

Lesson Title & Arts Area	Go West!
School & Grade Level	3 rd -5 th grade
Arts Educator Lesson Designer	Glenna Barlow Senior Manager of Education & Interpretation
Short statement about designer & lesson development	Glenna Barlow Glenna has a Master's of Science in Elementary Education from the University of Mary Washington as well as a Master's of Art in Art History from Virginia Commonwealth University. She was certified to teach K-6 and has years of experience teaching children of all ages and in various museums. This lesson was developed for the Columbia Museum of Art and has been revised to incorporate modifications for remote instruction.
Unit Description Big idea? Essential questions?	Lesson Description: This lesson will ask student to create an image that captures the viewpoint of a particular audience in the early-mid 1800s. Big Idea: Images can be manipulated to serve a particular purpose.
South Carolina Standards Addressed	VA 4-1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 5.1; 5-1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 5.1, 6.2 De.CR NH.3, NH.4, NH.5, De.C NH7.1, IL.7.1, IM.7.1 SS 4.3.CO, 4.3.CE, 4.3.P
Instructional Objectives	Students will be able to create an image that represents a particular perspective and illustrates an important aspect of Westward Expansion. Note: Students should already have an understanding of major events and ideas from this period.
Vocabulary	<ul style="list-style-type: none"> • Composition – the way elements of art are arranged to create a final work of art • Design – something that serves a practical purpose or solves a particular problem • Emphasis– attracting attention to a certain element (this can be done through size, placement, line, etc.)
Description of Instruction	Instruction will discuss various points of view and how they can be expressed visually in works of art. Students will examine several historical works of art relating to Westward Expansion and consider them critically in terms of who made them and for what purpose. Students will create their own images that represent a particular historical event from the perspective of a particular person. Students will be shown examples and a completed project for reference.
Procedure	The instructor will introduce this project by showing examples of other works of art and discussing major themes with the group. Students will be shown a finished example for the students to reference. The instructor will go over all the key terms and give a step by step demonstration on how to complete this project. The instructor will: <ol style="list-style-type: none"> 1. Discuss several images (CMA images available in the Westward Expansion image pack; or see reference materials below for other sources) and ask students to consider who created them and for what purpose. Encourage them to consider how the artist, purpose, and audience may have affected the image. [For an overview of how to frame these discussions you can find our virtual educator workshop on the topic at https://voicethread.com/share/14086713/.] 2. Explain that students will be creating their own image that illustrates an

	<p>aspect of Westward Expansion from a particular perspective (e.g. gold miner, Native American, government official, Chinese-American shop owner, family traveling the Oregon Trail). Discuss how the same event in history might look differently when depicted by someone with a different perspective.</p> <ol style="list-style-type: none"> a. The instructor can either develop a list of approved topics for depictions (e.g. the Homestead Act, the Indian Removal Act) or ask students to brainstorm ideas and select their own. b. Likewise, the instructor can either assign a perspective for students to embody or allow them to choose. <ol style="list-style-type: none"> 3. Explain that the format of the image itself can be reflective of the perspective they are representing. For instance, images might take the form of a newspaper illustration, advertisement, or poster. Whatever the image is, it must include details that give information about the specified event. Ask students to complete research online to find more information if needed. [See reference section below for some places to start.] 4. Encourage students to sketch out their ideas before beginning their final work of art. 5. Have students present their finished work, explaining how their image gives specific visual information that relate to the historical event and what choices they made to represent their particular perspective. <p>Extension: Have students compare their work of art with that of another student who depicted the same event and reflect on why that might be.</p>
Assessment	Ensure that students' final images represent the time period and event in question through the use of specific details and that they are able to capably justify the artistic choices they have made.
Materials Needed	<ul style="list-style-type: none"> • Paper or card stock • Pencil • Ruler • Other materials as desired (colored pencils, sharpies, markers, etc.)
Modifications for Remote Instruction	Encourage students to use whatever materials they have around the house (e.g. painting or soaking paper with tea to give it an aged look)
Resources	Images from CMA collection Examples
Reference Material	<p>Westward Expansion: Library of Congress http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/ Western Expansion: Smithsonian https://americanhistory.si.edu/treasures/western-expansion Homestead Act Primary Documents: Library of Congress https://www.loc.gov/rr/program/bib/ourdocs/homestead.html Westward Expansion interactive activities: Smithsonian's History Explorer https://historyexplorer.si.edu/major-themes/theme/westward-expansion</p>