Lesson Plan by: Joanna Sajda, Ashley Vice, Emily Quandt, and April Zuber

Lesson: Art
Length: 3-4 45 min periods
Constructing a Space Shuttle Simulator—by: Renee Coward and Marianna Kesgen

Age or Grade Intended: 4th

Academic Standards:
Visual Arts:
4.7.2: Create work that communicates personal ideas, experiences, or emotions.
4.9.2: Identify and control different media, techniques, and processes to effectively communicate ideas, experiences, and stories.
4.10.3: Demonstrate respect for their work and the work of others.

Performance Objectives:
1. The students will create a class symbol that will communicate a memorable class experience to be placed on the space shuttle class with 100% accuracy.
2. The students will use a variety of media to build a life size space shuttle with 100% accuracy.
3. After the completion of the space shuttle, the students will go around the circle and say one positive thing about the shuttle in a complete sentence.

Teacher Preparation:
I will have all the materials on the instruction sheet readily available for the students to use when they work on the project. We will have been discussing the space shuttle and its parts so the students will be familiar with it. I will also have the instructions copied for each of the students to use.

Procedure:
Introduction/Motivation: This is a part of the thematic unit on space. I will put the students in small groups and have them come up with a class symbol that we can put on the space shuttle. Once everyone is finished we will vote on the symbol that everyone thinks best represents the class. Then we will vote on a color for our shuttle. Our life size shuttle will have those colors and symbol on it. This gives the students choices for how their shuttle looks.

Step-by-step Plan: This lesson begins by explaining to the students that the activity we are doing involves being creative, having willingness to do hard to work, and work together. This activity takes place once the students have learned about space and the space shuttle. This lesson is a fun way to get students to work together to make a finished product. I will ask the students some questions to get them in the right mind set. I will ask them to list the parts of the space shuttle (knowledge). I will have them name
the media that we are using (knowledge) and describe the media of a real space shuttle (comprehension). Lastly, I would ask, what would happen if a part of the space shuttle was missing? (Synthesis) Once all of these questions have been answered we will start the project.

- I will hand out the instructions to all the students in the class.
- We will go over how we are going to build the shuttle.
- The students will create jobs to do to help build the shuttle more successfully.
- We will discuss the different media and how all of it goes together.
- The steps on how to build the shuttle are on the instructions attached to this lesson.
- Once the space shuttle is built the student can paint it and put the class symbol on the side to complete the shuttle.
- We will work on this a little bit every period that we have set for art time until it is complete.

**Closure:** As a closure activity I am going to have the students sit in a circle and first say one positive thing about the shuttle or the process of making the shuttle then they will create a story about our class’s trip to space. Each student will get to add one sentence to the story. We can begin the story about how we built the shuttle, what parts were necessary, and then about how it was launched. To close the story we will talk about what we did in space and all the adventures we had in our space shuttle.

**Assessment:** I will assess the students by observing them, and how well they work together. I will make sure that they are each doing their assigned jobs to keep them on task.

**Adaptations/Enrichment:** This activity will not really have an effect on students with learning disabilities. This is a fun activity that gets students active and allows them to move around and talk about the space shuttle. They can work together with another student to help them do their job. I can pair two students together to accomplish one of the designated jobs. Gifted students can take a leadership role and help the students that are struggling with this project. It is a great opportunity for them to show off. A few of Gardner’s multiple intelligences can be seen in this project. The logical-mathematical intelligence is seen when the students have measured the media and discovered out how much we need to build the shuttle. Spatial intelligence is used when the students have to find out where we can build the shuttle and where it will fit. They will have to find the right space for it. Interpersonal intelligence is used because the students have to work in small groups to make a symbol and a large group to build the shuttle.

**Self-Reflection:** To determine the success of this activity I would ask myself several questions at the end of the activity. I would ask myself if the adaptations that I provided were helpful to the students. Was the time allotted too long, too short, or just right? Did the student enjoy the activity and learn more about the space shuttle? Was there anything that I could have changed to make this activity more effective? Through this lesson I would be able to see the students working with others and the ability to work as a whole class to achieve one goal.