

## LESSON PLAN

American Art - Bearden

## General Information

**Teacher Name:** Kim Edwards Anderson, Chase Elementary      **Subject:** Visual Art/ Language Arts /Social Studies, Kindergarten

**Topic:** My Neighborhood

**Time Frame:** 6 weeks- Eleven, 60-minute class periods

**Guiding Questions:** How can the use of visual arts and technology support students in learning about their neighborhoods?

## Goals, Standards and Vocabulary

### Overview (How and where this art-integrated unit fits into the curriculum):

While studying community, students will be introduced to what constitutes a neighborhood. In learning about their neighborhood, the students will complete an art project reflective of the style of Romare Bearden. They will draw pictures of their favorite places to go in the neighborhood. They will take several walking field trips to their favorite places.

### Goals (What students will realize by using the art form to activate content area):

Upon completion of this unit, students will see the interconnection of multiple art forms and make connections to the community.

Teacher Goal: To develop a lesson that highlights students' multiple ways of learning and shows how useful the integration of technology and visual arts is in enhancing instruction in content areas.

### Academic Standards and Descriptors: State Standards in the content area that this unit addresses.

#### Early Learning

**15A:** Students who meet the standard understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

15.A.EC Identify community workers and the services they provide.

**17A:** Students who meet the standard locate, describe and explain places, regions and features on the Earth.

17.A.ECa. Locate objects and places in familiar environments.

### Fine Arts Standards and Descriptors: Illinois State Standards in the fine arts that this unit addresses.

#### Early Learning

**25B.** Students who meet the standard understand the similarities, distinctions and connections in and among the arts.

25.B.Ka. Describe or respond to their own creative work or the creative work of others.

26A. Students who meet the standard understand processes, traditional tools and modern technologies used in the arts.

26.A.Kd. Visual Arts: Participate in the visual arts. Identify media and tools used in painting, drawing and constructing.

**26B.** Students who meet the standard apply skills and knowledge necessary to create and perform in one or more of the arts.

26.B.Kc. Create or perform story elements and characterizations.

**27A.** Students who meet the standard analyze how the arts function in history, society and everyday life.

**27B.** Understand how the arts shape and reflect history, society and everyday life.

## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

### Vocabulary Lists – Content and Art:

*Content* – apartment, character, climax, community, improvisation, setting, metaphor

*Art* – Romare Bearden, collage, gouache, Harlem, elements (color, line, texture, shape, space), flipbooks, perspective, scale, tableau, observation, inference

*Technology* – animation (stop animation), digital camera, DVD, filmmaking, jobs in filmmaking (director, sound engineer, cinematographer, editor), tripod, zoetrope

## Day: 1

### Focus:

Close read of *The Dove* (1964) by Romare Bearden; creation of a tableau based on *The Dove*

Romare Bearden's collage *The Dove* (Created during the heart of the Civil Rights Movement, this collage depicts a bustling city neighborhood with a serene bird at its center. It also marked a new artistic direction for Romare Bearden, who for the remainder of his career continued to create collages often referred to as “visual poetry”- <http://picturingamerica.neh.gov/>) will be used as a supporting foundation in helping the children develop an understanding of community and creating a visual arts product about their neighborhood.

### Materials Needed:

Romare Bearden's *The Dove* (included in the Picturing America poster collection), chart paper, marker, EAEC Curriculum Close Read and Tableau Teaching Strategies



Romare Bearden, (American, c. 1911 – 1988)

*The Dove*, 1964

Cut-and-pasted photo reproduction and papers, gouache, pencil and colored pencil on cardboard, 13 3/8 x 18 3/4 in.

The Museum of Modern Art. Blanchette Rockefeller Fund (377.1971)

[http://arthistory.about.com/od/educator\\_parent\\_resources/ig/picturing\\_america/pa\\_neh\\_34.htm](http://arthistory.about.com/od/educator_parent_resources/ig/picturing_america/pa_neh_34.htm)

### Warm-Up and Pre-Assessment Activities:

Briefly review the Close Read process with the students. Inform the students that the first step of the Close Read involves making observations. The students should start their comments with “I see...” statements. Next, students will be asked to make an inference. Explain that inference is an intelligent guess based on visual clues and evidence. The students will start these comments with “It looks like...”

### Main Activity:

Teacher will guide the students through a Close Read of Romare Bearden's collage titled *The Dove*, 1964. There are many good questions included in the Educators Guide with Picturing America, which can be accessed at:

[http://picturingamerica.neh.gov/downloads/pdfs/Resource\\_Guide\\_Chapters/PictAmer\\_Resource\\_Book\\_Chapter\\_17B.pdf](http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_17B.pdf)

Additionally, the teacher may wish to look to the Lesson Plan and resources developed for a similar work by Bearden, titled *The Block* (1971):

[http://www.metmuseum.org/explore/the\\_block/index\\_flash.html](http://www.metmuseum.org/explore/the_block/index_flash.html)

Some guiding questions to consider for observation could include:

What do you see?

Where are the people in this image?

What characters do you see? Who makes up this neighborhood?

Describe this neighborhood.

What animals do you see?

What kind of material/medium did the artist use?

## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

Some questions to consider for inference could include:

How do we know where these people are located?

What are the people in the neighborhood doing?

How can you tell that the people know each other?

How did the artist use shapes, lines, and colors to connect the figures to each other and their environment?

The teacher writes the students' comments on large chart paper. Based on their observations of *The Dove* (1964), along with their prior knowledge about neighborhoods, the students should develop a definition of neighborhood that works for them. This should include the actual location of the neighborhood, the people within it and what characteristics the neighborhood holds. Record the working definition of neighborhood and keep it posted throughout the unit.

Next, the students create a tableau to show their interpretation of Bearden's collage. A tableau is a still image or a frozen moment that is created by posing still bodies. It communicates a living representation of an event, an idea or a feeling. By using their own bodies to create a tableau, the students develop a greater understanding of the interaction and characteristics of the people in the Harlem neighborhood depicted by Bearden.

Finally, the teacher provides some brief background information about the artist, the artwork and the time period in which it was created. Notice that each point should be connected to the main theme of neighborhood, reinforcing the focal point and keeping everything relevant.

#### *The Artist:*

- Romare Bearden moved to Harlem, a neighborhood in New York City, with his family when he was very young.
- He was exposed to the artists, writers, and activists of the Harlem Renaissance, a period of appreciation and support for African American contributions to the arts.
- Romare Bearden was devoted to the people in his own neighborhood and appreciated the diversity of their experiences and perspectives.

#### *The Artwork:*

- The artist included lots of details that make the neighborhood distinct such as architectural details and animals.
- The shifts in scale and different cut papers seem to create a dynamic pattern that moves your eye through (or in and out of) the composition, as if you were walking in the neighborhood.
- The technique of collage—gluing together of different materials—is a metaphor for a neighborhood.

#### *The Time Period:*

- During the 1960s Harlem was a vibrant African American community in New York City.
- Artists and writers frequently gathered to talk about the political changes that were evolving, especially those that addressed the pressing need for Civil Rights.

### Wrap-Up and Post Assessment Activities:

The students will review what they have learned about the neighborhood through tableau.

## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

## Day: 2

### Focus:

Puppet Making (movable collage puppets)

### Materials Needed:

EAEC Puppet Making Step-By-Step guide, puppet template, brass fasteners, scissors, crayons, markers, pencils, glue sticks, small patterned and plain paper pieces for puppet “clothes”

### Warm-Up and Pre-Assessment Activities:

Re-visit Romare Bearden’s collage *The Dove* (1964). Read the students’ comments from the previous lesson and review their definition of neighborhood. Help the students recall Romare Bearden’s use of collage as a metaphor for neighborhood, a sort of coming together of different parts.

Explain to students that Romare Bearden’s artwork was closely inspired by jazz. Put some jazz music on and ask the children to move their bodies to the music. As Bearden said, “I listened for hours to recordings of Earl Hines at piano... this was very helpful to me in the placement of objects in my paintings and collages. Jazz has shown me ways of achieving artistic structures that are personal to me.”

In addition to the link to the Metropolitan Museum of Art posted in Day 1, you can also find out more about jazz and Romare Bearden at:

<http://www.branfordmarsalis.com/branford/pbuild/linkbuilder.cfm?selection=doc.223>

<http://www.rounder.com/feature/marsalis/roun3306/>

Have them explain and show what parts of their bodies helped them to move. Then, use a puppet to demonstrate movement. Have the children brainstorm how they would make a paper puppet move like they did when listening to the music.

### Main Activity:

Explain to the children that they will be making movable puppets that look like the figures in Bearden’s collage. Introduce the materials and how to use them. Students can work independently on their own puppets. Rotate through the room offering support to the students that need it. Refer to the EAEC Art-Making Activities: Step-By-Step Guides for Puppet Making instructions.

### Wrap-Up and Post Assessment Activities:

The students will show their puppets to a friend and explain the steps they took in sequential order. The teacher will decide on how many students they will informally assess on sequencing. (Assessment tip: Since this is an informal student led activity, consider putting students that may have difficulty sequencing in larger groups as they may be more relaxed then).

## Appendix C

# TONGUE TWISTERS

EMPHASIS ON FINAL CONSONANTS/COMPLETING EACH WORD

Crisp crusts crackle crunchily.

The boot black brought the black boot back.

I slit a sheet, a sheet I slit, upon the slitted sheet I sit.

Amidst the mists and coldest frosts,  
with stoutest wrists and loudest boasts,  
he thrusts his fists against the posts  
and still insists he sees the ghosts.

I need not your needles, they're needless to me;  
For kneading of noodles, 'twere needless, you see;  
But did my neat knickers but need to be kneed,  
I then should have need of your needles indeed.

To sit in solemn silence on a dull dark dock  
In a pestilential prison with a lifelong lock  
Awaiting the sensation of a short sharp shock  
From a cheap and chippy chopper on a big black block.

### CONTINUANTS

It is time that my dame hath a tame crane that is home alone in a roman coat.

### MIDWEST

In the autumn, the popular king asked the Cat in the Hat to stop singing all afternoon.

### “STR” CLUSTER

A strong, striped, stray cat from down the street was struck and had a stroke.

### TEXT FOR ENERGY, SIZE, CLARITY

When to the sessions of sweet silent thought  
I summon up remembrance of things past, *(breathe)*  
I sigh the lack of many a thing I sought,  
And with old woes new wail my dear time's waste.

~Sonnet

O my childhood, my innocent childhood. Happiness awoke with me every morning. It was just like this. Nothing has changed—all, all white. / After the dark, dismal autumn and the cold, cold winter you are young again, full of happiness. The angels of heaven have not abandoned you. / Oh, if only I could free my neck and shoulders from the stone that weighs them down. If only I could forget my past.

~The Cherry Orchard

## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

## Day: 3

### Focus:

Creating a setting for a story

### Materials Needed:

white kraft paper, markers

### Warm-Up and Pre-Assessment Activities:

Have the students sing “It’s a Beautiful Day in the Neighborhood.” Read Ezra Jack Keats’ book *Apt. 3*. (There are a number of great connections to make between Keats and Bearden—they were contemporaries, both used collage, etc.)

For more information check out:

Pamela Chanko’s [Teaching with Favorite Ezra Jack Keats Books: Engaging, Skill-Building Activities That Help Kids Learn About Families, Friendship, Neighborhood & Community, and More in These Beloved Classics](#) (NY: Scholastic, 2005)

After listening to the story, the students will discuss sounds that they hear in their neighborhood. (In his apartment building in the city, Sam hears voices, barking dogs, snoring, and all kinds of other noises. One rainy day he also hears the sad sounds of a harmonica, and wonders who’s playing. Sam’s search leads him to Apt. 3, where he finds not only the source of the music—but a new friend.)

### Main Activity:

Have the students brainstorm a list of the places they like to visit in their own neighborhood. Then, create a story web listing the people that they will see in those places. Continue to revise their working definition of neighborhood as you progress through the unit.

Have the students select the places they will visit on neighborhood walks to use as their story setting (this may vary depending on the number of students in your class and how many will visit each place). Decide how many students will go to each place in the neighborhood. Explain to the students how many will be able to go to each location and have them choose where they would like to go. If you have reached your quota for one location, suggest another location for the students. Have the students sit according to their location. The students will draw a picture of the place they will be visiting.

### Wrap-Up and Post Assessment Activities:

In the small groups, have the students discuss what they will do at their location. Have students share out loud by telling what a friend told them.

## Day: 4

### Focus:

Student drawings

### Materials Needed:

white construction paper, pencils, enlarged photographs of the locations the students selected (could come from Google Images; teacher should trace completed product with black markers before enlarging pictures)

### Warm-Up and Pre-Assessment Activities:

Review information on story map and list of favorite places in the neighborhood. Explain to the children that they will be drawing their locations. Have students tell which place they chose to visit.

## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

#### Main Activity:

The students will be sorted into groups based on the locations they have chosen. Rotate the groups and ask the students what kinds of things they will see when they visit their locations. Remind them to include those things in their pictures. Have photographs of the places or if you have a computer available incorporate technology by having the students use Google Images to find a picture of their location.

Teacher's option: select a drawing or drawings to enlarge on kraft paper for the students to paint at a later date (see *Days 6/7*).

#### Wrap-Up and Post Assessment Activities:

Collect student drawings. By looking at the drawings, have them guess where their friends will be visiting.

## Day: 5

#### Focus:

Story Mapping

Knowing the elements of a story aids students in their understanding of what is taking place. When students comprehend the story elements of characters, setting, problems, events, and solutions, they become more involved in the story and take a greater interest in details. In this lesson, students use a six-paneled comic strip to create a story map. The story strips that result provide a great way to evaluate each student's understanding of important events and elements in their story. The students enjoy the artistic aspect as well!

#### Materials Needed:

six sheets of paper, magnets, black marker, video camera, recorder, magnetic board or tape

#### Warm-Up and Pre-Assessment Activities:

Students will sing "A Beautiful Day in the Neighborhood"

#### Main Activity:

Place 5 blank sheets of paper on magnetic board to represent neighborhood places the students will visit. Write the name of each place at the top of the paper. Have the students suggest the plot to their story. After the students have decided what the plot of the story is, support them in making a connection between all of the locations resulting in a conclusion.

#### Wrap-Up and Post Assessment Activities:

Review what has been done so far and what the next steps will be.

#### Follow-Up Activity

This activity should be completed prior to the next class. Set up a tape recorder or video camera. Discuss with the students how a script is made. Use the elements from their story map to support them in coming up with a script for their movie. Ask the children what they will get at each location e.g. "I want to go to Walgreens to get my teacher some medicine." Let the children listen to or watch what they recorded.

## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

## Day: 6 and 7

### Focus:

Collage, paint sketches / make props

Have the students make collages using magazines, newspaper, etc. , and have the students use watercolors to paint a picture. Remind them to fill as much space on the paper as possible in both activities. Bring their attention to how both Romare Bearden and Joseph Stella\* filled the space on the paper. The selected activities may take several sessions. Share what the students have done with the artist.

\**Teacher Note:* Prior to today's lesson the students will look at Joseph Stella's painting *Telegraph Poles with Buildings* to observe his painting style and use of color. Utilize the Close Read to help students look closer at this image. Notice that it has sections of looser or more open brushstrokes of paint—almost like the fragmented bits of a collage—but clearly depicts a telegraph pole and factory, which are elements that students will be familiar with in their own neighborhoods. Explain that they will use a painting technique similar to his when they create their neighborhood pictures.



Joseph Stella, (American, born Italy, 1877-1946)

*Telegraph Poles with Buildings*, 1917

Oil on canvas, 36 ¼ x 30 ½ in

Terra Foundation for American Art, Daniel J. Terra Collection. 1999.139

[www.terraamericanart.org](http://www.terraamericanart.org)

### Materials Needed:

watercolor paint, brushes, water, kraft paper with enlarged drawings (from Day 4), EAEC Step-by-Step Close Read Teaching Strategy and Collage instructions, high quality reproduction of *Telegraph Poles with Buildings* by Joseph Stella

### Warm-Up and Pre-Assessment Activities:

Show students the enlarged copies of their drawings. Have them identify the locations. Review Romare Bearden's collage *The Dove* and have students recall what they remember about the picture. Review the class charts of the students' comments.

### Main Activity:

Hang Bearden and Stella's pictures where they are visible to the class. Remind them that they are painting pictures of their neighborhood locations using Stella's style of painting. Remind them to fill all of the spaces between the lines with color. Have students sit at the large drawing which depicts the place they have chosen. Put one large tray of watercolor paint at each paint station. Give each child a paintbrush and a bowl of water. If your students have not used watercolor paint, explain that they are to rinse their brushes in the bowl between each color change.

As the students are painting, walk around and informally observe their conversations and/or ask questions about the place they have chosen or what they have learned about the two artists. Document any important facts you may hear that relate to what they have learned to date.

### Wrap-Up and Post Assessment Activities:

Have the students compare and contrast the style of both artists. Use a T-chart to compare and contrast both artist styles (make a chart with both artists' names – [worksheetswork.com](http://worksheetswork.com)).



## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

## Day 8 and 9

### Focus:

Filmmaking / stop animation

Have students explore with zoetropes and flipbooks. A zoetrope is a cylinder with vertical slits cut into the sides. A band of pictures fits inside. As the cylinder is spun, the images appear to move when viewed through the slits. A flipbook is a small book with a series of printed images which create the illusion of motion when the pages of the book are rapidly flipped.

### Materials Needed:

3/4-inch wide strips of paper for zoetrope, 3-inch strips for flip strips, pencils, zoetrope, EAEC Step-by-Step Guides for Zoetrope, Curl Flipbook and Stop Animation Photography instructions

### Warm-Up and Pre-Assessment Activities:

Pre-record zoetrope and curl flipbook examples from [www.youtube.com](http://www.youtube.com) (blocked site at CPS). Early Childhood students may need a buddy or parents to help them with zoetrope. Older children may be able to complete process after teacher models how to make zoetrope and flip strips. Students make zoetrope Strips and curl flipbooks with buddies or parents. Refer to the EAEC Art-Making Activities for detailed instructions. The making of zoetrope and curl flipbooks prepares students for the upcoming stop animation lesson.

### Main Activity:

Reminder – this activity will take two, possibly three, days to complete.

Define and explain movie making jobs and the process of shooting the movie with a digital camera. Model how the students will move puppets (*those made on Day 2*) after each snapshot to depict the action in each scene. Remind the students to make very incremental movements with the puppets. A cinematographer is the person photographing with a still or motion picture camera. Have students take turns being the cinematographer. Using the storyboards, puppets and watercolor paintings created in the previous lessons, shoot classroom scene with the students. The watercolor paintings will serve as the backdrop for the stop animation. Prior to the stop animation photo shoots, review the working definition of neighborhood and remind the students that their “movie” will reflect their definition.

Set up areas for photographing scenes. Put camera on tripod and tape the tripod to the floor so that all of the pictures are taken from the same location.

Select a student to be the director. The director’s job will be to first say, “Move the puppets.” After the puppets are moved, the director will say, “Action!” and make a gesture or movement so the cinematographer will know that it is snap to take the picture.

After approximately 5 minutes, switch cinematographer. Rotate the jobs throughout the process so all of the children can experience all of the jobs. It may take several days to complete this process depending on how many people are available to work with the students.

### Optional activity:

During the photography session, there should be no more than 5 students to a group. This cuts down the risk of classroom management issues. The remaining students may be in work stations, (e.g. zoetrope making and viewing, collage making, watercolor paintings, curl flipbook making).

### Wrap-Up and Post Assessment Activities:

Review vocabulary introduced: cinematographer, action, camera, tripod. Collect student work. Observe how they designed projects. Compare and contrast to previous project to assess growth.

## UNIT LAYOUT

### Content and Art Making Activities

#### American Art - Bearden

## Day 10

### Focus:

Cinematography / editing

### Materials Needed:

digital camera, tripod, students paintings, chair, Scotch or masking tape, computer, digital projector, microphone, iMovie or similar movie editing software, and footage from classroom scene

### Warm-Up and Pre-Assessment Activities:

Lead students in a think-pair-share discussion on what a cinematographer does. Have the students tell what their partner told them about the process. Explain what an editor does and that they will take part in editing the scene that was shot prior to this lesson.

### Main Activity:

Connect the computer to a projector and play back the taped scene so that all of the students can see. Have the students look for any parts that can be removed through the editing process. Encourage them to explain why a scene should be removed. Next, have the students identify moments within the scenes that need sound. Encourage the students to think of all the noises they hear in their neighborhood, from voices to the sound of footsteps. Recall the noises Sam heard in Apt. 3.

Discuss the plot of the story. Divide the students into groups to record scripts and sounds. Help the students improvise what the characters in their movie might say to each other. Provide some guiding questions and remind the students to speak clearly.

### Wrap-Up and Post Assessment Activities:

Play the movie clip simultaneously with voiceovers and have the children share how they felt listening to their voice in the movie. Explain that on the next day, they will continue with shooting the movie.

Teacher edits the video on his/her own—import student voices and sounds into the movie clip.

## Day 11

### Focus:

DVD of the students' story – Movie Premiere

### Materials Needed:

puppet templates, brass fasteners, crayons, scissors, CD covers, paper, pencils, pens

### Warm-Up and Pre-Assessment Activities:

Explain the process of making the digital movie to parents and visitors.

### Main Activity:

Prior to the movie premiere the teacher will edit the tape and add special sound effects. Add photographs of the class working together to complete the project. View movie.

### Wrap-Up and Post Assessment Activities:

Host a 'make and take' workshop. Visitors will make movable puppets like the ones in the movie. Each family will design a cover for their child's DVD. Visitors will write letters to the kindergartners telling how they felt about the movie. Letters will be read to the class at a later date.

## UNIT LAYOUT

### Content and Art Making Activities American Art - Bearden

#### Unit Assessments – Formative and Summative:

Close Read responses, Compare and Contrast T-Chart notes, student artifacts and artwork (drawings, scripts, paintings, etc.), Think-Pair-Share, teacher anecdotal notes

#### Unit Support and Resources:

Texts, websites, primary and secondary sources, supplies, materials, outside resources, etc.

Romare Bearden, (American, c. 1911 – 1988)

*The Dove*, 1964

Cut-and-pasted photo reproduction and papers, gouache, pencil and colored pencil on cardboard, 13 3/8 x 18 3/4 in.

The Museum of Modern Art. Blanchette Rockefeller Fund (377.1971)

Joseph Stella, (American, born Italy, 1877-1946)

*Telegraph Poles with Buildings*, 1917

Oil on canvas, 36 1/4 x 30 1/2 in

Terra Foundation for American Art, Daniel J. Terra Collection. 1999.139

Apt. 3 by Ezra Jack Keats

Pamela Chanko's Teaching with Favorite Ezra Jack Keats Books: Engaging, Skill-Building Activities That Help Kids Learn About Families, Friendship, Neighborhood & Community, and More in These Beloved Classics (NY: Scholastic, 2005)

#### Websites:

[http://arthistory.about.com/od/educator\\_parent\\_resources/ig/picturing\\_america/pa\\_neh\\_34.htm](http://arthistory.about.com/od/educator_parent_resources/ig/picturing_america/pa_neh_34.htm)

[http://arthistory.about.com/library/weekly/bl\\_aframart\\_excerpt.htm](http://arthistory.about.com/library/weekly/bl_aframart_excerpt.htm)

<http://www.rounder.com/feature/marsalis/roun3306/>

[www.terraamericanart.org](http://www.terraamericanart.org)

[http://picturingamerica.neh.gov/downloads/pdfs/Resource\\_Guide\\_Chapters/PictAmer\\_Resource\\_Book\\_Chapter\\_17B.pdf](http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_17B.pdf)

[http://www.metmuseum.org/explore/the\\_block/index\\_flash.html](http://www.metmuseum.org/explore/the_block/index_flash.html)

<http://www.beardenfoundation.org/index2.shtml>

#### How to make Zoetrope and flipbooks:

<http://www.eggplant.org/ideas/visual/animation/zoetrope.html>

<http://home.att.net/~RTRUSCIO/FLIPBOOK.htm>

[http://www.ehow.com/video\\_2373714\\_how-flip-book-animation-works.html](http://www.ehow.com/video_2373714_how-flip-book-animation-works.html)

View Zoetropes – Youtube: Zoetrope Humankind Evolution, Zoetrope Flips, Zoetrope 3d

View Flipbooks – Youtube: Wow Wow Wubbzy Flip Book

You Tube: AnimatorDV Stop Motion Short Movie Test

#### Field Trip: Field trip associated with this unit.

Walking trips to Chase Bank, Thrift Store, Post Office, Police Station, McDonalds, Fire Station, Neighborhood walk, Margie's ice Cream Parlor, Public Library, Neighborhood Park, Walgreens, Playground

#### Documentation (photos, student work, student interviews, etc.):

This unit will be documented with videotapes of lessons. Photos, student drawings and stories, student interviews, parent letters, DVD