Presented in this teacher's guide for grades K-3 are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials—publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)
A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA: Art
GRADE: K-3

Produced under Title III E.S.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338
(after Dec. 1, 1972 - 468-7464)

Robert Warpiniski
Robert Kellner
George Howlett
PROGRAM FOR ENVIRONMENTAL EDUCATION

Art         GRADE K-3

Title III E.S.E.A.
in CESA's 3-8-9

Robert Warpinski, Director
Robert Kellner, Asst. Director
George Howlett, EE Specialist
PREFACE

"Oikus" for house is the Greek origin of the term "ecology". Environmental studies of our house—whatever or wherever it may be. Like an umbrella, expand or contract to fit many ranges—natural and man-made. We can envision, our many "houses" if we omit rancor and cite long range complexities. Our "oikus" uses the insights of all subjects. Thus, a multidisciplinary program like ours necessarily results. Also, since we have a long time, our program ranges K thru 12. The environment mirrors our values. These values have their origin in the "oikus" of our collective minds. Let us become masters of our house by replacing the Greek adam with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is supplemental to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your students be prepared to adapt or adopt. Limitless chances are here for your experiments. Many episodes are self-contained, some open-minded, still others only developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no guide and no curriculum will work unless viewed in the context of your students.
4. React to this guide with scratch ideas and notes on the episode pages.
5. After using an episode, fill out the attached evaluation form in duplicate, or request more of these forms. Send them singly or copies if you wish. We sincerely want your reactions or suggestions—negative and positive. Evaluations are the key in telling us "what works" and in aiding the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all public school districts in CESA 3, 8, and 9. Check the Project ICE Bibliography for resources. Our address and phone number is on this guide's cover. For materials or help, call us at 608-262-1644.

BAVI is Bureau of Audio Visual Instruction, 1327 University Avenue, Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process based on facts and information. Affective refers to student attitudes, values, and feelings.
PREFACE

The Greek origin of the term "ecology". Environmental education wherever or wherever it may be. Like an umbrella, our house can fit many ranges---natural and man-made. We can add quality to our "houses" if we omit rancor and cite long range gains, costs, and "oikos" uses the insights of all subjects. Thus, a rational, positive, gram like ours necessarily results. Also, since attitudes grow over ar ranges K thru 12. The environment mirrors our attitudes or have their origin in the "oikos" of our collective and individual masters of our house by replacing the Greek adage of "Know thyself" thine house."

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ACKNOWLEDGEMENTS:  The following teachers and consultants partic ipated in the Supplementary Environmental Education workshops.

CESA #3
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John Anderson, Peshtigo
Walter Anderson, Wausaukee
Bonnie Beamer, Coleman
Merlyn Blonde, Shawano
R. A. Dirks, Gillett
Dennis Dobrzenski, White Lake
LeRoy Gerl, Oconto
Karen Grunwald, St. James (L)
William Harper, Lena
Sister Claudette, St. Charles
Ervin Kuns, Marinette
Kathleen LeBreck, Oconto
P. E. Lewicki, Gillett
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Mike Ercegovac, Winneconne
Dona Geeding, Menasha
Donald Hale, Winneconne
James Huss, Freedom
Sister Lois Jonet, Holy Angels
Kenneth Kappell, St. Aloysius
Kenneth Keliher, Appleton
Everett Klinzing, New London
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Jim Krueger, Winneconne
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Rosemarie Lauer, Hortonville
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Harold Lindhorst, St. Martin (L)
Dennis Lord, Little Wolf
Robert Meyer, Neenah
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James Nuthals, Lourdes
Connie Peterson, St. Martin (L)
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Gladys Roland, Little Wolf
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Ginger Stuvetraa, Oshkosh
Richard Switzer, Little Chute
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Keith Fawcett, West DePere
Jack Giachino, Seymour
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Gary Heil, Denmark
Nannette Hoppe, How-Suam.
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Sister Mary Alyce, Cathedral
Ellen Lotz, West DePere
Judy McGowan, Green Bay
Priscilla Mereness, Wrightstown
C. L. Paquet, Denmark
William Roberts, Sturgeon Bay
Roger Roznowski, Southern Door
Jan Serrahn, Sevastopol
Calvin Siegrist, How-Suam.
Mary Smith, Green Bay
Carol Timmer, Kewaunee
Mary Wadzinski, How-Suam.
SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCE

1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements—shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camouflage building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics

17. Detailed biography (winter tree)
18. Microscopic (microscopic)
19. Mathematics (mathematics)
20. Music & visual music show
21. Mobiles - use available elements

WINTER - SEASON

1. Snow sculpture
2. Snowflake patterns
3. Black & white photography
4. What's Happening (winter tree)
5. Study ice formations
6. Contrast of outside environment
7. Tree sculpture
8. Collage with environment
9. Angels in the man-made snow
10. Leaves turning unnatural colors (could be used as a color lesson)
SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

17. Detailed biological drawings
18. Microscopic drawings
19. Mathematics — architecture
20. Music & visual expressions — slide, music show
21. Mobiles — using found objects.

WINTER — SEASONAL IDEAS

1. Snow sculptures
2. Snowflake patterns
3. Black & white (high contrast) photography
4. What's Happening Under The Snow (winter tree shapes)
5. Study ice formations
6. Contrast of winter colors
7. Tree sculptures (personifying)
8. Collage without harming environment
9. Angels in the snow or other man-made snow patterns
10. Leaves turning color in fall — unnatural colors for trees (could be used with a painting or color lesson)
Films - General

Art and Perception: Learning to See, 16 3/4 min., color, elementary

Art in Our World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primary/elementary


Ideas for Art, 10 min., color, elementary

Look At That!, 10 1/2 min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr.-Sr. high

B. F. A. Educational Media, 2211 Michigan Avenue, Santa Mon

May be available for rental from:
University of Wisconsin
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, Wisconsin 53701

Books - General (to be used in conjunction with episodes)


The Art of Color and Design, Graves Maitland E., McGraw-Hill Book


Menesini, Mario M., The Environmental School, Educational Consul

Crinda, California, 1970.
REFERENCES

See, 16 3/4 min., color, elementary/Jr.-Sr. high

Jr.-Sr. high

, color, primary/elementary

Jr.-Sr. high

, color, elementary/Jr.-Sr. high

Elementary

Elementary

Elementary

2211 Michigan Avenue, Santa Monica, Calif. 90404.


Educational Consulting Service,
1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** The student will interpret his image of the sun by completing one of his projects.

**Affective:** The student shows awareness of aesthetic factors of the sun.

**Skills to be Learned**
- Clay work
- Mosaic techniques
- Simple printing techniques
- Pencil, charcoal or crayon drawings
- Puppet construction

**SUGGESTED LEARNING EXPERIENCES**

**I. Student-Centered in class activity**

A. Ceramic plaque - child's imaginative idea of what the sun looks like.

B. Mosaic - sun mosaic could be done with seeds or indian corn.

C. Sun designs - plastacine modeling clay used as a stamp for printing.

D. The feelings of the sun are illustrated by drawing what the sun looks like on a:
   1. Rainy day
   2. Foggy day
   3. Cloudy day
   4. Sunny day
   5. Snowy day

E. Sun puppets
   1. Use stuffed paper bag to construct a talking sun.
   2. Show rays as arms, etc.
   3. Some students may want to make clouds, stars, moon, etc. to comp te the "show".
   4. Corrolate with music
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      2. Show rays as arms, etc.
      3. Some students may want to make clouds, stars, moon, etc. to complete the "show".
      Correlate with music activity.

II. Outside Resource and Community Activities
   A. Students could write letters to their congressmen and influential community members about conservative use of the sun's energy and stamp the letter and envelope with their sun design.
   B. Students should have experienced a certain type of day on the way to school. Correlate this with the feelings of the sun on such days.
   C. Field trip to beach or extremely open area to observe the sky and its changes (clouds, sun, etc.).
Resource and Reference Materials

Publications:
"Sunbursts and papier-mâché", D. DeLa Rosa & D. D. Ebert, School Arts, p. 6-7, June '71.
"Ecology or the eggshells go back to the chicken", T. Sezari, School Arts, 71:22-23, April '72.
"Mosaics in the 3rd Grade" Arts & Activities, 68:25-7, Sept. '70.
"Mosaics: Tiles & Beans", Instructor, 79:93, June '70.
"It just happened; clay modeling", Arts & Act., 69:22-4, March '71.

Audio-Visual:
"Environmental Awareness - Nature" I-C-E RMC Kit 16
"The Sun Symbol in Art" Bailey Films
6509 De Longpre Ave.
Hollywood, Calif. 90028
"How to Make a Puppet", BAVI

Community:
Beach facilities
Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

### Behavioral Objectives

**Cognitive:** The student will illustrate the effect of light on a subject by tracing shadows.

**Affective:** The student will become conscious of the effect of light on a subject.

### Skills to be Learned
- Working with large sheets of paper and charcoal
- Tracing
- Positive and negative space

### Suggested Learning

**I. Student-Centered in class activity**

#### A. Sun shadows

1. Go outside and collect sun shadows by tracing the shadows of bike wheels, trees, students, etc. on large sheets of newsprint.

2. After shadows have been traced, students can use the space divisions for a design.
sun, the basic discipline area of art, is converted into a synthesis of subject area. Discipline area art, drawing, problem orientation, suri Znergy grade 1-3.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Sun shadows

II. Outside Resource and Community Activities
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<th>Continued and Additional Suggestion</th>
</tr>
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<tbody>
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<td><strong>Publications:</strong></td>
<td></td>
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</table>

**Audio-Visual:**

**Community:**
C. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

**BEHAVIORAL OBJECTIVES**

| Cognitive: | The student will derive an abstract relation between himself and the sun by completing sentences about the sun. |
| Affective: | The student becomes sensitive to the sun-life relationship. |

| Skills to be Learned | Personification, Sentence completion, Drawing from imaginative ideas, Pencil, Crayon, Oil pastels |

**SUGGESTED LEARNING**

<p>| I. Student-Centered in class activity |
| A. Sun-Friend pictures |
| 1. Students would be given the problem: &quot;If the sun were my friend, I would...&quot; |
| 2. Students must complete the sentence and draw a picture illustrating his idea. |
| 3. Examples: a. &quot;If the sun were my friend, I would use him as a frisbee.&quot; |
| b. &quot;If the sun were my friend, I would put him on my feet to keep me warm.&quot; |</p>
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<tbody>
<tr>
<td><strong>II. Outside Resource and Community Activities</strong></td>
</tr>
<tr>
<td>A. The activity listed under class activity would be well suited for an outside activity, too. Students can sit outside on a sunny day so they can feel the sun and perhaps gain ideas for completing their sentences and drawings.</td>
</tr>
</tbody>
</table>

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<th><strong>I. Student-Centered in class activity</strong></th>
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<td><strong>Publications:</strong></td>
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<tr>
<td>&quot;Drawing for Environmental</td>
</tr>
<tr>
<td>Awareness&quot;, A. E. Taylor,</td>
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<td><em>ill.</em>, School Arts, 68.12-13,</td>
</tr>
<tr>
<td>March '69.</td>
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</table>

**Audio-Visual:**

**Community:**
Continued and Additional Suggested Learning Experiences
1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

**BEHAVIORAL OBJECTIVES**

| Cognitive: The student will identify his physical relation with the sun by illustrating the sun's effect on the way he dresses. |
| Affective: The student will perceive his physical relationship with the sun. |

**Skills to be Learned**

- Drawing:
  - Pencil
  - Charcoal
  - Oil pastels
  - Crayons
  - Markers or felt tips

**SUGGESTED LEARNING ACTIVITY**

1. Student-Centered in class activity
   - A. The Seasons and I
     - 1. Students will draw what they wear and look like in the winter, fall, spring and summer (as affected by the sun).
**Suggested Learning Experiences**

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<tr>
<td><strong>A. Take students outside and discuss how the sun feels on them or have students note this experience on their way to school.</strong></td>
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</table>
Resource and Reference Materials

Publications:

Audio-Visual:
"Our Mr. Sun", Bell Telephone Series

Community:
1. **Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.**

### BEHAVIORAL OBJECTIVES

**Cognitive:** The students will derive a relationship between the sun and living things by illustrating their observations.

**Affective:** The students will form a judgment as to the responsibility of the sun to living things.

### Skills to be Learned

**Drawing**
1. Pencil
2. Crayon
3. Oil pastels
4. Charcoal

Water colors or tempera can be used as an alternate.

### SUGGESTED I. Student-Centered activity

**A.** "What would it be without the sun?"

1. Students should observe plants that have been deprived of sunlight and draw what they expect the plants to look like in a state of deprivation.

2. Problem can be viewed healthy and drawn as deprived plant.
Energy from the sun, the basic of all energy, is converted into plant photosynthesis into all living things can use for processes.

**OBJECTIVES**

I. The students will relationship between living things by drawing their thoughts.

II. The students will segment as to the reality of the sun things.

**SUGGESTED LEARNING EXPERIENCES**

I. Student-Centered in class activity

A. "What would it be like without the sun?"

1. Students should view plants that have been deprived of sunlight and draw what they expect the plant would look like in a healthy state.

2. Problem can be reversed -- view healthy plant and draw it as a deprived plant.

II. Outside Resource and Community Activities

A. Students can bring in various forms of plant life or grow their own.

```erl

- Categories
  - Discipline Area: Art
  - Subject: Drawing
  - Problem Orientation: Sun Energy
  - Grade: 1-3

<table>
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| II. Outside Resource and Community Activities |
| A. Students can bring in various forms of plant life or grow their own. |
```
Resource and Reference Materials  
Continued and Additional Suggestions

Publications:

Audio-Visual:
Living plants

Community:
Can observe crops in the country that have been touched by a frost or dry season
Continued and Additional Suggested Learning Experiences
1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNER ACTIVITIES</th>
</tr>
</thead>
</table>
| Cognitive: The student will devise a plan to create an object which reproduces the characteristics of the sun. | 1. Student-Centered in class activity  
A. Sun Machine  
1. Create a mini machine to replace the sun out of a shoe box and available materials.  
2. If time is limited, this may be done as a two-dimensional project. |
| Affective: The student will believe in the importance of the sun. | |
| Skills to be learned |  |
| Integrating available materials eg. boxes in construction | |
| Painting (finished product) | |
sun, the basic

gre, is converted

Resynthesis into a

Problem Orientation

Sun Energy

Grade 1-3

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Sun Machine

1. Create a mini machine to replace the sun out of a shoe box and available materials.

2. If time is limited, this may be done as a two-dimensional project.

II. Outside Resource and Community Activities
Resource and Reference Materials

Publications:
"Invent a machine", M. A. Burke, *Arts and Activities*, p. 29, Dec. '69
"Paper to amaze", M. Seehafer, *Instructor*, 81:73 April '72
"Recreating the Mediocre & The Discard", B. Stubbins, *School Arts*, 70:11, March '71

Audio-Visual:
"Our Mr. Sun", Bell Telephone

Community:
Suggested Continued and Additional Suggested Learning Experiences
1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** The student will relate the principle, "the whole is equal to the sum of its parts", to the sun.

**Affective:** The student will comply with the principle, "the whole is equal to the sum of its parts".

**Skills to be Learned**

**Proportional enlargement (through use of a grid)**

**Drawing**
1. Crayons
2. Oil pastels
   (Water colors can be substituted)

**Fitting pieces together**
   (as a puzzle)

**SUGGESTED LEARNING EXPERIENCE**

**I. Student-Centered in class activity**

**A. Mural**

1. Find a stylized and detailed picture of the sun in a magazine.
2. Divide into sections so each student will have a number.
   a. Cut and distribute.
3. Each student must enlarge his portion of the picture on a sheet of paper that is in direct proportion to his picture segment.
4. Each enlargement is then brought to a reserved space on the wall and all the pieces are fit together as a puzzle to resemble the first picture.

**RESULT:** Large mosaic mural of the sun.
The sun, the basic energy, is converted by photosynthesis into a form that can be used for various purposes.

**Problem Orientation**  
Sun Energy  
Grade 3

**OBJECTIVES**

<table>
<thead>
<tr>
<th>Student will</th>
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<td>Example:</td>
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<td>1 2 3</td>
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<td>4 5 6</td>
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<td></td>
<td>7 8 9</td>
</tr>
<tr>
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<td>10 11 12</td>
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<td>Large mosaic mural of the sun.</td>
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</table>

**SUGGESTED LEARNING EXPERIENCES**

II. Outside Resource and Community Activities
Resource and Reference Materials

Publications:
"Humanizing the school with Children's Art", Instructor, 79:55 May '70

Audio-Visual:

Community:
Continued and Additional Suggested Learning Experiences
2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

### BEHAVIORAL OBJECTIVES

| Cognitive: The student will learn to gather the necessary supplies which enable him to produce a painting and when questioned he will be able to say an ecosystem means "......" |
| Affective: The student will appreciate the fact that ecosystem implies a mutual dependency of objects on one another. |

### SKILLS TO BE LEARNED

- Mixing of paint
- Proper care of brush (cleaning, storage & use of it while painting)
- Blending colors to achieve new ones.

### SUGGESTED LEARNING ACTIVITY

I. Student-Centered in class activity.

A. Discussion of art media and how various media are made usable by mixing with other elements or conjunction with other media...thereby offering the young student a more practical and understandable explanation of what is meant by the term "ecosystem".

Examples:
- tempera is useless as a paint without adding water to it.
- water is useless as a color agent until the paint mix is with it.
- tempera and water mixed are still useless without a surface to put it on (paper or an applicator - brush, finger, stick, sponge, etc.).
- species variation can be represented by variation in color, thickness of paint, type of applicator, etc.
- colors combine to create new ones.
sms interact among Discipline Area Art
environment, Subject Aesthetics
unit called an Problem Orientation of Nature Grade 1-3

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity.
   A. Discussion of art media - how various media are made usable by mixing with other elements or in conjunction with other media...thereby offering the young student a more practical and understandable explanation of what is meant by the term "ecosystem". Examples:
   - tempera is useless as a paint without adding water to it.
   - water is useless as a coloring agent until the paint mixes with it.
   - tempera and water mixed are still useless without a surface to put it on (paper) or an applicator - brush, finger, stick, sponge, etc.
   - species variation can be represented by variation in color, thickness of paint, type of applicator, etc.
   - colors combine to create new ones

II. Outside Resource and Community Activities
   A. Visit a paint factory or hardware store to see how housepaint is mixed and colors achieved.
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<td>Drawing with Mixed Media</td>
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<tr>
<td>M.B. Botman, Sch. Arts</td>
<td>71: 14-15 N. 71</td>
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<td>Color Combinations Made Exciting</td>
<td>K.G. Kite, Arts &amp; Activities</td>
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<td>A Dictionary of Art Terms and</td>
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<td>Techniques</td>
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<td>Mayer, Ralph,</td>
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<td>Mixed Media Collage</td>
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<td>J. Comins, Sch. Arts</td>
<td>71: 10-11 N'71</td>
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<td><strong>Audio-Visual:</strong></td>
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<tr>
<td>&quot;Why Man Creates&quot;</td>
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<td>Brown County Library</td>
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<td><strong>Community:</strong></td>
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Continued and Additional Suggested Learning Experiences
**Behavioral Objectives**

**Cognitive:** Students will depict a variety of sizes and species of fish and other underwater life including shells, seaweed, rocks or coral and the water itself.

**Affective:** The student will display his understanding of the interdependence of underwater life by the objects he chooses to depict in his artwork.

**Skills to be Learned**
- Familiarization with the resist method of painting.
- Introduction to combining art media in a meaningful way (constructive).
- Ability to draw a variety of shapes to suggest a variety of plant and animal growth.
- Use and care of a paint brush.

**Suggested Learning Experiences**

I. Student-Centered in class activity
   A. Crayon resist water color (tempra) paintings depicting sea life ecosystems.
   B. A discussion would precede the activity, familiarizing the young students with the variety of underwater plant and animal growth and each one's dependence on the other.
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   A. Crayon resist water color (tempra) paintings depicting sea life ecosystems.
   B. A discussion would precede the activity, familiarizing the young students with the variety of underwater plant and animal growth and each one's dependence on the other.

II. Outside Resource and Community Activities
   A. Visit a local aquarium, tropical fish store or the home of a person having a tank of fish.
   B. Visit to a museum (such as the County Museum in Milwaukee) to view the dioramas of sea life.
Resource and Reference Materials

Publication:
Translucent Fish
V.B. Knight
il. Instr. 78:43 MY. 69.
Drawing for Environmental Awareness
A.P. Taylor
il. Sch. Arts 68:12-13 MR. 69
Drawing with Mixed Media
M.B. Bowman
Sch. Arts 71: 14-15 N'71

Audio Visual:
Slides or films of sea life
Crayon Resist B.F.A.
Available for rental from
University of Wisconsin
BAVI

Community:
Aquariums
Museums
Pet Stores
<table>
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<th>Additional</th>
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<tr>
<td>Awareness</td>
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2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** Students, often being shown how to use the materials, will create a painting by using one or more dandelion plants as a "stencil" to block out the paint, as they spatter it.

**Affective:** The students will become more familiar with a familiar plant through observation and use of it to create a pleasing design.

**Skills to be learned**
- Technique of spatter painting -- toothbrush and finger, cardboard or comb, or window screen to help "spatter" the paint.
- Discussion of "stenciling" or positive and negative space can result from this activity.

**SUGGESTED LEARNING E**

I. Student-Centered in class activity
- A. Spatter painting of dandelions with a corresponding discussion of the ecosystem involved in plant life.
- B. Discussion:
  1. Growth of seed, reproduction of seed, spreading of seed.
  2. Man's dependency on plant life.
  3. What man, in turn, does to facilitate or misuse plant life.
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SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   Spatter painting of dandelions with a corresponding discussion of the ecosystem involved in plant life.
   Discussion:
   1. Growth of seed, reproduction of seed, spreading of seed.
   2. Man's dependency on plant life.
   3. What man, in turn, does to facilitate or misuse plant life.

II. Outside Resource and Community Activities
   A. Dandelions (or other flowers) from nearby yard or garden.
   B. A naturalist or conservationist more familiar with plant life than the teacher can be called in as a guest speaker to help with the discussion which goes along with the activity.
Resource and Reference Materials

Publications:
When Paint is Free; Non-Brushing Technique, B. Wasserman

II. Arts and Activities
65: 22-3 AP '69

Painting
Zaidenberg, A.
(practical instruction in various media)

Audio-Visual:
Photos
"Cry of the Marsh"
"The Zoo and You"
"Environmental Awareness"
Project I-C-E RMC

Community:
3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

**BEHAVIORAL OBJECTIVES**

<table>
<thead>
<tr>
<th>Cognitive: Student will be able to <strong>draw a crowd of people.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective: Student will show awareness of over-population.</td>
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</tbody>
</table>

**Skills to be Learned**

Drawing (crayon)

**SUGGESTED LEARNING**

<table>
<thead>
<tr>
<th>1. Student-Centered in class activity</th>
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<tbody>
<tr>
<td>A. Discuss elements of a crowd.</td>
</tr>
<tr>
<td>1. How many people make a crowd?</td>
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<td>2. What form does a crowd usually take?</td>
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<td>b. a circle?</td>
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<tr>
<td>c. a straight line?</td>
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<td>4. How do artists show crowds in their pictures?</td>
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| B. Crayon drawing of a "circus crowd" or spectator sport crowd or parade crowd. |


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<tr>
<td>A. Field trip to a spectator activity.</td>
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<td>Resource and Reference Materials</td>
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<tr>
<td><em>This Is My Crowd</em></td>
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<tr>
<td>W. S. Lifschitz</td>
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<tr>
<td>il. <em>Arts and Activities</em></td>
</tr>
<tr>
<td>63: 16-18 JE ’68</td>
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</tbody>
</table>

| Audio-Visual:                   |                                      |
| *Design In Movement* (film)     |                                      |
| Public Library                  |                                      |

| Community:                     |                                      |
Continued and Additional Suggested Learning Experiences
3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** Student shall be able to illustrate a crowd by spattering paint and circling dots on paper.

**Affective:** Student shows awareness of over-population.

**Skills to be Learned**
- Splash painting
- Drawing

**SUGGESTED LEARNING**

1. **Student-Centered in class activity**
   - A Splash paint.
     1. Splash some paint on a sheet of paper.
     2. Draw a person's head for each dot of paint. If spatters or dots are relatively close together, a crowd is created.

**Discipline Area** Art
**Subject** Drawing
**Problem Orientation** Organizational
**SUGGESTED LEARNING EXPERIENCE**

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<thead>
<tr>
<th>I. Student-Centered in class activity</th>
<th>II. Outside Resource and Community Activities</th>
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<tbody>
<tr>
<td>A. Splash paint.</td>
<td>A. Children could view a number of group activities on the playground, in an assembly, in a store, church, at a parade .... to visually understand dynamics of a crowd.</td>
</tr>
<tr>
<td>1. Splash some paint on a sheet of paper.</td>
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<tr>
<td>Aesthetic Education For What?</td>
<td>Helen Diemert (art in relation to overcrowdedness) Sch. Art April '72, p. 37</td>
</tr>
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<td>This Is My Crowd</td>
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<td>What is a Painting</td>
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<td>A World Is Born</td>
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<td>Project I-C-E RMC (Film 220)</td>
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<th>SUGGESTED LEARNER ACTIVITIES</th>
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<tr>
<td><strong>Cognitive:</strong> Students will be able to illustrate overpopulation by making felt and burlap appliques.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td><strong>Affective:</strong> Students will show awareness of overpopulation.</td>
<td>A. &quot;The City and It's Overcrowding&quot;</td>
</tr>
<tr>
<td><strong>Skills to be Learned</strong></td>
<td>1. Make a felt and burlap applique (using glue) to create a scene depicting the preceding statement.</td>
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<td>2. This could be a group or individual project.</td>
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Cutting and glueing Design
Areas are limiting
problems living
thus, each

Discipline Area  Art
Subject  Felt and burlap applique
Problem Orientation  Over-population  Grade 1-3

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. "The City and It's Overcrowding"
      1. Make a felt and burlap applique (using glue) to create a scene depicting the preceding statement,
      2. This could be a group or individual project.

II. Outside Resource and Community Activities
   A. Observe and discuss overcrowded conditions in your city.
Resource and Reference Materials

<table>
<thead>
<tr>
<th>Publications:</th>
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<tbody>
<tr>
<td>The Modern City Planning in the 19th Century - Choay, Francois</td>
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<tr>
<td>The Modern City Planning in the 20th Century - Collins, George R.</td>
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<tr>
<td>The Image of the City - Lynch, Kevin M.I.T., Cambridge Mass. paperback, 1960</td>
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<td>Too Many People? - Project I-C-E 190 Ki</td>
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<tr>
<td>Aesthetic Education for What? - Helen Diermert, Sch. Arts, April '72 p.37</td>
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<tr>
<td>From the Scrap Box, H. Perry, Instructor 80:44 F '71</td>
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<tr>
<td>Get Acquainted College, B. Riebman Arts and Activities 69:17 Ap '71</td>
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<th>Audio-Visual:</th>
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<tr>
<td>Film 210 Project I-C-E RMC Natures Half Acre - 33 minute color 16 mm.</td>
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</table>
Continued and Additional Suggested Learning Experiences
C 4. An adequate supply of pure water is essential for life.

Subject: Watercolor painting

Problem Orientation: Pure water

BEHAVIORAL OBJECTIVES

Cognitive: Students will be able to draw conclusions as to the effects of pollution on clean water.

Affective: Students will show awareness of the effects of pollution on clean water.

Skills to be Learned: Water color painting

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. What happens to nice clean rain?
   1. Students could do a water color painting of a rainy day.
   2. They should continue to paint without changing water in which they rinse their brush.
   3. Water pollution could be associated with the dirty water of the water color container.

II. Outside Resource Community Activity

A. Students share water.
B. Students share pollution and explain how.
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<tr>
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<tr>
<td>Problem Orientation</td>
<td>Pure water</td>
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<tr>
<td>Grade</td>
<td>K-3</td>
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**SUGGESTED LEARNING EXperiences**

**II. Outside Resource and Community Activities**

A. Students should observe a body of water.  
B. Students should observe a body of water and try to explain how it got there.  
C. Students could do a watercolor painting of a rainy day.  
D. Students should observe a body of water.  
E. Students should observe a body of water and try to explain how it got there.  
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**A. Students should observe a body of water.**  
**B. Students should discuss pollution of water and try to explain how it got there.**  
**C. Students could do a watercolor painting of a rainy day.**  
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<tr>
<td>&quot;What Is a Painting?&quot;, color,</td>
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<td>22 min.</td>
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For more information, refer to the source.
4. An adequate supply of pure water is essential for life.

BEHAVIORAL OBJECTIVES

Cognitive: Students will be able to predict the consequences of the depletion of our water supply.

Affective: Students will show awareness of our limited water supply.

Skills to be Learned
- Observation
- Drawing or painting
- Illustration of imaginative ideas

SUGGESTED LEARNING

I. Student-Centered in class activity
   A. What would the ocean bed look like without water?
      1. Students should draw their ideas.
      2. Would it be cracked?
      3. Would there be any plants or animals?
      4. How would these look?
I. Student-Centered in class activity

What would the ocean bed look like without water?
1. Students should draw their ideas.
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3. Would there be any plants or animals?
4. How would these look?

II. Outside Resource and Community Activities

A. Students could discover dried river beds. Apply this knowledge to project.
Resource and Reference Materials

<table>
<thead>
<tr>
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<th>Audio-Visual:</th>
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<tbody>
<tr>
<td>&quot;Drawing with Mixed Media,&quot; G.B.</td>
<td>&quot;Life Along the Waterways,&quot; color, 11 min., BAVI</td>
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<td>&quot;Seashore Life,&quot; BAVI</td>
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<td>&quot;Seashore,&quot; BAVI</td>
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<td>&quot;Water: A First Film&quot; BAVI</td>
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Community:
## Continued and Additional Suggested Learning Experiences

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<th>71</th>
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4. An adequate supply of pure water is essential for life.

**Behavioral Objectives**

**Cognitive:** Student will be able to illustrate ideas through drawing or painting.

**Affective:** Students will become conscious of where water comes from and travels to.

**Skills to be Learned**

- Drawing techniques
- Charcoal Sketches
- Crayons
- Water colors

**Suggested Learning Experiences**

**I. Student-Centered in class activity**

A. Rain trails
   1. Children should draw trails or travels of a raindrop.
   2. Could be done with: Charcoal Sketches Crayons Water colors

**II. Outside Community**

A. List
   1. "I do ____________"
   2. I ____________
   3. I ____________
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<tr>
<td>Water colors</td>
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<tr>
<td>II. Outside Resource and Community Activities</td>
</tr>
<tr>
<td>A. List a number of things that &quot;I depend on for water.&quot;</td>
</tr>
<tr>
<td>Ex. Without water</td>
</tr>
<tr>
<td>1. I couldn't skate on grass</td>
</tr>
<tr>
<td>2. I couldn't swim</td>
</tr>
<tr>
<td>3. Jello wouldn't be around</td>
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**Audio-Visual:**

"Water," BAVI

**Community:**
5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

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<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCE</th>
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<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td>Affective: The student shows awareness of polluted air.</td>
<td>A. Construct an air pollution bug from boxes, tubes and various materials covering it with art tape or tempera. Discuss what kind of creature is destroying our clean air.</td>
</tr>
<tr>
<td>Skills to be Learned</td>
<td>II. Outside Re</td>
</tr>
<tr>
<td>Construction</td>
<td>Community A</td>
</tr>
<tr>
<td>Cut</td>
<td>A. Collect various bugs.</td>
</tr>
<tr>
<td>Paste</td>
<td>B. Students outside should bring parts of transfer project pollution</td>
</tr>
</tbody>
</table>
The reality of clean air is the Discipline Area of Art.

Subject: Air pollution bug

Problem Orientation: Clean air

Grade: 1-3

in their food.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Construct an air pollution bug from boxes, tubes and various materials covering it with art tape or tempera. Discuss what kind of creature is destroying our clean air.

II. Outside Resource and Community Activities

A. Collect boxes and tubes of various sizes for pollution bugs.

B. Students could spend some time outside studying bugs. They should become aware of the many parts of a bug, that they may transfer this knowledge to the project and make a better air pollution bug.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications:</td>
<td></td>
</tr>
<tr>
<td>&quot;Carton Creatures,&quot; H. Weller, <em>Arts and Activities</em>, p. 16-18, Jan. '72</td>
<td></td>
</tr>
<tr>
<td>&quot;Carve a Box: Exploration Into Space and Form,&quot; L. Olson, <em>Arts and Activities</em>, p. 24-27, Dec. '71</td>
<td></td>
</tr>
<tr>
<td>&quot;Recreating the Mediocre and the Discard,&quot; B. Stubbins, <em>School Arts</em>, 70:11, March '71</td>
<td></td>
</tr>
<tr>
<td>&quot;From the Scrap Box,&quot; H. Ferry, <em>Instructor</em>, 80:44, Feb. '71</td>
<td></td>
</tr>
<tr>
<td>&quot;From Classroom Grocery Store to Imaginary Zoo,&quot; S.B. Stevens, <em>School Arts</em>, 70:8, Sept. '70</td>
<td></td>
</tr>
</tbody>
</table>

Audio-Visual:

Community:
An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

### Behavioral Objectives
- **Subject:** Air 
- **Behavioral Area:** Art

#### Suggested Learning Experiences

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUBJECT</th>
<th>PROBLEM ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong> The student will be able to translate his knowledge into a visual statement on air pollution.</td>
<td><strong>C.</strong> Employee</td>
<td><strong>C.</strong> Employee</td>
</tr>
<tr>
<td><strong>Affective:</strong> The student becomes sensitive to air pollution.</td>
<td><strong>C.</strong> Employee</td>
<td><strong>C.</strong> Employee</td>
</tr>
</tbody>
</table>

#### Activity
- **I. Student-Centered:**
  - A. Discuss what things the wind blows from place to place (litter, leaves, seeds, etc.).
  - B. Do a spatter painting.
  - 1. Collect magazine pictures of the things that wind blows. Use these for a collage over spatter painting.

#### Community
- **A.** Students discuss the things that blow from place to place.
- **B.** Students collect magazine pictures of the things that wind blows. Use these for a collage over spatter painting.
The supply of clean air is better because most organisms can absorb oxygen, through respiration, which is the energy in their food.

### Discipline Area
Art

### Subject
Air spatter painting

### Problem Orientation
Clean air

### Grade
1-3

### Objectives

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Discuss what things the wind blows from place to place: litter, leaves, seeds, etc.</td>
</tr>
<tr>
<td>1. Do a spatter painting</td>
</tr>
<tr>
<td>2. Collect magazine pictures of the things the wind blows. Use these for a collage over spatter painting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Student could collect magazine pictures and lettering to be used in clean air posters and collages.</td>
</tr>
<tr>
<td>B. Students could also actually collect things that air blows from place to place. (These things could be used in place of magazine pictures in a collage).</td>
</tr>
</tbody>
</table>

### Suggested Learning Experiences
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested</th>
</tr>
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<tbody>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
</tr>
<tr>
<td>Painting, Zaidenberg - A.</td>
<td></td>
</tr>
<tr>
<td>&quot;Mixed Media Collage,&quot; J. Comins,</td>
<td></td>
</tr>
<tr>
<td><em>School Arts, 71:10-11 N '71</em></td>
<td></td>
</tr>
<tr>
<td>&quot;Collage and Color,&quot; D. Waldman,</td>
<td></td>
</tr>
<tr>
<td><em>Art News, 70:44-7 D '71</em></td>
<td></td>
</tr>
</tbody>
</table>

**Audio-Visual:**

**Community:**
Continued and Additional Suggested Learning Experiences
5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

**BEHAVIORAL OBJECTIVES**

| Cognitive: Student will be able to translate his knowledge into a visual statement on pollution. |
| Affective: The student becomes sensitive to air pollution. |

**Skills to be Learned**
- Cut
- Paste
- Collecting pictures
- Drawing
- Discussion
- Awareness

**SUGGESTED LEARNING ACTIVITIES**

I. Student-Centered in class activity

A. Create a poster to communicate why we need clean air, use all cut or torn letters, substitute magazine pictures for some letters or words.

B. Create a group poster project having each child design one three foot letter of the clean air slogan. The letter could depict elements of air pollution with various media - alternate: letters may contain collage or montage material. Materials: sketches, markers, cut paper.

C. Discuss what type of air would be suitable for kite flying. Make kites that could actually be flown. Kite design would depict air pollution, super heroes or villains.
A supply of clean air is necessary for most organisms. Air pollution affects our breathing and, through respiration, the energy in their food.

**Suggested Learning Experiences**

<table>
<thead>
<tr>
<th>I. Student-Centered in Class Activity</th>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject:</strong> Air pollution posters and kite</td>
<td></td>
</tr>
<tr>
<td><strong>Discipline Area:</strong> Art</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Orientation:</strong> Clean air Grade 1-3</td>
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<thead>
<tr>
<th>Activity</th>
<th>Details</th>
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<td>B.</td>
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<td>C.</td>
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<td>A.</td>
<td>Collect magazine pictures and lettering to be used in clean air posters and collages.</td>
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<td>B.</td>
<td>If there is an open field available near your school, have students fly their kites.</td>
</tr>
<tr>
<td>Resource and Referer</td>
<td>Materials</td>
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<td>---------------------</td>
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</tr>
<tr>
<td><strong>Publications:</strong></td>
<td></td>
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<tr>
<td>&quot;S.I.T.E. A Suggested Answer to the Pollution in Art Teacher Development, &quot;</td>
<td></td>
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<tr>
<td>A.W. Beck, <em>School Arts</em>, 71:36-7, Sept. '71</td>
<td></td>
</tr>
<tr>
<td>American Iron &amp; Steel Institute, <em>In Quest of Cleaner Air &amp; Water</em>, I-C-E RMC</td>
<td></td>
</tr>
<tr>
<td>&quot;Two Sticker Kites,&quot; D. Richter, <em>Arts &amp; Activities</em>, p. 18-20, Apr. '72</td>
<td></td>
</tr>
<tr>
<td>&quot;Making it in 3-D,&quot; E. Stein, <em>School Arts</em>, 71:10-13, O '71</td>
<td></td>
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<tr>
<td><strong>Audio-Visual:</strong></td>
<td></td>
</tr>
<tr>
<td>SQL1 Smog-The Air Pollution Game, I-C-E RMC</td>
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<tr>
<td>The Alphabet in Art, BAVI</td>
<td></td>
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</table>

**Community:**

...
Continued and Additional Suggested Learning Experiences
C 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

**BEHAVIORAL OBJECTIVES**

| Cognitive: Student will be able to draw conclusions as to the effects of air pollution. |
| Affective: The student determines the implications of polluted air. |

**Skills to be Learned**
- Painting
- Discussion
- Observations

**SUGGESTED LEARNING EXPERIENCES**

| I. Student-Centered in class activity |
| A. Paint an outdoor scene |
| 1. Discuss what would happen to it if the air became polluted. |
| 2. Overlay a piece of gray tissue paper to create this polluted air effect. |
| 3. Discuss what effect this has on the colors and details in the painting. |

II. Outside Community activity
- A. Take a sketch
A. Paint an outdoor scene
1. Discuss what would happen to it if the air became polluted.
2. Overlay a piece of gray tissue paper to create this polluted effect.
3. Discuss what effect this has on the colors and details in the painting.

II. Outside Resource and Community Activities
A. Take students outdoors to do sketches for their painting.
<table>
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<td>Materials</td>
<td>Continued and Additional Suggested Learning Experiences</td>
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<td>---------------------------</td>
<td>--------------------------------------------------------</td>
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</tbody>
</table>
6. Natural resources are not equally distributed over the earth or time and greatly affect the geographic conditions and quality of life.

**Behavioral Objectives**

<table>
<thead>
<tr>
<th>Cognitive: The student will be able to construct a sculpture using natural materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective: The student will be able to recognize sculptures made by nature e.g. trees, snowdrifts, mountains, etc.</td>
</tr>
</tbody>
</table>

**Suggested Learning**

1. Student-Centered in class activity

   A. Birch Bark Sculpture

   1. Wind blows birch bark off trees.
   2. Collect an adequate supply.
   3. Show film on perception from Argus Communications (see back).
   4. Point out the fantastic shapes the curled bark makes.
   5. Have student examine the pieces of bark combining two or more into their own fantastic sculpture using glue and/or staples to join them together.
not equally

Discipline Area: Art

Subject: Sculpture (scrap wood or metal)

Resource: the geographic Orientation Distribution: Grade K-3

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class

A. Birch Bark Sculpture
   1. Wind blows birch bark off trees.
   2. Collect an adequate supply.
   3. Show film on perception from Argus Communications (see back).
   4. Point out the fantastic shapes the curled bark makes.
   5. Have student examine the pieces of bark combining two or more into their own fantastic sculpture using glue and/or staples to join them together.

II. Outside Resource and Community Activities

A. An excursion to the woods to collect necessary materials, Lumberyard Sawmill wastes
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications:</td>
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<tr>
<td>&quot;Fantasies Curled From Birch Bark,&quot;</td>
<td>Arts and Activities, Jun. '65</td>
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<tr>
<td>&quot;Children's Sculpture,&quot; J. W. Burgner,</td>
<td>School Arts, 71:42-4, 0 '71</td>
</tr>
<tr>
<td>&quot;Beach Stone Sculpture,&quot; School Arts,</td>
<td>Feb., '71</td>
</tr>
<tr>
<td>&quot;Creating A Construction or Assemblage,&quot;</td>
<td>School Arts, Cct. '71</td>
</tr>
<tr>
<td>&quot;Wood Sculpture in the Elementary School,&quot;</td>
<td>School Arts, Feb. '72</td>
</tr>
<tr>
<td>&quot;Dried Grass, Nuts, Leaves, Pods, Fern and Tearels,&quot; (Nature Projects),</td>
<td>The Instructor, Aug/Sept '69</td>
</tr>
<tr>
<td>Audio-Visual:</td>
<td></td>
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<tr>
<td>Understanding Modern Sculpture I and</td>
<td>Educational Dimensions Corp.</td>
</tr>
<tr>
<td>II, Educational Dimensions Corp.</td>
<td></td>
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<tr>
<td>Perception (Argus Communications)</td>
<td></td>
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<tr>
<td>&quot;Using Community Resources&quot; Film 240,</td>
<td>I-C-E RMC</td>
</tr>
<tr>
<td>Community:</td>
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</table>
Continued and Additional Suggested Learning Experiences

<table>
<thead>
<tr>
<th>Bark,</th>
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<tbody>
<tr>
<td>Burgner,</td>
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<td>Pet Arts,</td>
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<tr>
<td>Assemblage,</td>
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<tr>
<td>Varnish 2</td>
</tr>
<tr>
<td>Woods, Projects</td>
</tr>
<tr>
<td>Exp. 5 I and 6</td>
</tr>
<tr>
<td>Film 240</td>
</tr>
</tbody>
</table>

(Bark, Burgner, Pet Arts, Assemblage, Varnish 2 Woods, Projects, Exp. 5 I and 6, Film 240)
6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** The student will be able to identify how nature has served as an inspiration for man's artifacts, in realistic, decorative or abstract styles, through the very nature of this project, as well as teacher emphasis of the concept.

**Affective:** The student will appreciate design in nature.

**Skills to be Learned**

Properties of clay.

Basic hand methods of working with clay.

**SUGGESTED LEARNING EXPERIENCE**

I. Student-Centered in class activity

A. Discuss where leaf designs are seen other than in nature?
   1. textiles (fabric prints)
   2. wallpaper
   3. ceramic designs

B. Process:
   1. wedge clay
   2. roll out 1/4 to 3/8" thick
   3. press leaf into clay to gain leaf texture
   4. trim away excess clay
   5. bend edges and stem, if desired
   6. pierce hole through stem to hang leaf upon completion
   7. let dry
   8. bisque fire
   9. add glaze, fire again
Discipline Area | Art
Subject | A ceramic leaf

Problem Orientation | Resource | Grade | K-3
| distribution |

### SUGGESTED LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
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<td>5. bend edges and stem, if desired</td>
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<td>7. let dry</td>
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<tr>
<td>8. bisque fire</td>
</tr>
<tr>
<td>9. add glaze, fire again</td>
</tr>
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</table>

II. Outside Resource and Community Activities

| A. Gather leaves outside |

Science is not equally distributed across the globe or over time. Interactions of the geographic and temporal distribution of life will be an ongoing emphasis.
## Resource and Reference Materials

<table>
<thead>
<tr>
<th>Publications</th>
<th>Continued and Additional Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Ceramic Leaf, Today's Art (School Edition), Vol. 17 #12</td>
<td></td>
</tr>
<tr>
<td>Clay is Fur, R. G. Yoder, School Arts</td>
<td></td>
</tr>
<tr>
<td>Ecological Ceramics, C. Heiple, Arts and Activities 69:29-31</td>
<td>March '71</td>
</tr>
<tr>
<td>Ceramics for Beginners, Arts and Activities, June '67</td>
<td></td>
</tr>
<tr>
<td>Clay in the Curriculum, Arts and Activities, March '70</td>
<td></td>
</tr>
<tr>
<td>Sand Casting for 6 Year Olds Arts and Activities, Feb. '72</td>
<td></td>
</tr>
<tr>
<td>Ecological Ceramics, Arts and Activities, March '71</td>
<td></td>
</tr>
<tr>
<td>Clay Mushrooms, Arts and Activities, March '71</td>
<td></td>
</tr>
</tbody>
</table>

## Audio-Visual:

Creating with Clay, BAVI

## Community:
Continued and Additional Suggested Learning Experiences
## BEHAVIORAL OBJECTIVES

### Cognitive:
The student will be able to create a visually stimulating print using scrap wood.

### Affective:
The student will become aware of where nature designs are used in our everyday lives.

### Skills to be Learned
- Basic relief
- Print techniques

## SUGGESTED LEARNING

### I. Student-Centered in class activity

#### A. Wood scrap printing
1. Following basic relief print procedures—ink wood scraps and begin making prints.
2. Use combinations of shapes. (Stress shapes, colors, texture, and overlapping of designs.)
<table>
<thead>
<tr>
<th>Conditions</th>
<th>Problem Orientation</th>
<th>Resource</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Distribution</td>
<td>K-3</td>
<td></td>
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**SUGGESTED LEARNING EXPERIENCES**

**I. Student-Centered in class activity**

- **A. Wood scrap printing**
  1. Following basic relief print procedures—ink wood scraps and begin making prints.
  2. Use combinations of shapes. (Stress shapes, colors, texture, and overlapping of designs.)

**II. Outside Resource and Community Activities**

- **A. Collect wood scraps, plywood, planks, scraps of all shapes, dowels, branches, driftwood, new, used or weatherbeaten.**
- **B. Have an I.A. teacher come in and show and discuss the beauty and grains of different types of wood.**
Resource and Reference Materials (Continued and Additional Suggestions)

Publications:
Woodcut, Farry Sternberg
Pitman Publishing Co.
Prints Without Cutting,
School Arts Dec. 70
Printmaking, Dona Z. Meilach
Pitman Publishing Co.
Prints From Linoleum and
Woodcuts, Manly Banister
Sterling Pub. Co. N.Y.
Just Ink and Print with
Fruit or Vegetable, Sunset
147-152 N'71
(Publications Con't)
Linoleum block prints, Redu
Cardboard relief prints, Art
Relief prints using found materials
Relief prints with soap, Arts
Print your street, Arts and A
Audio-Visual:
Film strips:
The Relief Print parts 1,2,3
Visual Arts Studio
1909 Ave. 2
Huntsville, Texas
The Art of Seeing (space)
Warren Schloat Pro. Inc.

Community:
Lumber Company
Continued and Additional Suggested Learning Experiences

(Publications Con't)
Linoleum block prints, Reduction prints,
Cardboard relief prints, Arts and Act. Nov. 63
Relief prints using found materials
Relief prints with soap, Arts and Act. Nov. 71
Print your street, Arts and Act. Oct. 70
6. Natural resources are not equally distributed over the earth or over time and greatly affect the geography conditions and quality of life.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** The student will compose a picture utilizing the rub textures he has obtained. The student will become more aware of textures and different aspects of nature by working in direct contact with them.

**Affective:** The student will become more aware of textures and different aspects of nature by working in direct contact with them.

**Skills to be Learned**

The use of the simple rubbing technique to duplicate complex texture.

**SUGGESTED LEARNING EXPERIENCES**

**I. Student-Centered in class activity**

A. Texture rubbings
   1. Make a variety of crayon rubbing from nature (one might also include other interesting textures).
   2. Using rubbings, cut out suggested shapes (e.g. tree texture, a tree cross hatch texture, body of a fish, rough stipple texture, a snake, etc.)
   3. Glue these shapes to a background piece of paper to create a picture.

B. Develop a design consisting of six or seven related shapes.

C. Create textured patterns by using various combinations of pen strokes.
   (crosshatching, stippling, variations and combinations)
Discipline Area: Art
Subject: Crayon Rubbings (texture)
Resource
Problem Orientation: Distribution
Problem: The earth and over
affect the geography
quality of life.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
A. Texture rubbings
1. Make a variety of crayon rubbing from nature (one might also include other interesting textures).
2. Using rubbings, cut out suggested shapes (e.g., tree texture, a tree cross hatch texture, body of a fish, rough stipple texture, a snake, etc.).
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B. Develop a design consisting of six or seven related shapes.
C. Create textured patterns by using various combinations of pen strokes. (crosshatching, stippling, variations and combinations)

II. Outside Resource and Community Activities
### Resource and Reference Materials

**Publications:**
- That's a Rub Arts and Act, Janitz

**Audio-Visual:**
- The Art of Seeing (Texture) from Warren Scholoot Pro. Inc.
- "Environmental Awareness-Texture,"
- (KT 16) I-C-E RMC
- Discovering Texture, BAVI

**Community:**

### Continued and Additional Suggestions

- [Resource and Reference Materials](#)
Continued and Additional Suggested Learning Experiences
Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

### Behavioral Objectives

**Cognitive:** The student will recognize the characteristics of a snow vehicle and illustrate these in their work.

**Affective:** The student should be aware of the good & bad effects of the snowmobile.

**Skills to be Learned**
- Discussion
- Drawing
- Painting
- Awareness

### Suggested Learning

I. Student-Centered in class activity

A. Snowmobiles are a new form of transportation and recreation and necessitates changes in land use. Kids love drawing & painting snowmobiles in their pictures so plan a lesson based on snowmobiles. First discuss the good and bad aspects of snowmobiles.

B. Have students draw or paint pictures of snowmobiles.
acilitating

mic conditions, Discipline Area_Art

3d increased Subject Drawing & Painting

real influence Problem Orientation Land Use Trans-Grade K-3

se and centers

SUGGESTED LEARNING EXPERIENCES

| I. Student-Centered in class activity
| II. Outside Resource and Community Activities

A. Snowmobiles are a new form of transportation and recreation and necessitates changes in land use. Kids love drawing & painting snowmobiles in their pictures so plan a lesson based on snowmobiles. First discuss the good and bad aspects of snowmobiles.

B. Have students draw or paint pictures of snowmobiles.

A. Observe snowmobiles being used.
Resource and Reference Materials

Continued and Additional Suggested Publications:

Audio-Visual:
Posters & manuals from present manufacturers.

Community:
7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

BEHAVIORAL OBJECTIVES

Cognitive: The student recognizes and illustrates characteristics of highway designs & sees that they are planned for specific reasons.

Affective: The student learns to appreciate designs as art.

Skills to be Learned
Gluin yarn or string
Observation

SUGGESTED LEARNING ACTIVITY

I. Student-Centered in class activity

A. Create a simple collage by gluing yarn or string onto paper or tagboard in design representation of highway patterns seen on maps, films, or outside on field trips.
I. Student-Centered in class activity
   A. Create a simple collage by gluing yarn or string onto paper or tagboard in design representative of highway patterns seen on maps, films, or outside on field trips.

II. Outside Resource and Community Activities
   A. Field trip to area with highway, preferably one with turn-off, interchanges, or clover-leaf.
   B. Have class bring in highway maps and observe patterns.
<table>
<thead>
<tr>
<th>Resource and Reference Materials</th>
<th>Continued and Additional Suggested Publications</th>
</tr>
</thead>
</table>

**Audio-Visual:**
- Highway Raps

**Community:**
Continued and Additional Suggested Learning Experiences
7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

**BEHAVIORAL OBJECTIVES**

- **Cognitive:** The student determines implications of a particular happening or situation on his environment and devises a plan for adjustment.

- **Affective:** The student is alert to effects of various conditions on a neighborhood.

**Skills to be Learned**

- Construction of various elements within city.
- Observation.

**SUGGESTED LEARNING ACTIVITY**

I. Student-Centered in class activity

A. The class can create a miniature model neighborhood on a table top or in a sandbox using a variety of media: clay animals, toy cars, boats, box houses, pipe cleaner fences.

B. A "what if" possibility is given & the students are required to make the necessary changes in their model neighborhood.

Example:

1. What if a proposed highway is planned to go right through the neighborhood?
2. What if there was a sudden influx of people into the area?
As facilitating economic conditions, Discipline Area: Art

Increased birth and increased Subject: Sculpture

Have a great influence and use and centers

Problem Orientation: Land Use Grade K-3

SUGGESTED LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>I. Student-Centered in-class activity</th>
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</tr>
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<td>1. What if a proposed highway is planned to go right through the neighborhood?</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Field trip to see what things can be included in a model neighborhood. Perhaps continue trips to aid &quot;what if&quot; solution.</td>
</tr>
<tr>
<td>Resource and Reference Materials</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Publications:</strong></td>
</tr>
<tr>
<td><em>A Study in Environment,</em></td>
</tr>
<tr>
<td>Leano Nalle School Arts</td>
</tr>
<tr>
<td>April 72 (building mini landscapes)</td>
</tr>
<tr>
<td><em>Cardboard City, Mixed Media</em></td>
</tr>
<tr>
<td>RR. Guthrie School Arts 68:32-B</td>
</tr>
<tr>
<td>S 68</td>
</tr>
<tr>
<td><em>Our Man Made Environment,</em> Bk. 7</td>
</tr>
<tr>
<td>120-Q-C4 I-C-E RMC</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Audio-Visual:</strong></td>
</tr>
<tr>
<td><em>Creating With Clay B.F.A.</em></td>
</tr>
<tr>
<td>BAVI</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Community:</strong></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

**BEHAVIORAL OBJECTIVES**

| Cognitive: Through the project the student will draw conclusions in terms of his environment. |
| Affective: The student becomes more sensitive to his environment. |

**Skills to be Learned**

Basic sculpture techniques.

**SUGGESTED LEARNING**

I. Student-Centered in class activity

A. Go outside and collect materials you find in your environment such as woodscrap, cans, objects from a junk yard, rocks, leaves, etc.

B. Create a sculpture from them. (Refer to Warren Scholat. Understanding Sculpture I and II or if not available resources on back). Have each piece of art show one of the following: (Student choice)
1. How ugly your environment is.
2. How beautiful your environment is.
3. How it makes you feel.
4. The joy or sadness of it.
5. How time changes your environment.
Discipline Area: Art
Subject: Environmental Sculpture
Problem Orientation: Land Use
Grade: K-3

SUGGESTED LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
<th>II. Outside Resource and Community Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Go outside and collect materials you find in your environment such as woodscrapes, cans, objects from a junk yard, rocks, leaves, etc.</td>
<td>A. The student materials may be obtained at the following: (these are suggestions only)</td>
</tr>
<tr>
<td>B. Create a sculpture from them. (Refer to Warren Scholat. Understanding Sculpture I and II or if not available resources on back). Have each piece of art show one of the following: (Student choice) 1. How ugly your environment is. 2. How beautiful your environment is. 3. How it makes you feel. 4. The joy or sadness of it. 5. How time changes your environment.</td>
<td>1. Beach 2. Woods 3. Junk yard 4. Junk from home 5. Saw mill or lumber yard 6. Anywhere the student may find them.</td>
</tr>
</tbody>
</table>

Community Activities
A. The student materials may be obtained at the following:
   1. Beach
   2. Woods
   3. Junk yard
   4. Junk from home
   5. Saw mill or lumber yard
   6. Anywhere the student may find them.
Resource and Reference Materials Continued and Additional Suggestions

Publications:
Creative Uses of Scrap Materials, R. G. Iewie School Arts 69:11 F'70
Children's Sculpture, J. W. Burgner
School Arts 71:42-4 O'71

Audio-visual:
Introduction to Sculpture
Methods B.F.A. BAVI

Community:
continued and Additional Suggested Learning Experiences
Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive: The student interprets data relative to a environmental commercial into a torn paper mural.</td>
<td>I. Student-Centered in class activity&lt;br&gt;Torn paper mural&lt;br&gt;A. Students should tear out all portions of their murals. No scissors or knives may be used.</td>
</tr>
<tr>
<td>Affective: The student shows awareness of environmental commercials.</td>
<td>B. The subject matter of the mural may be a commercial. Many of the commercials such as the &quot;Susy Spotless&quot; commercial that have an environmental base would be possible subjects for the mural.</td>
</tr>
<tr>
<td>Skills to be Learned: Torn paper skills Mural composition</td>
<td>C. All torn parts may then be placed on a large bulletin board or on the wall in the hallway.</td>
</tr>
</tbody>
</table>
Discipline Area: Art  
Subject: Torn Paper Mural Depicting Problem Orientation: Commercials  
Grade: K-3

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity  
Torn paper mural  
A. Students should tear out all portions of their murals. No scissors or knives may be used.  
B. The subject matter of the mural may be a commercial. Many of the commercials such as the "Susy Spotless" commercial that have an environmental base would be possible subjects for the mural.  
C. All torn parts may then be placed on a large bulletin board or on the wall in the hallway.

II. Outside Resource and Community Activities  
A. Students should be asked to be aware of environmental commercials and watch for them as they watch TV.
### Resource and Reference Materials

**Publications:**

- "Humanizing the school with children's art", Lewis and Clark school, St. Louis, V. T. Mealy Instr. 79:55 May '78
- "In the courtyard with an art student: Little Boys, big boxes", E. Deutsch, *Arts & Activities*, 69:40-1 Feb. '71
- "Textured Mural", L. Olson, *Grade Teacher*, 85:82-3 Feb. '72
- "Winter Sports Festival: paper tearing activity", M. M. Miner Instr. 80-48 F '71

### Audio-Visual:

- Torn Paper, BAVI

### Community:
<table>
<thead>
<tr>
<th>LS</th>
<th>Continued and Additional Suggested Learning Experiences</th>
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</tbody>
</table>
9. Man has the ability to manage, manipulate, and change his environment.

**BEHAVIORAL OBJECTIVES**

**Cognitive:** The student translates a design of nature into a textile design.

**Affective:** Actively participates in creating a textile design.

**Skills to be Learned**
- Basic relief printing techniques
- Rhythm in design

**SUGGESTED LESSON**

I. Student-Centered in class activity

A. Many patterns that occur in nature, man adapts to his life in sculptural forms, color usage, and textile design. To see how this is done we will use a potato print.

B. Armed with drawing paper and pencils, go outside and sketch interesting patterns that occur in nature. eg. Floral design, leaves, texture, mushroom, branches, etc.

C. Back in the classroom the design you like best

D. Cut a potato in half and onto the exposed part of your potato draw your design

E. Cut around your design so it is in relief.

F. Paint relief surface and print on a sheet of paper

G. Continue repeating design (CC. 'L')
II. Outside Resource and Community Activities

A. Get a wallpaper sample book to show overall patterns and designs utilized from nature.
Resource and Reference Materials

Continued and Additional Suggested Learning Materials:

Publications:

(Con't from I. G.)
so you have an overall pattern such as design.
Note: Color of design may be kept the printed in different colors.

Audio-Visual:
how to Make Potato Prints, B.F.A.
Available for rental from BAVI

Community:
Continued and Additional Suggested Learning Experiences

(Con't from I. G.)
so you have an overall pattern such as a textile design.
Note: Color of design may be kept the same or printed in different colors.

B.F.A.
Man has the ability to manage, manipulate, and change his environment.

**Behavioral Objectives**

**Cognitive:** The student recognizes the characteristics of the structure of the city.

**Affective:** The student becomes conscious of the makeup of a city.

**Skills to be Learned**
- Construction
- Cutting
- Pasting

**Suggested Learning Experience**

**I. Student-Centered in class activity**
- A. Make a city
  1. Cut out pictures of people, buildings, trees, cars, anything that's found in your city.
  2. Paste a piece of cardboard on the back.
  3. Draw blocks and streets, manhole covers on a big piece of cardboard or the bottom of a large box.
  4. Assemble your pictures and place them in the city in their appropriate places.

**II. Out-of-class activity**
- A. Create a city map
- B. Write a story about a city

**Discipline Area:** Art

**Subject:** Construction

**Problem Orientation:** Urban Environment
the ability to manage, and change his

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUGGESTED LEARNING EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>student</td>
<td>I. Student-Centered in class activity</td>
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<tr>
<td>character-structure</td>
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<tr>
<td>student</td>
<td>II. Outside Resource and Community Activities</td>
</tr>
<tr>
<td>community</td>
<td>A. Collect magazines, newspapers.</td>
</tr>
<tr>
<td></td>
<td>B. Have the students take note of the streets and area around them on their way to and from school.</td>
</tr>
<tr>
<td>Resource and Reference Materials</td>
<td>Continued and Additional Suggested Learning</td>
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<td>----------------------------------</td>
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<tr>
<td>Publications:</td>
<td></td>
</tr>
<tr>
<td>&quot;Community Planning Handbook&quot;</td>
<td></td>
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<tr>
<td>#110 I-C-E RMC</td>
<td></td>
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<tr>
<td>&quot;A Place to Live&quot;</td>
<td></td>
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<tr>
<td>#110 A I-C-E RMC</td>
<td></td>
</tr>
</tbody>
</table>

Audio-Visual:

Community:
Continued and Additional Suggested Learning Experiences
9. Man has the ability to manage, manipulate, and change his environment.

**Cognitive:** The student interprets how man is able to control his environment through the analogy of a piece of clay.

**Affective:** The student becomes sensitive to the need to control our environment.

**Skills to be Learned**
- Increasing manual dexterity.
- Basic clay working techniques.

**Suggested Student-Centered Activity**
A. How do you explain to a 5-8 year old child how man can change and manipulate his environment through an art project? The answer: By using one of the most manipulative mediums known to art—clay.

B. Each student will be given a block of clay (size depends on quantity available).

C. This block of clay is to form whatever the student wishes. If the student manipulates and shapes his clay with care and thought, he will come forth with a rewarding product, if not—disaster. The same thing holds with us and our environment.
### Discipline Area
Art

### Subject
Clay - The Manipulative Medium

### Problem Orientation
How Can Clay Show Grade 1-3 That We Can Manipulate Our Environment?

<table>
<thead>
<tr>
<th>Lual Objectives</th>
<th>Suggested Learning Experiences</th>
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<tr>
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<td>II. Outside Resource and Community Activities</td>
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<tr>
<td>B. Each student will be given a block of clay (size depends on quality available)</td>
<td></td>
</tr>
<tr>
<td>C. This block of clay is theirs to form whatever they wish, just as our environment is ours to form whatever we wish. If the student manipulates and changes his clay with care and thought, he will come forth with a rewarding product, if not disaster. The same thing holds true with us and our environment. (Note: when doing this project the environmental lesson (co: 't)</td>
<td></td>
</tr>
</tbody>
</table>
### Resource and Reference Materials

<table>
<thead>
<tr>
<th>Continued and Additional Suggested...</th>
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<tbody>
<tr>
<td>(Con't from I.)</td>
</tr>
<tr>
<td>must be taught or the project is wo</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

### Publications:

- "Clay is Fun," R. A. Yoder,
  School Arts, p.20-1 Oct. '71
- "It Just Happened, Clay Modeling"
  Arts & Activities 69: 22-4 Mr. '71

### Audio-Visual:

- "Creating With Clay," B.F.A.
  Available for rental from
  BAVI

### Community:
Continued and Additional Suggested Learning Experiences

(Con't from I. )

must be taught or the project is worthless)
Short-term economic gains may produce long-term environmental losses.

BEHAVIORAL OBJECTIVES

Cognitive: Students will learn to conserve by being cut off of materials if they over-use.

Affective: Students will learn the wisdom of looking ahead.

Skills to be Learned
- Students will learn how to store equipment properly.
- Students will learn printing, painting or mosaics.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
A. Wastefulness - student should be given materials that are to last for a certain amount of time (ex. a two day project. They are given an amount of paper, paint, glue, etc.) If students use all the first day, they have nothing for second day. (A project such as printing or mosaics or even painting would serve as a front for this hidden message.)
C. Gains may be made in:

- Art
- Multi-Media

Subject: Multi-Media

Problem Orientation: short-long

Grade: 1-3

Term Factors

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity

A. Wastefulness - student should be given materials that are to last for a certain amount of time (ex. a two day project). They are given an amount of paper, paint, glue, etc.) If students use all the first day, they have nothing for second day. (A project such as printing or mosaics or even painting would serve as a front for this hidden message.

II. Outside Resource and Community Activities

A. Have students talk to parents about how materials may be over-used or wasted in their jobs. Report back to class.

B. Take a trip to spot community problems caused by using materials without "thought for the morrow"
Resource and Reference Materials

Publications:
"Printing: Plant Prints" I. Geary, Instructor, p. 94, June '71
The Diligent Destroyer (150)
Laycock, George, 1970 (LA)
"Printmaking for Primary Grades"
il. Arts & Activities, R. A. Daniel 70:28-9, Oct. '71
"Hand-made Slices: Whetstone for Perceptual Activity", E. Scott,
Arts & Activities, p. 30-1, Apr.'72
"Creative Photography Without Film", Richard Latta, Design, p. 28-29,
Summer, '72
"Happy Way to Printmaking: Styrofoam Experiments", E. Deutsch,
Arts & Activities, p. 32-33, Apr.'70
"Plastic Prints Are Neat!" M. Saxer, Arts & Activities, p. 14-16, Jun.'69

Audio-Visual:
Mand & His Environment
KT 4 Project I-C-E RMC

Community:
11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

<table>
<thead>
<tr>
<th>BEHAVIORAL OBJECTIVES</th>
<th>SUGGESTED LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive:</strong> Through these projects, the student applies principle of combining individual acts to make a whole.</td>
<td>I. Student-Centered in class activity</td>
</tr>
<tr>
<td><strong>Affective:</strong> The student accepts the responsibility of individual work to develop the whole.</td>
<td></td>
</tr>
</tbody>
</table>

Skills to be Learned

- Construction
- Observation
- Discussion
- Painting
- Group planning & cooperation
- Mural construction

<table>
<thead>
<tr>
<th>I. Student-Centered in class activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students will do a mural as a group.</td>
</tr>
<tr>
<td>1. Each person is assigned a particular section.</td>
</tr>
<tr>
<td>2. The mural won't be completed until each individual has done his share.</td>
</tr>
<tr>
<td>3. Mural can be drawn, colored, or painted.</td>
</tr>
<tr>
<td>B. Each student makes one Christmas ornament to decorate a tree for the Christmas holidays.</td>
</tr>
<tr>
<td>C. Each student saves and brings bottoms of egg cartons of the same color to tile ceiling for attractiveness and acoustics. (Semester to complete)</td>
</tr>
<tr>
<td>D. Gather loose stones, rocks, etc. in school yard. Group to form a rock garden outside.</td>
</tr>
</tbody>
</table>
Objective

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Students will do a mural as a group.
      1. Each person is assigned a particular section
      2. The mural won't be completed until each individual has done his share.
      3. Mural can be drawn, colored, or painted.
   B. Each student makes one Christmas ornament to decorate a tree for the Christmas holidays.
   C. Each student saves and brings bottoms of egg cartons of the same color to title ceiling for attractiveness and acoustics. (Semester to complete)
   D. Gather loose stones, rocks, etc. in school yard. Group to form a rock garden outside.

II. Outside Resource and Community Activities
   A. Group effort to obtain a tree
   B. Compare acoustics in various community buildings, such as swimming pool, church, theatres, school, gymnasium, lunchroom, etc.
### Resource and Reference Materials

<table>
<thead>
<tr>
<th>Publications:</th>
</tr>
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<tbody>
<tr>
<td>&quot;Humanizing the School With Children's Art&quot;, Lewis &amp; Clark School, St. Louis. V. T. Mealy, Instructor, 79:55 NY '70</td>
</tr>
<tr>
<td>&quot;In the Courtyard with an Art Student Little Boxes - Big Boxes: E. Deutsch. Arts &amp; Activities 69:40-1 F. '71</td>
</tr>
<tr>
<td>&quot;Design Experiments with Natural Materials&quot;, R. Moore, il. School Arts 68:16-17 HR. '69</td>
</tr>
<tr>
<td>&quot;Paint a What? Paint a Bus!&quot;, B. J. Erdahl, School Arts, p. 12-13 Nov. '71</td>
</tr>
<tr>
<td>&quot;Textured Mural&quot;, L. Olson, Grade Teacher, p. 82-83, Feb. '72.</td>
</tr>
<tr>
<td>&quot;Painting City Walls&quot;, L. Friedman, School Arts, p. 28-29, Jan. '70.</td>
</tr>
<tr>
<td>&quot;School Mural&quot;, N.K. Rockwell, School Arts, p. 16-17, Feb. '70.</td>
</tr>
</tbody>
</table>

### Audio-Visual:

- "Rag Tapestry" (wall hanging) film
  - International Film Foundation
  - 475 Fifth Ave., Suite 916
  - New York, N.Y. 10017

- "Using Community Resources"
  - Films 240 Project I.C.E RMC

### Community:

- Community Buildings
- Art Museum to view murals.
<table>
<thead>
<tr>
<th>Art</th>
<th>Child-school, instructor, boxes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural school</td>
<td>Friedman, '70. 12-13</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
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<tr>
<td>film</td>
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</table>

Continued and Additional Suggested Learning Experiences
12. **Private ownership must be** regarded as a stewardship and should not encroach upon or violate the individual right of others.

### BEHAVIORAL OBJECTIVES

<table>
<thead>
<tr>
<th>Cognitive:</th>
<th>Students should be able to name stewards of the land. Students should come to know what animals, birds, etc. are becoming extinct and why by doing these activities. Affective: Students should become aware of the selfish attitudes of some people when it comes to private ownership and personal rights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills to be Learned</td>
<td>Drawing Paper folding Idea organization Block printing</td>
</tr>
</tbody>
</table>

### SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in-class activity

A. Flip book
   1. Compile a book containing people who are stewards of our environment.
   2. Pictures may be cut from a catalog or drawn.
   3. Could also put in each person's hand the thing they have control of.

B. Promotion of extinct animals e.g. owls, eagle, hawk.
   1. Make drawings three dimensional by folding.
   2. Do these things while telling kids to protect such animals.

C. Block print mottos.
   Students should contrive mottos and print them in a place they might be easily observed.
ship must be ____________________________
Discipline Area ____________________________
Subject ____________________________
Problem Orientation ____________________________
Stewardship ____________________________
Grade K-3 ____________________________
and rights ____________________________

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Flip book
      1. Compile a book containing people who are stewards of our environment.
      2. Pictures may be cut from a catalog or drawn.
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   B. Promotion of extinct animals e.g. owls, eagle, hawk.
      1. Make drawings three dimensional by folding.
      2. Do these things while telling kids to protect such animals.
   C. Block print mottos.
      Students should contrive mottos and print them in a place they might be easily observed.

II. Outside Resource and Activities
   A. Project could be done in conjunction with social studies using:
      1. Neighborhood stewards
      2. Community stewards, students
      3. Mom and dad.
      3. Forest steward picnics, campers
   B. With Science Dept. have children discover how these animals really look - have them bring in pictures.
### Resource and Reference Materials

**Publications:**

- McGraw Hill Study Prints, Kit #19
- Project I-C-E RMC
- Conservation 2 Picture Discussion Kit
- American Petroleum Institute, 1965
- "Monoprints in Color", P. Carruba
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**Audio-Visual:**

**Community:**
| 1960's Dn Kit 1965  
|---|---|
| 19  
| '70  
| E.  
| 34-5,  
| '71  | Continued and Additional Suggested Learning Experiences
| 1  
| '71  
| '71  
| 66,  
| '71  
| '71  
| '71  
| 61  |
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### I. Behavioral Objectives

#### A. Cognitive:

#### B. Affective:

### II. Skills Developed

### III. Suggested Learning Experiences

#### A. In Class:

#### B. Outside & Community Activities:

### IV. Suggested Resource & Reference Materials

(specific suggestions & comments)

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Objectives

E:

E:

Developed

Learning Experiences

& Community Activities:

Resource & Reference Materials

Suggestions & comments)

Project I-C-E

Serving Schools in CESA 3-8-9

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