



Teaching Visual Arts In Connection with History/Social Studies

Developed by Stanislaus County Office of Education and Butte County Office of Education



PRESENTATION TEMPLATE

Teaching Visual Arts in Connection with History/Social Studies

Outcomes	Grades	Audience
The primary outcome for Module 24 is to encourage Visual Art educators, History Social/Science educators, general classroom educators, administrators, and professional development facilitators to integrate History/Social Science, and by extension other academic subjects, through the creation of six Visual Art and History/Social Science integrated units of study. Additionally, the Module 24 has the following outcomes: -To provide a definition for integration and arts integration -To provide a model for successful integration. - To empower educators and administrators to write and instruct their own integrated learning experiences.	2 nd , 3 rd , 5 th , 6 th , 8 th , and 10 th	K-12 General Classroom Teachers, Visual Art Teachers, History/Social Science Teachers, Administrators, and Professional Development Facilitators.

Time	Content	Presentation Methods	Participant Activities	Reflection, Assessment, Evaluation	Support Materials	Arts Standards	CC and ELD Standards	Outcomes
2 hours	Part I - Unpacking Visual Art and History/Social Science	Part I slide deck Hand-on activities	Participants view the slide deck. Participants engage in strategic conversations designed to engage deeper thinking about integration. Participants walk through a model of how to integrate Visual Art and History/Social Science	Participants are asked to reflect on the presentation and discuss next steps in integration process.	Visual Art and History/Social Science Resources Handout Tips for Teaching Visual Art Handout Talking to Students about Art Handout	3.VA.Cr1.1	W 3.3	Provides a definition for integration and arts integration. Provides a model for successful integration.
3 hours	Grade 2 Unit -Cityscapes and Landscapes The purpose of this unit is to provide a Grade unit	Unit slide deck Hand-on activities	Participants view the slide deck. Through examining the work of artists, students will	Participants use a standards-aligned rubric to assess their work. Participants are	Urban and Rural Communities Guidance Overview Handout Urban and	2.VA:Cr1.2, 2.VA:Cr2.1, 2.VA:Cr1.1, 2.VA:Cr2.2, 2.VA:Cr3, 2.VA:Re7.1	HSS 2.2.4	Empowers educators, administrators, and facilitators to write and instruct their own integrated learning

	that integrates Visual Art and History Social Science.		synthesize their understanding of urban communities, rural communities, cityscapes, and landscapes to create their own cityscape or landscape artwork.	asked to reflect on what they've learned and what they created.	Rural Communities Venn Diagram Handout Grade 2 Rubric Handout 9x12 inch white paper Pencils Markers or crayons			experiences. Provides a standards-aligned Visual Art and History Social/Science integrated unit.
4 hours	Grade 3 Unit - Making Civic Monuments Personal The purpose of this unit is to provide a Grade 3 unit that integrates Visual Art and History Social Science.	Unit slide deck Hand-on activities	Participants view the slide deck. Students will synthesize their understanding of the symbolism and iconography of the Statue of Liberty and Pacita Abad's L.A. Liberty to create a self-portrait using personal symbols that is	Participants use a standards-aligned rubric to assess their work. Participants are asked to reflect on what they've learned and what they created.	Grade 3 Unit Guidance Overview Handout Symbols Handout Statue of Liberty Symbols Handout Statue of Liberty Personal Symbols Handout Grade 3 Rubric	3.VA:Cr2.1, 3.VA:Cr2.1, 3.VA:Cr3, 3.VA:Cr2.2, 3.VA:Re7.3, 3.VA:Re8.1	HSS 3.4.3	Empowers educators, administrators, and facilitators to write and instruct their own integrated learning experiences. Provides a standards-aligned Visual Art and History Social/Science integrated unit.

			inspired by the Statue of Liberty and L.A. Liberty.		Handout 12x18 inch white paper Pencil Black permanent marker Crayons Watercolor paint Paint brushes Water cups			
3 hours	Grade 5 Unit - Native American Ledger Art The purpose of this unit is to provide a Grade 5 unit that integrates Visual Art and History Social Science.	Unit slide deck Hand-on activities	Participants view the slide deck. Native American Ledger Art was made by Plains Indians in the 19th century to visually document their lives prior to relocation to	Participants use a standards-aligned rubric to assess their work. Participants are asked to reflect on what they've learned and what they created.	Grade 5 Unit Guidance Overview Handout Grade 5 Rubric Handout Used or old paper Pencils Erasers	5.VA:Cr2.3, 5.VA:Cn11	HSS-5.3.4	Empowers educators, administrators, and facilitators to write and instruct their own integrated learning experiences. Provides a standards-aligned Visual Art and History

			reservations. Through the lens of Ledger Art, students will better understand the historical reservation system, its effect on Native populations and how the genre can serve as inspiration for drawings of contemporary culture.		Colored pencils (red, blue, and yellow)			Social/Science integrated unit.
4.5 hours	Grade 6 Unit - Creating a Memorial Inspired by Hatshepsut The purpose of this unit is to provide a Grade 6 unit that integrates Visual Art and History Social Science.	Unit slide deck Hand-on activities	Participants view the slide deck. Students will synthesize their understanding of how architecture and memorials reinforce political, religious or social values by	Participants use a standards-aligned rubric to assess their work. Participants are asked to reflect on what they've learned and what they created.	Grade 6 Unit Guidance Overview Handout Grade 6 Quiz Handout Creating a Memorial Handout Grade 6 Rubric Handout	6.VA:Cr1.2, 6.VA:Cr2.3	HSS-6.2	Empowers educators, administrators, and facilitators to write and instruct their own integrated learning experiences. Provides a standards-aligned Visual Art and History Social/Science

			first investigating the visual language of Hatshepsut's mortuary temple then creating their own memorial.		8.5x11 inch white paper Pencils Recycled materials (cardboard, corks, wire, popsicle sticks etc.) Paint Paint brushes Water cups Glue guns Glue gun sticks Tape			integrated unit.
4.5 hours	Grade 8 Unit - Documenting Community The purpose of this unit is to provide a Grade 8 unit that integrates Visual Art and History Social	Unit slide deck Hand-on activities	Participants view the slide deck. Through the critical analysis of artworks created during the era, students will examine the	Participants use a standards-aligned rubric to assess their work. Participants are asked to reflect on what they've learned	Grade 8 Unit Guidance Overview Handout Grade 8 Reflection Handout Grade 8 Rubric Handout	8.VA:Cr2.1, 8.VA:Cr2.3, 8.VA:Re8	HSS 8.12.5	Empowers educators, administrators, and facilitators to write and instruct their own integrated learning experiences. Provides a

	Science.		effects of urbanization, immigration, and industrialization in the late 1800s and early 1900s. Drawing inspiration from the works of George Bellows and Jacob Riis, students will create a photograph that demonstrates good composition documenting how people live in their community.	and what they created.	Access to a device that can take a photograph (camera, smart phone, or tablet) Access to a printer 8.5x11 inch white paper			standards-aligned Visual Art and History Social/Science integrated unit.
3 hours	Grade 10 Unit - Through the Lens of Ai Weiwei's Art The purpose of this unit is to provide a Grade 10 unit	Unit slide deck Hand-on activities	Participants view the slide deck. By analyzing the Chinese context of the works of Ai Weiwei and	Participants use a standards-aligned rubric to assess their work. Participants are asked to reflect	Grade 10 Unit Guidance Overview Handout Grade 10 Quiz Handout Grade 10	Prof.VA:Re8, Prof.VA:Cr1.2	HSS-10.9.4	Empowers educators, administrators, and facilitators to write and instruct their own integrated learning experiences.

	that integrates Visual Art and History Social Science.		creating student conceptual works referencing the American historical context, students will increase their skills and ability to interpret art and understand its sociocultural meanings.	on what they've learned and what they created.	Conceptual Artwork Handout Grade 10 Rubric Handout 8.5x11 inch white paper Pencils Access to Google Draw			Provides a standards-aligned Visual Art and History Social/Science integrated unit
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