



Arts Raising Children Higher  
GCS Arts Integration Academy

Subject: ELA/SS/Dance Grade: 4		Topic: NC Landmarks
Teacher:  Create by Jenny Braswell, Dance Educator		Date:
<p><i>NC Standard Course of Study Essential Standard:</i>  W.5 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject matter under investigation.  4.H.2 Understand how notable structures, symbols, and place names are significant to North Carolina.</p> <p><i>NC Standard Course of Study <b>Arts</b> Essential Standard:</i>  4.CP.1 Use choreographic principals, structures, and processes to create dances that communicate ideas, feelings, experiences, and images.  4.DM.1 Understand how to use movement skills in dance.</p> <p><i>NC Standard Course of Study Clarifying Objective:</i>  W4.5 Gather information about a topic from two or more sources for a research project.  4.H.2.1 Explain why important buildings, statues, monuments, and place names are associated with the state's history.</p> <p><i>NC Standard Course of Study <b>Arts</b> Clarifying Objective:</i>  4.CP.1.3 Create short dance sequences that communicate ideas, experiences, feelings, images, and ideas.  4.DM.1.3 Execute locomotor and non-locomotor movement with clarity and intent.</p>		
<b>Content Vocabulary:</b> Landmarks Traveling Characteristics	<b>Shared Vocabulary:</b> Traveling Characteristics	<b>Arts Vocabulary:</b> Shapes Traveling Characteristics Levels Pathways Locomotor/non-locomotor
<b>Assessment:</b> Students should be able to tell (in writing) details and characteristics about each landmark and why each is significant to NC. Students should be able to synthesize information drawn from informational texts, photos, and teacher-directed information.		<b>Arts Assessment:</b> Students should be able to show differences in levels, clear pathways, and create and defend movement choices based on characteristics of landmarks.
<b>Multiple Intelligences/Mean of Representation/Action/Expression:</b> <ul style="list-style-type: none"> <li>• Kinesthetic learners are reached through movement.</li> <li>• Visual learners are reached through watching others move, viewing photographic examples.</li> <li>• Aural learners are reached by listening to teacher-given information.</li> <li>• Students have choice in creating and voice in defending movement creations.</li> <li>• Students work independently to problem solve and express their interpretations of the given characteristics and information of each landmark.</li> <li>• Students act as audience members and are able to describe what they've seen.</li> </ul>		



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Activity:	Traveling Across NC Landmarks 2 day lesson (can be longer)	Materials and Time
I. Focus and Review (Establish prior knowledge)	Review the three regions of NC – mountains, piedmont, coastal plain. Have a class discussion about the regions – why is it important to know the differences in the regions? What are the characteristics of each region?	<u>5</u> minutes
II. Statement (Inform student of objectives)	We will look at various famous landmarks throughout the state of NC. For each one, we will discuss their importance and look at photos to become more familiar with each landmark. We will then transform the landmarks into movement and create a short movement sequence using pathways, shapes, and levels.	<u>5</u> minutes
III. Teacher Input (Present tasks, information, and guidance)	<p>DAY 1 – Research Day</p> <p>View the NC Landmarks PowerPoint information. For each slide, give some information. Students should have time to take short notes. This activity can be adapted to use the .ppt and also any relevant informational and/or historical texts the teacher can provide students. Remind student about how to take good notes one each landmark so that when they look back at their notes they have minimal questions about what they saw or heard about during the teacher-directed information. You may use any landmarks you think are important for student knowledge.</p> <p>Information that should be included in the discussion (and student notes) of each landmark include: why the landmark is significant, how the landmark was named, what contribution does the landmark represent, details about what happens at the landmark.</p>	<p><a href="#">NC Landmarks ppt</a> Paper/ writing journal for students to take notes</p> <p><u>20-30</u> minutes</p>
IV. Guided Practice (Elicit performance, provide assessment and feedback)	<p>DAY 2 – Movement Day</p> <p>(Review all of the landmarks and some information about each one)</p> <ol style="list-style-type: none"> <li>1. Explain the set up of the room as it should be divided into three sections representing the mountain, piedmont, and coastal plain regions of NC.</li> <li>2. Explain that we are going to create movements based on the landmarks, their locations, and their characteristics. All movements in the mountain region should be on the high level, piedmont movements should be in the middle level, and coastal plain movements should be on a low level. (Students will need to use some problem solving skills for creating movements that correspond correctly to the levels).</li> <li>3. Give students one example in any region using a movement you have created. Model your thoughts on how you created the movement – what characteristics did you think about? Which level does the movement need to be on? Did you have to problem solve anything to create your movement?</li> <li>4. Show students how you have decided to travel across the state to the next landmark. Your movement should reflect a change in level as you move across regions. Your movement from landmark to landmark should reflect the characteristics of how people move and the lay of the land.</li> </ol>	<u>10</u> minutes



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<p>V. Independent Practice -- Seatwork and Homework (Retention and transfer)</p>	<p><u>Create and Prepare</u></p> <ol style="list-style-type: none"> <li>1. Students should create their own movements for a number of landmarks (at least three but you may give them more depending on the time you have).</li> <li>2. To help students plan their movements, ask them to decide what their pathway will be. You can use a NC map to help students plan where they should go. Spend 5-8 minutes in each region and let students create their movements for that region. Switch regions until everyone has visited each landmark to create their movements.</li> <li>3. When everyone has created their landmark movements, allow students about 5 minutes to decide their movements for traveling from place to place. This will take less time than creating landmark movements, but should still be reviewed so that students can memorize. When students have finished making their pathways, they can begin to put together their "trip" starting with their first landmark and traveling through all the landmarks practicing their movements at each one and across the landmarks.</li> </ol> <p><u>Showing and reflection</u></p> <ol style="list-style-type: none"> <li>4. Allow students to watch small groups of movements sequences. As students watch others, they should be able to tell which landmark was picked, see the pathway clearly, and see that the movement is done on the appropriate level. For an additional discussion or writing assignment, audience members can give their opinion on how they think the mover created the movement and the characteristics they thought of while creating.</li> </ol>	<p>Notes that students wrote down</p> <p><u>40</u> minutes</p>
<p>VI. Closure (Plan for maintenance)</p>	<p>Have a class discussion answering the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you think about when creating your movement for (given) landmark?</li> <li>2. Why did we use specific levels for each region and on our pathways?</li> <li>3. What challenges did you face when creating movements and pathways?</li> <li>4. When watching other students, what did you see that helped you discover which landmark they were representing?</li> </ol>	<p><u>5</u> minutes</p>