

Revive, Contemplate, Integrate Lesson Plan

Your Name: Leitha Stone

Grade: 2nd grade

School: Calvert Country School

County: Calvert

Unit of Study: Visual Arts and Social Studies

Lesson Title: Coat of Arms

Goal/Purpose: Students will learn about the life of a knight and how many areas of life today are similar. Students will create a personal coat of arms demonstrating their understanding the use of symbolism then and now.

Walters Object: *Suit of Armor* found at [teachers.thewalters.org/Science/Medieval Art](http://teachers.thewalters.org/Science/Medieval%20Art)

Arts Content Standard, Objective, Indicator: Art

2.0 Historical, Cultural, Social - Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience.

1. Determine ways in which works of art express ideas about ones self, other people, places, and events.

3.0 Creative Expression and Production - Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

1. Create images and forms from observation, memory, and imagination.

Other Subject Content Standard, Objective, Indicator: Social Studies

Standard 2.0 – Peoples of the Nation and World: Students will understand how people in Maryland, the United States and around the world are alike and different.

Standard 5.0 – History
Students will use historical thinking skills to understand how individuals and events have changes society over time.

Connected Objective(s):

Students will demonstrate their understanding of how individuals/families share and borrow traditions from other cultures by creating a personal Coat of Arms.

Vocabulary:

Symbolism
Parting of the Field
Blazonry

Shield
Charges
Canting Arms

Materials & Resources for the Class:

Art Materials:

Paper
Pencils
Cardboard
Foam Core Board
Paint
Brushes
Markers
Bank of templates of shapes
Glue

Supportive Learning Materials:

Hand Outs
Books
Overhead Transparencies
Computer/Usborne.com websites

Computer/Walters Integrating the Arts: Mummies, Manuscripts, and Madonnas interactive (Science/Medieval/ Armor)

Materials & Resources for the Teacher:

Books and On-line Resources

Life in a Castle., Eastwood, Kay., (2004) Crabtree Publishing Co.
Knights., Turnbull, Stephanie., (2005) Usborne Publishing Ltd.
Castle., Macaulay, David., (1977) Houghton Mifflin Company, Boston.
Design Your Own Coat of Arms., Chorzempa, Rosemary., (1987)
Integrating the Arts: Mummies, Manuscripts, and Madonnas:
www.TheWalters.org
Usborne Publishing website: www.usborne.com

Materials:

Hand-outs	overhead transparencies	pictures/illustrations of knights	
Smartboard	overhead projector	castles	areas of daily life

Prior Knowledge:

Art form: Students will use prior knowledge of drawing, coloring and painting in creating their Coat of Arms.

Content Area: Students will use their prior knowledge that people settled the United States from other countries and that they brought things with them.

Procedures:

1st Class Period:

Students will be introduced to the subject matter through the use of the smartboard and creating the atmosphere of a journey to a castle led by a knight.

Students will be led on a tour of the castle and what happens in the daily life of the knight. The knight will introduce the elements of his life with special focus on the *suit of armor*. We will use the computer lab and the computers to use the interactive features on the Walters Integrating the Arts: Mummies, Manuscripts, and Madonnas web site to concentrate on the suit of armor. We will revisit details about the knight and his daily life. We will close the class by having each student tell their favorite part of a knight's life.

2nd Class Period:

During this class we will first review what we learned in the previous class. Students will use a graphic organizer to review the knights' life and list things about the life of a knight that are like life today. There will be a focus on how you tell the knights apart? This will be the lead in to the introduction of the coat of arms. Students will concentrate of the Coat of Arms and learn about the colors, symbols, and shapes used. Handouts will be supplied; also the over head projector will be used. The handouts will focus on examples of medieval coat of arms, the design elements of the coat of arms, colors, parting of the field, charges and other symbolism. We will breakdown the elements and discuss shapes, color symbolism and the symbolism of the charges on the coat of arms. Students will use paper, pencils, and crayons to begin the planning of their own coat of arms. Students will choose the shape of the shield and begin to choose the colors and elements of their coat of arms. We will close class with each student telling what shape they chose and colors. Why did they choose the colors they did and what do those colors mean and represent to them.

3rd Class Period:

Students will receive their preliminary designs back. We will review symbolism, the colors and charges. Students will continue to develop their designs. If they are past this point, I will begin to help the students enlarge their shape onto foam core board. They can begin their painting of the parting of the field. All students should be finished with their designs by the end of class. We will close class by reviewing which charges each student chose and what it represents to them.

4th Class Period:

(I will cut the foam core board shield shape for each student to be ready for this class period.) Students will begin the creating of their Coat of Arms. They will have their shape and begin painting the base color and begin the process of adding the elements of the Coat of Arms. Students will be supported through the creating process as needed. We will close the class with each student reviewing what color choice they made and what it means.

5th Class Period:

Students will continue the creating of their Coat of Arms. They will continue to be supported as needed in reviewing material, symbols and information to allow for learning and creating continuing. During this class each student will have an enlarged charge they can trace on to poster board. They will begin the coloring process using colored pencils, crayons or markers. Once finished coloring they will begin cutting out the charges. Each class period will be closed with questioning and students sharing what they did and why they chose elements.

6th Class Period:

Students will review the process thus far. Students should be to the point of the final assembly of their Coat of Arms. Once finished with the assembly then students will begin the rough draft of their blazonry (explanation) for their Coat of Arms. They will explain the symbolism of the colors they used and the charges they chose. They will explain what the symbolism means to them and why they chose the symbols/colors.

7th Class Period:

Students will work on the final draft of their blazonry. Once the final draft is completed they will have the option of using some of the interactive websites on Usbourne.com about knights, or the Walters Integrating the Arts: Mummies, Manuscripts, and Madonnas website, or they will be able to draw a picture featuring their favorite part of a knights' life. We will close the class reviewing what things about a knights' life are like things we do today.

Assessment:

1. Students will be assessed for understanding throughout the project by verbal questioning.
2. When students are finished creating their coat of arms they will write a modern day blazonry (piece) explaining the symbolism and colors of their Coat of Arms.

Closure:

Closure of the unit will include a revisit of the life of the knight and how elements of daily life today are similar to that of the knight.

Thoughtful Application:

I was especially impressed with the depth of feelings the students let show in this project with the use of symbolism and explaining why they choose the symbols they did.

Lesson Extension:

For students finishing early, they can use the computer and some of the website resources to play the interactive games and learn more about medieval life. Students will be provided books and color sheets of various castles, knights. Students will be able to use these sheets to color or to create drawing of their own.

Lesson Adaptations:

This lesson project could also focus around the daily life in a castle and castle design. Students could design their own castles. This could allow for the exploration of how the towns and cities developed and how similar towns and cities are today to medieval times.

Examples of Project:

