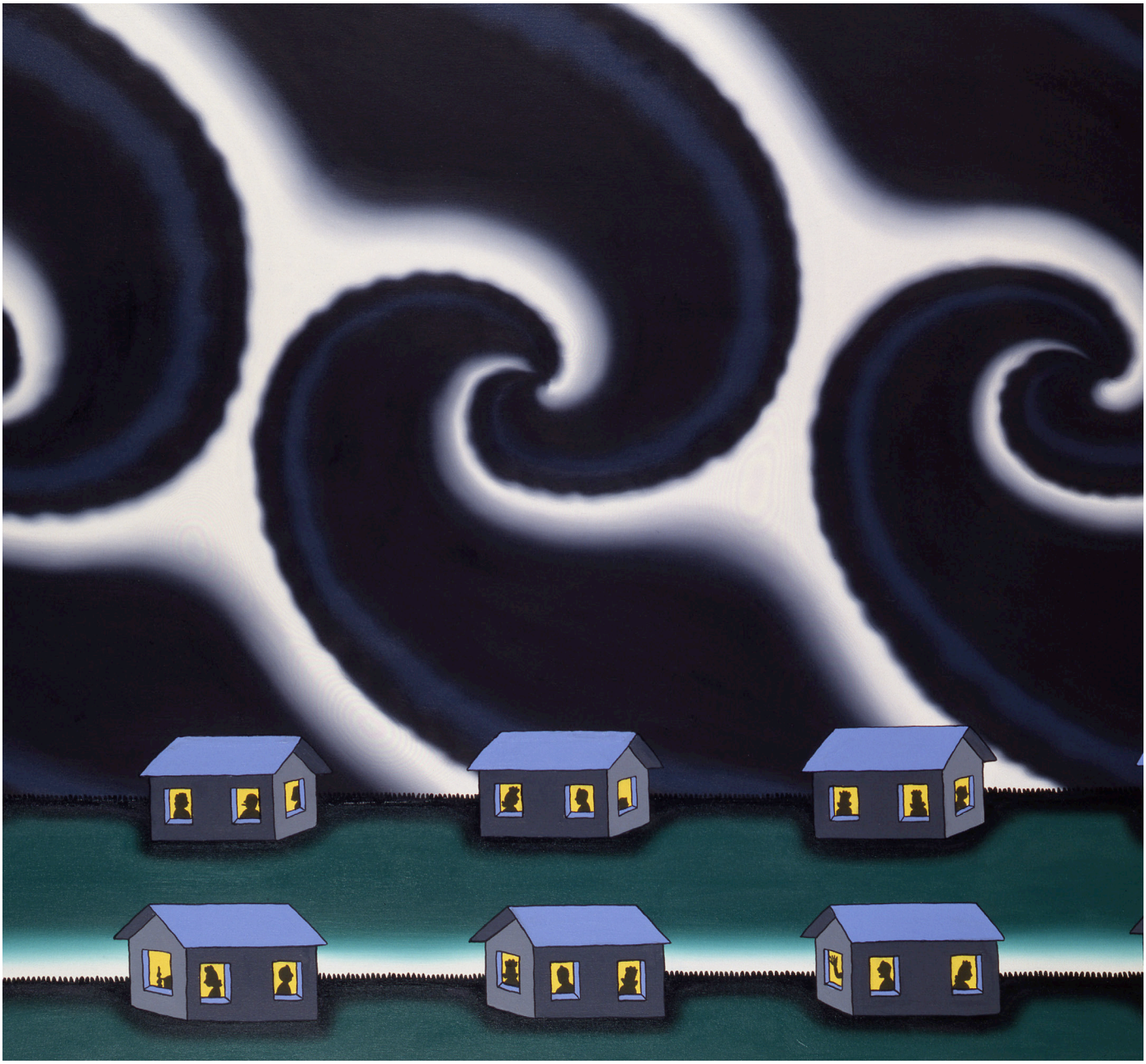

THE ENVIRONMENT

MEMPHIS BROOKS MUSEUM OF ART PERMANENT COLLECTION TOURS

Lesson Plan | PreK - 1st grade

Memphis Brooks Museum of Art in Overton Park

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(Above) Jules Dupre, French, 1811-1889, *Pastoral Scene*, 1870, Oil on canvas, Gift of Mr. and Mrs. Morrie A. Moss 59.29

(Front Cover) Roger Brown, American, 1941-1997, *Clouds Over Alabama*, 1994, Oil on canvas, Memphis Brooks Museum of Art purchase; funds provided by the Thomas W. Briggs Foundation Community Service Award in honor of Kaywin Feldman, with additional support from Mimi Loeb 2006.22 © The School of the Art Institute of Chicago and the Brown Family.

Lesson Plan

Grade Level: Pre K - 1st grade (ages 4 - 6)

Number of Students: 60 maximum

Learning Standards

The following standards are met by the museum tour and classroom activities.

Suggested TN State Standards in Art:
Visual Arts- Responding: Understanding and evaluating how the arts convey meaning
Visual Arts-Connecting: Relating artistic ideas and work with personal meaning and external context
Visual Arts-Creating: Conceiving and developing new artistic ideas and work
Visual Arts-Presenting: Interpreting and sharing artistic work

Suggested TN State Standards in English Language Arts: Speaking & Listening
Comprehension and Collaboration Standard 1 SL.CC: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.
Comprehension and Collaboration Standard 2 SL.CC: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
Comprehension and Collaboration Standard 3 SL.CC: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Goals of the Tour Experience

Students will use art as a jumping off point to explore environmental concepts such as recycling, weather, and the seasons. Students will also practice their speaking and listening skills by participating in group discussions about art.

Tour Objectives

Students will:

- Explain how the Environment influences how we live.
- Make connections between the needs of people, animals, and plants.
- Recognize reasons for taking care of the environment.

Carroll Cloar, American (active in Memphis), 1913-1993, *Where the Southern Cross the Yellow Dog*, 1965, Casein tempera on Masonite, Brooks Fine Arts Foundation purchase 65.17 © Estate of Carroll Cloar

Objectives Established with Bloom's Taxonomy

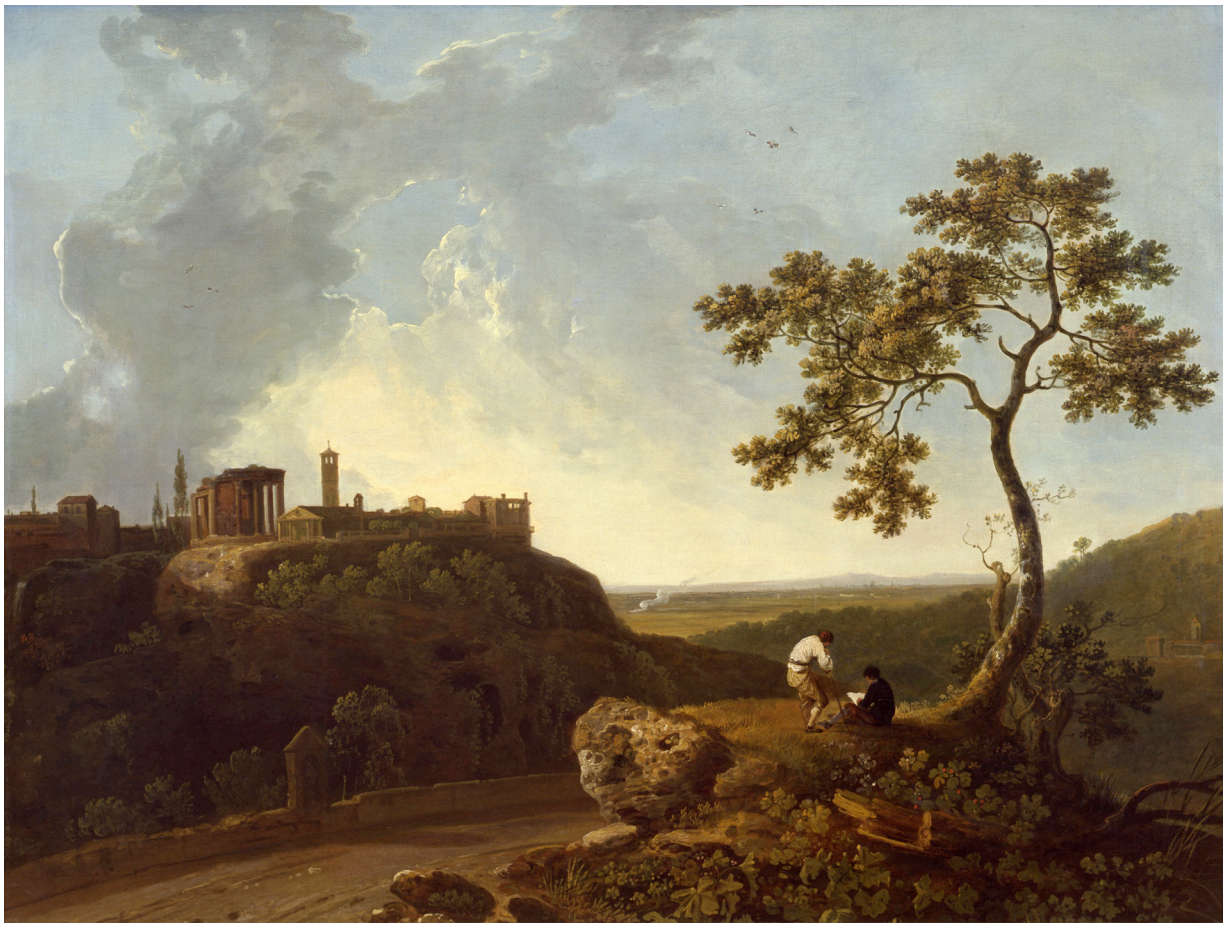
The learner will:

Remember	Recognize familiar weather conditions.
Understand	Describe the characteristics of each season.
Apply	Participate in discussions about environmental concepts.
Analyze	Compare and contrast seasons.
Evaluate	Reflect on how different types of habitats are depicted in the Brooks' collection.
Create	Create an environment themed art work in the studio.

Classroom Preparation Prior to Visit

- [ ] **Introduce students to the tour vocabulary by using the Environment PowerPoint. Please note that all of the images included in the PowerPoint are a part of the Brooks Museum's permanent collection and your students may see them in person on their visit.**

- [ ] **Review Museum Guidelines with students and chaperones, which can be found here: http://www.brooksmuseum.org/school-tours#MuseumGuidelines Refer to the "Welcome to the Brooks" PowerPoint for a visual aid.**



Richard Wilson, English, ca. 1713-1782, Tivoli: *Temple of the Sibyl and the Campagna*, ca. 1763-1767, Oil on canvas, Gift of Mr. and Mrs. Morrie A. Moss 59.26

Teacher Resources

Websites:

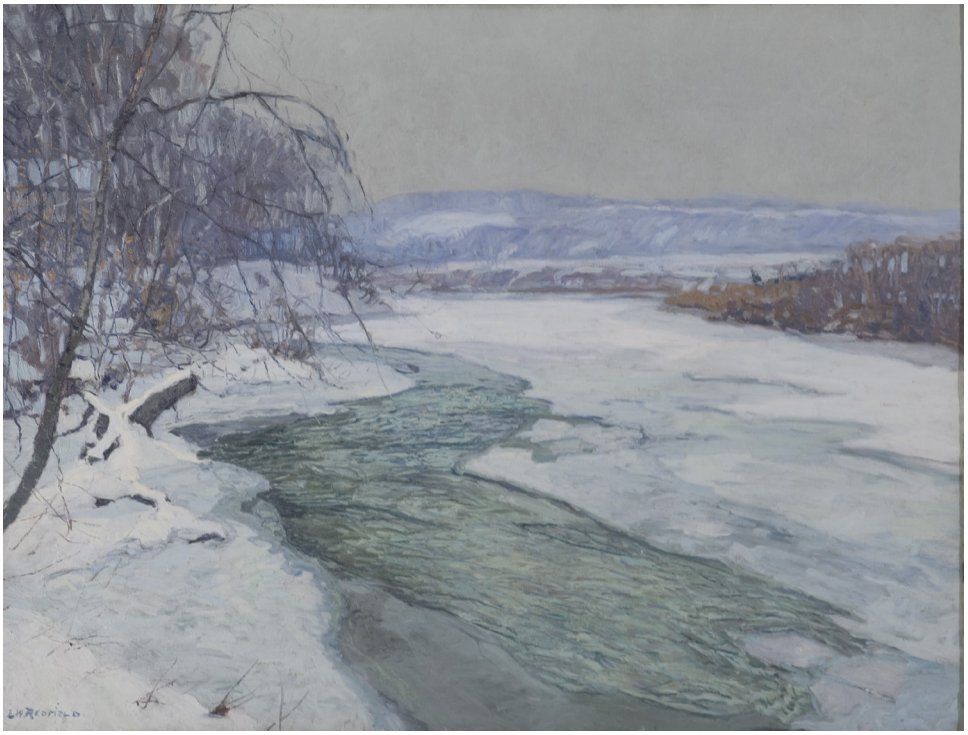
Sheppard's Software has a variety of games that teach environmental concepts, including this food chain activity: http://www.sheppardsoftware.com/scienceforkids/seasons/spring.htm

Jack Hartmann's four seasons song is a great way to reinforce this concept: https://www.youtube.com/watch?v=lisj2kTZIFs

Brooks E-Museum Access digital images and information about artwork in the Brooks permanent collection: http://emuseum.brooksmuseum.org/

Suggested Reading:

1. *I see a Kookabura!: Discovering Animal Habitats Around the Word* by Steve Jenkins, Robin Page, ISN 0547348819 [Pre K-1st Grade]
2. *The Three R's: Reuse, Reduce, Recycle* by Nuria Roca, Rosa Maria Curto, ISBN 0764135813 [Pre K-1st Grade]
3. *The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry, ISBN 0152026142



Edward W. Redfield, American, 1869-1965, *Frozen Stream*, 1920, Oil on canvas, Memphis Park Commission Purchase 22.3 © Estate of Edward W. Redfield

Vocabulary

Studying and discussing the vocabulary below, prior to your visit, will help ensure that your students have an enriching museum experience. Please refer to the Environment PowerPoint for visual examples.

Animal/Fauna	Living organisms that are distinguished from plants by independent movement and responsive sense organs.
Domestic	Kept as a farm animal or as a pet.
Color	The property of objects that depends on the light that they reflect and is perceived as red, blue, green, or other shades.
Environment	All the external factors influencing the life and activities of people, plants, and animals.
Form	The shape or appearance of a thing that makes it identifiable.
Habitat	The natural conditions and environment in which a plant or animal lives (such as: the forest, the desert, or the wetlands).
Landscape	A painting, drawing, or photograph of scenery, especially rural scenery.
Line	A long narrow mark or stroke made on or in a surface.
Pattern	A regular or repetitive form, order, or arrangement.
Plants/Flora	Living things that grow in the ground and need sun + water to survive.
Seasons	A traditional division of the year based on distinctive weather conditions.
Shape	The outline of something's form.
Temperature	A measurement that indicates how hot or how cold something is.
Wild	An animal living in nature without human care. An animal not kept as a pet or used for display, work, or experimentation.

Classroom Activities

The following activities will prepare your students to further explore, engage, and reflect on their experience at the museum and with this special exhibition. Many of these activities are purposefully open ended to fit each teacher's curriculum focus and teaching style.

Activity 1 | Language Arts Connection

Students will learn about the word 'habitat,' answer questions about what makes each one different from another, and what they can expect to see in four habitats: desert, forest, grassland, and wetland.

Materials Needed:

- Book: *Welcome Home, Bear: A Book of Animal Habitats* by Il Sung Na
  ISBN 0385753772
- Crayons or markers for each child to use
- Construction or drawing paper

Procedure:

1. Read *Welcome Home, Bear*. Afterward define the term "habitat".
2. Describe each of the four habitats: desert, forest, grassland, and wetland. Ask students what animals live in each habitat and why they think that's true.
3. Describe the key elements in each habitat that make them different from one another.
4. Talk about the various animals that can be found in these habitats and show photos of each.
5. Show some photos of different habitats and ask the students what plants/wildlife they might expect to see there.
6. Have each student draw a picture of a habitat they would like to visit. Include a writing prompt for the bottom of the student's paper asking each student to write a sentence on why they chose the habitat they drew.

Discussion:

When the students are done with their drawings, allow for a show and tell of pictures. Encourage students to ask questions of their peers about the animals and environment in their pictures. Ask if the drawing has the right animals and plants in it for that habitat. Write the four habitats on the board and discuss which title would be appropriate for each students drawing.

Tennessee Academic Standards for English Language Arts:

Comprehension and Collaboration Standard 1 SL.CC: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

Activity 2 | Math Connection

Sorting and classifying are important pre-math concepts that every young learner should be familiar with. 'Sort it Out' is a great math activity that allows students to improve on these skills.

Materials Needed:

- Book: *The Button Box* by Margaret S. Reed · ISBN 0140554955
- Recyclable or found objects of all colors, shapes, and sizes: bottle caps, buttons, cans, plastics, etc.

Procedure:

1. Read *The Button Box* by Margaret S. Reid to discuss how the main character sorts and counts his buttons.
2. Lay out all of the objects on a table and allow students to count the sum of the objects aloud.
3. Divide children into three groups: Blue, Yellow, Red (or any three colors of objects) and allow each team to find and sort their assigned color. Give each group an opportunity to count their end total. This grouping can also be used to arrange size, shape, etc.
4. Take advantage of the objects as counters by creating word problems aloud. (Example: If we take away all of the items that are blue, how many objects are left on the table?)

Discussion:

Ask students how counting and subtracting could be helpful in daily life? Why is math a useful skill and when do we use it? Ask students to think of ideas and ways to use these recycled objects in a new way. Ask students why the ability of sorting items could be useful?

Tennessee Academic Standards for Mathematics:

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Activity 3 | Science Connection

Students will identify the parts of a plant and gain an abbreviated understanding of their functions.

Materials:

- Book: *Planting A Rainbow* by Lois Ehlert, ISBN 015204633X
- Parts of a Plant Worksheet, found here: http://www.educationworld.com/a_lesson/worksheets/TCM/pdfs/parts_of_a_plant.pdf
- Crayons
- Glue
- Scissors

Procedure:

1. Read *Planting a Rainbow* by Lois Ehlert
2. After discussing the parts of the plant and their functions, give students the opportunity to color their worksheet.
3. When every student is finished coloring, allow the glue and scissors to be used to place the correct vocabulary word next to the correct plant part.

Discussion:

Ask students how humans are different and/or similar to plants in the way that we live. Ask them if they can name any parts of a plant that you haven't yet discussed? Ask students for examples of how humans protect plants and help to keep them healthy.

Tennessee Academic Standards for Science:

K.LS1: From Molecules to Organisms: Structures and Processes

1.LS2: Ecosystems: Interactions, Energy, and Dynamics

Activity 4 | Science Connection

Use this activity to demonstrate the water cycle to your students.

Materials:

- Shaving Cream
- Blue food coloring
- Large vase
- Dropper

Procedure:

1. Introduce rain to your students by showing them Have Fun Teaching's Water Cycle Video:

   https://www.youtube.com/watch?v=TWb4KIM2vts

2. Fill the vase ¾ full of water

3. Fill the top of the water with a thick layer of shaving cream

4. In a separate bowl mix the food coloring and water. Use a dropper to gradually add the water to the shaving cream.

5. Watch the water drip from the shaving cream like rain when the cloud becomes too heavy.

Tennessee Academic Standards for Science:

K.ESS2: Earth's Systems