

UNO - GARCÍA CHARTER HIGH SCHOOL
United States History – Social Studies III
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DAILY LESSON CYCLE INFORMATION – “The Changing Perception of the American Landscape”	
Day/Date :	Thursday, August 19-Friday, August 20, 2010
Lesson Focus : (Essential Question)	“How did Sheeler’s “American Landscape” (1930) show us that industrialization changed the view of the American landscape?”
Lesson Objectives: (Change understandings to ‘action’ statements.)	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize the impact of industrialization in a work of art • Recognize the impact of industrialization on the American landscape • Recognize the impact of industrialization on the American mindset • Interrogate a work of art as a primary source • Formulate an argument based on artistic evidence • Support their argument with evidence from art and text
Materials and Resources:	<ul style="list-style-type: none"> • Internet access • Readings and books • Large or projected copy of “Looking Down Yosemite Valley, California” by Albert Bierstadt (1865) • Large or projected copy of “American Landscape” by Charles Sheeler (1930) • Other copies of paintings, preferably in color • Note cards (one per student) • Student notebooks • Copy of “American Landscape” for each student • Copy of “Looking Down Yosemite Valley, California” for each student
Instructional Activities (Detailed narrative (Description) of ALL instructional strategies and tools)	<p>DAY ONE</p> <p>Before- Class Meeting where the teacher delivers information and reviews the day’s before work (20 minutes):</p> <ul style="list-style-type: none"> • In a whole-class setting, teacher will engage students in an exercise calling back to a previous studio course on American expansion, asking students for key goals (sea to shining sea, 54°40’ or fight, et al) and terms (manifest destiny, imperialism, et al). • One idea: Students’ “do now” (aka “bell-ringer”) is to write down everything they can remember about American expansion in 30 seconds. • Students then meet with group members to build bridges/compare and contrast that era with the era of industrialization during and after reconstruction. • Each group must write one connection (similarity of difference) on the white board. <p>During- Learning Stations where students rotate through various ‘stations of learning’ either for enrichment (gifted), reinforcement, or review/support. Groups need to be formulated by the teacher and may be heterogeneous/homogeneous by ability. (35 minutes)</p> <ul style="list-style-type: none"> • Each group will be given three worksheets, each one specific to a stage of the day’s work • Students will have ten minutes to do each – 1 with “Looking Down Yosemite Valley,” one with “American Landscape,” and one comparing and contrasting the two <p>After- Learning Network Teams where students come together in groups, preferably their project groups to discuss what they did in class and HOW they will apply their new learning into their project. (20 minutes)</p> <ul style="list-style-type: none"> • In their groups, students will brainstorm how they might formulate a thesis that can be defended with evidence from the painting(s) and from other sources • The question is: What were Charles Sheeler’s feelings on the American landscape? (Students should incorporate our ongoing themes of historical empathy and seeing times and places through the eyes of those who were there, not their own) • Students should write down their thesis in their notebook and on a note card (with the proper heading). • Tonight’s homework: Perfect your thesis and gather supporting evidence in your notebook. Be sure to properly cite everything (Chicago style) • While exiting, students are turning in their theses (on note cards) and the day’s worksheets.

<p>Instructional Activities: <i>Detailed narrative (Description) of ALL instructional strategies and tools.</i></p>	<p>DAY TWO Before- Class Meeting where the teacher delivers information and reviews the day's before work (20 minutes):</p> <ul style="list-style-type: none"> Students begin class by writing their perfected thesis on a new sheet of paper. Students pass their completed theses around the group, taking 1 minute to read each one and write one comment Students will take turns doing fair sharing. Each student will be allowed to say what he or she thinks each comment means, and then the students who wrote will be able to share what they meant. No interruptions are allowed. Students can take the remaining time (of the 20 minutes) tweaking their thesis one final time. <p>During- Learning Stations where students rotate through various 'stations of learning' either for enrichment (gifted), reinforcement, or review/support. Groups need to be formulated by the teacher and may be heterogeneous/homogeneous by ability. (35 minutes)</p> <ul style="list-style-type: none"> Students have 35 minutes to write their essay, based on the thesis they have created and using the evidence they have discovered. Sources will be available in the classroom for those who were unable to find them in the previous 24 hours, understanding how much that will slow them down. <p>After- Learning Network Teams where students come together in groups, preferably their project groups to discuss what they did in class and HOW they will apply their new learning into their project. (20 minutes)</p> <ul style="list-style-type: none"> Students will trade their essay with someone of the same reading color. In pairs, students will read each other's essay. Students will use the provided worksheet to grade the essay they read based on the rubric. Students will discuss the score with one another. In pairs, students will agree on one way that each essay could be improved. Exit ticket: Scoring rubric worksheet
<p>Closing to Lesson:</p>	<p>TO BE DONE BY STUDENTS – Student Learning Network Team Leaders report to class:</p> <ol style="list-style-type: none"> what skills they learned today what content they learned today how they will use this new information in their projects what they need to learn tomorrow (questions unanswered)
<p>Modifications: <i>Advanced & Struggling Learners</i></p>	<p>How will stations and activities, assessments, etc. be modified in the 'before and during' sections of the lesson for these students?</p> <ul style="list-style-type: none"> Activities: Incorporate multiple learning styles. Allow for varying depth of inquiry. Students will be able to use notes. Students are working in groups. Worksheets structure learning. Stations: Students are working in mixed-ability and mixed-reading level groups Assessments: Students are completing worksheets in groups and have a structured run-up to thesis creation. Teachers time/focus: Available to all
<p>Accommodations: <i>ELL and Special Ed</i></p>	<p>How will the stations, activities, assessments, etc. be accommodated for the ELL and Sp.Ed students?</p> <ul style="list-style-type: none"> Activities: Incorporate multiple learning styles. Students will be able to use notes. Students are working in groups. Worksheets structure learning. Stations: Students are working in mixed-ability and mixed-reading level groups Assessments: Students are completing worksheets in groups and have a structured run-up to thesis creation. Teachers time/focus: Available to all, focused on needy students
<p>Assessment: <i>Measuring tools to assess student mastery of lesson's objectives.</i></p>	<ul style="list-style-type: none"> Tool: Worksheets, thesis, and essay Purpose: Assess learning, inquiry, and participation. Structure learning and engage students with artwork Standard 1: Student knows significant periods, events, and people in United States history Standard 2: Student understands historical perspective and historical analysis Standard 8: Student identifies the main ideas and point of view of a text Standard 9: Student identifies supporting details in a text Standard 10: Student draws generalizations and conclusions based on what he or she reads Standard 12: Student understands and uses proper research methodologies Standard 13: Student knows how to find a variety of sources and how to analyze, evaluate, and use them properly Standard 14: Student demonstrates self-awareness and self-management skills to achieve school and life success Objectives: See above
<p>Homework: (Determine type and purpose)</p>	<ul style="list-style-type: none"> Type and Description: Perfect thesis, gather support Purpose: Proper research methodology, thesis practice, preparation for Friday
<p>Curriculum Extension</p>	

<i>(Record the requirements for the studio course here for constant reminder)</i>	
Objectives to be Re-Addressed	VERY IMPORTANT THAT YOU <u>WRITE</u> IN THIS BOX AT DAY'S END... WHAT YOU KNOW NEEDS TO BE RE-TAUGHT. This is why we call this document a 'lesson cycle' b/c there will be content/skills that need to be 'cycled' back to tomorrow.

Person #1:
Person #2:
Person #3:
Class:
Teacher:
Date:
Period:

Painting #1
“Looking Down Yosemite Valley, California” by Albert Bierstadt (1865)

The person closest to the door is the recorder

1. (Location in time) Describe the situation in the United States in 1865.
2. (Location in space) Use an atlas to locate Yosemite National Park.
 - a. Source:
 - b. Page #:
 - c. Grid location:
 - d. Latitude and longitude:
3. *Taking into account your answers to questions 1 and 2*, what one emotion would you say this painting conveyed to the American people when it was revealed?
4. Why?
5. Bierstadt painted “Looking Down Yosemite Valley, California” while actually looking down Yosemite Valley, California. However, he intentionally painted some of the rock formations to appear taller than they really are. Why do you think he did this?
6. Put your group in 1865. What one business or industry do you think would most want to hire Mr. Bierstadt and why?

Person #1:
Person #2:
Person #3:
Class:
Teacher:
Date:
Period:

Painting #2
“American Landscape” by Charles Sheeler (1930)

The person closest to the windows is the recorder

1. (Location in time) Describe the situation in the United States in 1930.
2. (Location in space) Use an atlas to locate River Rouge, Michigan.
 - a. Source:
 - b. Page #:
 - c. Grid location:
 - d. Latitude and longitude:
3. *Taking into account your answers to questions 1 and 2*, what one emotion would you say this painting conveyed to the American people when it was revealed?
4. Why?
5. “American Landscape” does not portray an exact location, but it was based on a photograph taken by Sheeler at the Ford Motor Company plant in River Rouge, Michigan. What man-made things do you see in this painting?
6. Henry Ford said, “There is but one rule for the industrialist, and that is: Make the highest quality goods possible at the lowest cost possible.” In your own words, what does this mean?

Person #1:
Person #2:
Person #3:
Class:
Teacher:
Date:
Period:

Compare and Contrast (worksheet #3)

The person in the middle of your group is the recorder

1. List as many things as you can that these paintings have in common.
2. What is the role/purpose of nature in these two paintings?
3. What is the role/purpose of “landscape” in these two paintings?
4. We now know that Bierstadt exaggerated geological features in “Looking Down Yosemite Valley, California” and that Sheeler’s “American Landscape” is based on a photograph. Which of these paintings do you think is more honest?
5. Why?
6. Given their place in time and in space, what do these two paintings *together* tell us about the United States of America?

The Changing Perception of the American Landscape
Lesson Cycle Vocabulary

1. Austere

11. Innovation

12. Landscape

2. By-product

13. Majestic

3. Contemporary (n)

14. Manipulate

4. Downplay

15. Panorama/Panoramic

5. Dwindle

16. Preeminent

6. Embody

17. Proportion

7. Exaggerate

18. Silo

8. Grandeur

19. Smokestack

9. Indictment

20. Surpass

10. Indifferent

21. Uncanny

22. Venture (v)