

Lesson Summary

Title of Lesson	Birdhouse Tales
Grade Level	Adaptable for all grade levels
Standard	Knows a range of subject matter Understands the relation of the visual arts to place, time, cultures, and societies Understands and applies media, techniques, and processes related to the visual arts
Pre-test of understanding	Ask students: What is decoration? Can you give some examples of decoration? Why would artists and other people decorate places or objects?

Enduring Idea	Each of us has the ability to recall the past and anticipate the future.
Essential Question	How can artwork show the past or anticipate the future?
Measurable Objective(s)	After students have shown an understanding about the concept of decoration, each student will (1) Effectively plan a decorative birdhouse that visually recalls the past (concept of transforming milk wagons into homes). (2) Skillfully use selected media to transfer the plan to an actual, three-dimensional birdhouse. (3) Write an acrostic using the word "BIRDHOUSE" to describe the structure and to predict and elaborate upon the future use of the birdhouse.
Resources and Materials	<i>Dropping in on Grant Wood</i> video or book Sketchbook (one per child) or copy paper for sketching/planning Pencils Greenbird biodegradable bird houses (1 per child) http://www.greenbirdhouse.com/index.htm Construction paper crayons Watercolor or tempera paints
Motivation	Show <i>Dropping in on Grant Wood</i> . Remind students that Grant Wood was an artist who painted scenes and ideas about the American heartland. Ask students if they remember the wagon that Grant Wood decorated and then lived in. Explain that they will have a chance to decorate a birdhouse in a similar way. (If desired, show a completed birdhouse.)
Vocabulary	American heartland Usually considered the farming or rural areas of the United States; an area that Grant Wood often showed in his paintings, drawings, and prints Decoration Surface designs placed on an object for the purpose of making the object beautiful
Activity	1. Distribute the sketchbooks or copy paper, pencils, and birdhouse kits.

	<ol style="list-style-type: none"> 2. Tell children that they will be designing a decorated birdhouse similar to the way Grant Wood decorated a milk wagon as his small home. 3. Ask children write their names on the package. 4. Open the birdhouse packages and to remove the cardboard parts. Leave the strap in the package. 5. Point out the roof piece and ask students to identify that they have the same piece. Instruct children to write their names on the roof part. 6. Point out the body of the house and ask students to identify that they the same piece. Instruct children to write their names on the body of the birdhouse. 7. Instruct children to open their sketchbooks to plan how they would like to decorate their birdhouses. Encourage children to look closely at the shapes of the parts of the birdhouse and to draw those shapes in their sketchbooks. Don't forget the bottom! 8. Tell children to think about the bird that will live in the birdhouse. What sort of decoration would be suitable for the tenant? 9. When sketches have been completed, instruct students to lightly draw their designs onto the birdhouses. 10. Trace around the designs with a construction paper crayon. 11. Assemble the birdhouses. 12. Paint the designs on the birdhouses. 13. While the birdhouses are drying, distribute acrostic worksheets. (Instructions and an acrostic work sheet suitable for copying are provided at the end of this lesson summary.) 14. When the paint on the birdhouses is dry, demonstrate how to assemble them and how to attach the strap. (Step-by-step instructions are provided on the packaging. NOTE: Younger students will need assistance with assembly.) 15. After the birdhouses are assembled, ask students to check for areas that might require touching up. 16. OPTIONAL: Display the birdhouses with the acrostic poems.
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Differentiated Instruction

	Challenged	Target	Above
Content (Readiness)	One concept	All concepts	In-depth study
Process (Interest)	Direct instruction for each step of the process	Model what is expected	Minimal instruction; independent work
Product (Evaluation)	Group product	Group product and contribute to oral discussion	Group product and lead discussion

Assessment Rubric

	Below	On Target	Above
Plan	The birdhouse design lacks a decorative quality; not all sides, the roof, or bottom is shown; the plan lacks evidence of careful thought; plan shows little or no recollection of decorative aspects of milk wagon homes	The birdhouse design is decorative; however, not all sides, the roof, or bottom is shown; the plan shows limited evidence of careful thought; plan suggests a recollection of the decorative aspects of milk wagon homes	The birdhouse design is clearly decorative and the plan shows designs for all four sides, the roof, and bottom; the plan shows evidence of careful thought; plan clearly recalls the decorative aspects of milk wagon homes
Application	Media is applied in such a way as to detract from the entire design; craftsmanship and use of materials and tools are of low quality (scribbles, poor blending of paint colors)	Media is applied in such a way as to enhance most of the design; craftsmanship and use of materials and tools are age appropriate	Media is applied in such a way as to enhance the entire design; high quality craftsmanship and use of materials and tools; an emerging technique is evidenced
Acrostic	BIRDHOUSE acrostic does not articulate ideas about the structure and does not elaborate upon future use	BIRDHOUSE acrostic articulates ideas about the structure, but lacks elaboration about future use <u>or</u> BIRDHOUSE acrostic lacks ideas about the structure, but has some elaboration about future use	BIRDHOUSE acrostic clearly articulates ideas about the structure and elaborates upon a future use

Student Check List

	Yes	No
I have made sketches for all sides, the top, and bottom of the birdhouse.		
I have carefully drawn onto all sides, the top, and the bottom of the birdhouse.		
I outlined the drawings with a crayon.		
I carefully used paint to color the designs.		
The birdhouse is assembled correctly.		
My acrostic tells ideas about the birdhouse and gives details about how the birdhouse might be used in the future.		

Student Reflection

How is your birdhouse the same as Grant Wood's milk wagon house? (How does it recall the past?)

How will the birdhouse be used? (How does it anticipate the future?)

Acrostic Poems (From Chapter 3, *Bridging the Curriculum through Art*, 2nd Edition)

An acrostic is a poem that usually does not rhyme. The first letter of each line of an acrostic creates a word, phrase, or sentence that can be read vertically down the page. The horizontal lines of an acrostic can be phrases, parts of sentences, or complete sentences. The most interesting acrostic poems are usually created with sentences that begin on one line and end on another.

Here is an acrostic poem that was written by Lewis Carroll:

A poem that
Can be read across and
Read downwards. The first
Or last, or another
Specific letter will
Tell its own story
In a word, a name, or a
Catch phrase.

Instructions

- Allow students to work alone or with a partner.
- Provide the acrostic worksheet and another sheet of paper for brainstorming.
- Direct the students to locate the vertical column that says BIRDHOUSE.
- Instruct them to write a non-rhyming poem with each line beginning with one letter in the word BIRDHOUSE.

Your name _____

B _____

I _____

R _____

D _____

H _____

O _____

U _____

S _____

E _____