

**United Arts'
 Arts and Culture Access Grant**

Organization name	Crealde School of Art at Hannibal Square Heritage Center
Lesson title	What Heritage Means to Me
Length of lesson	2 hours
Grade levels	4 th -8 th Grade
Lesson type (pre/during/post)	During- Gallery Presentation and Walking Tour

Objectives (Use verbs from Bloom’s Revised Taxonomy. “Students will be able to...”)
 Students will *explore* the concept of heritage by learning about the local community history of Hannibal Square through a presentation and discussion of the Heritage Gallery Collection, a walking tour of Hannibal Square, and *creating* a personal artwork through a hands-on folk art workshop. Students will *identify* vocabulary and terms regarding heritage and will *determine* how these concepts *apply* to their personal identity. Through an art making activity, students will learn techniques on how to manipulate mixed-media materials to *create* a unique composition that communicates what heritage means to them individually. Students will *analyze* their final artwork and *reflect* on how the concept of heritage is *relevant* to their individual lives and experiences. In conclusion, there will be a final discussion on how art captures, preserves, and communicates the concept of heritage on a personal, local and global level.

Next Generation Sunshine State Standards (NGSSS) www.floridastandards.org – # & description.
 VA.4-8.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
 VA.4-8.C.1.2: Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
 VA.4-8.C.2: Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills is central to artistic growth.
 VA.4-8.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
 VA.4-8.C.3.3: Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
 VA.4-8.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
 VA.4-8.H.1.1: Identify historical and cultural influences that have inspired artists to produce works of art.
 VA.4-8.H.1.3: Describe artworks that honor and are reflective of particular individuals, groups, events, and/ or cultures.
 VA.4-8.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
 VA.4-8.H.2.3: Identify reasons to display artwork in public places.
 VA.4-8.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Common Core State Standards (CCSS) www.floridastandards.org – # & description.
 CCSS.ELA-LITERACY.SL.4.1
 Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4-8 topics and texts*, building on others' ideas and expressing their own.

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CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Key vocabulary and definitions

Heritage: Something that is passed down from preceding generations; can be physical objects, traditions or beliefs.

Culture: The predominant attitudes and behaviors that characterize a group or organization. Intellectual and or artistic activities and the works produced by it.

Anthropology: The scientific study of the origin, the behavior, and the physical, social and cultural development of humans.

Tradition: The passing down of elements of a culture from generation, especially by oral communication. A mode of thought or behavior followed by a people from generation to generation.

Community: A group of people living in the same locality and under the same government, or a group of people who share a belief or culture.

Identity: The qualities and or beliefs that make a particular person or group different from others

Gallery: A room or building for the display or sale of works of art.

Folk Art: Art originating among the people of a nation or region and usually reflecting their traditional culture, especially everyday or festive items and produced or decorated by unschooled artists.

Artist: One, such as a painter, sculptor, or writer, who is able by virtue of imagination and talent or skill to create works of aesthetic value, especially in the fine arts.

Symbol: A picture, image, or icon that tells a story without using words.

Plat: Typically referred to in a city planning as a small piece of ground (as in a lot or quadrat). A plan, map, or chart of a piece of land.

Materials needed

N/A

School must provide (equipment/materials; be sure to ask for this in advance)

N/A

Background information for teachers (suggested max ½ page)

Teachers are encouraged to watch the video link below and visit

<http://www.hannibalsquareheritagecenter.org> to learn more about the rich history of Hannibal Square.

Hannibal Square- A Community:

https://www.youtube.com/watch?v=m_hdG1u2B6c

Lesson process (suggested max 1 page. Must actively engage students)

Students will be welcomed into the main gallery of the Heritage Center and will participate in a guided discussion of the history and mission of the Hannibal Square Heritage Center. The discussion will include time to view the artwork in the gallery and for students to communicate observations, feelings, personal responses, and ask questions regarding the artwork and information displayed.

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Following the gallery presentation and discussion, students will be taken on a walking tour of Hannibal Square. During the tour, students will see important landmarks and artworks that correlate to the gallery presentation and discussion and make visual and emotional connections with the history of Hannibal Square and mission of the Heritage Center. Below are some essential questions that guide the presentation, discussion, and walking tour. Students will be asked to reflect on what they learn from the presentation and walking tour in the art-making portion of the field trip (see Hands-On Folk Art lesson plan).

Essential Questions:

- What does the Hannibal Square Heritage Center historically tribute?
- What is the mission of the Hannibal Square Heritage Center?
- What is the Sage Project?
- Who was Gus Henderson and what happened on October 12, 1887?

21st Century Skills to Increase Rigor (see handout – which skills will be addressed?)

Critical Thinking: observing and reflecting on artwork displayed in gallery and of artworks and landmarks on walking tour.

Communication: discussion of artwork in gallery and of the landmarks and artworks on walking tour.

Assessment (How will students demonstrate the objectives? May be a performance, task or product; may include teacher observation, self- or peer- or group- assessment.)

Assessment of learning will take place through discussion and through the art-making.

Reflection/follow-up activities (writing a review, journaling, key discussion questions, etc.)

Students will make a unique artwork exploring what was learned from the gallery presentation and walking tour, and make a personal reflection on, “What Heritage Means to Me.”

Additional resources (online, print, etc.)

N/A

Cross-curricular connections

Social Studies, Language Arts