their works of art (this could also include writers, dancers, musicians and so on). Some of these artists can include: Ruth Daniels, Rush Bailey, **Cyril Christo and Marie Wilkinson, and Mirella Ricciardi.**
 - By doing this the teacher can hang up art work around the classroom so students have visual access to it throughout the study of the Rainforest. The teacher and the art and music teacher can also encourage the students to create their own works of art whether it is through painting, drawing, dance, music or photography that are inspired by the students study of the rainforest. The teacher can hang the students' work up alongside the professional artist's work of art showing the students they have the same potential as any artist.

Writing/Science/Geography: In the writing center the students will write a letter, story, or poem about a make believe adventure they are going to take in the rainforest. The teacher will also provide trade books as well as maps of the area for the students to look at while they are doing this center. Things students might want to think about while writing: (these will be listed at the table where this activity is taking place)

- **Weather**
- **Clothes they might have to wear**
- **Food they might have to eat**
- **Animals they might see**
- **They can use the maps to refer to places by their name as well as looking at where they might be located.**
 - **Are their mountains, lakes, rivers, and so on around them that might affect their weather or might help them find food**
- **What the forest look like**
 - **This could be things that are beautiful or what they see that is being destroyed by humans**

*This will be written on rainforest paper that the teacher has provided.

Listening/Music: Students will listen to a rainforest CD of the sounds that are heard in the rainforest. After five minutes of listening to the music the students will answer the following questions on the worksheet. Also, on the sheet provided, the students will

write their own song lyrics to go along with the music on the CD. They will write this on the worksheet provided.

Name of the CD: *Echoes of nature: Rainforest CD*

- This center can also be linked to the student's music class as well. To give the student more exposure to the different kind of music, sounds and instruments that might be heard in the Rainforest. The teacher can talk to the music teacher to see if they would be willing to do something in their class around the topic of the Rainforest giving the students more exposure to things they might hear.
- The teacher can have music of the tropical rainforest playing during quiet time, recess, in the morning and afternoon to give the student exposure to what the rainforest sounds like.

Reading/Science: Students will be given a variety of trade books to read and look through. These books will be selected by the teacher the day before, depending on what the local library has and what the school's library has. The students will have to select two different animals from the forest floor. The students can chose from:

Tapir	Giant Lily Pad	Turtle	Piranha
Army Ants	Caiman	Anaconda	Scorpion
Arapaima	Jaguar	Anteater	Matamata

The students will create a list of facts on each of the animals that they have selected and write the facts on the facts sheet. Encourage the student to think about why this animal is the way that it is and maybe how it has had to change to live where it lives. Have the students think about other animals that might look or represent animals where they live.

- Giving the students the books and questions is encourages the students to think about what they have learned in other classes to answer these questions as well as think about new questions on their own.
- Many students love to read and look at books and picture books about animals, so this center it is one that will help keep the students excited about learning about the rainforest.
- The teacher might even be able to get someone from the local zoo to do a web chat or come into the classroom to talk about the rainforest animal they have at the zoo.
 - See what your local area can offer you as the teacher

Creativity/Music: The teacher will be at this station to help the students when needed or see if there is a parent who would be willing to volunteer their time to help on this day. The music teacher or the art teacher might also be willing to lend a hand with this center.

Making a Rain Stick:

Materials:

- Paper towel rolls, one for each student
- Wide, strong tape

- Pins
- Sand/Lentils/Popcorn kernels/Dried beans or Anything that might make a nice sound when shaken

Step 1: Buy or find paper towels rolls, one for each child. Find stoppers to go in the ends or use tape to hold content in the tubes.

Step 2: Get 50 to 100 pins for each student. Students can use their hands to push the pins into the tubes or use Popsicle sticks to help push the pins in. Once the students have placed all the pins they want in the tubes than continue on to the next stop.

Step 3: Collect sand, lentils, dried beans, popcorn kernels, or anything else you think might make a nice sound in a rain stick, and stir them together in a large container. The children may enjoy doing this by hand (but make certain they don't put their hands in their mouths afterwards).

Step 4: Put the stoppers on one end of the paper towel tubes and secure it firmly in place with strong, wide tape.

Step 5: Pour the sand mixture into the tubes with a funnel. Have the children test the sound the contents make—they may decide on only a little of the contents or a lot.

Step 6: Seal the open ends with the other stoppers and tape them securely in place. This is an important step, as having the contents spill onto the floor or carpet would make quite a mess.

Step 7: Teach children how to make music with their new rain sticks after all of the students have visited the center. The student can also add color paper to create a design all of their own.

- This allows the art integration to flow into the learning because the students are creating something visually with their own design (hopefully focused on images or ideas they have learned thus far relating to the rainforest) and they are also creating something musically related to the rainforest cultural.
- The teacher can see if a local musician or museum might have one to borrow to bring into the classroom to show the students.

Visual art /Science/Social Studies: The teacher will have the students view the video on why saving the rainforest is important. After the viewing, the student will have a small group discussion about what they can do to help save the rainforest, for example, global warming and deforestation. Students will complete their own web chart. The students can use the one provided or they can come up with their own as a group or individually.

- By doing this the teacher is touching on issues that hurt not only people but also animals pulling in both social studies and science concepts.

- Having the students think about the animals, people both there in the rainforest as well as people around the world that are affected by the loss of the rainforest.
 - Have the students think about how this affects them personally. Does it affect them? How does it affect their study of the rainforest and so on?
This creates a great connection for students to think about.

Assessment/Evaluation: The teacher will assess what the students learned by a portfolio they have created. In that portfolio will be the work they completed at each station during centers. The teacher will also assess the Venn diagram, poster, graphs, a play or however they have chosen to present their findings to the class.

The teacher will be walking around the room to informally assess by observing students at work and listening to meaningful discussions both during the center time as well as during the presentation planning time.

**Rubric for assessment:
Portfolio:**

Criteria	Yes! The student:	Yes, But... the student:	No, But.. the student:	No, the student:
Activities 3 pts	All the activities were fully done 3	Some of the activities were done 2	Only one of the activities were done 1	None of the activities were done 0
Creativity 3 pts	Used a creative way to display information 3	Used a some creativity to display information 2	Used a little creativity to display information 1	Used no creative ways to display information 0
Information 3 pts	Used new information to support their writing 3	Used some new information to support their writing 2	Used very little new information about to support their writing 1	Used no new information to support their writing 0
Accuracy 3 pts	Used information with accuracy 3	Used some of the information with accuracy 2	Used very few pieces of information with accuracy 1	No use of accurate information 0
Grammar 3 pts	Grammar free 3	Few Grammar errors 2	Several Grammar errors 1	Numerous Grammar errors 0

Represented information:

Criteria	Yes! The student:	Yes, But... the student:	No, But.. the student:	No, the student:
Creativity 3 pts	Used a creative way to display the data 3	Used a some creativity to display the data 2	Used a little creativity to display the data 1	Used no creative ways to display the data 0
Information 3 pts	Used new information about the animal in the forest floor Layer to support their data. 3	Used some information about the animal in the forest floor Layer to support their data 2	Used very little new information about the animal in the forest floor Layer to support their data 1	Used no new information about the animal in the forest floor Layer to support their data 0
Accuracy 3 pts	Used information with accuracy 3	Used some of the information with accuracy 2	Used very few pieces of information with accuracy 1	No use of accurate information 0
Grammar 3 pts	Grammar free 3	Few Grammar errors 2	Several Grammar errors 1	Numerous Grammar errors 0

- By adding a rubric the teacher and the students are able to see how they will be graded and what they will be graded on. Including a rubric encourages the student to take responsibility for their own grade and making sure everything is there and they have shown the right amount of effort to get the grade they deserve. It gives the students something to work towards throughout the lesson plan.

It is clear to see that with the subtle changes to this lesson plan how much the students are able to get out of a lesson plan when integration is applied to it. Many of these ideas can be thought-out by the teacher or can be researched through the use of the internet. It is also important when writing an integration lesson plan to seek help within your school, many teachers might have ideas and when teachers work together they can create lessons that have a powerful impact on the students learning and engagement in the classroom. It is also equally important to look outside the school to see what resources

the community you live in can offer. Teachers might want to also seek out to parents, friends and family maybe someone has visited a rainforest and they could come in and share that they saw while at the rainforest, did and answer questions for the students. This gives the students involvement in the community they live in.

When comparing the integrated lesson plan to the non-integrated lesson plan, it is clear to see that the students will be able to walk away with an understanding how important the rainforest is to people both who live there, people who live around the world and themselves as well as the animals. This all allows for connect of both science and social studies which they have been able to gather from all the language arts integrations and even the musical and visual arts aspect.

Below are work sheets ideas for each of the centers.

Name _____ Date _____

ACROSTIC

Write poem about the rainforest. Each line begins with a word/phrase that starts with the letter on that line.

R _____

A _____

I _____

N _____

F _____

O _____

R _____

E _____

S _____

T _____

Worksheet # 1 for Writing Center

Name: _____



Short Story/Poem

-

Name: _____

Song Lyrics



Name: _____

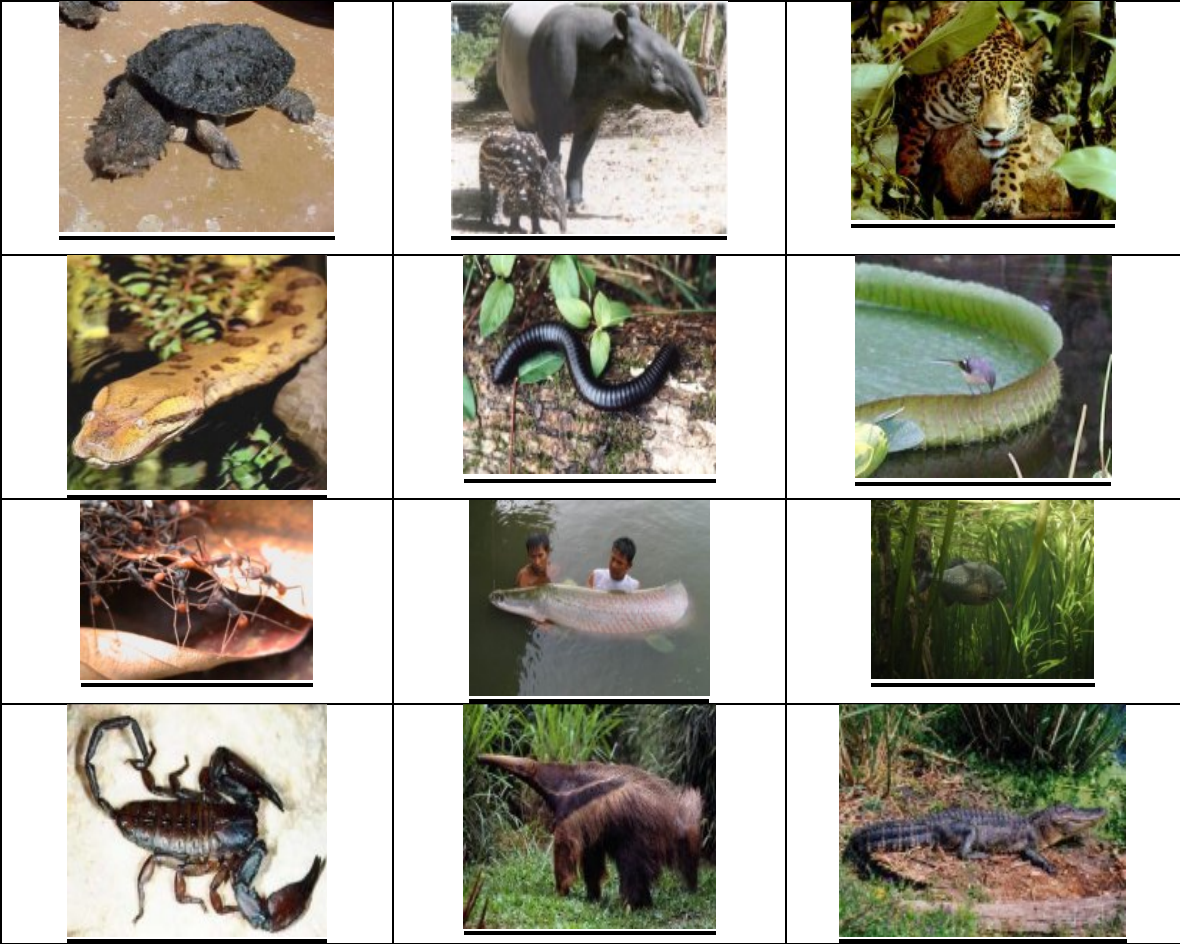
How did the music make you feel?



Is this a place you would want to go based on the music?

What animals do you think that you heard?

Draw a picture of what you think the rainforests looks based on what you just heard. This can be done on the back of this sheet.



Fact Sheet

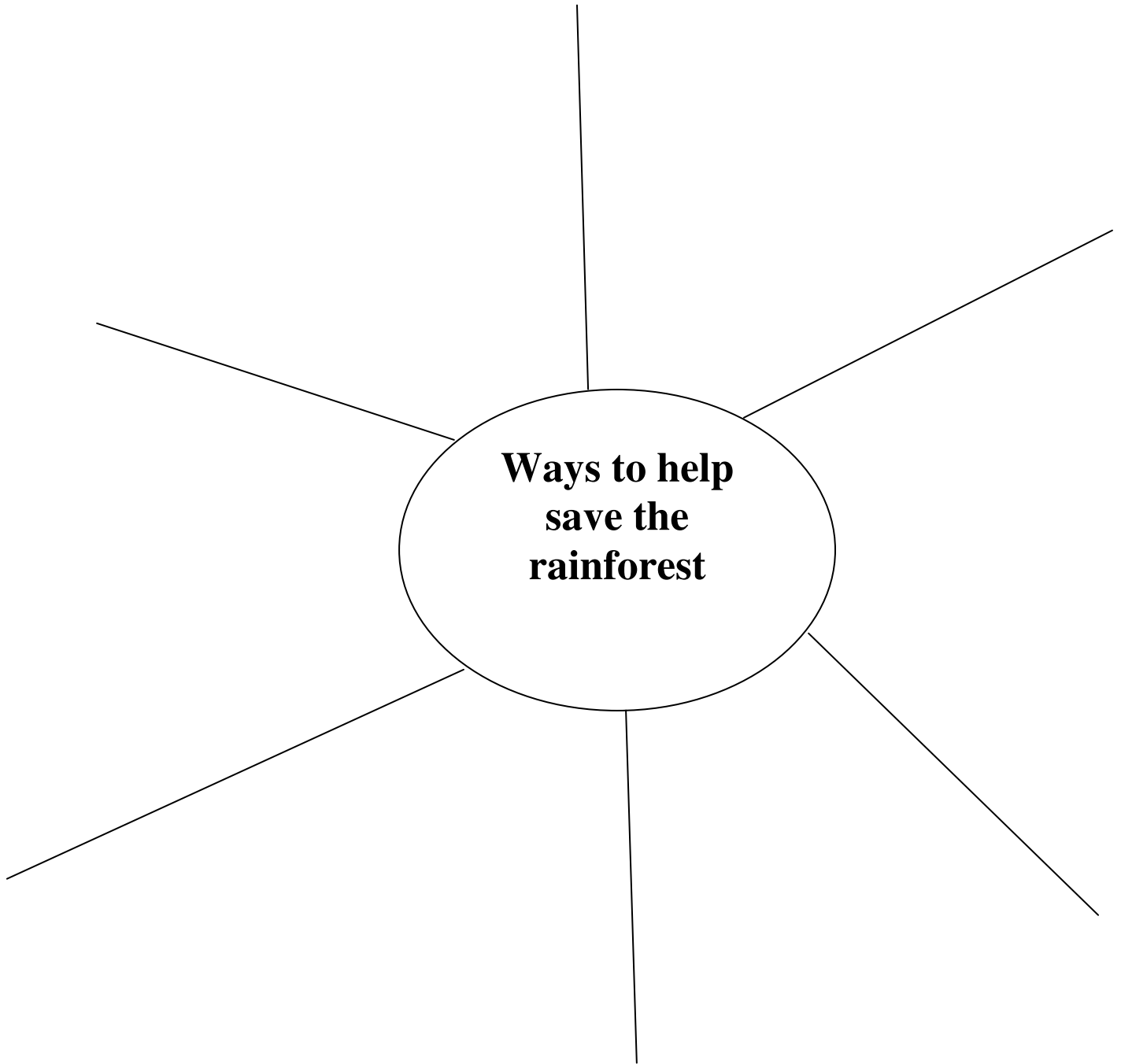
Name: _____

ANIMAL NAMES:

FACTS: _____



Name: _____



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Stone, L. (2004). *Deserts*. Florida: Rourke Publishing LLC.

"The Netherlands." Tamara I. Britton copyright 2004 ADBO Consulting Group, Inc.

"What your Second Grader needs to know." By E.D. Hirsch, Jr. Copyright 1991 revised, Edition copyright 1998 Core Knowledge Foundation.

Youtube(n.d.). *King julian & best of madagascar (b)*. Retrieved on October 19, 2009 from http://www.youtube.com/watch?v=RcGFUP_Kfco

Non-integrated Lesson Plan Compared to Integrated Lesson Plan

Useful and safe websites to help students:

<http://www.nationalgeographic.com/>

- This is a great web site for students to use to explore the rainforest just type in rainforest in the search bar to get the students started
- It is always updating so information might change from day to day
- Few advertisements
- Great for animals, pictures, news articles and videos

<http://www.nature.org/ourinitiatives/urgentissues/rainforests/>

- Website about saving the rainforest and other endangered areas of the world
- Climate changes
- Animals that are effect by the loss of the rainforest

http://en.wikipedia.org/wiki/Tropical_rainforest

- Facts about animals, climate, people, saving the rainforest, locations of the rainforest, layers of the rainforest, history and so much more
- Pictures
- Other links to help the students learn more about what they are studying

<http://teacher.scholastic.com/scholasticnews/indepth/rainforest/rainforest.asp>

- Inside the rainforest
- Careers within the rainforest
- Weather, animals, people, saving the rainforest
- Activities and educational games for student to play to test their rainforest knowledge

<http://www.srl.caltech.edu/personnel/krubal/rainforest/Edit560s6/www/where.html>

- Maps and locations of different rainforest in the world
- Other links can lead students to animals, people, what the rainforest is, plants and saving the rainforest

<http://www.enchantedlearning.com/subjects/rainforest/index.shtml>

- Introduction to the rainforest
- Other links include animals, layers of the rainforest, plants, people, maps and locations
- Very kid friendly and easy to use

Video clips:

<https://www.youtube.com/watch?v=OS2VrgRFCzc>

- Great overview to get kids started
- Age level
- Short but gets students thinking about the rainforest

<https://www.youtube.com/watch?v=eX54klzOJpY>

- Very long but great details about the animals of the rainforest
- Animals
- Could pick out key point and just so them to the students

Books:

Look at both the local library and school library for useful books for the teacher and the student:

Baker, L. (1993). *Life in the rainforests*. New York, NY: Two-Can Publishing Ltd.

Cherry, L. (1990). *The great kapok tree: A tale of the Amazon rainforest*. Orlando, FL: Voyager Books.

Cole, J. (1998). *The magic school bus: In the rainforest*. New York, NY: Scholastic, Inc.

George, J.C. (1990). *One day in the tropical rain forest*. New York, NY: HarperCollins Publishers Inc.

Pratt, J. (1992). *A walk in the rainforest*. Nevada City, CA: Dawn Publications.

Ricciuti, E.R. (1996). *Rainforest*. New York, NY: Benchmark Books.

Warburton, L. (1990). *Rainforests*. San Diego, CA: Lucent Books, Inc.

CD idea:

Various artists. (1993). *Echoes of nature: Rainforest CD on [demand]*. Cobra Entertainment

LLC.