

Lesson 3
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Economics
Grade Level: 1
Duration: 75-80 min

2013

I. Materials, Technology and Visual Aids: a picture that displays various cereal boxes, a poster/Power Point slide that depicts and explains elements of art, 24 box templates, pictures of works of art related to food production, crayons and markers for all students and Power Point presentation.

II. Content Objective: by the end of the lesson each student will “manufacture” their own cereal boxes. They will be able to describe the steps they took to do it in a sequential order. As well as talk about what they will do next with it briefly touching the topic of marketing and transportation.

III. Content Standards:

Social Studies

1.6.2 **Identify the specialized work that people do to manufacture,** transport, and market goods and services and the contributions of those who work in the home.

Art

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information. Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts . Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in works of art.

IV. Organizational Elements: students are seated on the rug during motivation and instruction part of the lesson. Afterwards, they will be divided into groups of 4-5 and work in centers. They will then be seated at their desks where each student will produce the final work.

Motivation

| # | Activity | Time |
|---|--|-----------------|
| 1 | <p>Teacher: good morning boys and girls! I would like to start my lesson with a riddle.</p> <p><i>Teacher reads:</i></p> <p>If you have a sweet tooth, I am sure you love me. I come in different flavors and shapes. If you add me to milk, I will get soggy very quickly. You eat me in the morning. What am I?</p> <p><i>Students respond that the answer is cereal.</i></p> <p>Teacher: very good! What do you think we are going to talk about today?</p> <p><i>Students respond that today's lesson is going to be about cereal.</i></p> <hr/> <p>IEP, ELs, GATE: all of the students will be able to connect their prior knowledge with the class discussions. The teacher will also show the students pictures of cereal.</p> | 2 min |
| 2 | <p>Teacher: today we are going to manufacture cereal boxes as well as learn about the elements of art which you will be able to use when “manufacturing” your cereal boxes.</p> | Less than 1 min |

Actual Lesson

| # | Activity | Time |
|---|---|--------|
| 1 | <p>Teacher: Who can tell me what you know about cereal?</p> <p>Excellent! Cereal is a breakfast food that is prepared from grains. Most of you eat cereal in the morning. You also add milk to it, so that it tastes better.</p> <p>I would like to show you a few pictures of cereal boxes around the world. Your task will be to look at them and tell me what they have in common?</p> <p><i>Here are some of the pictures students will see:</i></p> | 20 min |



Teacher: now turn to your desk partner and discuss what these cereal boxes have in common. You may start now.

Teacher will write students' responses on the board. Students' responses might be:

- yellow and red colors
- bright
- boxes are square
- cereal is drawn on all of the boxes
- a lot of boxes have a cartoon animal on them

Some of the questions that the teacher might ask the students will be:

1. Why do you think the boxes are so bright?
2. Why do you think you can see cereal on all of the boxes?
3. What do these images make you think about?

Today you are going to manufacture your own cereal boxes. Looking at what cereal boxes have in common, what would you draw on your own cereal box?

Students give the teacher their responses.

4. How do you think cereal boxes are manufactured and who do you think manufactures them?

Teacher: Cereal boxes are manufactured by a paper company. It is not the company that manufactures the cereal itself. Paper company manufactures the boxes and transports them to the cereal company where cereal is put into boxes.

5. What do we call a person who manufactures such goods?

Teacher: Exactly! They are called producers.

6. What do we call people who buy cereal boxes and use them? Who are they?

Teacher: the people who buy cereal boxes are the people who manufacture cereal because they need to pack this cereal in something. They are the consumers of the cereal boxes.

Let's define supply and demand. *(Students talk about these terms)*. What might be the supply for these cereal boxes? What might be the demand for these boxes?

Students give the teacher their estimations and explain why they think so.

Some of the people who work for a paper company are called designers.

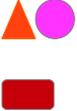
- What do you think designers do?

Exactly! They design the way cereal boxes look like. These people create different patterns and drawings for the cereal boxes. They also use various elements of art in order to do it.

- Who can tell me what are the elements of art?

Very good! Among some of the elements of art are line, color, shape or form and texture. There are a few more of the elements of art but today we are going to focus on these.

The teacher points to a power point presentation. The students will see images of the elements of art and the written explanation. The teacher will reiterate the explanation in simpler words as well as ask students questions. (Please see the chart below).

| Element of Art | Explanation |
|--|---|
|  <p>Line</p> | <p>A line is a continuous mark that goes from one point to another. This is how you draw a line <i>(teacher shows to the students)</i>. Lines can be straight or curved.</p> <ul style="list-style-type: none"> • Who can show me an example of a line on the pictures of these cereal boxes? |
|  <p>Color</p> | <p>Color is the way some objects look like.</p> <ul style="list-style-type: none"> • Can anyone share with us some of the examples of a color? What colors do you see on these cereal boxes? |
|  <p>Shape</p> | <p>Some of the examples of Shapes can be circles, triangles, squares.</p> <ul style="list-style-type: none"> • What can be other examples of a shape? Who can show me shapes on the cereal boxes? <p>Let's say this word all together!</p> |
|  <p>Form</p> | <p>Form is when you see something from all sides. Something that is not flat. It looks like it has volume. Just like you see this cylinder. This way, a form of a cereal box is a rectangular prism.</p> |



Texture

Texture is when we look at something and know how it feels when we touch it.

- If we were able to touch the object in picture 1, what would it feel like? If we were able to touch the object in picture 2, what would it feel like? What do you think a cereal box would feel like?

Teacher:

- Who can tell me why do we use need elements of art?
- Why do you think elements of art are used on these cereal boxes?
- Who can name things that are manufactured and where you can see elements of art?

IEP: my student with autism will be able to benefit from the graphic organizer as well as be bale to practice drawing the elements of art on on his own. He will be able to contribute to the class discussion by, perhaps, writing the answers to the teacher's questions on a sheet pf paper.

ELs: my English language learners will be paired with the more proficient English speakers. They will also be able to connect the definitions of the elements of art with the way they look on the poster.

GATE: my gifted students will be able to name and draw other elements of art such as space and value.

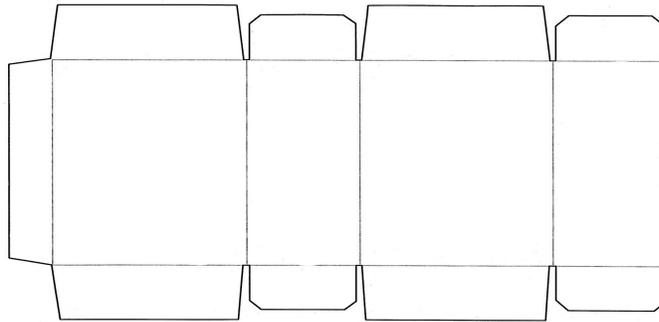
2

Teacher: very good! After I say “Go” you will get into small groups. (*Students already know which small groups they belong to*). You will be working in centers. At these center you will be able to manufacture a cereal box, learn more about the elements of art, practice drawing them.

Center 1. Students will be given a box template. Under the teacher's guidance and directions, they will form the cereal box and tape it together with an adhesive tape. They will use stiff paper, so that they will be able to draw the designs on their boxes with markers later.

10 min for each center

This is what the template will look like:



Center 2. Students will be given pictures related to food production where they will identify elements of art using the power point slide as a guide. Afterwards, they will be able to quiz each other by drawing an element of art and the rest of the students guessing what it is.

These are some of the works of art the students will see:



Center 3. Students will choose the designs that they want to use for their own cereal boxes using all 5 elements of art as well as the list of the common elements used on cereal boxes. They will draw the designs as well as color the sides of their box template.

Center 4. Student will discuss and write about what they are planning to do with their cereal boxes after having manufactured them. They will be asked to think like a businessman and answer the following questions in writing and draw an illustration of what they think they might do:

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • What would a businessperson do with a manufactured product? • How would they let everyone know about their product? • How would they make money manufacturing this products? Who would they contact or work with? <hr/> <p>IEP: my student with autism will work on his own cereal box but the teacher will provide him with the necessary one-on-one scaffolding. He still will have the option of working with the group.</p> <p>ELs: my English learners will benefit from the visuals and working with more proficient English speakers.</p> <p>GATE: my gifted and high achieving students will be able to draw additional elements of art and serve as peer tutors to the students who need additional help.</p> | |
|--|---|--|

Closing

| # | Activity | Time |
|---|---|----------------------|
| 1 | <p>Teacher: thank you boys and girls! Please take your seats. Now I would like each of you to take a minute and present each of us your cereal box as well as tell us what designs you chose as well as the elements of art and what you might do with this cereal box if you were a business person.</p> <p><i>Students talk about the steps they took to manufacture their cereal boxes as well as present designs they chose for it and show the elements of art used on their box.</i></p> | 3 min |
| 2 | <p><i>Each student comes to the center and presents their cereal box.</i></p> <p>Note: <i>if there is not enough time for every student to present, the rest of the students might finish their presentation at the beginning of the next social studies/art lesson.</i></p> | The rest of the time |

Extension Activities

Students will use Google search bar to type “cereal boxes” on the computer searching for images of cereal boxes around the world. They will share their thoughts about the looks of some of the boxes as well as which elements of art they see on these boxes.

Assessment: cereal boxes and students' presentations will be evaluated according to a rubric (please see below).

Cereal Boxes and Presentation. Rubric.

| | Poor (points: 1) | Fair (points: 2) | Good (points: 3) | Excellent (points:4) |
|--|---|--|--|--|
| Completion | Student started to work on the assignment, although didn't complete any part of it. | Student partially completed all parts of the assignment. | Student completed all parts of the assignment, although additional time was required to do so. | Student completed all parts of the assignment correctly and in a timely manner. |
| Accuracy | Student's cereal box is either not colored or doesn't have the image of cereal on it or has no more than two elements of art. | Student's cereal box contains three or fewer elements of art. It might be partially colored. It has the image of cereal on it. | Student's cereal box contains all five elements of art. It is colored and has an image of cereal on it. | Students' cereal box has more than five elements of art. It is colored and has an image of cereal on it. |
| Neatness | Student's cereal box doesn't look very neat at all. There is a quite a bit of smearing or many spots. The folds are not neatly glued and creased. The box might be falling apart. | Student's cereal box doesn't look very neat. There can be a quite a bit of smearing or many spots. The folds are not neatly glued and creased, yet the box stays together. | Student's cereal box looks neat for the most part. There can be a little bit of smearing or occasional spots. The folds are neatly glued and creased. | Student's cereal box looks very neat. There is no smearing or spots. The folds are neatly glued and creased. |
| Explanation & Understanding | Student correctly described, showed and named fewer than 3 elements of art. They were not able to tell what manufacturing means and how they manufactured the cereal box. | Student correctly described, showed and named at least 3 elements of art. The student correctly described what manufacturing means and how they manufactured the cereal box. | Student correctly described, showed and named all five elements of art. The student correctly described what manufacturing means and how they manufactured the cereal box. | Student correctly described, showed and named more than five elements of art. The student correctly described what manufacturing means and how they manufactured the cereal box. |

Total possible points: 16

Grades:

16-13 points is an "A"

12-10 points is a "B"

9-5 points is a "C"

4 points or less means that students have to redo the project and will need another lesson on this topic.