

Lesson Title & Arts Area	300 Years in 30 Minutes
School & Grade Level	6 <sup>th</sup> -8 <sup>th</sup> grade
Arts Educator Lesson Designer	Glenna Barlow Senior Manager of Education & Interpretation Columbia Museum of Art
Short statement about designer & lesson development	<p>Glenna Barlow <b>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.</b> She was certified to teach K-6 and has years of experience teaching children of all ages and in various museums.</p> <p>This lesson was developed for Columbia Museum of Art as a companion lesson for the All Around the State experience. There are provisions in place throughout that will allow this lesson to be completed remotely if students are not in a physical classroom together.</p>
Unit Description Big idea? Essential questions?	<p>Lesson Description: This lesson will focus on how students can use images as primary and secondary sources to convey information.</p> <p>Big Idea: Images convey information about the culture in which they were created.</p>
South Carolina Standards Addressed	<p>VA6-1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2; VA 7-1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2</p> <p>VA 8-1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 6.1, 6.2</p> <p>SS 6-2.1, 2.2, 2.6; 7-2.2, 3.4, 4.3</p> <p>SS 8-1.1, 1.4, 2.4, 2.5, 4.6, 5.5, 5.6, 5.8, 6.2, 6.4, 7.1, 7.4</p>
Instructional Objectives	Students will be able to examine an image and make logical inference about its date based on observations. Students will be able to create their own timeline using both existing images and original works of art they have created.
Vocabulary	<ul style="list-style-type: none"> <li>• Illustration – an image meant to accompany and help visually explain or reflect text</li> <li>• Primary Source – an immediate, first-hand account (visual, oral, or written) of a topic, from someone who had a direct connection with it</li> </ul>
Description of Instruction	Instructor will introduce the theme of conveying information through words and images. The instructor will show an example of a historical image and lead a discussion to determine the time period it depicts. Students will then work to guess the time periods of other images relating to South Carolina history in small groups. They will then organize these same images into one timeline as a class, including important dates. Finally students will create their own original works of art relating to South Carolina history and place them on the timeline.
Procedure	<p>The instructor will introduce this project with a group discussion and will go on to facilitate group and individual work. The instructor will go over all the key terms and give a step by step demonstration on how to complete the final project. The instructor will:</p> <ol style="list-style-type: none"> <li>1. Examine one work of art [Image 4 in the image collection] as a group. Ask students to make a guess as to what era this work of art might represent. Foster close looking and encourage students to notice details (such as clothing and tools) and make inferences based on those observations. Encourage students to reflect on their conclusions by asking questions like “What do you see that makes you say that?” and “What details do you see</li> </ol>

	<p>that support that interpretation?”.</p> <ol style="list-style-type: none"> <li>a. If students struggle with the larger question of a date, break it down into more manageable questions, such as ‘Does this look like the present day or the past?’ or ‘Is this from the 20<sup>th</sup> century or before?’</li> <li>2. Break students into small groups and give students copies of the remaining images from the CMA All Around the State collection. Have the groups determine the chronological order of the images to the best of their ability. [If working remotely this could be done individually by sharing images through a platform like Google Slides.]</li> <li>3. Encourage students to ask similar questions as in the group discussion and be able to justify why they placed each piece where they did.</li> <li>4. As a class, ask students to identify the works moving from oldest to newest. Ask groups to explain why they placed a work of art where they did – be sure to ask them to justify their placement with visual evidence.</li> <li>5. Once you have arrived at a consensus reveal the actual dates of each image. As a class, discuss what made an image harder or easier to date.</li> <li>6. Create a timeline [either physically in the classroom or on an online platform] that includes dates and place the images with their corresponding dates.</li> <li>7. Have students to identify any milestones they know of that they think are important to include on the timeline (e.g. Establishment of the United States; Civil War; start of the Great Depression).</li> <li>8. Explain that students will be asked to create their own work of art to be placed on the timeline. Ask students to focus on either an era or subject that is not currently represented (i.e. no images of Columbia after the Civil War or Thomas Sumter). The final work of art should include at least three elements that convey something essential about that time period, similar to the details that helped them to date the original works of art. <ol style="list-style-type: none"> <li>a. The nature of the work of art is up to the instructor’s discretion and the materials available to the students. For instance, students limited materials could create a newspaper page with pen and paper or a collage with mixed media.</li> <li>b. Encourage students to do research to determine appropriate ways to best depict the time period they have selected. [See resources for suggestions of online research tools.]</li> </ol> </li> <li>9. Once the students have completed their works of art have them present the image and ask their classmates to guess what time period they have represented. <ol style="list-style-type: none"> <li>a. This portion could be facilitated online with images of artwork that the instructor has prepared or through a video chat function.</li> </ol> </li> <li>10. Incorporate the finished works of art into the final timeline. If possible, post the timeline in a public space in the school or share it online with other classes.</li> </ol> <p>Extension: Have students complete research to write an accompanying caption for their image. Add any new milestones to the timeline.</p>
Assessment	Ensure that students are making informed inferences in the class and small-group discussions.

	Evaluate the individual student work for completion and thoroughness, ensuring that it incorporates at least three details that relate to the time period.
Materials Needed	<ul style="list-style-type: none"> <li>• Print outs or digital copies of image collection pieces</li> <li>• Tape or roll of paper for timeline</li> <li>• Art materials [dependent upon parameters of individual assignment]</li> </ul>
Modifications for Remote Instruction	Move discussions to online platforms and convert group work to individual work if need be. Create the timeline on a digital platform.
Resources	CMA Image collection Image guide Virtual discussion, available at: <a href="https://voicethread.com/share/14098468/">https://voicethread.com/share/14098468/</a> Examples
Reference Material	Chronicling America, Library of Congress <a href="https://chroniclingamerica.loc.gov/">https://chroniclingamerica.loc.gov/</a> South Carolina Digital Library <a href="https://scmemory.org/">https://scmemory.org/</a>

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