**Information**

*Grade 4*

*25 students – whole class lesson*

*Arts– 60 minute lesson*

**NYS Arts Standards**

2. Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

3. Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

4. Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

**NYS Social Studies Standards**

**Standard 1, Key Idea 1**

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

**Standard 1, Key Idea 2**

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

**Learning Objective:**

Students will be able to:

* Use their five senses to envision Coney Island as a young immigrant child in the early 20th century

**Materials:**

* Teacher script
* Paper
* Markers
* Crayons
* Colored Pencils
* Pencils
* Post-its

**Skill and Strategy**:

Skill: Comprehension

Strategy: Envisioning

**Justification**:

The class will participate in a sensory exploration activity, in which they will be investigating the various forms of sensory stimulation at Coney Island. This lessons serves as an introduction to the activities that will follow in the next five weeks. For the students who are not familiar with Coney Island, they will be able to gain a perspective of what it feels like to be there while the students who have a prior connection with the Coney Island will be focusing on how these images of the past connect to modern day perceptions.

Sensory Exploration will include *touch* (sand and water from the Coney Island shoreline), *sound* (sideshow chants, music, rollercoasters, screams, bells and whistles, etc.), *taste* (hot dogs, sweets, and other foods offered at Coney Island), *smell* (popcorn, hotdogs, and the ocean), and *sight* (amusement rides, freak shows, the beach, rollercoaster, early 20th century fashion, etc.). Students will make observations about the various sensory experiences.

After the sensory exploration students will create a picture, the picture they envisioned in their mind, about what Coney Island is. The parameters for this project are very open ended so the students are able to portray any piece of Coney Island they connected with.

In order to gain perspective and delve into the persona of a ‘young immigrant child of the 20th century’ German phrases have been implemented into the script of the exploration. This has been done to separate ‘new and old’ images of Coney Island since many of the places we explore still exist today.

**Set / Implementation Procedures:**

\*Teacher must rehearse this speech ahead of time. The delivery is most effective using different voices for each character and a variety of emotion.

*It is July 1927. You’re family immigrated to New York from Germany just three months ago. Each day you think about your oma and opa, cousins, aunts, uncles and friends back in your village, Rottenburg. Father and mother work long hours. Father works in a factory and mother is a seamstress. Today however, they have the day off from work…something about a special day. What is so special about July 4th anyway?*

*As you sit on the train your body is shaking back and forth. It is riding so fast! Peering at the window you can see trees and buildings far in the distance. Suddenly the train comes to a halt! You almost fall off of your seat. We are here mein schatz whispers mother smiling. Here? Where is here you wonder? Stepping off the train mother takes a deep breath in and sighs, “Ahh. I love the smell of that salty air. The ocean reminds me of the Tauber back home.” “The ocean? I can only smell popcorn,” you think to yourself. Walking across the boardwalk you hear music, laughter, a man shouting “Come see the bearded lady…man swallows sword…woman sawed in half!” These sounds are taken over by a loud SCREECH. Looking up you see this huge wooden structure with a car attached to it. A roller coaster. The Cyclone. “You must be able to see for miles when you’re way up on that. Sehr schoen. Let’s go! exclaimed father. Waiting in line you wonder what it is going to be like. You have never been on a roller coaster before. Finally it is your turn. Climbing into your seat, you shut your eyes hoping the ride is already finished. The car stats moving. [to be read slowly] \*click\* \*click\* \*click\* The car is pulling itself up the hill. You can feel butterflies in the pit of your stomach. \*click\* \*click\* \*click\* Your dig your hand deep into the seat, hoping you don’t fly out of the car. You promised yourself you would hold on to the very end of the end. Was machst du? What are you doing? Opening your eyes protests father, look at it all. \*click\* \*click\* \*click\* Slowly opening your left eye you can see over all of Astroland- the man shouting about the bearded lady, the swimmers, the sun bathers in their large hats, even Nathan’s hotdog stand. \*click\* \*click\* \*click\* Squinting very hard, you pretend to see Germany out across the ocean. It all becomes are blur as AHHHHHH. [Scream as if roller coaster is going down]*

* Independent Practice- 30 minutes
  + Students will independently create their ‘Portrait of Coney Island’
* Class will reconvene
* Gallery Walk- 15 minutes
  + Each portrait will be hung and students will have the opportunity to see peer work, make observations, and comment on pieces of work using post-its.
* Wrap-up- 5 minutes
  + Class will end with a reflection about the lesson, additional feedback, and what they may have done differently if they were to try again.

**Modifications:**

This lesson built around envisioning or imaging something. The timing of the lesson, especially the teaching set, is especially designed with students who cannot sit sustainted for longer period of time in mind. If a student cannot sit on the carpet or they find it less distracting to remain in their seat, that is acceptable. Because the who will be able to hear my voice reading no matter where I can, their seating is flexible. For the students who cannot here my voice in general, I will position myself about the room adhering to specific needs. If the use of sign language interpreter is necessary, then I will work with one. Students are not expected to fully understand all of the referennces, cultural terms, and Germany presented in the story, therefore language should not be an issue. If a student for some reason cannot close their eyes whether it be fear or physical inability or has difficulty with auditory processing, they will be given a transcript of what is spoken. If they need further assistance I will reread sections aloud to them individually.

**Extensions/Follow-up Activities:**

This lesson serves is an introduction to the remaining five weeks of study. Each piece of the exploration, (Nathans hotdogs, sideshow chants, Cyclone, etc.) all appear later in the unit. The only component explored in this that is not fully imitated in a later lesson is the music. The song described in this sensory activity was reflective of the historical time period captured, while the later music study uses modern examples.

**Assessment of Student Learning:**

Students will be assessed on:

* Ability to converse, listen, and participate in a group review
* Appropriate drawing of Coney Island
* Ability to vocalize the relationship of Coney Island and their portrait
* Participate fully and cooperate with classmates