

DAY 8



ESSENTIAL QUESTION:

How do people, environment and events cause change and influence the design of towns and cities?

HISTORY INQUIRY ESSENTIAL QUESTION:

How do places grow and change?

FOCUS QUESTION:

How will the history of Mediana City be commemorated?

Objectives

Student will design a monument to commemorate a significant part of the history of Mediana City. This monument will be placed in the new park.

Lesson Overview:

As required by the Orange Grower's Association, students will work in their Project Design Teams to design a commemoration (plaque, monument, statue, mural, etc.) to honor the history of Mediana City.

Standards

History

4.5: Students understand the structures, functions, and powers of local, state, and federal governments as described in the U.S. Constitution

Visual Arts Content Standards

1.5: Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, and value), emphasizing form, as they are used in works of art and found in the environment.

2.1: Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).

2.3: Use additive and subtractive processes in making simple sculptural forms.

2.5: Use accurate proportions to create an expressive portrait or a figure drawing or painting.

5.3: Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

ELA Common Core State Standards

RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.

W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 4.4: Produce clear and coherent writing including multiple-paragraph texts in which the development and organization are appropriate to task, purpose, and audience.

SL 4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

L 4.3: Use knowledge of language and its conventions when writing, speaking, reading , or listening.

Teacher Background:

Students will be divided into their design teams. They will review the Mediana City historical narrative they wrote in the previous lesson. Students will decide as a team what part of Mediana City's history they want to commemorate and why it is important. Consensus must be reached, however; and more than one part can be combined.

After reviewing a variety of historical monuments, students will then make a team design of their monument.

Students may submit a sketch of their design or build a model that will then be placed in their park. Teacher may supply design materials such as clay, foil, paints, etc. or you may choose for students to sketch the design on paper.

Vocabulary

Commemorate

Commemoration

Commemorative

Monument

Description of Activities

- Ask the students to review their park project criteria and identify the next step in the process.
- Remind the students that they will need to design a monument and then apply for a permit from the State of California in order to place the monument in the park.

Task: You have been studying how Mediana City changed and grew over time. You will now design a monument that commemorates an important part of Mediana City history which you believe caused the change and growth of Mediana City.

First your team must decide: What the most important part of Mediana City history? (Significant parts could be the building of the railroad, the coaling station, the coal mine or miners, the Chinese laborers, the change to agriculture.) Why is this part of history important to the change and growth of Mediana City?

As part of your application for a monument permit, you will be asked to write an opinion essay that convinces the California Office of Historic Preservation that what you have chosen is important.

- Divide students into the Park Design teams.
- Decide what part of history the group wants to commemorate and why.
- Show the power point on "Historical Monuments" to the class.
- Ask students to describe the characteristics of historical monuments shown in the power point.
- Ask the students to consider the following questions as they design their monument:
 1. What materials will you use?
 2. Will it be attached to a wall or stand alone?
 3. Will it have writing? If so, what will it say?
 4. How big will it be?

5. Would it need to be placed in a particular place in the park?

- It is suggested that each student work individually to prepare their own idea for the monument. After 20 minutes reconvene the groups and allow time for each individual to present their idea to their team members. The team will then decide what the team monument will look like. They may adopt one member's idea or combine parts of each other's ideas to make a completely new design.
- During this time the teacher should circulate throughout the classroom to check for understanding and to answer any questions. Ask questions from the considerations above and ask each group why they chose this particular piece of history.
- After the teams have worked for 30 minutes on their design ask students to stand up. One student from the group will stay with the design, while the other members of the group walk from table to table to see and hear about the designs of the other groups.
- Allow time and materials for students to first sketch their designs and then to build a model of the monument.
- **Journal Entry:**
Write a journal entry answering the following question:
How will the history of Mediana City be commemorated?