

## PAYTON, PATRICE

### LESSON OBJECTIVE(S):

- Students adjust their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information.)
- Students describe, extend, and make generalizations about geometric and numeric patterns.
- Students identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes. Students classify two- and three- dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids. Students investigate, describe, and reason about the results of subdividing, combining, and transforming shapes. Students explore congruence and similarity. Students make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.
- Students build new mathematical knowledge through problem solving. Students solve problems that arise in mathematics and in other contexts. Students apply and adapt a variety of appropriate strategies to solve problems. Students organize and consolidate their mathematical thinking through communication. Students communicate their mathematical thinking coherently and clearly to peers, teachers, and others. Students analyze and evaluate the mathematical thinking and strategies of others. Students use the language of mathematics to express mathematical ideas precisely. Students recognize and use connections among mathematical ideas. Students recognize and apply mathematics in contexts outside of

- mathematics. Students create and use representations to organize, record, and communicate mathematical ideas. Students select, apply, and translate among mathematical representations to solve problems. Students use representations to model and interpret physical, social, and mathematical phenomena.
- Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
  - Students make sense of the various things they observe.
  - Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
  - Students make sense of ideas and communicate ideas with the visual arts.
  - Students understand scientific ways of thinking and working and use those methods to solve real-life problems.
  - Students understand space and dimensionality concepts and use them appropriately and accurately.
  - Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationship among individuals and among groups.
  - Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
  - Students create works of art and make presentations to convey a point of view.
  - Students analyze their own artistic products and performances using accepted standards.
  - Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
  - In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
  - Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.
  - Students demonstrate the ability to be resourceful and creative.
  - Students connect knowledge and experiences from different subject areas.
  - Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

- Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

**MATERIALS:**

1. Various artists, *Mission Nuestra Señora de la Concepción*, 1755 (1B)
2. Grant Wood, *The Midnight Ride of Paul Revere*, 1931 (3A)
3. Thomas Cole and others, *State Capitol, Columbus, Ohio*, 1838-1861 (7A)
4. Walker Evans, *Brooklyn Bridge, New York*, 1929 (13A)
5. William Van Alen, *The Chrysler Building*, 1926-1930 (15B)
6. Edward Hopper, *House by the Railroad*, 1925 (16A)
7. Frank Lloyd Wright, *Fallingwater*, 1935-1939 (16B)
8. Multiple Intelligences Tic-Tac-Toe Grid
9. Computer and internet access

**PROCEDURES:**

1. Observation and discussion of “draw and tell” picture prepared under the guidance of Mrs. Freda Klotter;
2. Oral presentation of the story depicted in the “draw and tell” sample;
3. Students directed to prepare a “draw and tell” picture focusing on an important architectural design within their memory;
4. Observation, discussion, presentation of the student “draw and tell” samples;
5. Presentation, observation, and discussion of the seven images from the “Picturing America” series;
6. Presentation and discussion of the multiple intelligence activities to be the focus of independent research and the measurement of student performance;
7. Monitoring of independent learning activities within the computer lab classroom;
8. Presentation of multiple intelligence activities and projects.

**Assessment:**

- Students will adequately complete the Multiple Intelligences Tic-Tac-Toe Grid.

Name \_\_\_\_\_

<p>Compose an essay on the use, purpose, and importance of architecture in your life.</p>	<p>List and define terms associated with architecture. Create a crossword puzzle or word search puzzle with the architectural terms.</p>	<p>Create a collage of historical buildings with a variety of function, structure, and design.</p>
<p>Observe the selected paintings from the "Picturing America" series. Identify the age of the painting.</p>		<p>Create a poem or song about an element of architecture.</p>
<p>Research and report on careers associated with architecture.</p>	<p>Create a display of photographs depicting symmetry and shape of architecture in the community. Compose captions for the display.</p>	<p>Design and create a building based on architectural characteristics observed in the paintings from the "Picturing America" series.</p>

# Tic Tac Toe Scoring Sheet

Name

	1 Incomplete	2 Minimal	3 Adequate	4 Notable	5 Impressive
Effort and Presentation					
Understanding of Material					
Creativity					
Task Completion					

Project Titles

1

2

3

Comments: