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Teaching Washington State History through the Arts: A Curricular Guide

Rebekah Norgard

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TEACHING WASHINGTON STATE HISTORY THROUGH THE ARTS
A CURRICULAR GUIDE

A Project Report
Presented to
The Graduate Faculty
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In Partial Fulfillment
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Master of Education
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by
Rebekah Norgard

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ABSTRACT

TEACHING WASHINGTON STATE HISTORY THROUGH THE ARTS

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Students benefit both academically and nonacademically when a core subject is taught through the arts. The arts allow students to develop cognitively, extend their research skills, define their ability to problem solve, and strengthen their self-image. Personal connections and student attentiveness is increased when classes incorporate the study of the arts. The purpose of this project was to encourage the integration of arts into core subjects and provide a framework and examples of effective arts content infusion as an instructional strategy for use by Washington State History teachers.

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

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CHAPTER I

THE PROBLEM

INTRODUCTION

History can be a subject that students have a difficult time finding connections with. The purpose can seem unnecessary to adolescents' lives. Personal connection and student attentiveness can be a challenge in this subject. (Harrison, 1967) There have been studies that suggest that teaching art (which includes visual arts, music, theatre, film, and dance) in core subjects can increase student attentiveness and personal connections (Bickley-Green, 1995), as well as improve student academics (Aschbacher, 1991), and self-image (Dalke, 1984).

Shari Tishman, Dorothy MacGillvray, and Patricia Palmer wrote about the effects of art in the article, *Investigating the Education Impact and Potential of the Museum of Modern Art's Visual Thinking Curriculum*. This study involved 162 nine and ten-year-olds who were taught to analyze and discuss works of art through the Visual Thinking Curriculum (VTC). These students met seven to eight times for forty minutes and visited the Museum of Modern Art in New York City at least twice. Students who learned to analyze art later showed that they were also able to transfer the knowledge into other subjects, including science. When compared to students who did not partake in VTC, the VTC students "were also less likely to use circular reasoning, and were more aware of the fact that their interpretations were subjective. Thus, the students in the VTC appeared to

have looking and reasoning skills acquired from looking at works of art that they then deployed when given a scientific image.” (1999, p. 142)

Burton, Horowitz, and Ables, a group of researchers from the Teacher College at Columbia University, studied the impact that art had on students in New York, Connecticut, Virginia, and South Carolina. These researchers studied 2,046 fourth, fifth, seventh, and eighth graders that attended public school to find what, if any, social and/or academic skills may be learned through the study of art. The team used a variety of resources to collect data such as tests, questionnaires, and teacher interviews. Teachers reported that students who studied art were more creative, curious, and flexible. They also had better imaginations, higher self-esteem, and earned better grades in other classes than students who did not study art. “They confirmed that youngsters exposed to strong arts education acquire a sense of confidence in themselves that radiates beyond the studios and performance spaces.” (1999, p. 40)

The Los Angeles Unified School District has embraced the arts through its Humanitas program. Aschbacher described this program in her 1991 article, *Humanitas: A Thematic Curriculum*. Humanitas is an interdisciplinary program that integrates English, history, and art but can also include math, science, and dance. In 1991, UCLA’s Center for the Study of Education conducted a study to see how this alternative approach on learning has affected these students and their education. Researchers found that students involved in the Humanitas program had a higher attendance rate and showed a greater amount of content knowledge when compared to the students not involved in the program.

Canada has recognized the importance of the arts by incorporating a school-wide arts education approach called Learning Through the Arts (LTTA). Smithrim and Upitas describes a study that involved over 6,000 students both involved in LTTA and not. Researchers learned that the students involved in this arts program did better in their math classes than students who were not involved. (2005)

Students, teachers, parents, and administrators have more to say about this program and the importance of teaching art. “They talked about how the arts engaged children in learning, referring to the cognitive, physical, emotional, and social benefits of learning in and through the arts.” (Engagement section, para. 1)

In Washington State there is more concern with the statewide standardized test, Washington Assessment Student Learning (WASL), than with learning art. However, the arts can positively affect the WASL scores through the skills students acquire when studying art. “Active participation in the arts learning allows for elaborate and creative thinking and problem solving, verbal and nonverbal expressive abilities (as applied in different contexts), applied learning in new contexts, increased skills in collaboration, increased self-confidence, and higher motivation.” (Brown, 2007, Conclusion section, para. 3)

Persuasive writing is a key element for earning a high score on the WASL. A study done by Betty Jane Wagner found that role playing as a warm up activity will help students write a better persuasive letter than a lecture. This concluded that students wrote a better persuasive letter after a role play activity than students who received direct instruction on how to write a persuasive letter. In fact, students used their partners’ arguments from the role play more often than they used their own.

Ellis and Fouts reflected on an eight year study in their article, *Interdisciplinary Curriculum: The Research Base*. The study began in 1933 and compared two education styles, one traditional and the other was designed with the student's interest in mind. "The results of the Eight Year Study indicated that students from the progressive school were as well prepared for college as their traditional counterparts with regard to academics and were more involved in such social and extracurricular activities as yearbook, student government, or clubs." (2001, p. 25)

In addition to the academic achievement students may enjoy while studying the arts, the aesthetic engagement can also influence self-awareness and self-esteem. Wenner observed that "success in one or more of the arts very often will lead the student to become more self-directed, more self-aware, more self-actualizing." (1976, p. 5) Art also allows students, who may not otherwise feel the joy of success, to realize this success in the classroom, which in turn affects their self-esteem. Unlike math, where there is one right answer, art needs to be original and cannot be copied. (Dalke, 1984)

"Many more changes in students' cognitive, social, and personal development are seen by educators involved in arts integration, but how can you statistically measure the smile on a child's face while experiencing teaching and learning through the arts?" (Brown, 2007, Conclusion section, para. 3) By understanding the need of art in core curricula, teachers must begin to search for curriculum to use within their subjects. Washington State History, a required class in Washington State, often sees students that are uninvolved, inattentive, and unable to find a connection between the curriculum and their own lives.

As a history teacher, this author is looking for elements within the curriculum that allows students to extend their learning into the real world. Students learn many different skills while learning about history through the arts. “When students explore historical meaning of art and artifacts from their own culture and the cultures of others, teachers ask them to employ inquiry skills of problem solving, investigation, analysis, synthesis, and evaluation” (Hamblen, 1993, p. 193)

The arts can inspire. The arts can give a place life. The arts can positively affect students in school. (Burton, Horowitz, & Ables) John Dewey wrote in *Interest and Efforts in Education*, that the teacher must tap into the child’s interest to ensure that the student is present in her classroom and is willing to learn.

We can have compulsory physical attendance at school; but education comes only through willing attention to and participation in school activities. It follows that the teacher must select these activities with reference to the child’s interests, powers, and capacities. In no other way can she guarantee that the child will be present. (Ellis & Fouts, 2001, p.23)

Art can be incorporated in any school subject without jeopardizing the core curriculum. Furthermore, there is evidence that art can help students academically, improve their cognitive skills, and positively influence self-awareness.

PURPOSE OF PROJECT

The purpose of this project was to encourage the integration of arts into core subjects and provide a framework and examples of effective arts content infusion as an instructional strategy for use by Washington State History teachers.

DEFINITION OF TERMS

Circular Reasoning: “A use of reason in which the premises depends on or is equivalent to the conclusion, a method of false logic by which ‘this is used to prove that, and that is used to prove this.’” (dictionary.com, 2008)

Core Subjects: “A subject that all students are required to study at school, e.g. English or mathematics” (Encarta, 2007)

Found Poem: “A composition made by combining fragments of such printed material as newspapers, signs, or menus, and rearranging them into the form of a poem.”
(dictionary.com, 2008)

Goodenough-Harris Draw A Man Test: An intelligence test based on how accurately the student draws a man and how many elements are included in the drawing. (Biology-online.org., 2007).

Janus: “Janus is the Roman god of gates and doors (*ianua*), beginnings and endings, and hence represented with a double-faced head, each looking in opposite directions.”
(Lindemans, 1997, para. 1)

Interdisciplinary: “Combining or involving two or more academic disciplines or fields of study” (dictionary.com, 2007)

Standard Deviation: “a measure of dispersion in a frequency distribution, equal to the square root of the mean of the squares of the deviations from the arithmetic mean of the distribution” (dictionary.com, 2007)

Standardized Test: “A standardized test is one that is administered under standardized or controlled conditions that specify where, when, how, and for how long children may respond to the questions or ‘prompts.’” (North Central, 1995)

WASL: Washington Assessment Student Learning (WASL) is a standardized test in Washington State that requires multiple-choice, short-answers and extended-response answers. (Office of Superintendent)

SUMMARY

Students benefit academically, socially, and personally when a core subject is taught through the arts. The arts allow students to develop cognitively, extend their research skills, define their ability to problem solve, and strengthen their self-image. Personal connection and student attentiveness can be a challenge in a history class. This project was to encourage the integration of arts into core subjects by developing a supplemental art curriculum for the textbook, *Washington in the Pacific Northwest* that can be used in Washington State History classes.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

Art is an important subject to teach in school and positively affects students. (Rush, 1979) As a result of teaching art, students can benefit academically (Smithrim & Upitis, 2005) and nonacademically. (Wenner, 1976) Any core subject has the ability to incorporate art into the curriculum. In particular, history class has seen success in the incorporation of art into the curriculum. (Manifold, 1995) The purpose of this project is to encourage the integration of arts into core subjects and provide a framework and examples of effective arts content infusion as an instructional strategy for use by Washington State History teachers.

The Review of Literature is divided into six sections. The first section will determine the importance of teaching art. The second section will highlight the academic benefits of teaching art followed by the third section that will describe the nonacademic benefits of teaching art. The fourth section will explore ways for a core subject to incorporate art. The fifth section will analyze ways for history to be taught through the arts. The final section will offer advice to encourage teachers to incorporate art into their curriculum.

IMPORTANCE OF TEACHING ART

In the author's opinion, art is at the core of American culture. Public schools have a responsibility to teach this culture and encourage students to enjoy the arts

throughout their lives. “Countless numbers of people attend museums and concerts, pursue craft hobbies when they retire, take evening art classes, and buy art objects to enjoy in their homes.” (Rush, 1979, p. 6) Art education can also expand and change the landscape of American culture. Dortha Dunn, a Native American art specialist and teacher of art history, believed “Indian art could reform mainstream American art if other artists would absorb their influences and thus create a uniquely American art different from what was being produced in Europe.” (Eldridge, 2001, p. 326) But teaching the arts can have real results in the classrooms today.

Students learn best once they begin with curiosity. Art is a wonderful vehicle to inspire curiosity and begin the journey to learn the content. (Dalke, 1984, p. 7) “The arts captivate their interest, and-- often for the first time in their school careers -- make them active participants in school activities.” (Stuht & Gates, 2007, p. 33)

Art can be taught without jeopardizing the education of core academics. An eight year study which begun in 1933 compared two education styles, one traditional and the other was designed with the student’s interest in mind.

The study involved thirty progressive or experimental high schools that were matched as closely as possible with traditional comparison schools. Much of the curricular experience in the progressive schools was interdisciplinary in nature. The results of the Eight Year Study indicated that students from the progressive school were as well prepared for college as their traditional counterparts with regard to academics and were more involved in such social and extracurricular activities as yearbook, student government, or clubs. (Ellis & Fouts, 2001, p. 25)

Learning art is not the only reason for incorporating it into the classroom. There is also evidence that it can benefit students academically.

ACADEMIC BENEFITS

Descriptions and supporting details are essential for earning a high score on the WASL. Through the teaching of art, students learn how to describe visuals and offer abundant details.

While it seems obvious that a concept of painting style must be visual in nature, verbal labels are generally attached to visual concepts in the teaching of artistic style. 'The paintings of Renoir are soft in appearance, with hazy outlines.' 'Degas often uses an off-center composition.' Words provide signs for concepts, labels by which things are named as categories. Words are useful cues for retrieving images from memory. Words are important because of the added scope they give to thought, in that they are referents for visual images both real and perceptual (in the mind's eye) that may become increasingly abstract. Words tend to suggest functional relationship." (Rush, 1979, p. 7)

Persuasive writing is another key element for scoring high on the WASL. A study done by Betty Jane Wagner found that role playing as a warm up activity will help students write a better persuasive letter than a lecture. This is a remarkable example of how incorporating the arts into schools can benefit core academic skills that student need to develop to be successful in school.

This study included 84 fourth graders and 70 eighth graders. These students were randomly placed into three groups at each grade level (six groups total.) The first group participated in a role play where they were trying to persuade the principal to throw a party for the school, change the cafeteria, and give the students more freedom. After thirty-five minutes the students sat down to write a persuasive letter to the principal. The second group wrote a persuasive letter to the principal after a thirty-five minute lecture on how to write a persuasive letter. The final group did not receive any instruction.

This study found that the groups who began with a role play wrote a better paper than the other groups. In fact, students used their partners' arguments from the role play

more often than they used their own. (2002) This study made it unclear if continued role playing would develop student's writing skills long term. However, it is clear that integrating arts into the classroom can improve important skills.

Students have also improved cognitive skills when learning about art. "The education of an artist involves the use of motor skills, verbalization about art, and perceptual ability. Perception is a cognitive process through which we make some kind of sense out of an essentially neutral and often chaotic world." (Rush, 1979, p. 6) The creativity of art refines problem solving skills. "By its very nature, the creative process demands reflection, analysis, and synthesis." (Topping, 1990, p. 21)

Judith M. Burton, Robert Horowitz, and Hal Abels studied the effect that learning the arts had on students. Their sample involved over 2,000 students who were in grades 4th, 5th, 7th, and 8th. These students were from twelve different schools.

The study did not investigate any one particular program, approach to arts teaching, or behavioral outcomes, but looked at a diverse sample of programs. By working within the real world of arts teaching and learning, we sought to obtain results that could have general implications for our understanding of arts learning within public schools. (Burton et al, 2000, p. 232)

The two variables developed were

(a) potential indicators of effects from arts learning; and (b) characteristics of teaching and learning that might lead to effects from art learning. Potential indicators of effects from arts learning were categorized within three broad groups: (a) Cognitive; (b) Socio-Cultural; and (c) Personal Learning. (p. 233)

This study used interviews, questionnaires, and tests to acquire its results.

We requested that each 4th, 5th, 7th, and 8th grader take a creativity test (TTCT-figural), a self-concept test (SDQ-I) and fill out a questionnaire describing their arts experiences (SAB.) Teachers of these students responded to a rating scale (TPS) that examined their perceptions of students' imagination, risk taking, expression and cooperative learning. All teachers within a school were asked to respond to questionnaires, and index of school climate (SLEQ) and an arts

teaching and learning inventory (CTAI.) All arts teacher were interviewed and also responded to questionnaires exploring their curriculum and students' arts achievement pegged to the national standards in the arts. Principals and classroom teachers were also interviewed. (p. 235-236)

Students were identified as high or low art exposure groups by using the information they received from them. The study found that students who identified themselves as having high arts exposure showed more creativity and did better with elaboration. "Overall TTCT score (Creativity Index) and individual scores are generally higher for the high-arts groups. The gap in performance between the high-arts and low-arts groups is widest in elaboration scores." (p. 239) This group was also found to be stronger in expression skills and risk taking. "Differences in scores between the high and low groups are greater in the expression, risk-taking, and creativity-imagination dimensions, and lower in cooperative learning." (p. 241)

School climate was also affected by the teaching and learning of the arts. Our qualitative data indicated that teachers and principals within school with strong arts programs attributed several effects on school climate to the arts. Specifically, they cited changes in teacher practice as they: (a) learned new skills and broadened their curriculum; (b) were encouraged to take risks and be innovative; (c) developed an increased rapport with students, and an increased awareness of different aspects of students' abilities and personalities; and (d) increased enjoyment in their school as a workplace. (p. 242)

Schools are beginning to recognize the importance of teaching through the arts. Learning Through the Arts (LTTA) is an art education approach in Canada. A study was conducted that involved over 6,000 students that compared the academic achievement, attitudes toward school and art, and activities outside of school of the students within this program with students in controlled schools. These schools had similar socioeconomic status, size, and location as the LTTA schools. The study lasted three years.

Researchers used standardized achievement tests, writing samples, surveys, open-ended survey questions, one-on-one interviews, and focus group interviews. (Smithrim & Upitis, 2005)

At the end of three years of LTTA programming, the grade-6 LTTA students scored significantly higher on tests of computation and estimation than students in the two types of control schools ($p < .05$). In terms of percentile differences, calculated by using the standard deviation of the LTTA group and the mean of the comparison group, the difference was equivalent to approximately 11 percentile points. (Findings section, para. 3)

Students, teachers, parents, and administrators have more to say about this program and the importance of teaching art. “They talked about how the arts engaged children in learning, referring to the cognitive, physical, emotional, and social benefits of learning in and through the arts.” (Engagement section, para. 1)

Another school that has seen students improve academically due to art education is in Los Angeles. The Los Angeles Unified School District has had a wonderful success rate with its Humanitas program. Humanitas is an interdisciplinary program that integrates English, history, and art but can also include math, science, and dance. These classes are taught by a team of teachers dedicated to work together and offer their students with a variety of materials including primary sources. Their alternative assessments include essays, art shows, and videos.

In 1991, UCLA’s Center for the Study of Education conducted a study to see how this alternative approach on learning has affected these students and their education. Researchers collected information from Humanitas students and compared this information with students who are not in the program. Researchers looked at 500 students and used a variety of studies, including attendance records and standardized test

scores. The school's average attendance rate was 76%. The rate was ten percent higher for students in their first quarter in Humanitas. Students who were in their third year had an attendance rate of 94%. The program also seemed to significantly affect students' writing and content knowledge. After analyzing students' essays from both groups, researchers saw a considerable effect on both their writing and content knowledge compared to the students not involved in the program. (Ashbacher, 1991) The author left out a great amount of detail describing how the research team collected the information so it's difficult to evaluate its validity. The researcher did not seem to take into consideration that the students who would enroll in such a program may be more likely to work harder and have a higher attendance rate.

Nonetheless, this program and these studies should show educators that team teaching and the integration of arts into the curriculum will not only positively affect students academically, but it will also create a more positive school environment as tested by attendance rates.

Poetry is another form of art that can encourage "interest, insight, and understanding. It is like no other form of written word in its ability to offer personal connections." (Collins, 2008, p. 81) Poetry is accessible, has variety, and promotes student comprehension. "The poetic form is accessible to all readers. One special aspect of the usefulness of poetry is its readability. The poetic form is readable by students of varying skills." (p. 82) Lower achieving students may enjoy this time where they can read and comprehend the material along with everyone in the class. Due to poetry's variety teachers of any content or lesson can find a poem that can be used as a supplement. "Poetry, with its rich variety, addresses the interests and needs of diverse

groups of students. This variety provides for differentiated instruction, allowing the teacher to address the increasing range of abilities and interests in today's classrooms." (p. 82) Students are also more likely to visualize the material when using poetry. "Poetry with its rich variety addresses the interests and need of diverse groups of students." (p. 82)

Both published poetry and student created poetry has a place in the classroom. "When students create poems about topics of study, they enhance their comprehension through the connections they have made between the topic and their own lives, the topic and the world around them, and the poetry and the contents texts they have read." (p. 83) Finally, poetry can encourage students to find connections between what they are learning in school and their lives outside of school.

Educators know that learning is strengthened by connections between what students see in the world around them and what happens in school. Poetry in content-area classes enhances those connections by crossing traditional boundaries among subject areas to make reading and writing poetry in math, science, or social studies just part of being a member of a learning community. (p. 84)

NONACADEMIC BENEFITS

The benefits of incorporating art into the curriculum are not limited to academic achievement. Research indicates that students show improvements in their personal lives due to the arts being incorporated into the classroom. Art enhances students' self-esteem and assists them to become more self-aware. Dalke wrote of a study that improved students of special needs' self-image. DeChiara, the researcher, used art activities to help students create better body imagery. "An experimental group receiving art training exhibited significant improvement in self-identification of body parts, imitation of

postures, and on their performances on the Goodenough-Harris Draw A Man Test.” (1984, p. 6) Carter and Miller improved “perceptual-motor ratings in handicapped learners by addressing self-awareness, identification with experiences, eye-hand coordination, increased span of interest, and improvement of self-image.” (p. 6) Wenner observed that “success in one or more of the arts very often will lead the student to become more self-directed, more self-aware, more self-actualizing.” (1976, p. 5) Art also allows students, who may not otherwise achieve in the classroom, to finally feel the joy of success, which influences self-esteem. Unlike math, where there is one right answer, art only needs to be original and cannot be copied. (Dalke, 1984) Art is also a way for children who have difficulty communicating to be able to communicate well, perhaps for the first time.

Burton, Horowitz, and Abels’ study suggests that students “exposed to strong arts, education acquire a sense of confidence in themselves that radiates beyond the studios and performance spaces.” (1999, p. 40) The authors note that art is not more important than other subjects taught in schools, but need to be incorporated into other subjects so all students will have positive results both in and out of the classroom.

The arts can also cultivate creativity that helps the students communicate.

I tend to view the arts a basic form of communication comparable to, but different from the words of language and symbols of mathematics. The arts meet a basic human need: creative personal expression. In addition to their intrinsic value, the arts give insights into other aspects of life, helping people understand themselves and the world in which they live. (Boyd, 1980, p. 24)

Boyd advocates all education include the arts. Art, Boyd argues, develops creativity which is our limitless resource. “Our future depends upon our creativity and our time.

As our physical resources become less plentiful, we must rely more heavily on human resources- our creative selves.” (p. 24)

Studying art can help students understand different cultures. For example, it can increase motivation of Native American students when the teacher incorporates Native art into the classroom. “Art education can play an important role in the decolonizing process by examining issues of identity and authenticity, and increasing mainstream awareness of the complexity of Native American life and art.” (Eldridge, 2001, p. 329)

INCORPORATING ART INTO CORE SUBJECTS

Art is being taught in a variety of core subjects without compromising the subject’s curriculum. Hamblen wrote of various ways Florida school districts are using art to teach. Science classes use pictures by Georgia O’Keefe to learn the differences between quantitative and qualitative analysis. Math classes look at Mondrian’s work to understand geometric shapes. Social study classes study cave drawings to learn about ancient life. Language art classes design and illustrate literature. French classes learn about French culture through its art. Still lifes are used in nutrition classes. Students learn about the history of politics, society, and economy through art history. (1993)

As noted earlier, incorporating art into any subject can increase student interest and allow them to see a greater connection between the core subject and the real world. Imagine two geometry classes. After the bell rings in the first class the teacher introduces geometry by reading its definition from the textbook. In the second class the teacher introduces geometry by showing ancient Egyptian murals, American folk quilts, and paintings by Leonardo Di Vinci. The later teacher has more of the students’ attention and

has immediately demonstrated how math is connected to the real world, including places the students would never expect to see it. (Bickley-Green, 1995)

Math is evident in art. Math teachers need to show their students how the subjects are involved. Mathematics historian, Dirk J. Stuick claims that Paleolithic artists were the first to record numbers and form. "Cave paintings in France and Spain are, mathematically speaking, two-dimensional mappings of objects in space. Linguistic analyses of words for straight and stretch in Greek, Arabic, and Assyrian cultures suggest the relationship between surveying and geometry." (p. 7) These lessons can be powerful for math students. "These systems of knowing the world, that is the conjunctions between artistic representations of space and form and mathematical representations of space and form that transcend many cultures, seem to reflect useful constancies in human experience. (p. 7)

Science has also been positively affected by the teaching of art. A study entitled, *Investigating the Education Impact and Potential of the Museum of Modern Art's Visual Thinking Curriculum* involved 162 nine and ten-year-olds. These kids were taught to analyze and discuss works of art through the Visual Thinking Curriculum (VTC). These students met seven to eight times for forty minutes and visited the Museum of Modern Art in New York City at least twice. The students were given a pre- and post-test asking what they saw in the art and explain why they said that. The students were then "given a non-art image from the domain of science and asked the same two questions. They were shown a picture of a fossil record of two intersection sets of animal footprints. The picture was labeled, 'Footprints from the Past.'" (Tishman, MacGillivray, & Palmer, 1999, p. 142) The same picture was given to over 200 students who did not partake in

the Visual Thinking Curriculum. They were asked the same two questions. These students were of similar ages, grades, and socioeconomic background.

On the art assessment, children in the control group performed equivalently to children in the VTC at the pre-test, providing evidence that the two groups were commensurate. After a year of the VTC, children achieved higher scores on evidential reasoning in the footprints task than did the control group. They were also less likely to use circular reasoning, and were more aware of the fact that their interpretations were subjective. Thus, the students in the VTC appeared to have looking and reasoning skills acquired from looking at works of art that they then deployed when given a scientific image. (p. 142)

This study is further evidence that the knowledge learned through art can be transferred to multiple subjects.

Teachers in all subjects have a wonderful responsibility to incorporate the arts and to inspire the students. "The quality of the arts in education depends ultimately upon the talented teacher working with the creative student. Students are inspired by individual teachers." (Boyd, 1980, p. 24)

TEACHING ART IN HISTORY CLASSES

History can be a subject where students have a difficult time making connections between the content and their own lives. The purpose can seem unnecessary to adolescents' lives. Personal connection and student attentiveness can be a challenge in this subject.

The truly exceptional history teacher may never encounter the problem of class apathy and student indifference, but this attitude is a major concern for most classroom teachers in the field. Textbooks often contribute to the onset of the problem, since they are frequently so bland in their approach and so moderate in their views as to excite little interest. The student is likely to see little relevance between the sweeping generalizations which with the author endeavors to capture

the scope of history and the world in which the student himself lives. (Harrison, 1967, p. 6)

History classes can use art to teach the content. Students' knowledge of art, culture, and history will develop hand-in-hand. Students will better understand different cultures when looking at them through their art. (Topping, 1990) Students also have the opportunity to learn about another society and their values while studying culture through the arts. "When students have the opportunity to study artworks from the past, they begin to understand how art reflects the values of society and how the arts have been influenced by social, political, and economic beliefs in society." (Manifold, 1995, p. 2)

Boston Arts Academy, a pilot public high school for the visual and performing arts, taught their students about the Chinese culture through dance. They learned both ancient and modern Chinese dances. "By performing these pieces, they learned the connections between the history of the Maoist regime and the kinds of dance that China's government glorified, or banned, during that period." (Nathan, 2002, p. 23)

Boston Arts Academy also taught American History through the arts. Students wrote plays to describe the life of immigrants from their own families. They also learned about African American migration to the North through the art work of Jacob Lawrence.

"The elite Western perspective of art (that which is promoted in most art history books and magazines) is a valid one, but it is not the only approach which may be taken to art objects." (Congdon, 1989, p. 180) Learning how different cultures define art allows the students to better understand the culture as a whole. For example, students may search to understand why abstraction is important in Native American art. "Pacific Northwest Coast art is an abstract, representational art with heavy emphasis on faces and

heads.” (Gilbert & Clark, 2002, p. 25) Although the meaning can sometimes get lost within the abstraction, Native Americans “used abstraction to make a style for its own sake.” (Eldridge, 2001, p. 323) “One purpose of the art was to make the supernatural world visible and present. Another purpose of art was to make the social system visible.” (Clark & Gilbert, 2001, p. 14) Once they search for a reason for this style of art, they may begin to understand how Native Americans view the world.

The African American culture also defines art differently than mainstream America. “Afro-American aesthetics clearly have connections to their African heritage and world view.” (Congdon, 1989, p. 178) When students begin to look at traditional art they will begin to notice its random patterns. When it is explained, students will further understand the African culture. “In many parts of Africa, it is important to randomize the flow of paths, since evil spirits travel in straight lines. This belief explains why traditional Afro-American cabins were wallpapered with jumbled pages of newsprint and squares of magazines illustrations...Similar patterning can be seen in African textiles.” (p. 179)

Learning about how both of these cultures view art is one way history teachers can include the study of cultures into their classrooms. Research is another important skill that is included in the history curriculum. “Teachers encourage research skills by asking students to find out where an art object was made, by whom, why, how, and when. These and other art-related activities have been linked to categories of knowing on standardized tests.” (Hamblen, 1993, p. 193) An example of this can be seen while studying Northwest Native Tribes. Students can be taught to look at their art work, including totem poles, to determine who made it and when.

For example, date attribution of North West Coast Indian totem poles can be determined to some extent by the size of the work. It was only after the Indians were introduced to axes by nineteenth-century settlers that totem poles could be produced beyond a certain scale. Technological, political, economic, and social histories can each play a part in providing evidence to support essential factual claim about works of art. (Erickson, 1983, p. 28-29)

Theatre and film can also be used to teach history and encourage high student engagement. “Film and video production immediately captures the attention of students and incorporates academic content into the arts program in a variety of formats.” (Stuht & Gates, 2007, p. 33) A film class at Olympic High School, a small high school in Santa Monica, California, is taught by a history teacher and a science teacher, who are both members of the Screen Actors Guild. “The class explores historical issues as depicted through film, inspiring students to delve further into a historical event or era.” (p. 33) The theatre can also be used to allow the students to emotionally connect to the content and allow history to come alive.

Watching an August Wilson play, we find ourselves living the lives of his African American characters as he takes us from decade to decade in 20th century Pittsburgh. And plays of Garcia Lorca or Brian Friel have the power to transport us to other lands, other cultures, and other realities. (Nathan, 2002, p. 22)

INCORPORATING ART INTO THE CLASSROOM

Once the teacher has seen the importance of incorporating art into the curriculum, she may be asking, “Now what?” There are several approaches that may be taken. One strategy is to collaborate or team teach with an art, music, or drama teacher. There are also a variety of facilities in the community that will help an educator bring art into her classroom, including a museum educator. “The museum educator can assist art teachers in sharpening students’ interactions with works of art by preparing introductory materials

and experiences, designing planned activities in the museum, and suggesting follow-up activities.” (Topping, 1990, p. 22) There is also curriculum already created by accredited institutions. “Local and regional museums and museum holdings, heritage foundations, universities, historical societies, and public media compose a community that develops the formal curriculum in art.” (Hamblen, 1993, p. 193)

Authors Kelly and Weelden also suggest turning to the students for input, specifically with music. “Teachers must discover musical cultures of their classrooms and communities. Observing students’ reactions to various musical styles (both in and out of class), asking students to list and talk about their musical preferences, and interviewing people from the community are all excellent resources. (2004, p. 37)

CONCLUSION

“The arts incorporate social, philosophical, and historical aspects of life, including one’s own inspiration, spirit, thought, intellect, and feelings.” (Brown, 2007, para.1) The Literature Review’s sections *Importance of Teaching Art*, *Academic Benefits*, and *Nonacademic Benefits* explain the benefits students receive when core subjects are taught through the arts. These sections explain how art gives students the chance to develop cognitively, extend their research skills, define their ability to problem solve and strengthen their self-image by studying the arts. Teaching through the arts can also help with students’ academics and their attentiveness.

The sections, *Incorporating Art into Core Subjects*, *Teaching Art in History Classes*, and *Incorporating Art into the Classroom* describes how any core subject can and should begin to integrate the arts into the curriculum. “If the arts are to help define

our path to the future, they need to become curriculum partners with other subject disciplines in ways that will allow them to contribute their own distinctive richness and complexity to the learning process as a whole.” (Burton et al., 1999, p. 45)

CHAPTER III

PROCEDURES

DESIGN

Research for the supplement art curriculum began with the Literature Review. The Literature Review in Chapter 2 is organized into six sections. These sections include: *Importance of Art*, *Academic Benefits*, *Nonacademic Benefits*, *Incorporating Art into Core Subjects*, *Teaching Art in History Class*, and *Incorporating Art into Class*.

Research to create this supplemented art curriculum was not limited to literature. Community resources such as museums, workshops, conferences, and universities were also utilized. A multitude of resources were also found online including museum and university websites. These resources offered ideas, music, and copies of artwork.

METHODOLOGY

The first step to create this curricular guide for the textbook, *Washington in the Pacific Northwest* was to determine the goals and objectives for the curriculum. The curricular guide had to encourage the understanding and appreciation of both Washington State History and art. The author's current curriculum had to be analyzed. The author then determined what worked in the existing curriculum and what was missing.

The next step was to further educate the author in Washington State History. She took a Pacific Northwest History Class from Seattle Pacific University and read books about Washington's history including Carlsons Arnaldo Schwantes' *The Pacific*

Northwest, Bill Gulick's *Outlaws of the Pacific Northwest*, and James A. Crutchfield's *It Happened in Washington*. The author also visited historic sites and towns and attended the Washington State Council for the Social Studies Conference.

Next she had to learn more about the arts. The author read articles online and books including, Blecha's *Music in Washington: Seattle and Beyond* and Lillian A. Ackerman's *A Song to the Creator: Traditional Arts of Native American Women of the Plateau*. She also discussed art curriculum with fellow educators. The author visited museums including Washington State History Museum, Burke Museum, and Yakima Valley Museum. She also attended the People of the Plateau Educator's Workshop. Next she collected art, curriculum, and ideas. The author was inspired in a variety of ways and encouraged to surround herself with an environment that would help me make this curriculum.

As the curricular guide was written, the author was able to use it almost immediately within her classroom. She was also able to determine what needed to change to increase its effectiveness. Teaching Washington State History had to be a priority within this curriculum. However, this curriculum increased the effectiveness of teaching Washington State History and teaches art as well. It was exciting to discover a lesson or activity that increased historical understanding as well as appreciation for the arts.

Creating this art supplement has changed the author's pedagogy. She is now making her emphasis in art. Furthermore, it has renewed her love and energy for

teaching. Writing and implementing this curriculum has energized the author's creativity which has spilled over to the students.

PARTICIPANTS AND SETTINGS

This project is created for ninth graders who attend a junior high in a suburban community in Central Washington. The demographics of these students as of October 2004, was 1% Native American, 1.6% Asian, .7% African American, 16.5% Hispanic, and 78.5% White. As of May 2005, 33.1% of the student body was on free or reduced-priced lunch. (Office of Superintendent) This curricular guide was created for Washington State History classes that use the book, *Washington in the Pacific Northwest*, but can be easily adapted to any Washington State History class.

MATERIALS

The materials needed for this curricular guide includes the books *Washington in the Pacific Northwest* and *Art of the State Washington*. *Washington in the Pacific Northwest* was written by Michael K. Green, Laurie Winn Carlson, and Susan Allen Myers. It was published at Gibbs-Smith Publishers in Salt Lake City in 2002. Students should also have access to the library to use additional books and resources for additional research.

Technology is also required for this curricular guide. Teachers and students need to have computer access. The teacher's computer should have speakers and a projection unit. The teacher should also have access to *Unitedstreaming* available on

unitedstreaming.com. This is a website that offers clips of educational videos. A stereo will also be necessary to play music.

The teacher should also have copy of the album *Lewis and Clark: Sound of Discovery*, as well as a variety of songs. All songs are available on i-Tunes. These songs include Woody Guthrie's *Roll on Columbia*, The Blackfeet Tribe's *Owl Dance*, Ewen Carruthers' *Lewis and Clark*, Sammie Lewis' *Arkansas Shout*, Fort Minor's *Kenji*, and Nena's *99 Red Balloons*.

Student worksheets, directions, and rubrics have also been created for this curricular guide. These resources are attached. Pictures have also been scanned and attached for clarity. If they are not attached, a website has been provided for easy access. Art supplies are also necessary. Materials include poster paper and colored pencils.

CHAPTER IV

CURRICULAR GUIDE: TEACHING WASHINGTON STATE HISTORY THROUGH THE ARTS

OBJECTIVES

The purpose of this project was to encourage the integration of arts into core subjects and provide a framework and examples of effective arts content infusion as an instructional strategy for use by Washington State History teachers. This curricular guide will allow students to understand the curriculum more completely as well as develop cognitive and social skills. Although this curricular guide was created for Washington State History, it can easily be adaptable to any history course.

SCOPE AND SEQUENCE

Washington State History is a trimester class. Trimesters range from twelve to fourteen weeks long. The course has been divided into ten units that move along Washington State's history chronologically. Unit 1: Geography and Geology is two weeks long. Students learn about Washington's five regions and location of important features. They also study how Washington's Puget Sound Lowlands and Columbia Plateau's were formed. Unit 2: Native Americans is studied for two weeks. Students research a Native American tribe that has lived or currently lives in Washington State. Students also learn about the cultures and lifestyles of the Coastal Tribes and the Plateau Tribes.

Unit 3: Great Encounters look at the first Europeans that came to Washington State, most famously Lewis and Clark. This unit lasts two weeks. Unit 4: Washington

Territory is covered in a week. Students learn about Washington Territory during the mid-nineteenth century. Unit 5: Ending of the Frontier, students learn how the transcontinental railroad led to urbanization and statehood. This unit lasts another week.

Unit 6: Progressivism looks at the Progressive Era and begins by reviewing the Bill of Rights. Unit 6 lasts one and a half weeks. Unit 7: Great Depression and WWII specifically looks at the Japanese Internment Camp and is covered in a week. Unit 8: Cold War teaches students how Washington was directly affected by both the Cold War and the Red Scare. Unit 9: Modern Washington looks at Washington to present day, specifically looking at the environment and current government. Both Unit 8 and Unit 9 each last a week. If there is time, students spend the remainder of the trimester studying Unit 10, a unit that reviews the trimester.

USEFULLNESS OF CURRICULAR GUIDE

This curricular guide is easily adaptable for any history class. Some of these lessons can also be adapted to any secondary class. Reading through these lesson plans may ignite another teacher's creative process to incorporate art into his curriculum, an endeavor worth doing. This curricular guide is not meant to do all together. However it was created for a teacher to use as a resource to pick and choose what may be useful.

Pre-Unit 1: Classroom Expectations

Me Through Art

Objective:

- Students will begin to become familiar with famous pieces of art.
- Students will get to know each other. This can work as an ice breaker.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will be asked to find a piece of artwork that best emphasizes who they are.
2. Students can use a computer or art books.
3. Student will show the class a piece of artwork by using a document camera or projection unit.
4. The student must highlight three parts of the work of art and how it connects to who they are.

Required Materials:

- An art book or computer access with a museum webpage bookmarked. Some possible sites are
 - Metropolitan Museum of Art: <http://www.metmuseum.org/home.asp>
 - National Gallery of Art: <http://www.nga.gov/>
- Document camera or projection unit

Pre-Unit 1: Classroom Expectations
Honor Code Skits

Objective:

- Students will learn the classroom's Honor Code.
- Students will understand how the Honor Code will look in the classroom.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Writing 3. The student writes clearly and effectively.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will be introduced to the classroom's Honor Code. This consists of: hospitality, responsibility, honest, integrity, preparation, and common courtesy.
2. Students will have a timed free write. They will receive a total of ninety seconds to write a definition for each term, describe how it looks, and how it does not look.
3. Students will then get into small groups. Each group will be assigned one of the six traits.
4. They will first decide on a definition for that term.
5. They will then write, direct, and act in two skits. One skit will show that trait being demonstrated. The next one will show that trait not being demonstrated.

Required Materials:

- Attached, description of each trait in the Honor Code (best to include in syllabus)

Expectations for Washington State History
Honor Code

1. **Hospitality:** This classroom will be our home, not mine, ours. You will be welcomed here everyday, but I ask that you welcome everyone else that enters: students, teachers, parents and other guests.

2. **Responsibility:** You alone are responsible for your own success. Excuses will not be tolerated. You must make sure you come to class everyday on time. If you are absent or tardy you alone are responsible for getting the work you may have missed. "You never told me we had to do that!" will not be a valid excuse.

3. **Honesty:** I do not expect any one of you to be perfect, I am not perfect, and you will learn this quickly during the trimester. However, if and when you do have an error in judgment, come clean, you will be respected.

4. **Integrity:** Think before you speak and/or act. Racial or ethnic slurs, insults, bashing another teacher, administrator or student and potty talk will not be tolerated. As you have learned, these comments make you sound ignorant and rude. Two qualities that no person should strive to become.

5. **Preparation:** Everyday you must come into the classroom with your planner, paper, any assignments that are due or need to be worked on and a writing utensil. Please do not bring in a cell phone. If I see or hear one I will keep it until the end of the day.

6. **Common Courtesy:** This include all else that I did not directly mention including spitting in the sink and putting anything in the fan.

Unit 1: Washington's Geography and Geology
Postcard from a Geologic Site

Objective:

- Students will research geologic sites in Washington.
- Students will draw a geologic site in Washington.
- Students will write about a specific site.

EARLS:

- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: Geography 2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics
- The Arts 1.2: Develop arts skills and techniques

Procedure:

1. Teacher will provide resources in the classroom.
2. Students will use the resources to research geologic sites in Washington.
3. Once students decides on a site and finds information on the site the student will draw a picture of the site on one side on the paper and write a letter on the other side.
4. The letter will be to a loved one. It will include a description of the site and three facts about the site.

Required Materials:

- Books about Washington that include colorful pictures of its geography.

Unit 1: Washington's Geography and Geology
Regions of Washington

Objective:

- Students will review their knowledge of Washington's five regions.
- Students will understand the differences between the five regions in Washington.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read pages 12-20 in *Washington in the Pacific Northwest*. As they read about each section they will write interesting features of each region and where it is located.
2. Students will then break into small groups.
3. Each group will get a large piece of paper to draw Washington and break it into the five regions.
4. The group will be responsible for drawing interesting features in each group. For example: they may draw a rainforest for the Coastal Range, cities in the Puget Sound Lowlands, mountains in the Cascade Range, wheat fields in the Columbia Plateau, and mining in the Rocky Mountain Region.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*

Unit 1: Washington's Geography and Geology
Columbia River

Objective:

- Students will understand the importance of the Columbia River.
- Students will understand how music can reflect Washington's geography.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read about the Columbia River on pages 18-19 in *Washington in the Pacific Northwest*.
2. Class will discuss the importance of the Columbia River.
3. Students will listen to Woody Guthrie's *Roll on Columbia* and follow along on the lyrics.
4. Students will complete the worksheet, *Roll on Columbia*.

Required Materials:

- Attached, *Roll on Columbia* worksheet
- Woody Guthrie's song *Roll on Columbia*
- Textbook, *Washington in the Pacific Northwest*

Name: _____

Roll On Columbia
by Woody Guthrie
 Worksheet

Directions: Please use pages 18-19 to answer the following questions about the song we just heard, *Roll on Columbia*.

Lyrics	Please give a geographic location(s) from each line of <i>Columbia Roll On</i>	Explain your answer
Your power is turning our darkness to dawn		
Green Douglas firs where the waters cut through		
Down her wild mountains and canyons she flew		
Canadian Northwest to the oceans so blue		
The mightiest thing ever built by man.		

Unit 1: Geography and Geology
Spend the Day in Washington

Objective:

- Students will further understand a favorite place in Washington State.
- Students will understand how Washington's geography inspired artwork.

EALRS:

- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will write in their journal at the beginning of class answering this question, *If you could spend the day anywhere in Washington, where would you be? Why?*
2. Once students have completed the journal, the class will go to the computer lab.
3. Students will look at the Smithsonian Museum website to find a piece of artwork that best describes their dream location.
http://americanart.si.edu/search/search_artworks.cfm#browse (This is a great website because the student can choose a theme.)
4. Students will be unable to find a picture of the exact place so they will be forced to consider the feelings this place evokes (i.e. adventure or peace) and find a piece of art work that embodies the same emotion.
5. Students will then complete the attached worksheet.

Required Materials:

- Attached worksheet, *Spending the Day in Washington*
- Computer Access, preferably with the Smithsonian Website bookmarked for easy access

Name: _____

Spending the Day in Washington

Directions: Please answer the following questions on another piece of paper. Please restate the question and answer in complete sentences.

1. If you could spend the day any where in Washington, where would it be?
2. Explain what you would do in that location.
3. Explain how you would feel in that location. Would you be excited, happy, or peaceful?
4. After you find a piece of art that highlights one of the feelings or activities. Please answer the following questions.
 - Name the piece of art and artist.
 - List ten things you see in the piece of art.
 - Choose four of the above and describe a deeper reason it may be in the piece of artwork. Does it represent something else? Is it supposed to emphasize something?
 - Describe the connection between your day in your desired location and the piece of artwork you chose.

Unit 1: Geography and Geology
Interpreting Washington State's Geography Inspired Art

Objective:

- Students will further understand locations in Washington State.
- Students will understand how Washington's geography inspired artwork.
- Students will practice interpreting art.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: History 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read Chapter 1 in *Washington in the Pacific Northwest*.
2. Class will look at artwork inspired by Washington State's geography. (Pictures should be scanned from the book, *Art of the State of Washington*, and projected for the class.)
3. Students will complete the attached worksheet as they look at the pictures

Required Materials:

- Attached worksheet, *Interpreting Washington State's Geography Inspired Art*
- Textbook, *Washington in the Pacific Northwest*
- Book, *Art of the State: Washington* with art work from pages 8, 20, 29, and 38-39 scanned.
- Computer and projection unit

Name: _____

Interpreting Washington State's Geography Inspired Art

Directions: Please apply what you learned from Chapter 1 to answer the following questions about each piece of art work projected. Your answers do not need to be in complete sentences.

Untitled

Alice Samson

1907

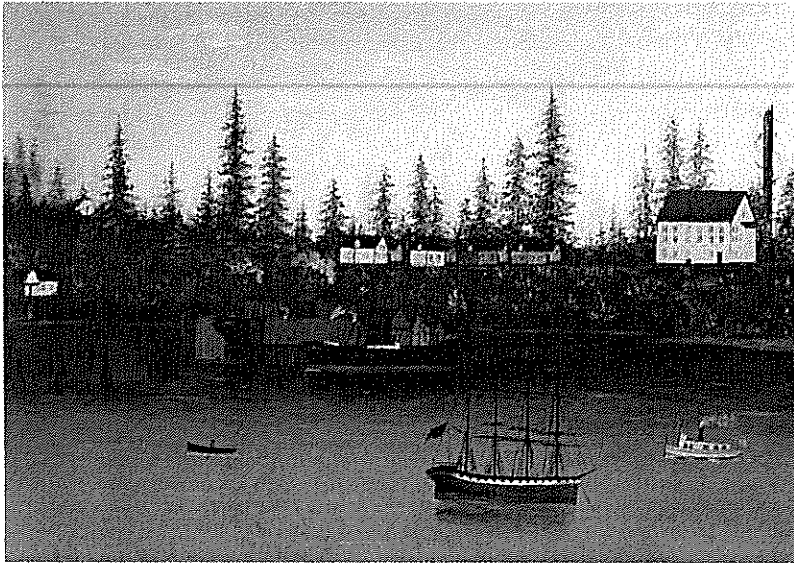
- List five things you see in the piece of art.
- Choose three of the above and describe a deeper reason that it exists in the piece of artwork. Does it represent something else? Is it supposed to emphasize something?
- Describe the emotion this piece of art provokes. (Does it make you feel peaceful, happy, or scared?) Explain.

Scene on the Columbia River
John Mix Stanley
1852

- List five things you see in the piece of art.
- Choose three of the above and describe a deeper reason that it exists in the piece of artwork. Does it represent something else? Is it supposed to emphasize something?
- Describe the emotion this piece of art provokes. (Does it make you feel peaceful, happy, or scared?) Explain.

Name: _____

Interpreting Washington State's Geography Inspired Art

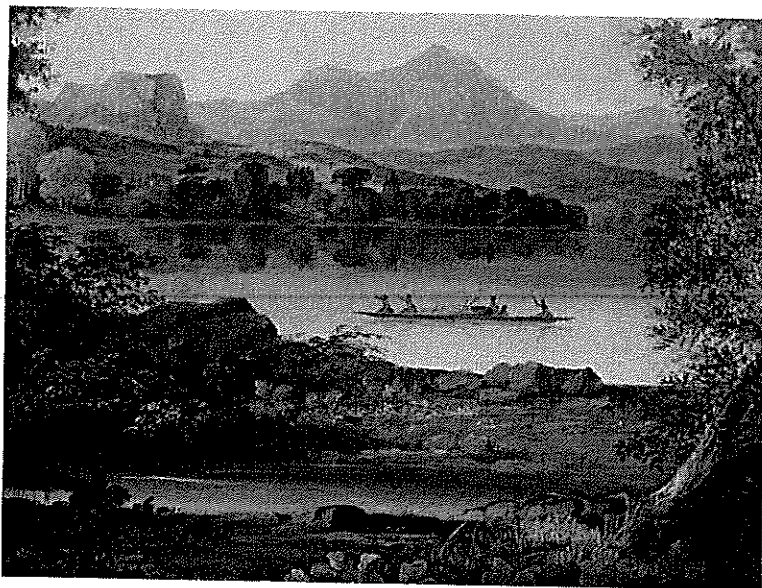


Untitled (Shipyards at Dockton, Maury Island) by Alice Samson, c. 1907. Museum of History and Industry, Seattle

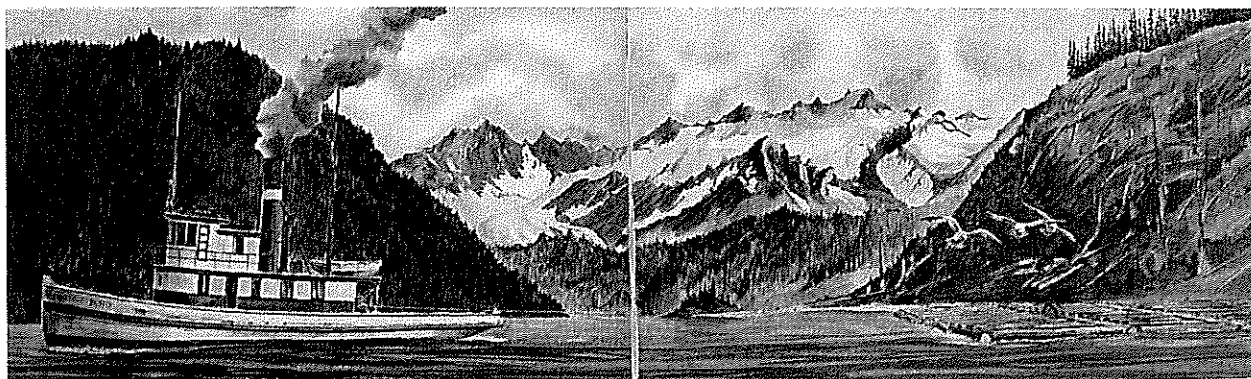
Untitled
 Alice Samson
 1907
 (Freidman, 1999, p. 8)



Mount Baker, Washington, from the Frazier River
 Albert Bierstadt
 1889
 (p. 20)



Scene on the Columbia River
John Mix Stanley
1852
(p. 29)



Tug Echo and Raft
Robert Chamberlain
1989
(p. 38-39)

Unit 2: Native Americans
Native American Music and Dance

Objective:

- Students will further understand Native American culture by listening to music and practicing the Owl Dance.
- Students will further appreciate a variety of music.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will have finished studying Native American culture.
2. Students will listen to the song *Owl Dance*.
3. Students will answer the following questions about the song.
 - How does this song make you feel? (happy, sad, scared)
 - What was the purpose of this song? (Why was it performed?)
 - How does this song reflect Native American culture?
4. Students will watch Unitedstreaming video, *Dancing Bodies: Living Histories: Native American Pow Wow* (5:40). This video discusses the importance of music and dancing in the Native American culture.
5. Teacher will then teach the students about the Owl Dance. (Teachers, please use <http://www.teachervision.fen.com/native-americans/lesson-plan/7450.html> as a resource)
6. The teacher will then teach the students how to Owl Dance.

Required Materials:

- Blackfeet, *Owl Dance* (This can be downloaded on iTunes or found on a variety of CDs.)
- Computer, projector, speaker, and Unitedstreaming access

Unit 2: Native Americans
Recreating Native American Art

Objective:

- Students will apply knowledge about the Native American tribe that they researched.
- Students will be able to recreate Native American Art.
- Students will become more familiar with Native American art and the resources they had to use.
- Families will be involved in their student's education.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: History 2. The student understands the origin and impact of ideas and technological developments on history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. After students have spent a week learning about a Coastal Tribe, they will continue their research to learn about the type of art that tribe created. They will know why they created the art, what resources they used, and the meaning of the art.
2. Students will then create a plan on how they (with the help of their parents) will recreate the art. The plan needs to include a list of materials needed, time needed, and budget.
3. Students will work with their parents at home.
4. Students will have three weeks to complete their artifact.
5. Students will come with their parents to show their artifacts and enjoy the others in the evening.

Required Materials:

- Attached, letter home

October 1, 2007

Dear Families,

We have been learning about Native Americans that currently live or have once lived in Washington. Your student has been working on a research paper that describes this tribe's lifestyle before and after the arrival of the Europeans. Specifically, we have been looking at the tribe's art.

Now the students are getting prepared to recreate art from their tribe. This art can include clothing, shelter, blankets, food, masks, and paintings, but of course not limited to these. The students are asked to work on this artistic recreation at home with an adult. The adult (and any other family member) is then asked to join us Wednesday, October 14th at six o'clock where the students will present their art work and the families will be able to ask any questions.

Students will need to bring the next page back by Wednesday, October 7th. The art project will need to be brought to school by Tuesday, October 13th (we will work around any issues, such as food.) Below is a rubric of how students will be graded.

Time Spent on Project (Please keep a log)	1-2 hours	3-4 hours	Over 4 hours
	1 point	3 points	5 points
Materials Used	1-2 objects	3-4 objects	Over 4 objects
	1 point	3 points	5 points
Historical Accurateness	Unclear	Little Fuzzy	Right on!
	1 point	5 points	10 points
Creativity and uniqueness evident	Expected	Creative	Unbelievable!
	1 point	5 points	10 points

I sure hope you have a good time with this project. This is, of course, your student's responsibility, but you are asked to be a partner in this project. If you have any questions or need any materials please call me at _____ or email me at _____

I look forward to seeing everyone Wednesday,
October 14th!

Have fun!

Becky Norgard
Washington State History Teacher

Washington State History

Native American Art Project

Student's Name: _____

Adult's Name who is committed to help with the project and attend Project Night (Wednesday, October 14): _____

Adult's relationship to student: _____

Tribe's Name: _____

Project Idea: _____

Materials Needed (you are expected to provide these, if there is a problem please call or email and we will work something out.)

Time Needed: _____

How will you use this time?:

Please draw a sketch of what your final product will look like.

I, _____ (adult, please print your name), will help my student complete the above project and attend Project Night, Wednesday, October 14.

_____ (Please sign here)

Due: Wednesday, October 7th

Unit 2: Native Americans

Totem Poles

Objectives:

- Students will further understand Native American culture through their art.
- Students will further understand how nature affects Native American culture.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Writing 3. The student writes clearly and effectively.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: History 2. The student understands the origin and impact of ideas and technological developments on history.

Procedure:

1. Students will read pages 42-46 to understand Coastal Tribes in *Washington in the Pacific Northwest*.
2. Students will then read the page
http://www.washington.edu/burkemuseum/collections/ethnology/resources_nwtotem.php
3. Students will also listen to a NPR program that describes Totem Poles. Robert Smith reports on the history of totem poles and how they were created.
<http://www.npr.org/programs/morning/features/patc/totempoles/index.html>
4. Students will then get into small groups and each get a different picture of a totem pole from the website
<http://www.washington.edu/burkemuseum/collections/ethnology/collections/search.php?query=totem+poles&archives=1ðno=1&mode=keywords&x=18&y=14>
5. Small groups will use all the information they learned to complete the *Totem Pole* worksheet.

Required Materials:

- Attached, worksheet *Totem Poles*
- Textbook, *Washington in the Pacific Northwest*
- Computer Access with speakers

Name: _____

Totem Poles

Directions: As a group please answer each question. Answers do not need to be in complete sentences.

- a. Why were totem poles created?

- b. Explain why totem poles are limited to the Pacific Northwest.

- c. Name every creature you see.

- d. Explain why two of the above creatures were probably featured on this totem pole?

- e. What does your group like about this totem pole? Explain.

- f. What does your group dislike about this totem pole? Explain.

- g. What would you find difficult about creating a totem pole? Explain.

- h. What would you find enjoyable about creating a totem pole. Explain.

Unit 2: Native Americans
Plateau and Coastal Acrostic

Objectives:

- Students understand the lifestyles of Coastal and Plateau Tribes of Washington State.
- Students will understand the differences between the Coastal and Plateau Tribes.

EALRS:

- Reading 2. The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures, and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read pages 42-51 from the textbook *Washington in the Pacific Northwest* and will take notes of the differences between the Coastal Tribes and Plateau Tribes.
2. Students will be given the worksheet *Coastal and Plateau Tribes Acrostic*.
3. Students will use their notes to complete the acrostic.

Required Materials:

- Attached, worksheet *Coastal and Plateau Tribes Acrostic*.
- Textbook, *Washington in the Pacific Northwest*

Name: _____

Coastal and Plateau Tribes Acrostic

Directions: You will be making an acrostic. You must describe a different aspect of the Coastal or Plateau tribe in 1-2 full sentences that begin with each letter.

C _____

O _____

a _____

S _____

t _____

a _____

l _____

P _____

l _____

a _____

t _____

e _____

a _____

u _____

Unit 2: Native Americans
Plateau or Coastal Skits

Objectives:

- Students will be able apply knowledge of Coastal and Plateau Tribes.
- Students will understand the differences between the Coastal and Plateau Tribes.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures, and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read pages 42-51 from the textbook *Washington in the Pacific Northwest* and will take notes of the differences between the Coastal Tribes and Plateau Tribes.
2. Students will break into small groups.
3. Each group will choose a tribe and write a skit highlighting one of these tribes.
4. Each skit needs to contain five facts about the tribe they are portraying. (For example if a group were to do a skit about a Plateau they could mention that they were semi-nomadic, had a bigger need for horses, dealt with harsher weather, built pit houses, and the women had control over the food in the house.)
5. The class will then decide what tribe they were portraying.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*

Unit 3: First Encounter
Lewis and Clark Diary

Objective:

- Students will understand how it was to travel with Lewis and Clark.
- Students will understand major events of Lewis and Clark's expedition.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will be told that a lot of what we know about Lewis and Clark's adventures we learned from their journals. They will be asked to write a diary about their adventures traveling with Lewis and Clark. The diary needs seven entries and discuss actual events. Each entry needs to be at least a half of a page, include a date, and written as if they were exploring with Lewis and Clark.
2. Students will be told the seven events they will need to write on
 - Planning the expedition (any time before May 14, 1804)
 - Heading up the Missouri River
 - Winter at Fort Mandan
 - Reaching the Ocean
 - Fort Clatsop
 - Heading Home
 - Back home reflecting on importance of trip (any time after September 23, 1806)
3. Students must also include three pictures.
4. Class will learn about each individual event and take time to write the journal.
5. Teacher will play appropriate songs and sounds from *Lewis and Clark: Sounds of Discovery*.
6. The final product is an artistic recreation of a diary that may have existed two hundred years ago.

Required Materials:

- Teacher prepared information regarding each diary entry. A possible website is http://www.lewisandclark.org/?p=exp_history&n=pages
- CD *Lewis and Clark: Sounds of Discovery*. This is a CD with both music and sounds that reflect the time period and the expedition of Lewis and Clark.

Unit 3: First Encounter

Lewis and Clark Skits

Objective:

- Students will understand major events in Lewis and Clark's expedition.
- Students will identify the geography of the major events.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Teacher will prepare slips of paper to give each small group of the following major events of Lewis and Clark's Expedition.
 - Sgt. Floyd dies
 - Birth of Jean Baptiste
 - Sacagawea is reunited with her brother
 - Crossing the Bitterroots
 - Reaching the Pacific Ocean
 - Historic Vote
 - Wintering at Fort Clatsop
 - Fight with the Blackfoot Natives
 - Saying good-bye to Sacagawea
2. Students will be placed in small groups.
3. Each group will be assigned one of these events
4. Students will research the event and prepare an skit of the event.

Required Materials:

- Attached, *Lights, Camera, Action: Lewis and Clark Skits* rubric
- Student access to resources for their research.

Group Members Names: _____

Event: _____

Lights, Camera, Action! Lewis and Clark Expedition

- Each group member must have at least two lines:
 ____/10
- The skits must thoroughly explain the following...
 - The location of the expedition. ____/10
 - The expected emotion they must have felt. ____/10
 - Highlight historical significance. ____/10
- Actors need to know their lines. The skit needs to be entertaining and contain energy and creativity. ____/10
- The skit needs at least three props made or brought from home. ____/5
 - Special Note: Props should be self-explanatory; Miss Norgard may not accept props that don't have an obvious purpose.

Group's Final Grade:

_____/55

*The group may lose points if a member is talking or working on something during another performance!

Unit 3: First Encounter
Lewis and Clark by Ewen Carruthers

Objective:

- Students will understand major events of Lewis and Clark's expedition.
- Students will understand how Lewis and Clark's expedition opened the West.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students have developed background information on Lewis and Clark.
2. Students listen to *Lewis and Clark* by Ewen Carruthers.
3. Students will then answer the questions on the worksheet, *Lewis and Clark* by Ewen Carruthers

Required Materials:

- Attached, worksheet *Lewis and Clark* by Ewen Carruthers
- Music *Lewis and Clark* by Ewen Carruthers

Name: _____

Lewis and Clark

Ewen Carruthers

Directions: After you hear the song *Lewis and Clark* please answer the following sentences in full sentences.

1. Name the four people mentioned in this song and the role they played in the successful expedition.
2. Name the geographic locations given and why they were of importance.
3. What is meant by the beginning of the verse, "Stretching out into the darkness behind the setting sun."
4. What is meant by "Going out to light a candle flame."
5. What is meant by "For those who follow on."

Unit 4: Washington Territory
Janus Perspective Piece

Objective:

- Students will understand how missionaries viewed themselves and how the Native Americans viewed these strangers.
- Students will understand how the same person can be viewed in a variety of perspectives

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 4: The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will fold a piece of paper in half to create a graphic organizer.
2. One side of the paper will have the title *Missionaries* with the subtitles, *how they saw themselves* and *how the Native Americans saw them*.
3. The other side of the paper will have the title *Native Americans* with the subtitles, *how they saw themselves* and *how the missionaries saw them*.
4. Students will use one side of this graphic organizer to brainstorm ideas on how the missionaries viewed themselves and how the Native Americans viewed the missionaries.
5. Students will also use the other side of the graphic organizer to brainstorm how Native Americans viewed themselves and how the missionaries viewed them.
6. Students will discuss these differences and add to their graphic organizers.
7. Students will read pages 76-78 in *Washington in the Pacific Northwest* to continue their notes.
8. Students will watch the *Ghost in the Darkness* section of Ken Burn's *The West*. This section discusses the Whitmans.
9. Students will add to their notes as they watch the video.
10. Students will then receive directions to the Native American and Missionary Janus Perspective Pieces.
11. Students will then create the Janus Perspective Pieces.

Required Materials:

- Below, student directions *Native American and Missionary Janus Perspective Piece*
- Video, Ken Burn's *The West* (Also available on www.unitedstreaming.com)
- Textbook, *Washington in the Pacific Northwest*

Native American and Missionary
Janus Perspective Piece

Directions

1. You will draw a picture of a missionary from two perspectives. One side will show how the missionary saw himself and the other side will demonstrate how the Native Americans viewed the missionary.
2. Each side must contain four symbols with explanation of each symbol.
3. The picture must be colored and show creativity.
4. You will draw a picture of a Native American from two perspectives. One side will show how the Native Americans saw himself and the other side will demonstrate how the missionaries viewed the Native Americans.
5. Each side must contain four symbols with explanation of each symbol.
6. The picture must be colored and show creativity.

Unit 4: Washington Territory
Interpreting the Painting *American Progress*

Objectives:

- Students will be able to understand how Americans defined progress during Westward Movement.
- Students will analyze how the Native Americans of the west viewed Westward Movement.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will discuss the painting, *American Progress* by John Gast. They will then discuss the following questions.
 - What do we see in this painting?
 - What do each of these represent?
 - How are the white men perceived?
 - How are the Native Americans perceived?
 - What race do we expect this artist to be?
 - How does this artist most likely view American progress?
2. The class will then discuss how much differently the Native Americans viewed the Westward Movement.
3. Students will view the video, *Native America Expansion*. This video reviews American's Westward Movement while focusing on the reaction of the Native Americans.

4. Students will create a drawing entitled *American Progress through the Eyes of Native Americans*.
5. Students will use directions from *American Progress: Native American Perspective* and write a paragraph.

Required Materials:

- Attached, worksheets *American Progress* and *American Progress: Native American Perspective*
- Copy of John Gast's *American Progress*. This piece of artwork is available on the website <http://www.csub.edu/~gsantos/img0061.html>
- Video, *Native America Expansion* (available on unitedstreaming.com)

Name: _____

American Progress
by John Gast
1872

Directions: Please look at the projected picture and answer the following questions. Answers do not need to be in complete sentences.

1. List ten things you see in the piece of art.

2. Choose four of the above and describe a deeper reason it may be in the piece of artwork. Does it represent something else? Is it supposed to emphasize something?

3. How are the white men portrayed?

4. How are the Native Americans portrayed?

5. What race do we expect this artist to be? Explain.

6. Reflecting on the above answers, how does this artist most likely view American progress?

7. How do you think the Native Americans viewed Westward Movement?

Unit 4: Washington Territory
Picture Diary of the Oregon Trail

Objective:

- Students will understand the pioneers' journey using the Oregon Trail.
- Students will understand different aspects of the Oregon Trail.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read pages 71-82 in *Washington in the Pacific Northwest*. This describes the Oregon Trail.
2. Students will receive the directions *Diary of the Oregon Trail*.
3. Students will complete a pictorial diary of the Oregon Trail.

Required Materials:

- Below, student directions *Diary of the Oregon Trail*
- Textbook, *Washington in the Pacific Northwest*

Diary of the Oregon Trail

Directions: You will create a pictorial diary of the journey pioneers took using the Oregon Trail. The diary must have eleven pictures. The first picture will be a picture of your home. This must be somewhere east of Rocky Mountains. The last picture needs to be a picture of your new home, which must be in what is now Washington State. The remainder nine needs to contain the following.

- Two focusing on the geography of the trail.
- Two focusing on the hardships
- Two focusing on men and women's duties
- One on supplies needed for the trip
- One on the reason you headed west
- One on the effect on the Native people or land of the pioneers heading west.

Unit 4: Washington Territory

Interpreting the Painting *Emigrants Crossing the Plains*

Objectives:

- Students will be able to understand Westward Movement.
- Students will personalize the journey through Albert Bierstadt's *Emigrants Crossing the Plains*.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will view Albert Bierstadt's *Emigrants Crossing the Plain*.
2. Students will receive the worksheet *Emigrants Crossing the Plains* and answer the questions 1-4.
3. Class will discuss their answers.
4. Students will read pages 71-82 in *Washington in the Pacific Northwest*. This describes the Oregon Trail.
5. Students will then finish the worksheet *Emigrants Crossing the Plains*.
6. Class will finish discussing the worksheet and the artwork.

Required Materials:

- Attached, worksheets *Emigrants Crossing the Plains*
- Copy of Albert Bierstadt's *Emigrants Crossing the Plains*. Available on <http://www.nationalcowboymuseum.org/collections/PermanentCollections.aspx>
- Computer access and a projection unit

Name: _____

Emigrants Crossing the Plains
Albert Bierstadt

Directions: As you view this picture, please answer the following questions using complete sentences.

1. List ten things you see in the piece of art.
2. What is the mood of the piece of art? Explain.
3. What do you think is happening in this picture?
4. Would you want to be there? Explain your answer.

Stop here. Please read pages 71-82 in *Washington in the Pacific Northwest* then finish answering these questions.

5. What new insight do you have into this picture after reading about the Oregon Trail?
6. Would you still want to be there? Defend your answer using evidence from the reading.

Unit 5: End of the Frontier
Transcontinental Railroad Changes Washington

Objective:

- Students will understand how Washington State was affected by the Transcontinental Railroad.
- Student will demonstrate their knowledge through art.

EARLS:

- Reading 2: The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will first brainstorm on the ways the Transcontinental Railroad changed Washington State and take notes.
2. Students will read Chapter 7 in *Washington in the Pacific Northwest* to further understand the railroad's affects and add them to their notes.
3. Students will discuss the affects of the railroad. The affects include the ending of the frontier, urbanization, and Washington's statehood.
4. Students will then write a poem from the perspective of anything in Washington before, during, and after the arrival of the Transcontinental Railroad. *Examples are a: Native American, pioneer woman, a tree, or a bison.*
5. The poem will first describe Washington before the railroad, when it was still the frontier. This first section needs to describe life of pioneers, Native Americans, and the environment.
6. The second section will describe the changes made on the pioneers, Native Americans, and the environment as the railroad was being built.
7. The final section will describe the lasting affects, including the ending of the frontier, urbanization, and statehood. This section will also include these lasting affects on the pioneers, Native Americans, and the environment.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*

Unit 5: Ending the Frontier
Interpreting the Painting *Moment of Excitement*

Objectives:

- Students will be able to understand negative effects of the Transcontinental Railroad.
- Students will understand that progress does not solely have positive effects.

EALRS:

- Reading 2. The student understands the meaning of what is read.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedures:

1. Students will read pages 110-112 from the textbook, *Washington in the Pacific Northwest* to gain understanding of the Transcontinental Railroad.
2. Students will discuss the importance of the Transcontinental Railroad and the positive and negative effects of the Transcontinental Railroad.
3. Teacher will project Howard Fogg's *Moment of Excitement*.
4. Class will discuss questions 1-4.
5. Students will watch *The Grandest Enterprise Under God* (13:44) from the video *The West: The Grandest Enterprise Under God (1868-1874.)*
6. Finally, students will identify other negative effects of the Transcontinental Railroad and draw a picture of another negative effect.

Required Materials:

- Attached, worksheet *Moment of Excitement*
- Video, *The West: The Grandest Enterprise Under God (1868-1874)* (available on unitedstreaming.com.)
- Copy of Howard Fogg's *Moment of Excitement*. Available at http://cpr.org/Museum/Fogg_1969.html
- Textbook, *Washington in the Pacific Northwest*
- Computer access with a projection unit, speakers, and United Streaming access.

Unit 5: End of the Frontier
Celebrating Washington's Statehood

Objective:

- Students will understand the cause and effect of Washington's Statehood.
- Student will be able to show evidence of how Washington changed.

EARLS:

- Reading 2: The student understands the meaning of what is read.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read Chapter 7 in *Washington in the Pacific Northwest* to learn about the cause and effect of Washington's Statehood.
2. Students will discuss in the cause and effects of Washington's Statehood and take notes.
3. Students will receive a rubric for *Celebrating Washington's Statehood*.
4. Students will complete art project.

Required Materials:

- Attached, student rubric *Celebrating Washington's Statehood*
- Textbook, *Washington in the Pacific Northwest*

Name: _____

Celebrating Washington's Statehood
Art Project
Rubric

1. A student drawn map of Washington State. _____/15
2. The date Washington became a state written in the state. _____/10
3. Three causes of Washington's statehood clearly portrayed through pictures within the state. _____/15
4. Three effects of Washington's statehood clearly portrayed through pictures within the state. _____/15
5. Final project is in color. _____/10
6. Final project show historical accuracy. _____/10

Final Grade: _____/75 points

Unit 6: Progressivism

Reviewing Terms through African American Art

Objective:

- Students will review knowledge of terms: government, economy, democracy, capitalism, and communism.
- Students will practice to think metaphorically.
- Students will become more familiar with African American art and artists and search for a deeper meaning within the art.

EARLS:

- Civics 2.3. Compare and contrast democracies with other forms of government
- The Arts 4.2. Demonstrate and analyze the connections between the arts and other content areas

Procedure:

1. Students will look at the webpage http://www.artic.edu/artaccess/AA_AfAm/index.html and look at the variety of African American art.
2. Students will choose three pieces of art that can be used to review their knowledge of three of the following terms: government, economy, democracy, capitalism, and communism.
3. Students will complete the worksheet to apply knowledge and acquire new knowledge concerning African American art.

Required Materials:

- Attached worksheet, *Government and Economy: Through the Arts*
- Computer Access, preferably with the website http://www.artic.edu/artaccess/AA_AfAm/index.html bookmarked so students can find it quickly.

Government and Economy: Through the Arts

Directions: You will find a piece of African American art for each of the following terms: government, economy, democracy, capitalism, and communism. Please provide the following answers for each term on another piece of paper.

Each term will need the following:

- The term (government, economy, democracy, capitalism, and communism.)
 - A picture of the artwork with the name and artist and full citation.
 - Three to five sentences defending why that piece of art represents that term.
-

Unit 6: Progressivism

Bill of Rights Skits

Objective:

- Students will demonstrate a deep understanding for the Bill of Rights.
- Students will understand how each amendment applies to real life.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: Civics 1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will complete *Bill of Rights* worksheet.
2. Once students have finish, the class will discuss each right guaranteed in each amendment.
3. Students will be broken into five small groups.
4. Each group will receive two cards with a number representing an amendment in the Bill of Rights.
5. Students will brainstorm on how to prepare two skits, one for each amendment, which shows that amendment being violated.
6. The class will guess which amendment is being violated in the skit.

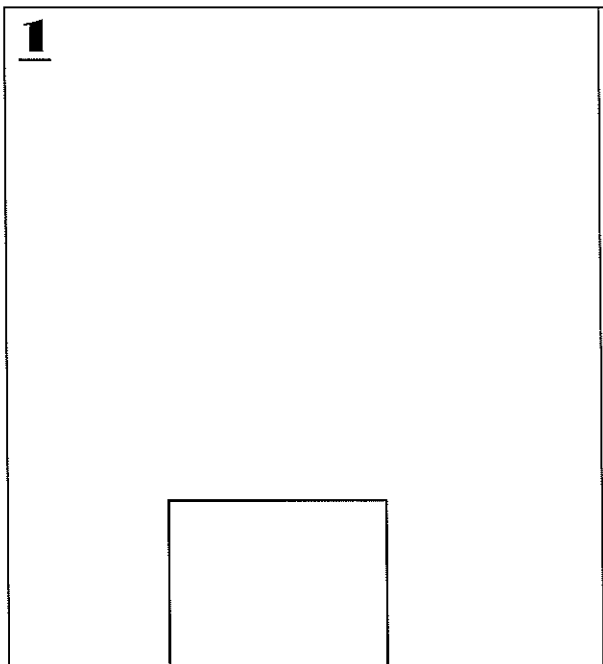
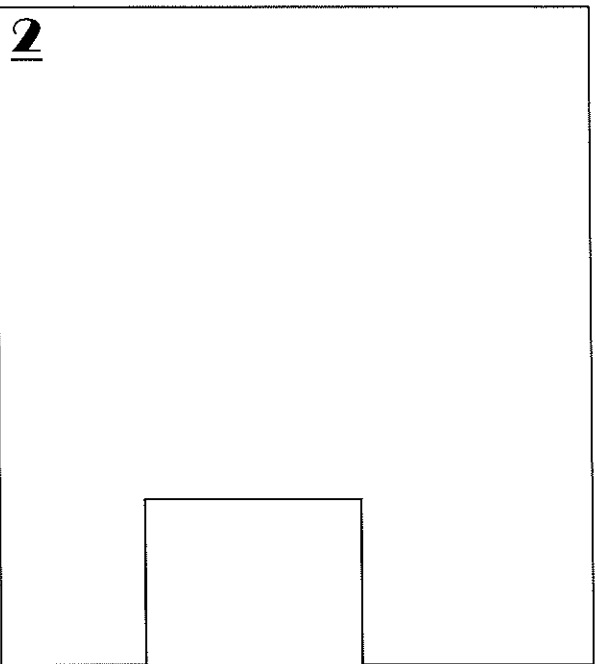
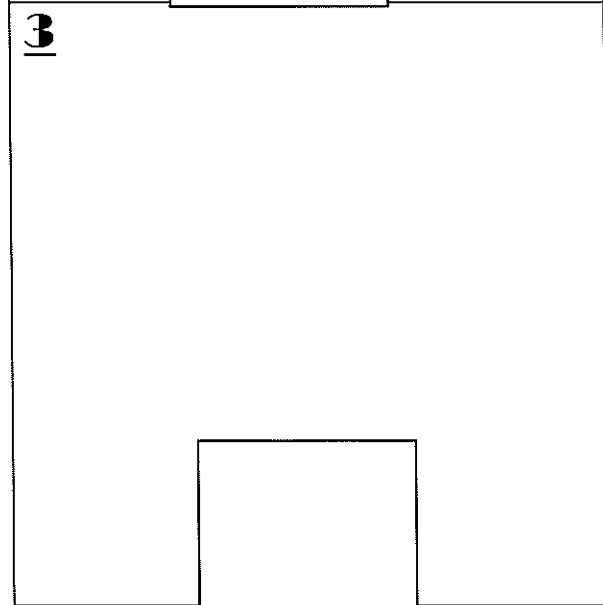
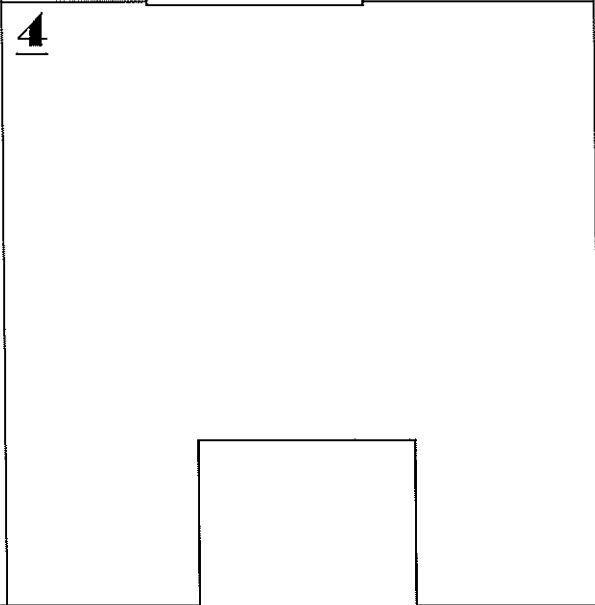
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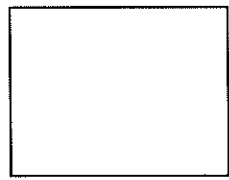

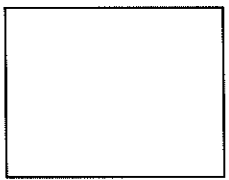
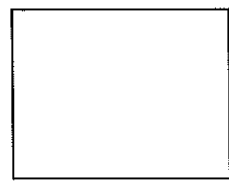

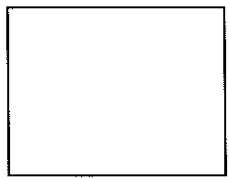
- Attached, *Bill of Rights* worksheet
- Ten cards, each with a different number on it number 1-10.

Name _____

Bill of Rights

Directions: Please fill the box with a definition and/or examples of the rights guaranteed in the amendment. Then draw a sketch of the rights guaranteed in the smaller box.

<p><u>1</u></p> 	<p><u>2</u></p> 
<p><u>3</u></p> 	<p><u>4</u></p> 

<p><u>5</u></p> 	<p><u>6</u></p> 
<p><u>7</u></p> 	<p><u>8</u></p> 
<p><u>9</u></p> 	<p><u>10</u></p> 

Unit 6: Progressivism
Singin' the Bill of Rights

Objective:

- Students will further understand the Bill of Rights.
- Students will understand that the Constitution is a living document and continues to affect their lives.
- Students will listen to the favorite songs with civic ears.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: Civics 1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.
- Civics 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will receive a rubric, *Singin' the Bill of Rights*.
2. Students will have a week to listen to their favorite CDs or the radio to listen for a reference to the rights guaranteed in the Bill of Rights.
3. Students will print off their lyrics and get them approved by the teacher.
4. Student will prepare a presentation. Student will play song, with the lyrics under the document camera, and clearly explain which amendment is referenced and how it is referenced.

Required Materials:

- Attached, student rubric *Singin' the Bill of Rights*
- CD player
- Document camera

Name: _____

Singin' the Bill of Rights

Please follow this outline for your presentation.

- Read the lyrics that directly mention or imply an amendment.
- Name the amendment that the lyrics describe.
- Describe the rights guaranteed in that amendment.
- Wrap up by briefly describing how that amendment affects our everyday life.

** You may use *one* note card during the presentation.

Requirement	Points Possible	Points Earned
Lyrics are provided and school appropriate.	10	
Song is provided.	5	
Lyrics clearly refer to an amendment or right in the Bill of Rights	20	
Student clearly understands the rights guaranteed in the Bill of Rights.	10	
Student listens to all presentations quietly and reads the lyrics to all students' presentations.	5	

Total: _____/50

Unit 6: Progressivism

Understanding the Twenties Culture through Jazz

Objective:

- Students will understand the culture in the twenties.
- Students will understand how culture is influenced by society and the economy.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Teacher will begin the lesson by briefly describing the 1920s as a time of social revolution.
2. Teacher will play the jazz song, *Arkansas Shout* by Sammie Lewis.
3. Students will complete the *Arkansas Shout* worksheet as they listen to the music.
4. Students will read about the 1920s society and jazz on the website http://www.pbs.org/jazz/time/time_roaring.htm
5. Students will watch Ken Burn's *Jazz: Our Language (1920-1928): Part I: Jazz Age* (1:14.)

Required Materials:

- Attached, *Arkansas Shout* worksheet
- Copy of *Arkansas Shout* by Sammie Lewis (available on iTunes)
- Video, Ken Burn's *Jazz: Our Language (1920-1928): Part I: Jazz Age* (available on unitedstreaming.com.)
- Computer Access, speakers, and projector.

Name: _____

Arkansas Shout
Sammie Lewis

Directions: Answer the following questions as you listen to Sammie Lewis' *Arkansas Shout*. Answers do not need to be in complete sentences.

1. What images do you have as you listen to *Arkansas Shout*?

2. Describe the type of people that would listen to this music.

3. Where would they listen to this music?

4. What may this music tell us about the 1920s?

5. After you read about jazz on the website http://www.pbs.org/jazz/time/time_roaring.htm, answer the following questions.
 - a. How did jazz reflect the culture of the 1920s?

 - b. What was so scandalous about jazz in the twenties?

 - c. Please finish this sentence: Jazz is to the twenties as _____ is today. Explain your answer using the information you just read.

Unit 6: Progressivism

Understanding the Twenties through Art of the Harlem Renaissance

Objective:

- Students will understand the culture in the twenties.
- Students will understand how culture is influenced by society and the economy.
- Students will further understand the African American culture during the 1920s.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. After students have learned about the twenties they will visit the computer lab and view the website <http://www.iniva.org/harlem/home.html>
2. Students will choose a piece of artwork painted by an African American artist during the 1920s.
3. Students will complete the *Art of the Harlem Renaissance* worksheet.

Required Materials:

- Attached, *Art of the Harlm Renaissance* worksheet
- Computer Access with the website <http://www.iniva.org/harlem/home.html> bookmarked for easy access.

Name: _____

Art of the Harlem Renaissance

Directions: Once you find a piece of artwork from the website <http://www.iniva.org/harlem/home.html> answer the following questions. Answers do not need to be in complete sentences.

1. Explain why you chose this picture. What do you like about it?
2. Who were the artists? Write a brief biography of him or her.
3. Explain the artwork. What colors do you see? What feeling does it portray?
4. Reflect upon what you've learned about during the 1920s and the Harlem Renaissance. How does this artwork reflect those values?
5. Explain why this piece of artwork had value in the 1920s.
6. Explain why this piece of artwork has value today.

Unit 7: The Great Depression and WWII
Grand Coulee Dam

Objective:

- Students will understand why the Grand Coulee Dam was built.
- Students will understand how the Grand Coulee Dam affects Washington State.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. As students learn about the Great Depression and the New Deal, students will read about the Grand Coulee Dam on pages 150-151 from their textbook, *Washington in the Pacific Northwest*.
2. After students have finished, the teacher will project the painting *Coulee Dam-Looking West* by Vanessa Helder. This has been scanned from the book, *Art of the State: Washington*.
3. Students will complete attached worksheet, *Grand Coulee Dam*.
4. Class will discuss answers to further understand the importance of the Grand Coulee Dam to Washington State.

Required Materials:

- Attached, worksheet *Grand Coulee Dam*
- Book, *Art of the State: Washington* (picture on page 52, *Coulee Dam- Looking West* by Vanessa Helder, scanned.)
- Textbook, *Washington in the Pacific Northwest*
- Computer with a projection unit

Name: _____

Grand Coulee Dam

Directions: Please apply what you learned from pages 150-151 about the Grand Coulee Dam to answer the following questions about the piece of art that is being projected.

Coulee Dam- Looking West
Vanessa Helder
1940

- List ten things you see in the piece of art.

- Choose five of the above and describe a deeper reason that it exists in the piece of artwork. Does it represent something else? Is it supposed to emphasize something?

- Describe the emotion this piece of art provokes. (Does it make you feel peaceful, happy, or scared?) Explain.

- List three ways this painting emphasis what you read on pages 150-151.

Coulee Dam- Looking West
Vanessa Helder
1940
(Freidman, 1999, p. 52)

Unit 7: The Great Depression and WWII
Washington's WPA Murals

Objective:

- Students will analyze murals created in Washington State during the Great Depression through the Work's Progress Administration (WPA.)
- Students will understand the values of a city in Washington.

EALRS:

- Reading 3. The student reads different materials for a variety of purposes.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will learn about the Great Depression and read about the WPA on page 149 in *Washington in the Pacific Northwest*.
2. Students will be placed in a small group.
3. Students will look at the murals created in a variety of cities in Washington by using the website <http://www.wpamurals.com/washingt.htm>
4. Students will sign up for a mural in a city and prepare a PowerPoint to include the following:
 - A copy of the mural
 - Name of the city, mural, and location.
 - Reason why that city would find value with that mural.

Required Materials:

- Attached, student rubric, *Washington's WPA Murals*
- Textbook, *Washington in the Pacific Northwest*
- Computer access with the website <http://www.wpamurals.com/washingt.htm> bookmarked for easier student access.

Washington's WPA Murals Group Presentations

Directions: You will be placed in a small group. After you read about the WPA on page 149 in our textbook, you and your group will be able to look at actual murals the WPA created in Washington State. This is available on the website <http://www.wpamurals.com/washingt.htm>. I would like you to choose on mural and create a PowerPoint for the class that has the following information.

- A copy of the mural
- Name of the city, mural, and location.
- Reason why that city would find value with that mural. For example, Anacortes, a fishing community, has a mural of fisherman in their post office.

Your rubric is below.

1. Presentation is between 5-10 minutes long. Everyone is professional and maintains eye contact to the audience. _____/10
2. Group members demonstrate knowledge of the WPA and the city where their mural lies. _____/ 10
3. The following is provided. _____/10
4. Resources are provided. _____/5
5. Everyone participated during the research process. No one was goofing off or doing less work. _____/5

Total Points:

-----/40

Unit 7: Great Depression and WWII
Japanese Internment Song

Objectives:

- Students will study a reaction to the Japanese Internment Camps
- Students will understand the use of song to express pain and frustrations

EALRs:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: Civics 1. The student understands and can explain the core values and democratic principles of the United States as set forth in foundational documents, including the Declaration of Independence and the Constitution.
- Social Studies: Civics 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will receive lyrics of *Kenji* by Fort Minor.
2. Students will receive a worksheet that has questions they need to consider as they listen to the song.
3. Teacher will then play *Kenji* as students follow along.
4. After the song, students will answer the questions on the worksheet, *Kenji*.
5. Students will then use the worksheet, *Kenji* to participate in a classroom discussion.

Required Materials:

- Attached, lyrics to Fort Minor's *Kenji*
- Attached, worksheet *Kenji*

Fort Minor's Kenji Lyrics

My father came from Japan in 1905
He was 15 when he immigrated from Japan
He worked until he was able to buy respect and build a store

Let me tell you the story in the form of a dream,
I don't know why I have to tell it but I know what it means,

Fort Minor Lyrics. *AZ Lyrics*. Retrieved 19 March 2008 from
<http://www.azlyrics.com/lyrics/fortminor/kenji.html>

Unit 7: The Great Depression and WWII
Poetry of Camp Harmony

Objective:

- Students will understand Washington State's involvement in the Japanese Internment Camp.
- Students will understand life at Camp Harmony.
- Students will understand the importance of primary sources.

EALRS:

- Reading 3. The student reads different materials for a variety of purposes.
- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Civics 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will learn about the Japanese Internment Camps, specifically Camp Harmony (Puyallup, WA.)
2. Students will print off a Camp Harmony newsletter (primary source) from <http://www.lib.washington.edu/exhibits/harmony/exhibit/>
3. Students will use the newsletter to answer the questions on the worksheet *Camp Harmony Newsletter: Short Answers*.
4. Once students have become familiarized with their newsletter they will have a culminating assignment of all they have learned and felt about the Japanese Internment Camp by writing a poem.
5. Student will read over newsletter and circle twenty to thirty words or phrases that sound poetic, emotional, and/or interesting.
6. Students will then write out fifteen to twenty of these words or phrases on a piece of paper.
7. Students will then edit and rearrange words until it becomes a Found Poem.

Required Materials:

- Below, worksheet *Camp Harmony Newsletters: Short Answers*
- Computer access with the website
<http://www.lib.washington.edu/exhibits/harmony/exhibit/> bookmarked for easier student access.

Camp Harmony Newsletter
Short Answers

Directions: Choose a Camp Harmony Newsletter. Once you have done so, please answer the following questions about the newsletter on another piece of paper. The answers must be in complete sentences and must restate the question.

1. These newsletters were a way to share information with residents at Camp Harmony. What information was shared in the newsletter you chose?
2. From what you learned about Camp Harmony in this newsletter, explain how you would like to live there. Support your answer.
3. List five things you found interesting while reading this newsletter.
4. Explain how it must have felt to live in Camp Harmony.

Unit 7: The Great Depression and WWII
First They Came... by Pastor Martin Niemöller

Objective:

- Students will compare the poem *First They Came...* to the Japanese Internment Camp.
- Students understand the history of oppression.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. After students finish learning about the Japanese Internment Camp they will be introduced to the poem *First They Came...*
2. Students will receive the worksheet *First They Came...*
3. Students will read the poem and complete the worksheet
4. Students will then have a discussion about the worksheet.

Required Materials:

- Attached, worksheet *First They Came...*

First They Came...

By Pastor Martin Niemöller

In Germany they first came for the Communists,
and I didn't speak up because I wasn't a Communist.

Then they came for the Jews,
and I didn't speak up because I wasn't a Jew.

Then they came for the trade unionists,
and I didn't speak up because I wasn't a trade unionist.

Then they came for the Catholics,
and I didn't speak up because I was a Protestant.

Then they came for me —
and by that time no one was left to speak up.

Directions: Reflecting on the above poem and our knowledge about the Japanese Internment Camps, answer the following questions in your journal.

1. Explain the meaning of the above poem.
2. Explain how this poem connects to the Japanese Internment Camps.
3. Is the message still true today? Why or why not?
4. Do you like this poem? Explain.

Reference:

Serendipity. *Pastor Martin Niemöller*. Retrieved March 21, 2008 from
<http://www.serendipity.li/cda/niemoll.html>

Unit 7: The Great Depression and WWII
Japanese American Art at Pike Place Market

Objectives:

- Students will further understand the Japanese Internment Camp.
- Students will understand the lasting effects of the Japanese Internment Camp on Washington State through Japanese American Art.

EALRS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will read visit the website <http://www.pikeartproject.org/index.html>.
2. Using this website, students will learn about Pike Place Market and its connection with the Japanese Internment Camps.
3. Students will see the paintings that depict the Japanese American farmers and use them to complete the worksheet, *Japanese American Art at Pike Place Market*.

Required Materials:

- Attached, worksheets *Japanese American Art at Pike Place Market*
- Computer access with the website <http://www.pikeartproject.org/index.html> book marked for easy access

Name: _____

Japanese American Art at Pike Place Market

Directions: First, read about the Japanese farmers on the website <http://www.pikeartproject.org/index.html>. Next, look through Aki Sogabe's art. Use both the reading materials and pictures to answer the following questions. Answers do not need to be in complete sentences.

1. What was the Japanese American farmers' role on Pike Place Market?
2. What contributed to Pike Place Market's near destruction in the 1970s.
3. How will this artwork educate the public?
4. Look through Aki Sogabe's art. What is the general mood of this art?
5. What might this artwork teach the public?
6. What do you like about this art work? Explain.

Unit 8: Cold War
Canwell Committee Transcripts

Objective:

- Students will understand how the Red Scare affected Washington State.
- Students recreate the Canwell Committee hearing.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will have learned about the Red Scare and its affect on the Canwell Committee.
2. Students will then receive a transcript of the Canwell Committee. Available on the website: <http://www.washington.edu/alumni/columns/dec97/red1.html>
3. Students will be assigned groups (one student per role plus one for the director role.)
4. Students, specifically the director, will brainstorm on setting, costumes, and other props that are needed for the performance.
5. Actors will practice script and discuss what is occurring.
6. All groups will present the following day.

Required Materials:

- Computer access with the website <http://www.washington.edu/alumni/columns/dec97/red1.html> bookmarked for easier student access.

Unit 8: Cold War
Cold War Political Cartoons

Objective:

- Students will understand how the Red Scare affected Washington State.
- Students will understand opinions during the Canwell Committee.

EARLS:

- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will have learned about the Red Scare and its effect on the Canwell Committee.
2. Students will then receive *Cold War Political Cartoons* and the worksheet *Cold War Canwell Committee Political Cartoons*.
3. Students will complete the worksheet *Cold War Canwell Committee Political Cartoons*.
4. Students will then create their own political cartoon reflecting their opinion of the Canwell Committee.

Required Materials:

- Attached, *Cold War Political Cartoons*
- Attached, worksheet *Cold War Canwell Committee Political Cartoons*

©1975 News. 2:14:50 Used by permission.

United Electrical Workers union, the UE News. (1952, August 7) Center for the Study of the Pacific Northwest, University of Washington. Retrieved March 26, 2008 from <http://www.washington.edu/uwired/outreach/cspn/Website/Resources/Curriculum/Cold%20War/Documents/23.html>

Partymiller, W. (1948, February 5) *Un-American Committee*. Retrieved March 26, 2008 from http://www.historylink.org/essays/output.cfm?file_id=1484

Name: _____

Cold War: Canwell Committee
Political Cartoons

Directions: Please answer each question about each political cartoon.

Cartoon #1:

1. List five things you see in the piece of art.

2. What is this man implying about people who are afraid of Communists?

3. What seems to be the cartoonists opinion of the Red Scare? Defend your answer.

Cartoon #2:

1. List five things you see in the piece of art.

2. Please explain the meaning of this cartoon.

3. What do you think is the "Un-American Committee?" Explain why you think that.

Unit 8: Cold War
99 Red Balloons by Nena

Objective:

- Students will understand society's anxiety during the Cold War.
- Students will understand how history can be described in popular music.

EARLS:

- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Reading 2. The student understands the meaning of what is read.
- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Teacher will play *99 Red Balloons* by Nena.
2. Teacher will tell the students this song reflect society's anxiety during the Cold War.
3. Student will receive the worksheet *Cold War: 99 Red Balloons by Nena*
4. Students will complete the worksheet as they listen to the song a second time.

Required Materials:

- Attached, worksheet *Cold War: 99 Red Balloons by Nena*
- Copy of Nena's *99 Red Balloons*.

Unit 9: Modern Washington
Counties of Washington

Objective:

- Students know the counties of Washington.
- Students will understand what occurs in each county

EALRS:

- Social Studies: Geography 2.1. Describe the natural characteristics of places and regions and explain the causes of their characteristics
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Using page 220 in *Washington in the Pacific Northwest* students will create a map highlighting the thirty-nine counties of Washington.
2. Students should use the webpage <http://www.mrsc.org/countyprofiles/profilesmenu.aspx> to learn about each of these counties.
3. Students will include a drawing within each county that best emphasizes its best features. For example, Skagit County may have a tulip and King County the Space Needle. The county must also be named.

Required Materials:

- Textbook, *Washington in the Pacific Northwest*
- Computer access with the website <http://www.mrsc.org/countyprofiles/profilesmenu.aspx> bookmarked for easier student access.

Unit 9: Modern Washington
Save Washington Poster

Objectives:

- Students will understand current environment problems facing Washington State.
- Students will work on creating solutions to these problems and encouraging their peers to do so.

EALRS:

- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read Chapter 11: Taking Our Place in the World from the textbook, *Washington in the Pacific Northwest* to understand our environmental issues.
2. Students will get into small groups and get the *Save Washington Poster* rubric.
3. Small groups will research one of the following problems and solutions: clear cuts and recycling or pollution and conservation.
4. Each group will then create a poster to encourage other students to join the efforts to preserve our great state.

Required Materials:

- Attached, rubric *Save Washington Poster*
- Textbook, *Washington in the Pacific Northwest*
- Computer or library access for further research
- Art supplies including poster paper and coloring utensils.

Name: _____

Save Washington Poster
Rubric

Directions: Your small groups will research one of the following problems and solutions: clear cuts and recycling or pollution and conservation. You will then create a poster to encourage change starting at our school. Your poster must have the following items:

- A catchy slogan _____/10
- Information concerning the problem. _____/ 10
- Information concerning the solution (what can we do?) _____/10
- A colorful graphic to encourage other students to join the efforts to preserve our great state. _____/10
- The poster must show thought, effort, and color _____/10

Total Points:

-----/50

Unit 9: Modern Washington
Washington's Environment

Objectives:

- Students will understand current environment problems facing Washington State.
- Students will write a song.

EALRS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will read Chapter 11: Taking Our Place in the World from the textbook, *Washington in the Pacific Northwest* to understand our environmental issues.
2. Students will write a song discussing Washington's environment using a student rubric.

Required Materials:

- Attached, student rubric *Washington's Environment*
- Textbook, *Washington in the Pacific Northwest*

Name: _____

Washington's Environment
Writing a Song

Directions: After you read about Washington's environment you will write a song that will education others about the state our state is in.

Your rubric is below.

- The song highlights five problems facing Washington's environment.
_____/10
- The song has three verses. _____/ 10
- The song has a chorus. _____/10
- The song demonstrates a need for change. _____/10

Total Points:

-----/40

Unit 10: Culminating
Time through the Art

Objective:

- Students will find a fashion trend, piece of art, piece of literature, or piece of technology and will learn more about the time period it was created.
- Students will understand that history is applicable in everyday life.

EARLS:

- Reading 2. The student understands the meaning of what is read.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 1.3. Understand and apply arts styles from various artists, cultures and times
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will find a fashion trend, piece of art, piece of literature, or piece of technology from the last two hundred years.
2. Once students have chosen one of the above they must perform research to determine the economic, cultural, social, and political influence to that item.
3. Once they have determined the above, students will present the information to the class in a ten minute presentation.
4. Students must address all of the influences and describe what was occurring in Washington when that item was popular.
5. Students are encouraged to show pictures, and if possible, recreate the item.

Required Materials:

- Attached, student rubric *Time through the Art*

Name: _____

Time through the Art Presentations

Directions: You will be asked to a fashion trend, piece of art, piece of literature, or piece of technology from the last two hundred years in Washington State. You must then research that item and the consumers. Furthermore, you must learn about the time. What were the economic, cultural, social, and political influences that may have influenced that item?

You will present the information to the class in a ten minute presentation. Please share with the class the information you learned about the item you chose and about the time period it was created. Also, answer the question, what was occurring in Washington when that item was popular?

This will be a PowerPoint presentation. Along with the information please provide pictures. I also encourage you to recreate the item if possible!

Your rubric is below.

- Presentation is between 5-10 minutes long. The presenter is professional and maintains eye contact to the audience. _____/10
- The following information is included in the presentation:
 - i. A description of the item you chose.
 - ii. Who bought this item? Why did they buy it?
 - iii. What was occurring in Washington that influenced this item
_____/20
- Resources are provided. _____/10

Total Points:

-----/40

Unit 10: Culminating
Slide Show

Objective:

- Students will demonstrate a deep understanding of a specific unit and incorporate emotion, music, and pictures.
- Students will be able to convey this deeper understanding to the class with a slide show.

EALRS:

- Writing 2. The student writes in a variety of forms for different audiences and purposes.
- Communication 1. The student uses listening and observation skills and strategies to gain understanding.
- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will be broken into small groups and be assigned a unit.
2. Small groups will receive a *Slide Show* rubric.
3. As a group, students will make a list of objectives of that unit.
4. Students will find pictures that best demonstrate knowledge and objectives.
5. Students will then find a song that is school appropriate that can be used to illustrate the objectives.
6. Students will use PowerPoint to create a slide show presentation that will be accompanied by music and show the class.

Required Materials:

- Attached, rubric *Slide Show*
- Computer access for research and to create the PowerPoint presentation
- Classroom projector and speakers

Name: _____

Slide Show
Rubric

Directions: Your small groups will make a slideshow with music that summarizes one of our units. To complete this slide show please do the following:

1. Using the unit plan, the book, and assignments make a list of objectives of that unit. (What were the important things to know?)
2. Find pictures that best demonstrate what you have learned and discuss all of the objectives.
3. Find a song that is school appropriate that can be used to illustrate the objectives.

You will use PowerPoint to create a slide show presentation. The presentation will need the following:

- A summary of what we learned in that unit. _____/10
- Pictures that best demonstrate what you have learned and discuss all of the objectives. _____/ 10
- A song that is school appropriate that can be used to illustrate the objectives. _____/10
- Must show thought, effort, and color _____/10

Total Points:

-----/40

Unit 10: Culminating
State Flag

Objective:

- Students will reflect on the values of Washingtonians.
- Students will understand the uniqueness of living in Washington.

EALRS:

- Communication 3. The student uses communication skills and strategies to present ideas and one's self in a variety of situations.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.

Procedure:

1. Students will receive a *Washington Flag* worksheet.
2. Students will reflect independently, then as a class, on what people in Washington value.
3. Class will have a discussion of what Washingtonians value.
4. Students will finish the *Washington Flag* worksheet.

Required Materials:

- Attached, worksheet *Washington Flag*
- Art supplies, including coloring utensils

Unit 10: Culminating
Walking through History

Objective:

- Students will develop a deeper understanding of a period in Washington State history.
- Students will teach others about that period.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will receive *Walking through History* rubric.
2. Students will be placed in small groups and be assigned a unit from Washington State History.
3. Students are required to prepare monologues describing the people of the time with costumes and set designs.
4. Students will then perform for surrounding classrooms or for families in the evening.

Required Materials:

- Attached, rubric *Walking through History*

Name: _____

Walking through History Group Presentations

Directions: You will be placed in a small group. Your group will be assigned one of the nine units from this last trimester. As a group you must do the following with that unit.

- Review the chapter, reading materials, and assignments.
- Choose a specific group of people and a specific event from that time period. (Additional research may be required.)
- Group members must write monologues for the speaker that clearly describes the time period and the historical character.
- Group members must also create costumes and set design.
- Students will perform for their parents during parent night. Make sure you know your character and the event thoroughly. Parents, students, or teachers may ask you questions.

Your rubric is below.

1. Presentation is between 5-10 minutes long. Everyone is professional and maintains eye contact with the audience. _____/30
2. Group members demonstrate knowledge of the time period, people that are being portrayed, and the historical event. _____/ 20
3. Costumes show thought and is time period appropriate. _____/10
4. Set design shows thought and is time period appropriate. _____/10

Total Points:

-----/70

Unit 10: Culminating
Music in Washington

Objective:

- Students will learn about a musical artists that started in Washington State.
- Students will understand how society affects the culture, especially music.

EARLS:

- Social Studies: History 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history.
- Social Studies: Geography 3. The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
- The Arts 2. The student demonstrates thinking skills using artistic processes.
- The Arts 3. The student communicates through the arts.
- The Arts 4. The student makes connections within and across the arts to other disciplines, life, cultures, and work.

Procedure:

1. Students will get into small groups.
2. Students will receive a *Music in Washington* rubric the name of a musician or group that started in Washington. The musician or group will be one of the following:
 - a. Bing Crosby
 - b. Wailers
 - c. Ventures
 - d. Fleetwoods
 - e. Dynamics
 - f. Merrilee Rush and the Turnabouts
 - g. Jimi Hendrix
 - h. Heart
 - i. Sir Mix a Lot
 - j. Nirvana
 - k. Screaming Trees
 - l. Pearl Jam
3. Students will receive the name of a musician or group that started in Washington with a *Music in Washington* rubric.
4. Students will research their assigned musician or group.

1. Students will create a presentation on their assigned musician or group.
2. Students will present to the class.

Required Materials:

- Below, student's rubric *Music in Washington*

Name: _____

Music in Washington
Group Presentations

Directions: You will be placed in a small group. Your group will be assigned a musician or music group that started in Washington. Your group must research this musician and the time period in which they were popular. You will then put together a presentation and present in front of the class. Your presentation must contain the following.

- Brief biography of musician or group _____/20
- Describe the time period this musician or group was popular. Find a connection. _____/20
- Play a school appropriate portion of a song he/she/they performed. _____/10

Total: _____/50

CHAPTER V SUMMARY, CONCLUSION, EVALUATION

SUMMARY

Art is an important subject to teach in school. Students are positively affected by studying art. (Rush, 1979) As a result of learning art, students can benefit academically (Smithrim & Upitis, 2005) and nonacademically. (Wenner, 1976) Although any core subject has the ability to incorporate art into the curriculum, history class in particular has seen success by learning through art. (Manifold, 1995) This project offered a variety of lessons that incorporate art into Washington State History. However, these lessons can be adapted to use in any classroom.

CONCLUSION

Students benefit by studying art. Art can increase student attentiveness and personal connections to the content. Studies have also shown that integrating arts into the classroom will benefit students academically, socially, and personally. The arts allow students to develop cognitively, extend their research skills, define their ability to problem solve, and strengthen their self-image. The purpose of this project was to encourage the integration of arts into core subjects and provide a framework and examples of effective arts content infusion as an instructional strategy for use by Washington State History teachers.

RECOMMENDATIONS FOR FURTHER STUDY

Future studies on arts integration should further understand both academic and nonacademic benefits of teaching through the arts. These researchers should explore techniques of integrating art into another core subject, such as math or science.

Researchers should also encourage students to explore how they define art and allow the students to create a criterion.

Every teacher should integrate art into her classroom. I recommend every teacher study techniques to incorporate art into the curriculum. Every subject and grade level can be taught through the arts. The teacher, the students, the subject, and the school would all benefit, as explained by this paper.

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