

Lesson Plan Outline

Lesson Step-by-step examples taken from:

Achieving Educational Standards: Using the Big6, Murray, Janet, Linworth Books, Columbus, Ohio, 2008

1. Lesson Title:

The Creative Hand

2. Lesson Author:

My name is Margaret Stell, Teacher/Tutor/Teacher-Librarian at St. Matthew's Catholic School. I was support staff for one year (2013/2014), then given a teaching for the academic year (2014/2015). The teacher-librarian position expanded from K to K-5. All of my teaching experience since getting my Bachelor of Arts in Elementary Education from the University of Great Falls has been with St. Matthew's Catholic School, Kalispell, MT.

3. Curriculum/Subject of Lesson:

The subject/assignment/activity focus of this lesson/unit centers on a chosen biblical painting/artwork, the artist, and the time period of both.

The focus is: Who was the artist? Why is s/he considered a Master during their time period? Who was the person(s) depicted in the painting? What or how did the time period influence the painting or vice versa?

Students will learn and/or hone their artistic, research, writing, and public speaking skills, while working in close collaboration with the English Language Arts, Social Studies, Art teachers and peers. Until now, the LMS has not been involved.

4. Grade Level of Lesson:

The lesson is for the eighth grade class.

5. Lesson Duration:

The lesson lasts three to four months. It is not worked on daily for this entire timeframe. The lesson/topic is introduced and the biblical painting chosen in December. The actual hands-on research and work begin in January. The lesson ends in early to mid-April with a public presentation, power point, and unveiling of the chosen biblical artwork re-created by the class.

6. Lesson Materials/Resources:

- 15-20 different acrylic paints
- 3 x 5 index cards for making note cards
- Bible (Good News Translation)
- Computer(s) for research (iPads, Chrome Books, Macs)
- Copy of painting for proportion drawing ([conversion of St. Paul](#))
- Document reader
- Example of the painting ([conversion of St. Paul](#)), artist, and time period of the painting
- Gesso
- Large (5' x 5') board (donated by a local timber company)
- Owl Purdue website ([Owl Purdue](#))
- Paintbrushes
- Paper (11"x 17") one per student for proportion drawings

- Notebook paper (lined)
- Pencil
- Smart board
- Websites pre-selected by the teacher(s) research/painting
(<http://www.wikiart.org/en/bartolome-esteban-murillo>,
<https://royal-academy-production-asset.s3.amazonaws.com/uploads/8341a4fe-177b-470c-b86a-71d5ddc4a83c/Rubens+Press+Release.pdf>,
http://www.artble.com/artists/bartolome_esteban_murillo,
<http://www.unilat.org/virtualemuseum/Datas/oeuvre.asp?l=Fr&e=lumieres&o=76>,
<http://www.ssc.mntm.org/cms/lib07/MN01001112/Centricity/Domain/42/Chap19.pdf>)
- Projector Screen
- Podium
- Reading light for podium
- Sheet to cover painting until unveiling
- Laptop
- Microphone system

7. Lesson Overview/Rational:

This lesson is designed for eighth-grade students who attend block scheduling for ninety minutes every other day in core curriculum classes (English, Religion, Math, Science, and Social Studies). It is called ‘The Creative Hand’, and began in New York City by an attorney/priest to find ways to evangelize; it was decided to do this through art. Art was a means to talk about faith and Catholic art. It originated with the artist Caravaggio, and incorporated a power point, oral, and question and answer presentation. First, look at the Art piece, the artist, and the other artists who were painting at that time, too? Next, look at the culture: what was the culture of the time period, and what cultural influences were happening at the time? Then, look at the faith: who influenced this artist to paint what s/he did, and who did this artist touch? Finally, look at the symbolism found in the painting, and look for quotes in the Gospels/Bible.

It is a springboard to faith, and it is done by looking deeply into Catholic Art. The lesson title originated from an idea based on the painting in the Sistine Chapel of God and Adam reaching to touch one another, while Adam is still on the ground.

The Creative Hand looks at the created, all creators, and how we are to participate in this creation. What are the talents and gifts we’ve been given, how do we use them, and how do we participate in making the world a better place?

8. Essential Questions/Focusing Questions of Lesson:

The artist chosen this year was Murillo; his painting, ‘The Conversion of Saint Paul’. These were the essential questions:

- What was Spain like in the 1600’s?
- What were the major events in Europe in the 16th and 17th centuries?
- How did the major events and people of the Renaissance shape the culture and future of Europe?
- What was the Baroque Period?
- How did the Baroque period begin?
- What was the Protestant Reformation?

- How did the Protestant Reformation affect the development of culture/art?
- Who were the major artists of the Baroque period?
- What were the styles and techniques of Baroque artists?
- Who was Bartolome Esteban Murillo?
- How did the events and culture of the time affect Murillo’s artwork?
- What techniques did Murillo use in his paintings?
- Who was Saul?
- What happened to Saul to cause his conversion to Christianity?
- Why was Paul an important figure in the growth and expansion of the Church?
- How did Murillo paint “The Conversion of St. Paul”?
- What techniques and symbolism did Murillo use to convey a message in his painting?

9. Goals:

Our students will learn:

- An appreciation of art.
- Styles of painting.
- A visual representation to explain from the Bible.
- Different painting techniques.
- About proportion (students produce a graph drawing of the painting prior to painting).
- About an artist.
- The historical background of the artist
- About the time period of the chosen artist.
- A different time period than their own and then, relate to something pertinent today.
- About which art was famous during the time period.
- About the subject(s) in their painting.
- To be effective communicators.
- How to work in groups.
- How to communicate orally to a group.
- How to collaborate with others including peers, teachers, administrators, professionals, parents, and volunteers.
- How to write a research paper using the writing process.
- To generate a focus question to drive their research.
- To find research.
- To research basic information.
- To refine research skills.
- To seek out more than simply the birth and death of their artist and subject(s).
- About a specific topic area.
- To research in-depth information to back their thesis statement.
- That their thesis can change as they research to determine what information is important.
- To use Easy Bib during preliminary research
- Public speaking skills
- How to look for symbolism

10. Objectives:

Our students will be able to research, write, prepare, paint, and present a biblical piece of art and time period covering several content areas (ELA, SS/Hist./Rel., Math, Art). Our students will be able to:

- Paint a reproduction of a painting to their best ability using one or more of the painting techniques they have learned.
- Paint with acrylic medium to show a style of art.
- Collaborate and support each other in their artistic expression.
- Complete a research paper following the writing process.
- Make revisions during the research and writing process as their thesis changes or their focus is narrowed.
- Determine “What do I want to know?”
- Produce a bibliography with a minimum of three sources using MLA format.
- Write and produce notecards following their research paper.
- Build their faith foundation.
- Gain a better understanding of a visual understanding/interpretation of a piece of artwork and the tools used.
- Learn the biblical significance of the theme of the artwork.
- Gain a better understanding of symbolism.
- Collaborate and support each other as they prepare and present a professional presentation to a variety of audiences (students, teachers, parents, public) to include but not limit to:
 - The date(s) of painting
 - The date(s) of the artist
 - The bible passage
 - The biblical visual representation
 - The characteristics of the painting
 - The characteristics of the artist
 - The style of painting

11. A.-E. Standards:

Montana Standards for Information Literacy/Library Media

IL/LM Content Standard 1 – a student must identify the task and determine the resources needed.

Benchmarks at end of Grade 8:

- Analyze the parts of the problem to be solved.
- Identify information resources needed.
- Evaluate and select appropriate resources.

IL/LM Content Standard 2 – a student must locate sources, use information, and present findings.

Benchmarks at end of Grade 8:

- Locate multiple resources using search tools.
- Evaluate resources.
- Locate information within multiple resources.
- Extract information from multiple resources needed to solve the problem.
- Organize and manage information to solve the problem.

- Create a product that presents findings.

IL/LM Content Standard 3 - a student must evaluate the product and learning process.

Benchmarks at end of Grade 8:

- Assess the quality and effectiveness of the product.
- Evaluate how the process met the need for information.

IL/LM Content Standard 4 – a student must use information safely, ethically, and legally.

Benchmarks at end of Grade 8:

- Legally obtain, store and disseminate text, data, images or sounds.
- Appropriately credit ideas and works of others.
- Participate and collaborate in intellectual and social networks following safe and accepted practices.

IL/LM Content Standard 5 – a student must pursue personal interests through literature and other creative expressions.

Benchmarks at end of Grade 8:

- Use and respond to a variety of print and digital formats for pleasure and personal growth.
- Use and respond to a variety of genres for pleasure and personal growth.
- Analyze and respond to multiple resources and creative expressions from diverse cultures.
- Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

Montana K-12 Information Literacy/Library Media Performance Descriptors

Performance Descriptors define if a student's knowledge, skills, and abilities in the IL/LM content area were met. These provide a picture or profile of student achievement at four performance levels:

- Advanced: superior performance.
- Proficient: solid academic performance for each benchmark; demonstrated competency over challenging subject-matter knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- Nearing proficiency: partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.
- Novice: beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

AASL Standards for the 21st Century Learner

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.

21st Century Learners

- Skills: Key abilities needed for understanding, learning, thinking, and mastering subjects.
 - Does the student have the right proficiencies to explore a topic or subject further?

- **Dispositions in Action:** Ongoing beliefs and attitudes that guide thinking and intellectual behavior that can be measured through actions taken.
 - Is the students disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?
- **Responsibilities:** Common behaviors used by independent learners in researching, investigating, and problem solving.
 - Is the student aware that the foundational traits for 21st-century learning require self-accountability that extends beyond skills and dispositions?
- **Self-Assessment Strategies:** Reflections on one’s own learning to determine that the skills, dispositions, and responsibilities are effective.
 - Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

ISTE/NETS Standards

1. Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Students apply digital tools to gather, evaluate, and use information.
4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Students demonstrate a sound understanding of technology concepts, systems, and operations.

National Visual Arts Standards for Grades 5-8

1. Students understand and apply media, techniques, and processes.
2. Students use knowledge of structures and functions.
3. Students choose and evaluate a range of subject matter, symbols, and ideas.
4. Students understand the visual arts in relations to history and cultures.
5. Students reflect upon and assess the characteristics and merits of their work and the work of others.
6. Students make connections between visual arts and other disciplines.

Montana Common Core Standards (Grade 8)

Mathematical Practice and Content

8.G.4: Students understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

English Language Arts and Literacy

RL.9: Students analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RI.8: Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.1: Students write arguments to support claims with clear reasons and relevant evidence.

W.2: Students write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.4: Students produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Students, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.7: Students conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8: Students gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.9: Students draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10: Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.1: Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.4: Students present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.5: Students integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.6: Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.1: Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3: Students use knowledge of language and its conventions when writing, speaking reading or listening.

L.4: Students determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

RH.1: Students cite specific textual evidence to support analysis of primary and secondary sources.

RH.2: Students determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6: Students identify aspects of a text that reveal an author's point of view or purpose.

RH.7: Students integrate visual information with other information in print and digital texts.

RH.8: Students distinguish among fact, opinion, and reasoned judgement in a text.

Montana K-12 Technology Content Standards Framework

Technology Content Standard 1 – Students will use digital tools and resources for problem solving and decision making.

Technology Content Standard 2 – Students will collaborate and communicate globally in a digital environment.

Technology Content Standard 3 – Students will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.

Technology Contents Standard 4 – Students will possess a functional understanding of technology concepts and operations.

Montana K-12 Technology Performance Descriptors: A Profile of Four Levels

Performance Descriptors define if a student’s knowledge, skills, and abilities in technology were met (e.g., Advanced, Proficient, Nearing Proficiency, and Novice).

Montana Standards for Social Studies

Content Standard 1 – Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks End of Grade 8:

- 1– Students will apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
- 2– Students will assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).

Content Standard 2 – Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Benchmarks End of Grade 8:

- 6- Students will explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).

Content Standard 3 – Students apply geographic knowledge and skills (e.g. location, place, human/environment interactions, movement and regions).

Benchmarks End of Grade 8:

- 4– Students will explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.

Content Standard 4 – Students demonstrate an understanding of the effect of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks End of Grade 8:

- 1– Students will interpret the past using a variety of sources (e.g., biographies, documents, diaries, eye-witnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.
- 2– Students will describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict issues).

Benchmarks End of Grade 12:

- 2- Students will interpret how selected cultures, historical events, periods, and patterns of change influence each other.

- 4a– Students will analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of the United States and the world.
- 6– Students will investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

Content Standard 5 – Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Benchmarks End of Grade 8:

- 4– Students will analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).

Content Standard 6 – Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks End of Grade 8:

- 2– Students will explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.

Benchmarks End of Grade 12:

- 2- Students will analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.

Social Studies Performance Standards: A Profile of Four Levels

Performance Descriptors define if a student’s knowledge, skills, and abilities in the social studies content area were met (e.g., Advanced, Proficient, Nearing Proficiency, and Novice).

12. Technology Used:

Google (docs, slides), Chrome Books, iPads, Macs, Computer projector for tracing painting, Document Reader, Laser/WiFi Printers (black/white, color). Smart Board, Laptop, Microphone system, and Projector Screen.

13. A.-D. Collaboration:

History/Social Studies/Religion Teacher, English Language Arts Teacher, Art Teacher, St. Matthew’s Catholic School’s Parish Priest, Parents (any, not just eighth grade), and peers.

14. Anticipatory Set/Object Based Learning (Lead-In):

Once the painting is decided upon and websites looked into, both the ELA and SS/History/Religion teachers meet with the students as a group. They get a copy of the painting and talk about what’s there: the theme, the symbolism, the movement (What draws you into the painting, where does it lead you next, and why do you think that?), the symmetry, the balance, and the color; look at other artwork (same theme, different artist(s)).

The SS teacher goes into the background: basic information about the time period and the artist (feed them, so to speak, and then let them loose). From this point, the students begin their research, writing, and questioning.

By introducing the lesson plan with the different facets available, the students are more comfortable to start with their desired discipline.

15. Process Model and Information and Technology Literacy Activities:

The Big Six™ Process Model, Grade 8

Big6™ Objectives

Task Definition:

Students are expected to learn about a biblical piece of art, the artist, the time period in which the art piece was created, the history of that time period, and the Catholic religion of that time period. The students are then expected to produce a reproduction of said art piece, a research paper, a power point (which plays simultaneously during a public presentation), and present it to the public incorporating all of the above mentioned information.

Students work in groups of four (two pair each); they collaborate in pairs and then come together on one topic. Students' topic area is set by the teacher (SS/ELA). Basic information is researched first; then a thesis statement is made. Students return to research to support their thesis and then generate their focus questions. Students will work continually for a month (ELA, SS/Hist/Rel). Research is to be complete by the end of the third quarter. During the completion of the final draft of the research paper, students will begin notecards to prepare their speech for the public presentation.

The process allows students to learn how to narrow their search for specific and relevant information pertaining to the style of art, the artist, the time period and the Catholic faith. Higher level thinking skills are used extensively. Students compare/contrast, draw conclusions, and look at cause/effect, etc. The lesson encompasses Art, History, Public Speaking and Research.

Information Seeking Strategies:

Some websites are predetermined by the teachers for students' use depending on available information on chosen artist. Students will conduct their research during computer class, and their initial search will begin with the topic area they've been assigned. Their searches may change as their essential/focus questions change during the research process. Students will also use a Bible (Good News Translation) and a textbook (The History of the Church by the Midwest Theological Forum).

As mentioned in the Anticipatory Set, once the painting is decided upon and websites looked into, both the ELA and SS/History/Religion teachers meet with the students as a group. They look at and discuss the painting, the theme, the symbolism, the movement, the symmetry, the balance, the color, other artwork, and basic information about the time period and the artist. The students then begin their research, writing, and questioning.

Location and Access:

Some websites are predetermined by the teachers for students' use depending on available information on chosen art piece and artist. The students will also use a Bible and a history text. They will generate what they find based on their original essential/focus questions. If, and when, their original essential/focus question(s) change, then the search process begins again. This process is done in collaboration with their partners and groups, and their teachers.

Use of Information:

Students get and review in class step-by-step instruction by the ELA teacher on the writing process which includes a checklist for producing the research paper:

step 1. Choose a topic

step 2. Find information

step 3. State your thesis

step 4. Make a tentative outline

step 5. Organize your notes

step 6. Write your first draft

step 7. Revise your outline and draft (use step 4)

step 8. Type final paper

Students' essential/focus questions are listed in number 8 of Lesson Plan Outline: Essential Questions/Focusing Questions of Lesson. Relevant information may change if essential/focus question changes as students do their research. At times, the SS/Hist./Rel. teacher may change the question(s) during their research due to any number of reasons (e.g., information found may work better in the topic area of another group).

Synthesis:

Students synthesize their information with their respective group members. They follow the writing process to produce their actual paper (taught and reviewed in class). Students will use Google docs, Google slides, and Chrome Books, and while making corrections to their final draft, they will make notecards for their presentation.

Students will work in groups to practice oral presentation (done primarily with the SS/Hist./Rel. teacher). The final presentation will be a public presentation on two separate nights with half the class presenting on night one and the other half presenting on night two. They will unveil their representation of said biblical artwork at each presentation, which will later be hung in the school.

Evaluation:

Students will be given a rubric to use along the writing process which addresses the following necessary information: source citation, thesis, introductory paragraph, supporting paragraphs, title page, use of quotations (examples) and explanations (analysis), conclusion, spelling / grammar / paper formatting, and writing style and academic tone.

Students are also given a rubric that addresses the information generated during the research process. (Note: There was no rubric used this year because the students generated such in-depth information from their research, the SS/Hist./Rel. teacher did not need to use one).

The product and process are judged throughout the entire lesson (e.g., the artwork and presentation). The students critique themselves and their peers as they create the art and practice their speeches. They are also given an opportunity to show 'what they know' and 'what they learned' when they are asked questions by those in attendance at the presentations. They are eager to share what areas were their strengths (or those of their peers) and what areas were their weaknesses (or those of their peers). This lesson requires them to collaborate extensively to draw out their gifts and talents of those of each of their classmates.

16. Step by Step activities and Process Models:

The Big6™ Process Model is in number 15.

Week One:

- Choose biblical painting and assess that there is enough information on the painting and the artist to give a public presentation.

- Topic area is set by the teacher and chosen by the students (painting/ background information).
- Begin proportion drawings (one per student).

Week Two:

- Divide into groups and begin to dissect the different parts of the research and presentation.
- Research for basic information begins.
- Continue and finish proportion drawings (one per student).

Week Three:

- Gesso the board; begin to trace the painting from a projector.
- Based on the basic research a thesis is written.

Week Four:

- Each group (3-4 at a time) starts to paint the painting. This continues until the painting is finished. The times that they paint are Monday 8:30a-10:00a and Thursday, 8:30a-10:00a. One group is painting while the other students are working on research and presentation.
- Based on the thesis, focus questions are written; students do their basic outline and rough draft (could be done in class in two weeks with no interruptions).
- The writing process is worked on and off throughout this unit: students are taught and learn the following: plagiarism (right and wrong examples), how to state a thesis (taught how to do this beginning with a hook, bridge, more background information, thesis – this leads to an upside-down triangle with three sentences and a thesis statement); how to write a paragraph (CEAL format: Claim, Evidence, Analysis, Link), how to include a quote within their paper including an explanation of said quote in their own words.

During Weeks Four – Twelve:

- Many critiques of the painting are performed along with practice speeches.
- Corrections are done by peer editing and then each student submits a final draft.
 - During this timeframe, students begin their notecards to prepare for their speech/presentation (this collaboration is overseen by the SS/Hist/Rel. teacher).
- The writing process is done with the ELA teacher. The Social Studies teacher works on the information found and generated by the students, because of the potential for thesis and focus questions to change or narrow (e.g., when changes are made [either by information found, or teacher suggested]). Students make necessary changes (done during ELA class time or taken home to complete) and then submit for final grade.
 - Students prepare a group paper (4 students, paired off and then each pair brings their work together for one topic).
 - Topics include but are not limited to:
 - History
 - Political Science
 - Religion/Theology
 - Art History
 - Art Style and Technique
 - Biblical Events and History
 - Biographical Study

End of Third Quarter:

- Research is complete.

- Students begin practicing their speeches during SS/History/Religion; and at times during ELA).
- Students also practice in groups with one another.

Week Twelve:

- Presentation:
 - Prior to the two public presentations, the students present to the students/teachers
 - K-4: presentation is only brief information about the painting and it is unveiled for them to see.
 - 5-7: entire presentation is done.
 - Actual presentations to the public are usually done on Wednesday and Saturday nights.

17. Lesson Closure/Object Based Learning (Reflect Anticipatory Set):

The lesson closure activity consists of presentations to the public, school, and parish. In the gymnasium, the painting is unveiled, including an art show of the proportion drawings. A 30-45 minute presentation is given about the artist, the characteristics of the painting, medium, art styles, and any other interesting thing they discovered.

The students also open up the presentation to questions and answers from those in attendance. They are also given an opportunity to reflect about what they have learned, not only about the learning process and production, but about themselves and their peers.

18. Lesson Evaluation/Assignments/ Handouts/Teaching Materials:

Yes, the objectives of the lesson were reached. They were met and measured in the following way:

Art – Students were critiqued each time they painted by having to: match paint, match the colors in the painting, and learn how to take care of materials.

English Language Arts – Students produced a research paper following the writing process.

History/Social Studies – Students created and presented an oral presentation bringing together all the research, information, and collaboration demanded of them for the lesson.

The actual presentations happened on Wednesday, April 8 and Saturday, April 11, 2015. The eighth grade class presented to the school and the public on Wednesday and only to the public on Saturday. The painting is now hanging in the gymnasium.

19. Connection to Other Curricular Areas:

This lesson is connected to History/Social Studies/Religion, English Language Arts, Art and Teacher-Librarian in the following ways:

- History/Social Studies/Religion – the time period and the connection of the painting to the Bible; research; public speaking; presentation; speech outline
- English Language Arts – research, writing, (practice only public speaking/presentation)
- Art – painting; research
- Math – dealing with proportion
- Teacher-Librarian – put it all together for this assignment, aligned lesson to the various standards and to the Big6™ Process Model.

20. Adapted Learning:

Adapted learning is done by combining different learning styles and being able to target different self-disciplines. Some students are more comfortable speaking in front of others, while others have more artistic expression, or have more ability when it comes to research, writing, group discussion, or collaboration.

1. Developmental Levels: Bloom's Taxonomy (met these levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation); Piaget (met at the Formal Operations stage: [consider perspectives different from their own]).
2. Multiple Intelligences: Gardner (verbal-linguistic, visual-spatial, interpersonal, intrapersonal, existentialist)
3. Gender (male/female)
4. Race/Culture/ethnicity Considerations
5. Socioeconomics (all classes of socioeconomics fit this class of students)
6. Rural/urban (this could be most of our students given the make-up of the Flathead Valley – we have students from Kalispell, Whitefish, Bigfork, Evergreen, and the outlying rural areas)
7. **Adaptations (For Students with Learning Disabilities):** (this is done through the group assignments, so students can learn from peers in a scaffolding manner; parts are assigned so students may excel [e.g. public speaking or painting allows certain students to shine whereas the actual writing process may not be their gift])
8. **Extensions (For Gifted Students):** (this is typically done in the area of research [e.g. when the information is more difficult to find], but also with the intricacies of the actual painting of the artwork)

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