
NARRATIVE DESCRIPTION OF PROJECT

WHAT WOULD YOU BRING?

I. GOALS & OBJECTIVES

A. PROJECT SUMMARY/PROJECT GOAL

The Residency Project will serve Alloway Creek Elementary School students who are in grade 3. There will be approximately 150 students participating in the project. The goal is the integration of the creative process in visual, written and oral literacy, as well as a multidisciplinary project. With the help of an artist in residence, students will engage in arts-based work to learn about immigration. Students will create an immigration project encompassing multiple educational disciplines, including, but not limited to ELA, Social Studies, Library Sciences, Art and STEM.

B. THE ESSENTIAL QUESTION OF THE PROJECT

Students will consider the following questions about the late 1800s early 1900s immigration process:

What would I bring?

Where am I leaving?

Why am I leaving?

Where am I going?

How am I getting there?

Who am I traveling with?

What was my journey like?

What Object did I bring with me?

Why did I choose it?

Why is it important to me?

C. EXPERIENTIAL ACTIVITIES & EVENTS

The display of the cumulative project will at the Fine Arts Show in May of 2020.

D. CONNECTIONS TO LITERACY

The project focuses on having students think about what they would bring if they were moving from their homeland. Students will be learning about immigration of the late 1800s and early 1900s, through Ellis Island, New York. Students will be researching their country of origin using the school library resources, in collaboration with the librarian. Students will be writing a letter explaining why they are leaving the country of origin, where they are going, and the object they are bringing with them.

E. INTEGRATION OF CURRICULAR CONNECTIONS

The project will integrate a variety of curricular connections. Students will begin the process with a library research project; they will be researching a specific country. Their research project determines the country they are coming from when they write their narrative letter. Then the students will work on

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drafting their letter using the creative process of Idea, Plan, Make/Create, and Share/Reflect. In conjunction with their letter, they will be using this same process to learn about photography and photograph the object they bring with them on their immigration journey. The 3rd grade teachers and artist in residence will co-teach lessons using stations for the parallel teaching of these objective. At the end of the residency, the students will present their final photograph and read their letter out loud. They will also be recording a portion of their letter on a green screen to work in the STEM lab, later configuring a video of their project with a QR code to be hung with their photograph at the STEAM night in May of 2020.

E. STATE STANDARDS ADDRESSED

The project will meet a wide variety of PA State Standards¹.

· PA Standards for the Arts:

9.1.3.A,B,C,D,E,F,G,H,J,K,

· PA Standards for the Social Studies

8.2.3.D

8.3.3.D

8.1.3.C

· PA Standards for the ELA

13.2.3.C

CC.1.4.3.S

CC.1.4.3.V

F. LEARNING OBJECTIVES

Detailed is the learning objective according to each area of integration: Art, English, Civics, Library Science, and STEM

ART

- Students will be able to elements and principles of visual arts to create images for their projects.
- Describe different types of views in photography
- Understand how composition in drawing and painting can relate to photography
- An understanding of the rule of thirds
- Types of tools used when processing a photograph

ELA

- Understand elements of a letter
- Organize, plan and write thoughts in the form of a letter
- Students will be able to use commas in the heading, greeting, and closing of a friendly letter.

¹ Source: <http://www.pdesas.org/standards>

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- Develop strong literacy skills
- Connect with others through a handwritten letter
- Understand the following terms
 - Heading
 - Greeting
 - Body
 - Closing
 - Signature
 - Postscript

Social Studies

- Understand who is classified as an immigrant
- Know where the Statue of Liberty is and what it symbolizes
- Understand why people immigrated to the USA in the late 1800s/early 1900s
- Understand why immigrants came to the USA
- Understand why it was difficult to immigrate to the USA
- Understand the following terms:
 - Immigration
 - Discrimination
 - Ellis Island
 - Steerage
 - Statue of Liberty
 - Seasickness
 - Health Tests

STEM

- Creativity and Innovation
- Communication and Collaboration
- Critical Thinking, Problem Solving, and Decision Making
- Technology Operations and Concepts

Library Science

- Identify a topic with a teachers help.
- Create a plan for finding the information that I need.
- Use the information to create something that I can share with others.
- Evaluate to see if I am done with my project and have done everything I was suppose to do.

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II. CORE GROUPS

Alloway Creek Students who are in grade 3 will participate in the project, approximately 150 students. The project coordinator and classroom instructor are Ms. Jill Rakowicz, Art Teacher.

III. EVIDENCE OF STUDENT INVOLVEMENT IN THE ARTISTIC PROCESS

Involving students throughout the artist residency in a variety of arts and multiliteracy experiences. Students will participate in a hands-on, creative process of photography. Students will choose which image will be displayed for their project at the fine arts fair in May of 2020.

IV. TEACHER/TEACHING ARTIST/ STAFF INVOLVEMENT

Collaborative lesson planning between the 3rd-grade teachers and the artist is paramount to the execution of the residency. Co-teaching lessons, recapping after each segment is necessary for the growth and implementation of the project.

V. COMMUNITY OUTREACH/PARENTAL INVOLVEMENT

Parents and guardians are massive support to students, and their participation is encouraged and desired in this project. Parents needed to help students bring an object from home. Welcoming parents and guardians on the last day of the residency for the cumulative presentation. Additionally, the art show in May is open to the public.

VI. FACILITIES/SUPPLIES/ART RESOURCES

The artist will have access to the art classroom and 3rd-grade teacher's supplies, including iPad technology and classroom space. The artist will print copies of the final photograph; the school will reimburse the cost. The artist will provide studio lighting for when students photograph their final project, taking place in the art room during their designated art class. The art space will be used by other grades when not in use by 3rd-grade students. The teaching artist will make arrangements for each class by collaborating with the classroom teachers.

VII. ASSESSMENT AND EVALUATION

Evaluation through the use of the process of pretest and post-test, as well as rubrics provided by the 3rd-grade classroom teachers, librarian, STEM teacher and Art Teacher. Using the creative process can serve as a meaningful and on-going assessment tool where students can learn and grow during the project. The creative process will document the process of creating their projects and will include their idea, sketches, photography drafts, written drafts, and reflections. There is an expectation for students to present their final project before the end of the residency.

CALENDAR

See page 5

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Session #	DATE	DESCRIPTION
1	01/29/2020	3rd Grade Class 1&2—Introduction & Brainstorming [Art Bootcamps in free time]
2	01/30/2020	3rd Grade Class 1&2—Idea [Art Bootcamps in free time]
3	01/31/2020	3rd Grade Class 3&4—Introduction & Brainstorming [Art Bootcamps in free time]
4	02/03/2020	3rd Grade Class 3&4—Idea [Art Bootcamps in free time]
5	02/04/2020	3rd Grade Class 5&6—Introduction & Brainstorming [Art Bootcamps in free time]
6	02/05/2020	3rd Grade Class 5&6—Idea [Art Bootcamps in free time]
7	02/06/2020	3rd Grade Class 1&2—Plan [Art Bootcamps in free time or 3rd grade pullouts]
8	02/07/2020	3rd Grade Class 1&2—Plan [Art Bootcamps in free time or 3rd grade pullouts]
9	02/10/2020	3rd Grade Class 3&4—Plan [Art Bootcamps in free time or 3rd grade pullouts]
10	02/11/2020	3rd Grade Class 3&4—Plan [Art Bootcamps in free time or 3rd grade pullouts]
11	02/12/2020	3rd Grade Class 5&6—Plan [Art Bootcamps in free time or 3rd grade pullouts]
12	02/13/2020	3rd Grade Class 5&6—Plan [Art Bootcamps in free time or 3rd grade pullouts]
13	02/18/2020	K-6th Grades—Photography Lesson in Art [3rd Grade Studio—Make & Create]
14	02/19/2020	K-6th Grades—Photography Lesson in Art [3rd Grade Studio—Make & Create]
15	02/20/2020	K-6th Grades—Photography Lesson in Art [3rd Grade Studio—Make & Create]
16	02/21/2020	K-6th Grades—Photography Lesson in Art [3rd Grade Studio—Make & Create]
17	02/24/2020	K-6th Grades—Photography Lesson in Art [3rd Grade Studio—Make & Create]
18	02/25/2020	K-6th Grades—Photography Lesson in Art [3rd Grade Studio—Make & Create]
19	02/26/2020	3rd Grade Class 1&2—Make & Create [3rd grade pullouts for recording story]
20	02/27/2020	3rd Grade Class 1&2—Share & Reflect [3rd grade pullouts for recording story]
21	02/28/2020	3rd Grade Class 3&4—Make & Create [3rd grade pullouts for recording story]
22	03/02/2020	3rd Grade Class 3&4—Share & Reflect [3rd grade pullouts for recording story]
23	03/03/2020	3rd Grade Class 5&6—Make & Create [3rd grade pullouts for recording story]
24	03/04/2020	3rd Grade Class 5&6—Share & Reflect [3rd grade pullouts for recording story]