Arts Integration: Cause/Effect in History

Three Dimensional Depictions of People in Historical Context

4th Grade State Performance Indicators

Length of Residency: 5 days or more

**Logic**

**SPI 0401.5.2** Recognize cause/effect relationships within context

**SPI 0401.5.5** Make inferences and draw appropriate conclusions from text

**SPI 0401.5.6** Indicate the sequence of events in text

**Informational Text**

**SPI 0401.6.5** Interpret information using a chart, map, or timeline

**Media**

**SPI 0401.7.2** Identify the main idea in a visual image.

**Social Studies**

***At Level 1, the student is able to***

4.1.spi.1. Identify pre-Colonial Native American groups (i.e., Cherokee, Creek, Chickasaw, Aztec, Mayans, Olmec, and Mississippi Mound Builders).

4.1.spi.2. Identify cultural groups who inhabited North America in the 17th

century (i.e., Puritans, Quakers, Spanish, French).

***At Level 2, the student is able to***

4.1.spi.3 Determine how various groups resolve conflict (i.e., school, tribal

councils, courts).

4.1.spi.4 Examine how Native American culture changed as a result of contact with European cultures (i.e. decreased population, spread of disease, increased conflict, loss of territory, increase of trade.)

4.1.spi.5. Identify various racial and ethnic groups in Tennessee at the founding of statehood (i.e. Cherokee, Creek, Shawnee, English, Scottish, French, and American born pioneers).

4.3.tpi.5. Design a diorama depicting a geographic place or significant historical event

**Visual Arts 4th Grade: Student Performance Indicators (SPIs)**

The student is able to

1.1.3 Execute the intended use of tools and proper care of work space as facilitated by the teacher.

1.2.2 Execute a variety of media in the intended manner as coached by the teacher.

1.2.3 Integrate a variety of media in the intended manner as coached by the teacher.

1.3.1 Execute a variety of teacher sequenced techniques.

1.3.2 Execute a variety of teacher selected techniques.

1.4.1 Execute a variety of teacher modeled processes.

1.4.3 Organize and execute a variety of teacher coached processes.

1.5.1 Demonstrate levels of craftsmanship as modeled by the teacher.

**Standard 2.0 Structures and Functions**

2.2 Create artwork using the elements of art with specific intent.

2.3 Categorize principles of design.

2.4 Apply principles of design.

2.5 Understand purpose in art.

2.6 Create works of art with an intended purpose or combination of purposes.

**Phase 1 Exploration**

 Students discuss the difference between nomadic and agricultural cultures. They hear stories of hunter and gatherer living styles. Students hear of assimilation of Native Cherokee tribes in TN from 1600’s to mid 1800’s. Using cause & effect graph students track the historical moment. Each student selects a character from this period of TN History. Students list appearance and emotional state of their character.

* How did Native people feed themselves in pre Colonial times?
* How did that affect how they felt about the land?
* What parts of Europe did the TN settlers come from?
* How did Europeans feed themselves?
* How did that affect where they lived, how they dressed and acquired possessions?
* What was different about how the Europeans felt about the land?
* How did Native cultures adapt to Europeans in the South East?
* What happened between these cultures caused by the difference in perception?
* What were the effects of the resettling of Native people to the West?

**Phase 2 Exploration**

 While listening to music from Native American and European traditions, Students sculpt articulated characters depicting Europeans and Native People living in Tennessee during mid 1800’s. Culminating task is a reenactment of the Trail of Tears with a statement from each character.

* How did the different groups dress?
* Could we tell the difference between Native people and Europeans?
* How did the different groups feel?
* How do feelings reflect on our faces and bodies?
* What would your character say in this historical moment in time?

This Lesson Outline was prepared by Clarissa Lega from Artistree, Inc.

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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CAUSE AND EFFECT: Trail of Tears**

**Graphic Chart & Worksheet**

**Instructions:** List the topics or problems surrounding the Trail of Tears in Tennessee in 1800’s regarding the Native and European cultures in the center of the organizer. Under the **Causes** section record what makes the problem happen. Under the **Effects** section, record what happens because of these causes.

|  |  |  |
| --- | --- | --- |
| **Causes** | **Topic/Problem** | **Effects** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Makeup and appearance of my character:

Who am I and what is my name?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How old am I?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where do I come from?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do I look like? (length of hair and color, color of eyes, clothing I wear)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do I feel at this moment in history?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Assessment Tool**

**Depicting Character in Historical Context**

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scoring system:

2- Consistently demonstrates use of this strategy

1 - Occasionally demonstrates use of this strategy

0 - Rarely demonstrates use of this strategy

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Teacher**  | **Artist** | **Student** |
| Student identifies causes and effects from information |  |  |  |
| Student identifies character traits |  |  |  |
| Student can explain how a character felt |  |  |  |
| Student can follow instruction in usage of a variety of materials with tools |  |  |  |
| Student was able to express emotion through oral dialogue |  |  |  |

**Total Points**

**Comments:**

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