## Description

This lesson is an integrated social studies and art lesson taught to kindergarten students. This case analysis prompt will enable you to analyze student characteristics in an ATLAS case and understand what they bring to the instructional experience. This case will also allow you to see how an accomplished teacher integrates the art into daily classroom instruction.

## Directions

1. Choose Case #50 in ATLAS-Learning About Pioneer Life Through History and Art.
2. Read the teacher's written commentary and view the videotape.
3. Reflect on the following questions.



## Questions

1. What does the "Instructional Context" section from the teacher’s written commentary indicate about the students in the class?
   1. Class type (grade level, self-contained, inclusion, departmentalized, multi-age, etc.).
   2. Number of students.
   3. Distribution of student genders.
2. What did the teacher identify as the social studies lesson objectives?
3. What were the art experiences the teacher integrated into her unit? Be specific and include all. Describe how the teacher integrated the art lessons to support and build a deep understanding of the social studies concepts she was teaching.
4. How did the teacher justify what students learned? Be specific and use examples.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 3 | 2 | 1 | 0 |
| 1.Information from Instructional Context about the class and students in the class | All information is included | Most information is included | Some information is included | No information is included |
| 2. Identified Learning Objectives | All information is included | Most information is included | Some information is included | No information is included |
| 3.Art experiences w/description of how teacher integrated art lessons to support and build a deep understanding of the social studies concepts being taught | ALL of the art experiences are included in the response.  A complete and specific description for each of the art experiences is provided that demonstrates pre-service teachers understanding.  Examples are used to support descriptions. | Most of the art experiences are included in the response.  A description for the included art experiences is provided but lacks strong specificity or detail; some evidence of pre-service teachers understanding.  Some use of examples are used to support descriptions. | Some of the art experiences are included in the response.  Descriptions for included art experiences are limited and lack strong specificity or detail; limited evidence of pre-service teachers understanding.  Limited use of examples are used to support descriptions. | None of the art experiences are included in the response. |
| 4.Teacher justification of student learning | Response is complete and specific and uses supporting examples  Response shows understanding in more than a rote way | Response is mostly complete; may be specific and general with the use of some examples  Response shows understanding in mostly rote ways | Response is incomplete, lacks specificity and examples | The response does not include teacher justification of student learning |