

CONNECT

1 | Lake Connection

GRADE LEVEL

K-8

30 - 45
minutes

Developmental Modifications: Use additional 4-8 journal page. Set the stage for respectful listening and honest sharing.

summary

Recognize connections to the lake by quickly recording feelings on paper, then analyzing the spontaneous feelings that emerged.

subjects

Science, Language Arts

standards

This Great Lakes in My World activity is aligned to the Common Core State Standards and to state learning standards in:

Illinois
Indiana
Michigan
Minnesota
New York
Ohio
Pennsylvania
Wisconsin

This alignment is available on your Great Lakes in My World CD in the "Standards" folder and on-line at <http://www.greatlakes.org/GLiMWstandards>.

objectives

Describe how people feel about the Great Lakes.

prerequisite

None

vocabulary

Abstract: a type of art that depicts the essential nature of something without using literal pictorial representation; frequently depicts a quality or emotion without showing any concrete object

Representational: a type of art that presents concrete objects with a realistic graphic representation

materials

- Journals
- Pencils
- Example sketches
- Images on CD

setting

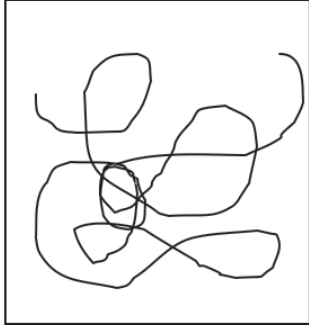
Lake is preferable. Can be done indoors with visual aids

background

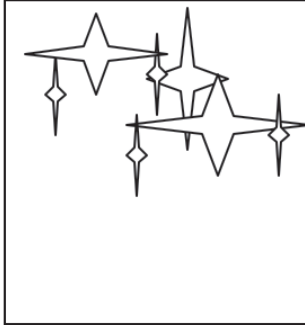
Emotion Sketches (from *Drawing on the Artist Within*, by Betty Edwards) are quick abstract drawings of ideas or feelings. These sketches are spontaneous, rather than carefully conceived drawings. No prior planning is involved.

The following sketches are examples of happiness, surprise, joy, peace, relaxation and fear. While the drawings are not necessarily of recognizable objects, although some are, the ideas are represented through line, placement and movement.

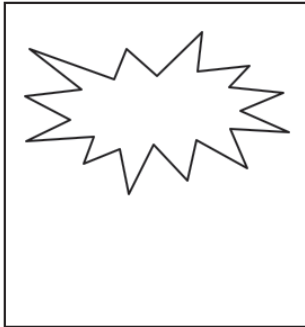
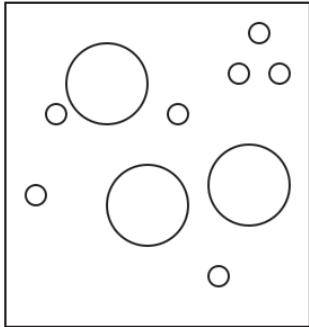
Happiness



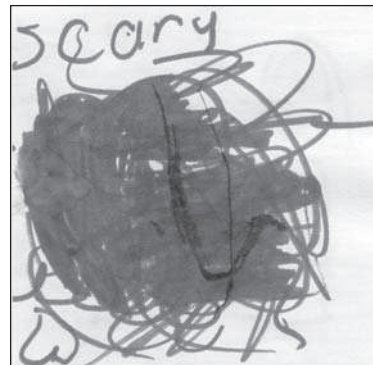
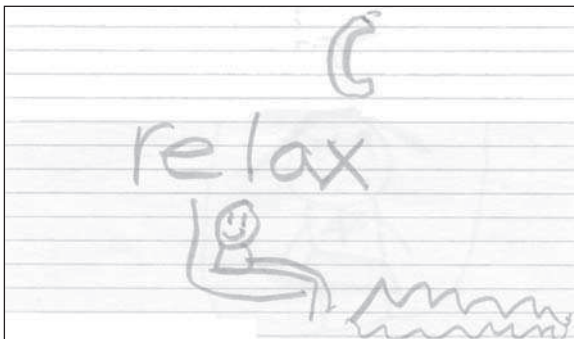
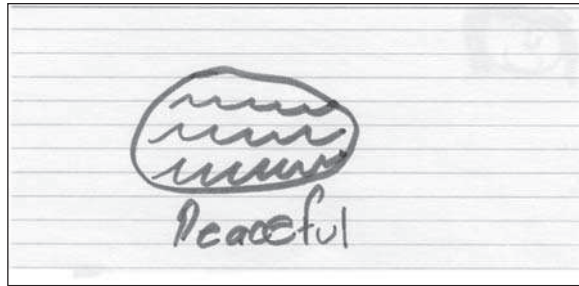
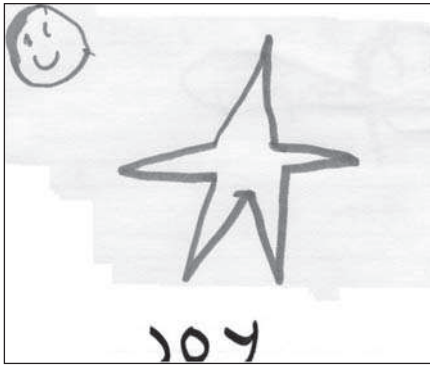
Surprise



Source: Edwards, Betty, *Drawing on the Artist Within: An Inspirational and Practical Guide to Increasing Your Creative Powers*, Simon & Schuster Books, 1987.



Chicago Park District Camper Sketches



procedure

1. You may choose to show or not to show the example pictures.
2. If you show the students the pictures, ask students what about the picture shows the feeling described.
3. Or, show the students the pictures without words and ask them if they can guess what the artist was feeling while making these drawings. It does not matter whether the students guess correctly. Explain that they can guess the artist's emotion in the pictures without the pictures being representational. Explain that they will be able to make pictures (different from these) that show feelings.
4. Have students sketch (30 second - 1 minute) on how they are feeling right now.
5. Have students sketch (30 second - 1 minute) their perceptions of the lake. If students are not at the lake, show them a photograph from the Great Lakes in My World compact disc or ask what students feel when they think of the lake, if they have been there before. They may also draw based on preconceived notions, depending on what information you would like to elicit.
6. Students should not take time to think before drawing, but just begin instantly. This is a spontaneous process. Students should be experiencing feelings and drawing in the same moment. They may draw anything that comes into their minds.
7. Have students consider individually: Are there any feelings or ideas connected with your sketches that you identify? Students may write one word on their pictures to label the emotions.
8. Have students free write or draw (10-15 minutes) about their connection to the lake using these questions: What draws you to the lake? How do you feel when you are near the lake? How do you interact with the lake?

wrap-up

1. The sharing process must be handled delicately, as students are sensitive about their feelings. Set the stage for respectful listening and honest sharing. Sharing in a small group or with a partner may make students more comfortable. Ask the students what they can do to help create a productive and comfortable sharing discussion. Sharing is voluntary. It is important during the sharing time to reserve judgment on the student responses.
2. Ask students to share their drawings with the group. Discuss personal stories and feelings about the lake. If sharing is difficult, students may prefer to give examples of things at the lake that evoke different emotions, e.g., animals, other people, water or ask for an example of something that makes people feel peaceful. *Answers may include the wind or the water.* Ask for an example of something that makes people feel fear. *Answers might include deep water, drowning or getting lost.* Ask more questions based on students' answers. For example: What is it about the wind that is peaceful? Ask how the weather or season could affect someone's mood at the lake.
3. Read the poem Every Day New and discuss the different ways it describes the lake. What kind of emotions does the poem evoke for students? Ask students how they would describe the lake based on the field trip or a photo.

Every Day New

*Glimmering, shimmering, endless and blue,
thrashing and crashing,
it's every day new.*

*Sometimes it's gray with a glimmer of light.
Sometimes it shines with the full moon at night,
painting the water all yellow and black.
Sunrise comes up and the blueness comes back.
Polishes pebbles and
plays with the sand,
changing the look of the shore and the land.*

*Howling with grief through a cold wintry gale,
lapping in summer, so clear and so pale.
Sometimes so sharp, like a streak in the sky,
sometimes so muted, a color gone shy.
Drifts in the winter like scenes from the moon,
melts in the spring sun, but never too soon.
Sunken ship treasures and eerie night ghosts
known for their visits on every lake coast.*

*So many secrets, so vast and so deep,
secrets that only a Great Lake could keep.*

Source: Great Lakes Rhythm and Rhyme, by Denise Rodgers, available through River Road Publications <http://www.riverroadpublications.com/>

extension

Have students write their own poems that describe the Great Lakes.

assessment

Rubric on page 83

1 | Lake Connection

FIRST NAME																				
LAST NAME																				

Connection Sketches

[1] DRAW: How do you feel right now?

DESCRIBING WORD

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[2] DRAW: How do you feel about the lake?

DESCRIBING WORD

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APPROVED BY	
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