



1st Grade: George Washington Carver, Relay Drawing

*Brewer Elementary
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Learning Objective/Exit Outcomes:

- Students will be able to look at a finished product and reverse engineer that product (imagine what the process was like to make it and use visual art to show the process of engineering).
- Students will be able to recall various products George Washington Carver created.
- Students will be able to use visual art to express their social studies knowledge.
- Students will be able to collaborate with their peers on a visual art project.

Integration Area/Subject:

Social Studies & Visual Art

State Standards:

SS1H1 Read about and describe the life of historical figures in American history.

- a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).

SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place.

- a. American colonies (Benjamin Franklin and Thomas Jefferson)
- b. American frontier (Lewis & Clark and Sacagawea)
- c. National Parks (Theodore Roosevelt)
- d. Southern U.S. (George Washington Carver and Ruby Bridges)

SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Generate individual and group ideas in response to visual images and personal experiences.
- b. Generate visual images in response to open ended prompts, themes, and narratives.
- c. Produce multiple prototypes in the planning stages for works of art (e.g. sketches, models).

VA1.CR.2 Create works of art based on selected themes.

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Create works of art that attempt to fill the space in an art composition.



VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop the identity of self as artist.

- a. Complete works of art.
- b. Sign a finished work of art.

VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.

- a. Use a variety of strategies for art criticism.
- b. Explain how selected elements of art are used in works of art to convey meaning.
- c. Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings.

VA1.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

- a. Explore universal concepts (e.g. self, family, community, world) inspired by other subject areas.

VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

Materials/Playing Space:

- Plain computer paper, tri-folded
- Pencils

Description:

The teacher pre-folded the computer paper into three boxes, labeling each box 1, 2, or 3 from top to bottom. For Relay Drawing, the paper is passed around the class, so, at the end, a single piece of paper has the work of three artists on it. The paper can be passed a final time, so that a student who had no hand in the creation of the art can assess it and explain what they see in the artwork created by their peers.

Students will review multiple products George Washington Carver invented such as a sweet potato or peanut. Students will be able to talk about and draw the final product, what it may have looked like while it was in the process of being made, and finally what it looked like as a sweet potato plant.

The students started with box one (how the sweet potato plant looked in its beginning stages). Then passed their paper to the right. The next student drew in box 3 (how the final product looked), and then passed the paper again. The third students filled in the middle on their own. When it was time to share their piece, they chose whether they shared three, two, one, or one, two, three. They identified themselves whether they were "zooming in" or "zooming out" the engineering process.

Notes:

During this lesson, you can also discuss with students the idea of point of view. An ant climbing the tree, a bird high in its branches, and a bird flying over the tree have distinct and different points of view. What part of the product are you looking at if you are the ant? What part of the product are you looking at if you are flying over the product from a great height?