

The 5 E's: A Model for Designing Lessons for Inquiry Planner¹

Logistics Information:

- a. Middle School Social Studies Learning Cycle
- b. Iowa Core Essential Concepts:
History:
Understand historical patterns, periods of time, and the relationships among these elements.
Understand the role of culture and cultural diffusion on the development and maintenance of societies
Geography:
Understand how physical processes and human actions modify the environment and how the environment affects humans.
- c. A synthesis of *Project WILD* and 8th Grade American History
- d. Developed April 17, 2010

Background Information: Understanding that the Reform Era brought about great change in the United States and art was one of the things that was reformed.

Materials Required:

If conducted at the museum just the list of things for students to find which “Museum Search for Wildlife” chart, if done in the classroom a variety of art books, photographs, or digital slides featuring the wildlife.

Time Period:

45 minutes at a museum or 1 45 minute class period using reference materials

Name of the Unit of Instruction: Museum Search for Wildlife

- I. Plan of the Unit
 - a. Goals of the unit: 1. Identify wildlife portrayed as an art form
2. Generalize that wildlife can inspire art

 - b. How this unit relates to the curriculum:

Previous Grade/Course	Current Grade/Course	Next Grade/Course
7 th Grade Science or Social Studies	8 th Grade American History-ReformUnit	9th Grade American History

- c. Lesson Plan: Phases in a 5E Learning Cycle: Engage, Explore, Explain, Elaborate, and Evaluate.

¹ Adapted from *Teacher to Teacher: Reshaping Instruction Through Lesson Study* (NCREL, 2002)

Phases of the lesson: learning activities and key questions (and time allocation)	Student activities/ anticipated student reactions or responses	Teacher’s response to student reactions/ Things to remember	Evidence of Student Understanding
<p>ENGAGE (Introduction, Anticipatory Set): Arrange to take the class on a field trip to a local museum or include this activity as part of a scheduled field trip to a museum. Discuss with students what kinds of art existed before the Reform Era. Ask them what themes the art were tied to.</p> <p>EXPLORE (Activity, Investigation): Students move through the museum and look for examples of different kinds of wildlife and the surrounding environment. They note what places are in the artwork and how art has changed from the Reform Era. Students will note the examples they find and also draw small pictures to go with.</p> <p>EXPLAIN (Closure): Discuss the students’ observations. Have them identify how art has changed since Reform Era. What are the scenes now compared to pre-1800’s. Discuss what the relationships are between the wildlife and people in the different periods of artwork that they examine.</p>	<p>Students will be excited about taking a field trip and participating in a scavenger hunt. Students will realize most of the art prior to the Reform Era centered around European themes...such as environment and wildlife.</p> <p>Students will travel through the museum with an emotion packed activity as they try to be the first group finished.</p> <p>Students will give examples of what things they found in the art work. They will be able to share how the artwork they looked at is different from the pre-1800’s art work in the United States.</p>	<p>Have students get permission slips for the field trip and remember to print the list of the things to search for to give students.</p> <p>Remind students you are a guest at the museum and they need to make sure they are using respectful behavior even though the activity can get emotional.</p> <p>Prompt them for examples of what they saw in the artwork. What was the scenery? Can you recognize any of the places in the scenes?</p>	<p>Analysis of the pictures that students are creating.</p>

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<p>ELABORATE (Connections and Applications): Students will create their own artwork with the work centering around a local theme.</p> <p>EVALUATE: Formative assessment in which students fill out an exit ticket on how artwork changed in the United States during the Reform Era</p>	<p>I would anticipate many students including the Mississippi River in their artwork.</p> <p>Re-teach</p>	<p>Remember the artwork you include does not have to be something major that everyone will recognize. It could be a hill in your back yard.</p> <p>necessary concepts based on the formative assessment results</p>	

EXTENSIONS:

Students could make a wildlife art museum based on their own artwork.
Align this project with the art teacher for expanded opportunities.