

Lesson Plan: A Visual Response to Native Landscape

Lesson Title: What Kind of Flower is that?

Grades: 9-12

Communicative Objective/Standard	Students will learn native plants on a section of a local walking trail and install works of art that reflect a specific plant. A Plaque will be installed next to artwork that describes the organism chosen.
Anticipatory Set	Students will take self-guided tours on trail and document areas and organisms with a digital camera. In the classroom, through small groups chosen by teacher, students will choose 1-3 organisms that they wish to create a visual creation in response to.
Review	In-class note review of seasonal (summer) plant life in their area. Students will refine notes to 5-7 bullet points of information that they wish to include on informational plaque.
Input/Modeling/Presentation	<ul style="list-style-type: none">➔ Show slideshow of artwork that was created in response to nature; artists may include: Georgia O'Keefe, Brenda Carter, Phyllis Schaffer, as well as sculptural artists such as Deborah Butterfield. ➔ In small groups, students will discuss the importance of various works of art and how they were important to a specific era and geographic area. Students will then share with class their assessment of artists from slideshow.
Check for Understanding	Students will work in small pods of 4-6 to confirm they understand the premise of the assignment. Once each pod has agreed they understand the project, they will be responsible for ensuring each team member contributes equally in their design creations, as well as delegating tasks required for project.
Guided Practice	Students will present (in 5 minutes or less) their idea or rough sketch of their piece, including reasoning for choosing their creation.
Independent Practice/Evaluation	Students are required to continue working on their artwork for a minimum of 2 hours per week outside of class.
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.

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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.
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