



LESSON PLAN 5th and 6th grade

HORN ISLAND LOGS | SKETCHBOOK/JOURNAL

Mississippi state standards served:

Art:

5th

VA:Cr1.2.5 a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

VA:Cr3.1.5 a. Create artist statements using art vocabulary to describe personal choices in art making. (Line/space/balance)

VA:Re7.1.5 a. Compare one's interpretation of a work of art with the interpretation of others.

6th

VA:Cr2.1.6 a. Demonstrate openness in trying new ideas, materials, and approaches in making works of art and design.

VA:Cr3.1.6 a. Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

VA:Cn10.1.6 a. Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.

Science:

5th

L.5.3B Students will demonstrate an understanding of a healthy ecosystem with a stable web of life and the roles of living things within a food chain and/or food web including producers, primary and secondary consumers, and decomposers. (Students will label the animals in their journal by their classification in a food chain).

6th

L.6.4 Students will demonstrate an understanding of classification tools and models such as dichotomous keys to classify representative organisms based on the characteristics of the kingdom: Archaeobacteria, Eubacteria, Protists, Fungi, Plants, and Animals. (Students will label the animals in their journal, through research, by taxonomy: Kingdom, Phylum, Class, Order, Family, Genus, and Species. For example, the taxonomy of the Blue Crab: Kingdom: Animalia, Phylum: Arthropoda, Class: Malacostracans, Order: Decapoda, Family: Portunidae, Genus: Callinectes).

English Language Arts:

5th

W.5.2 (scientific journal) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3 (naturalist journal) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

6th

W.6.2 (scientific journal) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.3 (naturalist journal) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Time: Time could easily be adjusted from one to multiple days. This activity could be used as a daily warm-up.

Materials:

Journals - [CLICK HERE FOR A VIDEO ON CREATING JOURNALS](#)

Drawing Supplies

Technology access for student research

Sound System for Ocean Ambiance

Projector for displaying subjects for drawings

Walter Anderson spent over 20 years rowing his small wooden boat 12 miles out to Horn Island, a barrier island off the coast of Ocean Springs, Mississippi in the Gulf of Mexico. While on Horn, Walter made many paintings and drawings of the plants and animals he observed. He also kept journals of his trips, which he called logs, a term which ship captains use.

Excerpt from “The Horn Island Logs of Walter Anderson”

“This morning I went for my coat, went for water, drew the little turtle, had a bath, and ate lunch.

Yesterday afternoon, I drew the little turtle, took a walk, and drew a patient white heron.”

Procedures:

1. Assemble Journals (see photos for possible journal assembly)
2. Play ocean sounds in the background and display pictures of animals found on Horn Island.
3. Tell students, “Close your eyes and pretend you are Walter Anderson. You have rowed a small boat through tall waves all the way to Horn Island, and you are excited to begin drawing! You have found a _____ and think it would make an excellent addition to your art journal!”
- 5th - Students will include classification of animal in the food web (producer, primary/secondary consumer, or decomposer)
- 6th - Students will research and include the **taxonomy: Kingdom, Phylum, Class, Order, Family, Genus, and Species**
4. Teachers will remind students of conventions of standard English expected in their written descriptions of drawings throughout the journal, and specify the use of informative or narrative styles in writing.
5. While students are working on their drawings, encourage them to discuss their drawing with you or a partner.

Assessment:

Observe student feedback when discussing their drawings. Does student artwork convey a similar idea to the thoughts/feedback of peers?

Does the student adhere to guidelines set for written conventions of standard English? Do they follow a format for informative or narrative writing?

5th - Based on the written response, does the student understand the animals’ roles in the food web?

6th - Based on the written response, does the student understand how to classify animals?

Does the student appear to understand how Walter Anderson was unique in his quest for the perfect subject of his drawings (rowing to Horn Island, searching for animals, drawing in a journal)?

Struggling students may require teachers to demonstrate how to draw the subject using guided drawing or step by step handouts.

Teachers may choose to model journal writing on a whiteboard, projector, or large sheet of paper.

Extensions:

Teachers may choose to have students write 2 entries per page - one as informational text and the other as narrative text - allowing students to see the difference in forms of writing.

6th - What are the English translations for the Latin taxonomies found in the classifications of the animals identified in your journal?

Teachers may print pictures of animals found on Horn Island and allow students to choose the animal for drawing that Walter may have “found” on that day.

Teachers may pose additional questions while students are working, such as, “What might Walter have done if he couldn’t find any animals to draw on Horn Island that day?” or, “Would you row all the way out to Horn Island on a rainy day? What might happen to art supplies? What could you use for art supplies on a rainy day?”