Please complete and return no later than 2 weeks before the start of your unit. This guide is available on the SmartARTS Google Drive in the SmartARTS Unit Planning Folder where you may print, or you may fill out the Form located on the Drive.


2. Artist (name/discipline): Kimberly Simms Gibbs/poetry and creative writing

3. Subject Area: Art

4. Number of Students Per Class: 22-25

5. Inquiry Question: How can I personally connect with history and emotion through art and poetry?

Academic Standards Addressed:
(Include subject area, standards and objectives)
A variety of art and academic standards are being addressed from k4- 5th grade.

Artistic Standards Addressed:
(What are the SC Standards in your art form that will be addressed?)
3.1 include details to describe actions, thoughts, and feelings;
4.1 Interpret relationships and patterns discovered during the inquiry process. 1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations

How do I use imagery, precise words and phrases, relevant descriptive details, and sensory language?

<table>
<thead>
<tr>
<th>Academic Vocabulary Addressed</th>
<th>Artistic Vocabulary Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>Line Break</td>
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<tr>
<td>Foreground/background</td>
<td>Imagery</td>
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<tr>
<td>feelings</td>
<td>Simile</td>
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<tr>
<td>3rd Grade: Civil War</td>
<td>Stanza</td>
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<td>4th Grade: Westward Expansion</td>
<td>Point of View</td>
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<tr>
<td>5th Grade: Harlem Renaissance</td>
<td>Public Speaking</td>
</tr>
</tbody>
</table>
CONNECTIONS
List relevant connections between the content area and art form that will be addressed in the unit plan. Include personal connections students might make.

In 3rd to 5th grades, as they research history, students will make personal connections with the heroes who shaped America.
In Kindergarten to 2nd grade, students will play with language and explore the joy of poetry.

INQUIRY QUESTION
How will you explore the inquiry question in this unit? Include other questions that might fall under your inquiry question.
In 1st and 3rd to 5th, students will make personal connections with history though writing poetry.
In Kindergarten and 2nd grade, students will explore their emotions through writing and performing poetry.

Describe the techniques students will use to explore the inquiry question.
- Students will write imagery connected to the historical time period.
- Students will use their knowledge of a historical period from their core classes.
- Students will use the results of their research to write a poem in third person.
- Poems will be shared on the last day of class if time permits.

List the information students must know before beginning this exploration.
Students must know basic techniques of research, the writing process, and historical background information. Students in 2nd grade must use their knowledge of emotions

PROCESS
Beginning: How will the unit start?
The unit will begin with an introduction by the artist and students will be introduced to the elements of poetry. Students will start writing imagery and similes.

Middle: How will the unit proceed?
Students will draft their poems and work on their connected art projects.

End: How will the unit conclude?
The unit will conclude with writing their final drafts and performing poetry.

ASSESSMENT
What will be your indicators of learning for this unit? Please provide copies of any rubrics or assessments you implement.
Student learning will be evident through the results of research, growth and development of writing through craft lessons and the writing process, and communication skills used in presentations.
REFLECTION/DOCUMENTATION
How will students, teachers, and artists document the process throughout the unit? The process will be documented through teacher notes and observations, photographs, student writing, and other artifacts.

How will use of this documentation inform student reflection and learning? Students will reflect on their own writing/performance, as well as the writing and performances of their peers.

UNIT SUPPORT
This unit is a partnership between teacher and artist.
What are active strategies you will use for working together in the classroom? There will be active discussion and reflection at the end of each lesson.

Will there be an observation date for this unit? (Artist comes to observe the classroom prior to the first day of the unit). If so, what date? No, but artist is quick to modify and adjust due to her experience as a classroom teacher.

What will be the roles for teacher and artist each day and before the unit begins? We have planned thoroughly for the unit. Each day the artist is in the classroom, the teachers will assist and coach students in the project.
How can SmartARTS support your process to ensure a successful experience? We will modify and adjust throughout the unit.

TEACHER:
- Describe your classroom management approach. What tools do you implement for discipline and rewarding good behavior?
- What do your students need to know in order to be prepared for the artist to enter your classroom environment?
- What would you like the artist to know about being in your classroom?

ARTIST:
- What are your classroom management strategies? I will pause if talking becomes too loud. I will use the countdown to 5 strategy if any classes are rowdy, but I don’t anticipate this with the small class sizes.
- What else do you need to know before beginning the unit with your teaching partner?

Please complete and return THIS AND THE ACCOMPANYING DAILY LESSON GUIDE no later than 2 weeks before the start of your unit.