

Small Grant Sample 1

Title: Archeology, Pompeii and the Volcano

Subject Areas:

Art, Music Drama
Language Arts
Science
Social Studies

Grade Levels:

Middle Elementary
Upper Elementary

Character Education: NO

Estimated Length: This unit can be completed over a month or over a semester

State Standards:

- 3C: Communicate ideas in writing to accomplish a variety of purposes.
- 4A: Listen effectively in formal and informal situations.
- 4B: Speak effectively using language appropriate to the situation and audience.
- 11A: Know and apply the concepts, principles and processes of scientific inquiry.
- 16A: Apply the skills of historical analysis and interpretation.
- 16E: Understand Illinois, United States and world environmental history.
- 26A: Understand processes, traditional tools and modern technologies used in the arts.
- 26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.
- 27A: Analyze how the arts function in history, society and everyday life.
- 27B: Understand how the arts shape and reflect history, society and everyday life.

Overview: This unit provides an engaging, realistic approach to the study of the Roman civilization in Pompeii prior to the eruption of the volcano, as well as reinforces the study of volcanoes. Through the creation of an exhibit, the students will be able to demonstrate and share their knowledge through posters, models, and dioramas, that replicate Roman art and archeological work.

Objectives:

This unit will provide an engaging, realistic approach to the study of the Roman civilization at Pompeii. Through the creation of an exhibit, the students will be able to demonstrate the knowledge they have gathered as they use their skills to create posters, models, and dioramas which replicate Roman art, explain archeology and the devastation of volcanoes by using problem solving, observing, designing, sketching and constructing. They will also learn to value team effort and group planning, think critically and improve their communication skills as they present to each other students and their families

The objectives are

- Review important information about Pompeii and find the area on a map of Europe and/or Italy
- Look at pictures of the area and artifacts
- Work in pairs to learn about one artifact and prepare information on one topic in the form of an image, poster, diorama or model; also present the artifact to the class, sharing any important information about the artifact
- Learn about the Roman Empire, and the life and times of Ancient Romans
- See how vast the Roman Empire was and learn about some of their major accomplishments

- Become familiar with the different forms of art of the Ancient Romans
- Learn a new way to work with color, creating light and shadow with different values and hues.
- Develop skills in handling media and concentration.
- After viewing and discussing examples of Roman mosaics, students will design and execute a paper mosaic in order to learn what it may have been like to be an apprentice in the study of a master mosaic artist.

Before the activity: Teacher begins the unit by assessing prior knowledge through the use of a whole group KWL about archeology, Pompeii and/or volcanoes on the board or overhead projector.

- What you know
- What you want to know
- What you have learned

Supplies:

This list can vary depending on available materials

- "Pompeii Guide to the Ancient City" and "Pompeii Buried Alive" are two of the books that I selected.
- Materials downloaded from the internet
- The Field Museum's website (<http://www.fieldmuseum.org/pompeii/>)

- Artifact:

- For note taking; 4 X 6 note cards (one set for each pair of students)
- Shoe boxes
- Poster board
- Clay
- Yarn
- Cloth
- Paper
- Crayons
- Other left over objects from other projects

- Paper mosaic:

- Pencils
- Paper
- Scissors
- Glue
- Colored pencils and crayons

- Real mosaics:

- Small tile, glass or ceramic
- Quick set plaster or cement
- Clay to create shape or mold to create mosaic

Activities:

1. Students use their individual KWL sheet to select an area that they would like to know more about in archeology, Pompeii and/or volcanoes.

2. Research Pompeii in order to select a topic on life in Pompeii

Gain knowledge of the required assignment by reading and discussing the rubric for this lesson

- A. Distinguish the characteristics of the life in Pompeii that specifically interest you

1. Using provided books and downloads from the Internet on life in Pompeii select a topic
 2. Begin to identify and illustrate the chosen topic on Pompeii
 - B. Identify the method you will use in the final project
 1. List the materials required to create your final project (poster, artifact, diorama, or display)
 2. Create an outline of necessary steps to complete your individual project
 3. Create notes on the methods, materials, and tools you plan to use
 4. Create a layout of the site based on your analysis
 - C. Students will demonstrate their ability to synthesize and apply acquired knowledge by presenting their findings to the other groups
3. Students research to discover some of the beliefs and values of the Roman people of Pompeii, and consider them as they create and explain their own exhibit (poster, diorama, or model). Mosaics and frescoes will be included in the models and/or dioramas.
 4. Create a Roman mosaic: After discussion and analysis of artwork, students will create their own paper mosaic.
 - A. View video on Pompeii or show overheads: Answer questions about video.
 - B. Discuss art seen in video, the reasons for art, types of artwork seen, etc.
 - C. View and discuss Roman mosaics - What types of subject matter, colors, patterns?
 1. DESCRIBE: What do you see in the picture?
 2. DECIDE: What does it make you think of?
 3. ANALYZE: Discuss elements/principles in the work
 4. INTERPRET: What feeling do you get from this work?
 - D. Draw a design for a mosaic- come up with a theme that will resemble Roman mosaics use 6" x 9" grid paper or newsprint for the plan
 - E. Select color plan: Develop a plan with watercolor markers- make block like marks to plan pattern of mosaic pieces
 - F. Transfer drawing to cardboard or heavy paper.
 - G. Select colored strips of paper for Mosaic- Cut colored paper into small pieces. The teacher should have many different colors cut ahead of time in approx 1/4" strips. Provide some fadeless papers and construction paper for a variety of values and hues
 - H. Glue small pieces of colored paper to design.
Begin by tracing the outline first with pieces, and then fill in. Add variety by using different values of one color within shapes.
 5. Students continue to observe, investigate and research their question in the exhibit at the Field Museum.
 6. Students use their notes, and drawings to write about the area they have chosen to present in the exhibit on Pompeii that we are creating in the art room.
 7. Students work at school on their projects for the exhibit on Pompeii, volcanoes and archeology.
 8. Students invite other classes to their art room and act as guides for the students as they tour the Exhibit.
 9. Students invite parents to their art room and act as guides.
 10. Students write written reflections of their experience and the knowledge they have gained.

Student Assessment:

- I. Peer Critique Format

Assessments/Evidence of Student Mastery/Products:

Class positive critique of peer work using Praise Question Suggestion format.

Credit each of the four areas listed below with 25% of the students score for this project:

To what extent did the student show the ability to use the elements and principles of art?

To what extent did the student master the use of the creative medium?

How well did the student develop the theme and use appropriate symbols and images?

How well did the student accept constructive criticism, work in a group, clean up his/her area, and complete the project within a reasonable length of time?

II. DIORAMA RUBRIC

The following is used to measure the Fine Arts Standards for the student diorama: Students who meet the standard can select specific tools, materials, and processes to communicate an idea and 3-D art work.

Students who meet the standard create the illusion of depth in a 2-D art work and can create an art work based on a plan incorporating research and problem solving.

Student projects should be rated into the following 4 categories using the descriptions below:

1. ELABORATE

Student-artist completes all aspects of the project; included are a 2-D, collaged aspect transformed into a 3-D representation of the same fitting artfully into a collaged, enhanced environment. The shown topic is clearly evident by way of visual clues in the in the construction and design of the figures, supported by a related environment. Background images are cut, neatly glued down, and skillfully collaged, and the presentation is enhanced with extensive use of mixed-media. Title is relevant.

2. COMPETENT

Student-artist completes most aspects of the project; visual presentation can be understood reasonably well as to the meaning of the nature of the topic and environment. Title is somewhat relevant.

Background images cut, glued down, and collaged with some care. Presentation exhibits some use of mixed-media.

3. ADEQUATE

Student-artist offers a partial project; visual presentation can be understood but with some difficulty.

Demonstrates some details and exhibits only an average presence. Title could be more relevant.

Background images, which are carelessly glued down, provide minimal visual interest with few enhancements of mixed-media.

4. SIMPLISTIC

Student-artist shows little effort and offers an incomplete project; visual presentation lacks a focus.

Project is poorly made and its role is undecipherable. Work is messy with a lack of additional mixed-media and therefore cannot enhance the whole look of the presentation. Title not relevant.

III. ORAL PRESENTATION RUBRIC

The following is used to measure the Language Art standards: Students work to communicate for a variety of purposes and students listen and speak effectively for a variety of purposes. The rubric also provides insight into students' understanding of the art standards. Student projects should be rated into the following 4 categories using the descriptions below:

1. ELABORATE

Presenter describes and explains all features of the project in a well-organized and detailed manner.

Presenter is using appropriate art vocabulary and speaks in an articulate and expressive manner.

2. COMPETENT

Presenter describes and explains most features of the project in a well-organized and detailed manner.

Presenter is using relevant art vocabulary and speaks in an articulate and expressive manner while explaining his/her plan for the project.

3. ADEQUATE

Presenter describes and explains features of the project in an unorganized manner, with few supporting details. Presenter is using some relevant art vocabulary but does not clearly explain his/her plan for the project.

4. SIMPLISTIC

Presenter describes and explains features of the project in an unorganized manner, without supporting details. Presenter is not using relevant art vocabulary and does not speak in an articulate and expressive manner and does not clearly explain his/her plan for the project.

IV. WRITTEN EXPLANATION RUBRIC

The following is used to measure the Visual Art standard “Student can explain how tools, processes, and materials combine to create specific 2-D art work.” It also measures the Social Studies standard: Apply the skills of historical analysis and interpretation. Student projects should be rated into the following 4 categories using the descriptions below:

1. ELABORATE

Writer describes and explains all features of the project in a well-organized and detailed manner. Writer is using correct vocabulary and is able to make strong connection between all areas of his/her project and explains his/her choice of images and materials with clear focus.

2. COMPETENT

Writer describes and explains most features of the project in a well-organized and detailed manner. Writer is using correct art vocabulary and is able to make some connection between all areas of his/her project and explains his/her choice of images and materials with clear focus.

3. ADEQUATE

Writer describes and explains some features of the project in a well-organized and detailed manner. Writer is using correct vocabulary and is able to make some connection between all areas of his/her project and explains his/her choice of images and materials with clear focus.

4. SIMPLISTIC

Writer describes and explains the features of the project in an unorganized manner and without details. Writer is not using correct vocabulary and has made few connections between the areas of his/her project and has not explained his/her choice of images and materials with clear focus.

Resources:

- The Field Museum website – <http://www.fieldmuseum.org/pompeii/> has a section on Pompeii. Also look at the Harris Loan Center at the Field Museum.
- Books maybe purchased from the Museum or from Borders and/or Barnes and Noble. Teachers receive 20% discount as both book stores.

You can also print on to transparency film from the Field Museum website books to use as classroom overheads

- Good books:

1. Pompeii Guide to the Ancient City

Salvatore Nappo

2. Pompeii: Lost and Found

Mary Pope Osborne, Bonnie Christensen (Illustrator)

3. Pompeii

Robert Harris

4. Pompeii ... Buried Alive!: (Step into Reading Books Series: A Step 3 Book)

Edith I. Kunhardt, Michael Eagle (Illustrator)

5. Pompeii

Robert Harris

6. Bodies from the Ash: Life and Death in Ancient Pompeii

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- I also like this website for the students to explore and take notes for their project:

<http://www.harcourtschool.com/activity/pompeii/>