

LESSON PLAN SERIES DEVELOPED BY Julianne Neal, JA MEDIACONNECTIONS LLC

Follow the Mustang Discovery Ride Documentary Project through K-12 Arts Integration lessons at www.jamediaconnections.com

# **ARTS INTEGRATION**

In this packet, you'll find an intergrated lesson focused on combining Media Literacy/Production and Civic Responsibility through Government/Economics. While the lesson addresses a SC 12th grade Government Standard, it is easily modified for other grade levels through the Social Studies Curriculum. The SC Standards include Media Literacy within the framework of the Visual and Performing Arts, making it an appropriate subject for an Arts Integration unit.

Arts Integration is a powerful tool for engaging students in the learning process and allowing them to find deeper, authentic meaning in a lesson. In this unit, students will research the aspects of a bill currently presented to Congress for adoption and determine the most effective way of requesting support from local officials regarding the bill. They will utilize their research and content from the contact to create an effective Public Service Announcement to demonstrate media literacy through production.



Student Interview Jacia Green Student Government, Beta Club, NAACP September 23, 2021 Zoom Call Fairfield Central High School US Congressman Ralph Norman SC (R)

Fairfield Central High School, Winnsboro, South Carolina

# Sample contact with local official

https://vimeo.com/634394849

# Arts Integration

### **LESSON PLANNER**



TEACHER(S): Julianne Neal		UN	UNIT/LESSON:		
DURATION: 2 sessions	s @ 1 hour GRA	ADE LEVEL: 11-12	2th		
- INTEGRATION OF	0	¬ ¬ SKILLS note	d in Profile o	f the SC Graduate	
□ E/LA	☐ Visual Art	☐ Critical		☐ Tech Literacy	
☐ Math	☐ Music	☑ Creativ	_	☐ Flexibility	
☐ Science	☐ Theater	☑ Collabo	_	☐ Initiative	
Social Studies	■ Dance	✓ Communicating ✓ Social Skills		✓ Social Skills	
☐ Health	☑ Media	✓ Media I	_iteracy	Productivity	
		✓ Informa	ntional Literacy	Leadership	
CONTENT: USG.4.IP Describe and citizens can participate at the local, state, nation	in the political process	MA.R NH.4 I ca purposes, in m of others.		nessages and rks and the work	
ARTS CONC  American Discovery Trail  Bill H.R. 4878  Equine  Mustang  ARTS CONC  Perform/ Connect		l /Produce/Present	Access to official websites: https://www.congress.gov/ bill/117th-congress/house- bill/4878?s=1&r=33		
ESSENTIAL QUESTION		https://www.govtrack.us/ congress/bills/117/hr4878			
What is the most productive method of initiating change through government officials at the State and National level?		Access to Zoom, Google Meet or other method of contact			
LESSON OVERVIEW	✓ (Overview of activities, co	oncepts, etc.) ———	□ ASSESSN	AENTS	
Session 1:  1. Discuss political process and the role of the citizen in making			mative:		
decisions regarding the process of change in govenment.  2. Research bill H.R. 4878 currently in the House.  3. Research the record of local officials regarding support of		☐ Sur	nmative:		
various bills and their voting record.			☑ Per	formance:	
Session 2:	9		_	letion of PSA	

## United States Government SC College and Career Ready Standards

Students study United States Government in grade twelve, beginning with the historical and philosophical principles that led to the development of the American constitutional democracy and how those fundamental ideas have continued to sustain America's democratic society. Students will learn how various powers are granted and distributed among the different branches and levels of government, and how checks and balances prevent one branch from overpowering the others. Additionally, students will investigate how American political values are formed and how government functions through individual participation and policy making. In order to continue to thrive, a strong democracy relies on active participation by informed individuals dedicated to upholding the rule of law and individual rights. Overall, the study of United States Government provides a basis for students to develop the skills necessary to live and thrive in America's constitutional democracy and participate in society as active and informed citizens.

Instruction should utilize political science thinking skills and themes developed for grade 12. The progression of developmentally appropriate political science thinking skills begins in kindergarten and builds with each year of social studies instruction. These political science thinking skills are aligned with the Profile of the South Carolina Graduate of world-class knowledge, world-class skills, and life and career characteristics. The indicators of standard one represent the skills utilized by students in each grade level to further explore the content. These skills have been deconstructed to aid in the scaffolding of student thinking and are not to be taught in isolation.

The Social Studies grade-level standards can be categorized into content- and discipline-specific themes. These themes allow for connections to be made between content, the ability to teach thematically, and to support project- or problem-based learning. To encourage inquiry, the grade 12 United States Government standards are constructed around the following three themes:

**Civic Engagement** – The Civic Engagement theme encourages the study of and the importance of active participation in the constitutional democracy of the United States. Active civic engagement reflects personal values and a society's prioritization of civil rights and responsibilities. American constitutional democracy functions upon the key ideas of balance of powers, the establishment of government by the consent of the governed, and federalism. These principles guide governmental leaders in creating and enforcing laws that support fundamental American political values.

**Political Values and Institutions** – The Political Values and Institutions theme encourages the study of founding documents and philosophies, the socio-political context in which they were created and their importance in the continuing development of the constitutional democracy found in the United States. A practical knowledge of laws, politics, and governmental structure at the local, state, national, and global level is important in the development of an informed, involved citizenry.

**Process of Law** – The Process of Law theme encourages the study of the creation, execution, and interpretation of law in the United States political system. Founding principles guide the public policies developed to address new challenges and issues. By design, effective governmental decision making at the local, state, national, and global levels is a complex process that involves compromise and consensus building.

#### ARTS INTEGRATION LESSON - Social Studies and Media Literacy

SKILLS noted in Profile of the SC Graduate:
Creative Thinking, Collaborating, Communicating, Media Literacy,
Informational Literacy, Tech Literacy, Initiative, Social Skills, Productivity,
Leadership

#### STANDARDS ADDRESSED:

#### CONTENT:

USG.4.IP Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.

#### ARTS:

MA.R NH.4 I can identify the messages and purposes, in my media artworks and the work of others.

Artistic Processes: Responding- I can interpret (read) and evaluate how media is represented and conveys meaning.

Anchor Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

Indicator MA.CR IH.1.2

I can choose the appropriate technology procedure to convey a message while making a media artwork.

Sample Learning Targets

I can create a PSA, choosing the best tools and process to articulate my position.

**KEY VOCABULARY:** 

American Discovery Trail Bill H.R. 4878 Equine Mustang

#### ARTS CONCEPTS:

Create
Perform, Produce, Present
Connect

#### **ESSENTIAL QUESTION:**

What is the most productive method of initiating change through government officials at the State and National level?

#### MATERIALS REQUIRED:

Access to official websites:

https://www.congress.gov/bill/117th-congress/house-bill/4878?s=1&r=33

https://www.govtrack.us/congress/bills/117/hr4878

Access to Zoom, Google Meet or other method of contact

#### I FSSON OVFRVIFW:

#### Session 1:

- 1. Discuss political process and the role of the citizen in making decisions regarding the process of change in govenment.
  - 2. Research bill H.R. 4878 currently in the House.
- 3. Research the record of local officials regarding support of various bills and their voting record.

#### Session 2:

- 1. Zoom call or other method of contact with local official to present recommedation of support for the bill.
- 2. Ask Congressman (or other official) for their intention moving foward.
- 3. Following the contact, draft letter of thanks for meeting and request continuted correspondence moving forward.

#### Sessions 3-5: Create a PSA detailing the American Discovery Trail

There are numerous resources available for initiating PSA projects with your students, depending on their experience with film and media literacy. The following sites will provide resources for introducing elements of film and documentary footage.

The American Film Institute has created an introductory curriculum entitled Lights, Camera, Action in the Classroom. The Door Scene is the first lesson in the series and provides an excellent kick off to a film unit. The lessons can be adapted for students from 3rd-12th grade.

#### https://cdn-

00.cteonline.org/resources/documents/50/506a55b2/506a55b20e648b4 60babcd54d53f9ab16188214a/afidoorscene.pdf

This unit may be modified to last from 3 days to 2 weeks depending on time available.

For a shorter unit, visit the POV site at PBS.org for introductory material.

http://archive.pov.org/behindthelens/lesson-plan-1/

#### **ASSESSMENTS:**

In an Arts Integration lesson or unit, both subject areas are equally assessed. Sample rubrics are included in this packet for a 12th grade level project involving Civics content and PSA creation for a Government/Economics class.

Rubrics may be adjusted for lower levels as needed.

#### PSA: ORGANIZING YOUR INFORMATION

For this project, begin with your script. Remember that narration should always drive the visual images. In order to organize your PSA, consider the following: Segment your information. You are telling a story, so you want to make sure that you have clear

and distinct sections:

- 1. Introduction: Make sure people understand where and when this is happening.
- 2. Background Information: What will people need to understand the importance of your topic?
- 3. Main Argument: Fully explain your topic and argument.
- 4. Conclusion: Address the impact and importance of your topic.

If you know where you are going with your project, it is much easier to find images that fit your ideas than ideas to fit your images.

		Name:	
	WORKSHEET: DO	DCUMENTARY STOR	RYBOARD FORM
	NOTES	VISUAL	AUDIO
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	for		
	101		
Stude	ant Pr	niect	
Student Project			

#### PSA Project Rubric

Name \_\_\_\_\_

	4	3	2	1
Sound	Sound is of excellent quality. Interviews are clear and recorded at the proper levels. No distracting background noise. Music is appropriate and enhances the film.	Sound is of good quality. Interviews are clear. Little distracting background noise. Music has been placed appropriately.	Sounds quality needs improvement. Interviews are difficult to understand. Background noise excessive. Music is placed poorly in the project.	Sound quality is poor. Interviews cannot be understood. Too much background noise. Lack of music or music competes with dialogue.
Storyline	Project is between 6-10 minutes and clearly explores the topic. Film has an effective "hook" at the beginning. Interviews and clips have been woven together into a compelling story.	Project is between 6-10 minutes and explores the topic. Film has a "hook" at the beginning. Clips have been placed in a logical order.	Project is less than 6 minutes. There is no "hook." Clips are arranged in an order that does not support a storyline.	Project is incomplete. No hook. No effort given to constructing a storyline.
Footage	Clips are of excellent quality. Composition, lighting, exposure, depth of field enhance the storyline.	Clips are of moderate quality. Some attention has been given to composition, lighting, exposure, and depth of field.	Some clips are poor quality. Little attention has been given to composition, lighting, exposure, and depth of field.	Clips are of poor quality. Did not use tripod. No attention given to composition, lighting, exposure, and depth of field.
Editing	Editors have created a very professional final product. B roll edits are used effectively. Transitions/effects used appropriately. Includes titles and credits. Project was improved by color correction.	Editors created a somewhat professional final product with a Broll edit. Transitions, titles and ending credits are used Project was color corrected	Editors did not create a professional product. Project has jump-cuts and does not flow. Used transitions poorly with Incomplete titles and credits. Project was not completely color corrected.	Editors did not create a professional product. No B-roll edit. Project has major continuity errors and flow problems. No transitions. No credits. No color correction.
Creativity	Group's project was very creative. Much attention was given to detail.  Utilized surroundings	Group's project was creative. There was attention to detail.	Group's project was not very creative. Little attention was given to details. Did utilize dings and ent.	Group's project was not creative. No attention to detail was given. Did not utilize surroundings and equipment.

# Sample Grading Rubric for Student Project

#### **General Questions:**

- 1. How can I express myself in ways that are civically meaningful?
- 2. How can I effectively share a message that I find important?

Ask students to reflect on what they learned in speaking with their government official by answering the following questions:

#### **CONNECT:**

How were the ideas presented CONNECTED to what you already knew?

#### **EXPAND:**

How many new ideas did you gain that EXPANDED your thinking in new directions?

#### **CHALLENGE:**

What is still CHALLENGING for you to consider? What new questions do you have?

# Sample Grading Questions for Civics Content

# **RESOURCES**

For more information, visit the following sites:

American Discovery Trail Unit PDF (clickable boxes for lesson details): <a href="http://www.jamediaconnections.com/education-al-materials.html">http://www.jamediaconnections.com/education-al-materials.html</a>

Connecting with the American Discovery Trail: <a href="https://discoverytrail.org">https://discoverytrail.org</a>

Contact your Congressman: <a href="https://www.house.gov/representatives/find-your-representative">https://www.house.gov/representatives/find-your-representative</a>

Creating a PSA: <a href="https://www.teachwriting.org/blog/2018/4/11/p">https://www.teachwriting.org/blog/2018/4/11/p</a> <a href="mailto:ublic-service-announcements-a-how-to-guide-for-teachers">ublic-service-announcements-a-how-to-guide-for-teachers</a>

### LESSON

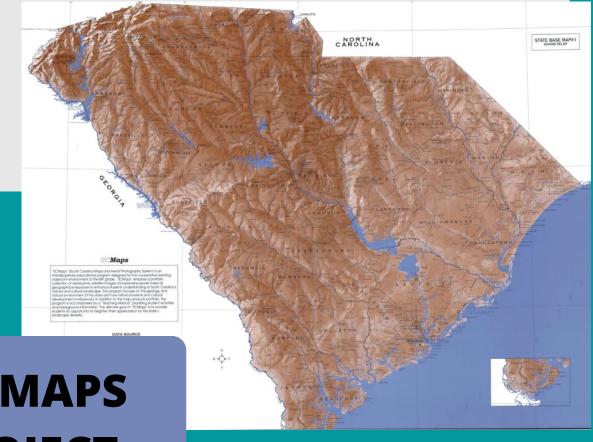
### **& UNIT PLANNER**

				1	
TEACHER(S): Julianne Neal		UN	IT/LESSON:		
DURATION: 4 sessions @1 hour GRADE		DE LEVEL: 7-8th	1		
_ INTEGRATION OF		_ 21st CENTU	RY SKILLS		
☑ E/LA ☑ Visu	al Art	✓ Critical		☑ Tech Literacy	
☐ Math ☐ Mus	ic	☑ Creative Thinking ☐ Flexibility		☐ Flexibility	
☑ Science ☐ Thea	ater	☑ Collaborating ☐ Initiative		☐ Initiative	
☑ Social Studies ☐ Dan	ce	✓ Commu	unicating	☑ Social Skills	
☐ Health ☐ Med	lia	<b>☑</b> Media I	Literacy	☑ Productivity	
		☑ Informational Literacy ☐ Leadership		☐ Leadership	
– STANDARDS –					
CONTENT:		ARTS:			
HG.5.2.PR Analyze and compare	the	I	H.2.1 I can apply a range of approaches		
arrangement of land used in set			using materials and methods to plan a series of		
maps, models, and representations.		J			
Î I					
KEY VOCABULARY — ARTS CONCEPTS — [			MATERIA	MATERIALS —	
Geo-mapping			SC MAPS Teachers Guide and curriculum		
Plotting Respond					
Coordinates	☑ Perform/F	Produce/Present	NEI	PC	
	☑ Connect		Visual art supplies for		
			creating map or other representation		
ESSENTIAL QUESTION			representat		
ESSENTIAL QUESTIONS:			Appropriate state and local		
What are the most effective prol	blem solvina skills	and materials	maps for reference		
available to determine the best					
THE					
(Over i	our of a chivities as a	accete etc.			
LESSON SEQUENCE (Overview of activities, concepts, etc.)		ASSESSMENTS			
Session 1:			☐ For	mative:	
1. Complete the SC MAPS Power Thinking Activity using the SC					
MAPS state base map for reference. See page 8 for detail.		☐ Sun	nmative:		
Session 2:			<b>☑</b> Per	formance:	
1. Complete the SC MAPS Power Thinking Activity using your					

"As the name suggests, South Carolina Maps and Aerial Photographic Systems provides South Carolina middle school students with a fresh look at the state by using infrared aerial photographs matched with topographic and special purpose maps. In addition, these products are complemented by two satellite images and several state base maps. These unusual peeks at our diverse state allow students to make comparisons between landform terrain, vegetative cover, and current land use."

Excerpt from Third Edition, SCMAPS Teaching Manual

The following unit utilizes the SC MAPS curriculum and materials to introduce a Geo-mapping lesson in order to follow the Mustang Discovery Ride team across various states on the American Discovery Trail.



SC MAPS PROJECT

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# Geography SC College and Career Ready Standards

To encourage inquiry, the grade seven Geography of World Regions standards are constructed around the following four themes:

Places and Regions (PR) – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions. This theme most closely aligns with Indicator 1 within each Standard.

Environment and Resources (ER) – The ER theme encourages the study of Earth's physical systems (climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships. This theme most closely aligns with Indicator 2 within each Standard.

Human Systems (HS) – The HS theme encourages the study of various human activities and characteristics across Earth's surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially. This theme most closely aligns with Indicators 3, 4, and 5 within each Standard.

Applied Geography (AG) – The AG theme encourages the study of how geographic literacy and geographic skills such as mapping are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future. This theme most closely aligns with Indicator 6 within each Standard.



#### **Grade 7 Deconstructed Skills**

Indicator	Expression
M: Mapping- Identify, use, interpret, and construct regional-scale maps.	To demonstrate their ability to use the skill of <b>mapping</b> in the study of geography, students should:  • identify and describe the properties and functions of maps.  • use a variety of paper and digital technologies to display and analyze geospatial data.  • interpret maps for understanding and problem-solving.  • construct maps using available technology for understanding and problem-solving.
MR: Models and Representations- Identify, use, interpret, and construct geographic models and other visual representations at the regional-scale.	To demonstrate their ability to use the skill of models and representations in the study of geography, students should:  • identify and describe alternative methods of displaying geospatial data.  • use a variety of models and representations to display and analyze geospatial data.  • interpret models and representations for understanding and problem-solving.  • construct models and representations for understanding and problem-solving.
GE: Gather Evidence and Communicate Findings-Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional-scale.	To demonstrate their ability to gather evidence and communicate findings in the study of geography, students should:  • identify, collect, and analyze geospatial data.  • develop problem statements and hypotheses to explain observable phenomena.  • evaluate geospatial data and other data sources for accuracy, quality, perspective, and value.  • synthesize and communicate findings using verbal, written, visual, or other appropriate forms.
CC: Conditions, Connections, and Regions- Identify, compare, and evaluate the development of conditions, connections, and regions.	To demonstrate their ability to recognize conditions, connections, and regions in the study of geography, students should:  • identify the physical and human conditions of places and the connections among places.  • compare the physical and human conditions of places and the connections among places.  • evaluate the influence of places on other places.  • evaluate the development of regions as they vary over time and space.
S: Scale- Identify and compare spatial hierarchies.	To demonstrate their ability to understand scale in the study of geography, students should:  • identify spatial hierarchies from local to global scale.

South Carolina Social Studies College- and Career-Ready Standards Page  $62\,$ 

#### ARTS INTEGRATION LESSON - Social Studies, Art and Creative Writing

# SKILLS noted in Profile of the SC Graduate: Creative Thinking, Collaborating, Communicating, Media Literacy, Informational Literacy, Tech Literacy, Initiative, Social Skills, Productivity, Leadership

#### STANDARDS ADDRESSED:

#### CONTENT:

HG.5.2.PR Analyze and compare the arrangement of land used in human settlements in different regions using maps, models, and representations.

#### ARTS:

MA.R NH.4 I can identify the messages and purposes, in my media artworks and the work of others.

#### MA.CR IH.1.2

I can choose the appropriate technology procedure to convey a message while creating media.

Sample Learning Targets

I can create a letter or proposal, choosing the best tools and process to articulate my position.

#### VA.CR AH.2.1

I can apply a range of approaches using materials and methods to plan a series of artworks.

#### **OBJECTIVES:**

Use real world situations to illustrate concepts of measuring length, perimeter and area in mapping.

Recognize and interpret the meaning of base and topographic map symbols for use in real world situations.

#### ARTS CONCEPTS:

Create
Perform, Produce, Present
Connect

#### **ESSENTIAL QUESTIONS:**

What are the most effective problem solving skills and materials available to determine the best route for horses across each state on the American Discovery Trail?

#### PRIOR KNOWLEDGE REQUIRED:

#### Math:

A basic knowledge of arithmetic operations is essential to the working of most mapping activities, to include elementary geometry, percentages, graphing and problem solving.

#### Language Arts:

Storytelling skills will help students connecting reading with writing and listening with speaking for the project, to include journaling, learning logs and conducting research.

#### ASSESSMENT:

Open Ended Questions, Performance Tasks and Problem Solving using the maps and other materials. For example, showing the use of strategies to solve the problem or the clarity of written responses can be graded through performance rubrics with numerical scores.

#### LESSON OVERVIEW:

#### Session 1:

1. Complete the SC MAPS Power Thinking Activity using the SC MAPS state base map for reference. See page 8 for detail.

#### Session 2:

- 1. Complete the SC MAPS Power Thinking Activity using your local county or state map.
- 2. Discuss options for locating appropriate stopping points for overnight stays.
  - 3. Discuss options for trails that avoid obstacles (overhead railway crossings, large bodies of water, etc.)

#### Session 3:

- 1. Listen to podcast episode with Hannah and Lisanne describing their experience with horses along the railroad track.
- 2. Schedule a Zoom call to discuss the proposed MDR in your community.
- 3. Following the call, draft letter of recommendations for the team when they arrive in your area. Include list of contacts for food and lodging.

#### **VISUAL ART EXTENSIONS:**

Create an artistic representation of a route map, using a "one pager" description with details, a map representation drawing or a 3D map relief or diorama. A "one pager" assessment includes an artistic representation of a topic, specific topic-related content and vocabulary. See page 9 for sample "one pager" assessment from HS Government lesson.

#### POWER THINKING ACTIVITY - "The Hydrophobic Horse"

You are an explorer arriving in the Carolina Colony in the summer of 1730. Your mission is to travel from the coast, the lowest point in the colony, to Sassafras Mountain, the highest point, in what will one day be the state of South Carolina. Use the STATE BASE MAP #1, SHADED RELIEF, and a wipe-off pen to trace your path. (Sassafras Mountain is located in the northwestern section of this map.) You may land your ship anywhere you wish along the coastline; however you have discovered that your horse, whom you have brought with you across the ocean, has developed an absolute hatred of water and will not cross water again under any circumstances. Find at least one route by which you can travel all the way from the coast to Sassafras Mountain without crossing water. You may however cross swamps because a summertime drought has left most swampland temporarily dry.

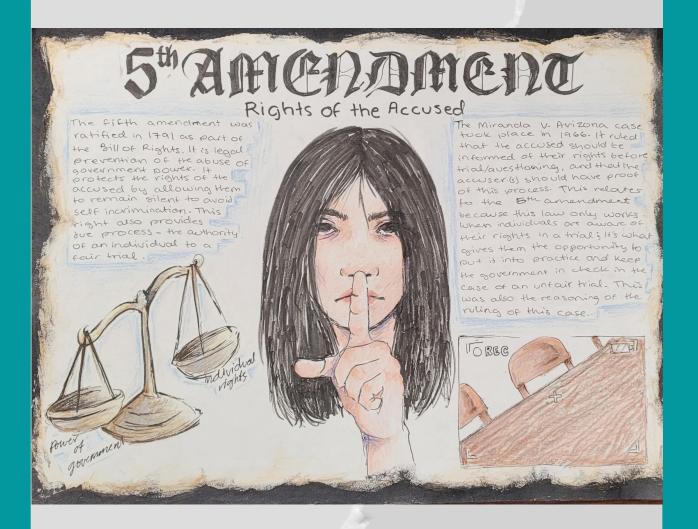
# SC MAPS POWER THINKING KICKOFF ACTIVITY



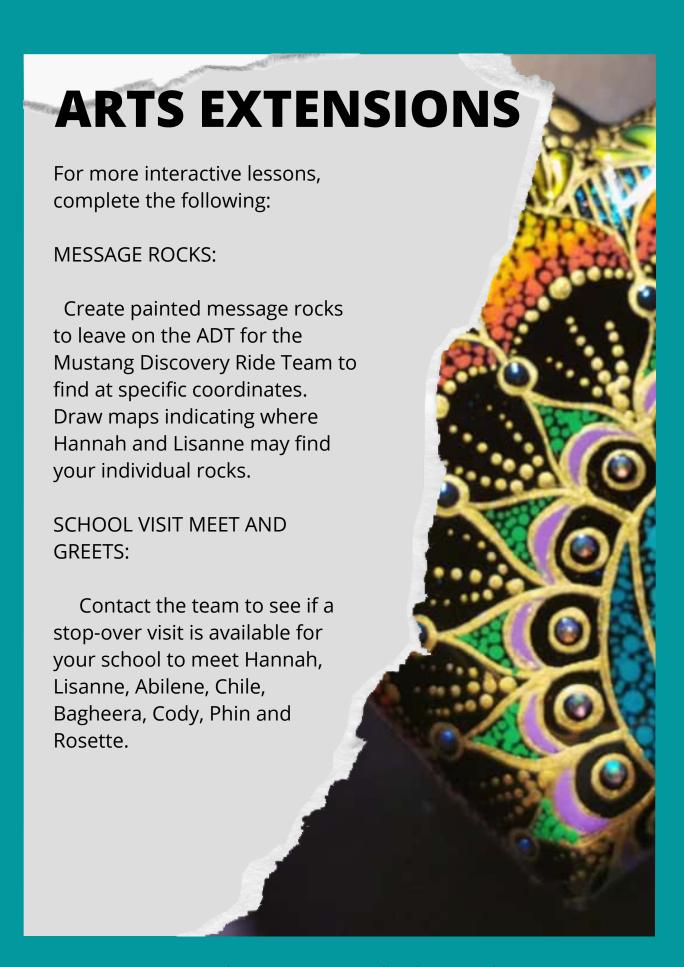
https://artsandsciences.sc.edu/cege/resources/scmap s/manual/chap0.pdf for more information about the SC MAPS project or to purchase maps.

As the Mustang Discovery Ride team members, Hannah Catalino and Lisanne Fear, cross each state on the American Discovery Trail, they will encounter natural and man-made obstacles. Each of their string, whether Mustang, Mule-stang or Burro, may react to the water in rivers, streams or ponds or traffic along the road. Lisanne is responsible for mapping the route along the trail, so she has to consider anything that may cause a problem for the group. Complete this first sample activity from the SC MAPS curriculum to bring attention to the possible scenarios that the team may encounter in your state and decide what you would do to plan ahead on the trail.

# **Sample One Pager Assessment**



Student Artist: Alexia Hernandez Teacher: Audrey Browne Fairfield Central High School, Winnsboro, SC



# **MORE EXTENSIONS**

Set up a field trip using GPS navigation to locate the team on the trail!

chers' G

n GPS Navigatio

center of excellence for geographic education

It's easy to incorporate geography and global positioning systems (GPS) technology into any field trip experience.

A field trip route can be set up prior to the trip without physically visiting the destination.

Using navigation technology that can be easily taught and mastered, students of all ages can enjoy success studying any theme or subject.



· information

Navigation,ol, students

https://www.scgeo.org/resources/gps-resources/

as the hypothetical own in this presentation

Ide coordinates for a de Main Street in Anderson, Sates the latest satellite imagacal boundaries, schools, airposearch field, the location will be

# **RESOURCES**

For more information, visit the following sites:

American Discovery Trail Unit PDF (clickable boxes for lesson details): <a href="http://www.jamediaconnections.com/educational-materials.html">http://www.jamediaconnections.com/educational-materials.html</a>

Connecting with the American Discovery Trail: <a href="https://discoverytrail.org">https://discoverytrail.org</a>

Resources and Lesson Strategies: <a href="https://www.scgeo.org/resources/map-resources/">https://www.scgeo.org/resources/map-resources/</a>

Mustang DiscoveryRide General Information: <a href="https://www.mustangdiscovery.com">https://www.mustangdiscovery.com</a>

Navigating the Trail on the Mustang Discovery Ride:

https://mustangdiscoveryride.buzzsprout.com/ 1873759/9490173-conversations-with-hannahand-lisanne-on-the-road-in-west-virginia