

Lesson Plan: Cultural and Historical Significance of South Lake Tahoe Geography

Lesson Title: What's the Big Deal with this Land?

Grades: 9-12

Communicative Objective/Standards	<p>Students will discover the historical significance of the land for which the Upper Truckee Marsh is located and create a 2-dimensional work of art in response to the area.</p> <p><u>Standards Addressed</u></p> <p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>7. Translate quantitative or technical information expressed in words in a text into visual form.</p>
Anticipatory Set	<ul style="list-style-type: none">➔ Students will seek out research pertaining to Native American tribes of South Lake Tahoe area.➔ Students will use the disciplinary strategies of art criticism, art history, aesthetic inquiry, and visual (studio) examination to defend their reasoning for creating their chosen art piece.➔ Students will demonstrate the correlation of their art creation with the historical significance of the marsh.
Review	<p>Students will write a personal reflection based on their individual artistic expression by linking the historical and cultural significance to their visual arts creation.</p>
Input/Modeling/Presentation	<ul style="list-style-type: none">➔ Thinking prompts using Native American imagery to help students gain better understanding for past local cultures.➔ Presentation by local artist demonstrating proper techniques for creating outdoor artwork.➔ Within small groups chosen by the students, they will devise a plan for creating artwork and share with class how their piece relates/responds to their Native American research.

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Check for Understanding	Through one on one discussion, the students will meet with the instructor to discuss their ideas for the piece, as well as any portion of the assignment that they are not clear on. Notes shall be taken on each group based on the individual conversations. Students will also share their vision with the rest of class.
Guided Practice	Working in groups, students will create thumbnail sketches of their artwork and how it will appear in the marsh. Students will create procedural steps outlining their goals and processes for completing their task on time.
Independent Practice/Evaluation	Students will be required to complete a minimum of 2 hours of outside creative time on the artwork every week, for the duration of the project.
Enhancing Transfer and Retention	Students will gain historical knowledge of their local geography, as well as a better understanding for creating outdoor, public art. Such knowledge will offer a variety of avenues in which students can apply their learning beyond the classroom.
ELL Modification	ELL's will be paired accordingly in groups of strong leadership. Individualized assignment modification will vary. Accommodations will include: Google translate for research component, audio and, or video support in native language for additional support and tutoring on every facet of project.
GT Modification	Students that show a mastery for content and complete the task at an accelerated rate may have the opportunity to dig deeper into the content. Encourage students to research other methods for creating the project being studied, as well as the history and direction of this art form.
SPED Modification	Students struggling to complete the task may have a modified workload, dependent on their IEP. If a GT student shows strong leadership skills, this is a great opportunity to encourage peer to peer teaching.