

Lesson Plan: What's in YOUR schoolyard?
Suggested Grades: K-6
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Discipline; NYS Learning Standards

English Language Arts (ELA)

Standard 1: Language for Information and Understanding

Standard 3: Language for Critical Analysis and Evaluation

Standard 4: Language for Social Interaction

The Arts – Visual

Standard 1: Creating, Performing, and Participating in the Arts

Standard 2: Knowing and Using Art Materials and Resources

Standard 3: Responding To and Analyzing Works of Art

COMMON CORE LEARNING STANDARDS FOR 3-6

Speaking and Listening

Comprehension and Collaboration

Presentation of Knowledge and Ideas

Language Standards

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

Language

Convention of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [3.L.1]

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a) Choose words or phrases for effect
 - b) Recognize and observe difference between the conventions of spoken and written standard English [3.L.3]

Corresponding College and Career Readiness (CCR) Anchor Standard

3. Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

6. Acquire and use accurately grade-level appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).[3.L.6]

Corresponding College and Career Readiness (CCR) Anchor Standard

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

OBJECTIVES

- Student will explore various “junk art” pieces from the *Off The Wall: Reliefs and Assemblages* exhibit, Earth Day 1970, Life In A Landfill, and Robot 1991 at the Castellani Museum discussing and analyzing these art works at the grade appropriate level.
- Student will discuss the issues of litter and the effects on our environment.
- Student will discuss solutions to littering.
- Student will gather litter from the schoolyard and create an art piece out of litter collected.

PREPARATION

1. Resources

- a. Access to the art exhibition, *Off the Wall: Reliefs and Assemblages* at the Castellani Art Museum of Niagara University
 - i. Earth Day 1970, Robert Rauschenberg, Castellani Art Museum
 - ii. Life In A Landfill 1990, Christy Rupp, Castellani Art Museum
 - iii. Robot 1991, Nam June Paik, Castellani Art Museum
- b. Heidelberg Project – youtube - <http://www.youtube.com/watch?v=E6w6WGokjTU>
- c. Various children’s books on the topic of littering (see resources)

2. Teacher Materials

- a. Visual Thinking Strategies (handout)
- b. Litter and Solutions Resource (handout)

3. Art Materials

- a. Scissors
- b. Glue (hot glue, white glue, glue stick)
- c. Pencils, crayons, markers, pencil crayons
- d. Paint (acrylic or tempera)
- e. Stickers, beads, etc.

BODY OF LESSON

1. Anticipatory Set

- a. Teachers will discuss the concept of litter (what is litter, where does it come from, why is it bad, how does it become harmful etc.)
- b. Teacher to read 1 or multiple stories about littering.

- c. Show “The Heidelberg Project” video from youtube
 - i. <http://www.youtube.com/watch?v=E6w6WGokjTU>
- d. Students will tour the art exhibition, *Off the Wall: Reliefs and Assemblages* and other pieces of art at the Catellani Art Museum and participate in Visual Thinking Strategies.

2. Procedure

- a. Teacher will take the students through the exhibitions and apply Visual Thinking Strategies (VTS).
- b. Teacher will discuss with the students the concept of littering and ask how the artists took junk and recycled objects and turned them into art.
- c. UPON RETURNING TO THE SCHOOL
 - i. Teacher will introduce art activity and disseminate materials.
 - ii. Students will make their own junk art using the materials.

3. Accommodations

- a. Teacher will provide various forms of accommodations based on the needs in the classroom.

ASSESSMENT

- 1. Informally
 - a. At the end of the session the teacher will ask students to share junk art with the rest of the class. Students will be asked to comment on each other’s work.
- 2. Formally
 - a. Teacher can create a rubric for grading of the junk art pieces.

EXTENSIONS

- 1) Students could be asked to create a reflection on the process and thoughts put into the creation of his/her junk art piece.
- 2) Students could be asked to create posters about the solutions to littering.
- 3) Students could explore any science topic relating to life cycles, environmental cycles, the earth etc.
- 4) Students could create a litter free campaign or program at their school

RESOURCES

The Lorax by Dr. Seuss

Common Ground: The Water, Earth, and Air We Share by Molly Bang

Earth Day Hooray by Stuart J. Murphy

It’s Earth Day by Mercer Mayer

I can Save the Earth!: One Litter Monster Learns to Reduce, Reuse, and Recycle by Alison Inches & Viviana Garofoli

The Adventures of a Plastic Bottle: A Story About Recycling by Alison Inches & Pete Whitehead

Cleaning up Litter (Help the Enviornment) by Charlotte Guillain

How to Help the Earth-by the Lorax by Tish Rabe, Christopher Moroney and Jan Gerardi

Where Does the Garbage Go? By Paul Showers and Randy Chewning

Compost Stew by Mary McKenna Siddals

The Three R's: Reuse, Reduce, Recycle by Nuria Roca & Rosa M. Curto

The EARTH Book by Todd Parr

Why Should I Recycle? by Jen Green and Mike Gordon

Be A Friend To Trees by Patricia Lauber and Holly Keller

Here Comes the Garbage Barge! by Jonah Winter and Red Nose Studio

Trash and Recycling by Stephanie Turnbull, Christyan Fox & Andrea Stone

What Happens to Our Trash? by D.J. Ward & Paul Meisel

The Berenstain Bears Don't Pollute (Anymore) by Stan Berenstain