### Teaching Visual Arts in Connection with History/Social Studies

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Grades</th>
<th>Audience</th>
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<tbody>
<tr>
<td>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.</td>
<td>2nd, 3rd, 5th, 6th, 8th, and 10th</td>
<td>K-12 General Classroom Teachers, Visual Art Teachers, History/Social Science Teachers, Administrators, and Professional Development Facilitators.</td>
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<td>Additionally, the Module 24 has the following outcomes:</td>
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<td>-To provide a definition for integration and arts integration</td>
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<td>-To provide a model for successful integration.</td>
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<td>-To empower educators and administrators to write and instruct their own integrated learning experiences.</td>
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<tr>
<td>Time</td>
<td>Content</td>
<td>Presentation Methods</td>
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<tr>
<td>2 hours</td>
<td>Part I - Unpacking Visual Art and History/Social Science</td>
<td>Part I slide deck</td>
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<tr>
<td>3 hours</td>
<td>Grade 2 Unit - Cityscapes and Landscapes</td>
<td>Unit slide deck</td>
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<td>4 hours</td>
<td>Grade 3 Unit - Making Civic Monuments Personal</td>
<td>Unit slide deck Hand-on activities</td>
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inspired by the Statue of Liberty and L.A. Liberty.

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.

| 4.5 hours | Grade 6 Unit - Creating a Memorial Inspired by Hatshepsut | Unit slide deck | Participants view the slide deck. Students will synthesize their understanding of how architecture and memorials reinforce political, religious or social values by
| Hand-on activities | 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 | 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

Grade 6 Quiz Handout
Creating a Memorial Handout
Grade 6 Rubric Handout |

Social/Science integrated unit.
| 4.5 hours | Grade 8 Unit - Documenting Community | 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 | 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 | 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 integrated unit. |
Science.

The 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.

Access to a device that can take a photograph (camera, smartphone, or tablet)
Access to a printer
8.5x11 inch white paper

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
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