

Lesson Plan: "Island of the Future"

*This lesson plan may be used in conjunction with the literature book, The Twenty-One Balloons, by William Pene DuBois, or as its own entity.

Grade Level: 5th

Non-Arts Subject Area: Literature (if used in conjunction with the above-mentioned book) or Social Studies.

Art Forms: Salt-dough landform map, sample of money used on island, sketches of clothing types worn on island, illustration of sports team's uniforms, restaurant menu.

Length of Lesson: Approximately 3 weeks (40-60 minute blocks)

Summary: This project will enable students to understand the organization of a civilization, as well as the implementation of a viable form of government. Students will be divided into tribes, and will originate tribal names, coats of arms, flags, a constitution, modes of transportation, monetary system, clothing, sports/entertainment, the arts, and food. They will collaborate and cooperate within their tribes in an effort to determine energy sources, waste disposal, and island layout, in addition to the above-mentioned elements.

Resources/Materials: Salt-dough (recipe attached), paint, fabric, construction paper, glue, scissors, markers.

Arts Objective: **Arts - Visual Art**

Content Standard: Historical, Cultural and Social Contexts

Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political contexts that influence the function and role of visual art in the lives of people.

Arts - Visual Art

Content Standard: Creative Expression and Communication

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms

Arts - Visual Art

Content Standard: Connections, Relationships and Applications

Students connect and apply their learning of visual art to the study of other arts areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

Fine Arts - Dance

Content Standard: Creative Expression and Communication

Students create, interpret and perform dances to demonstrate understanding of choreographic principles, processes and structures. They understand how to use dance and movement to express ideas and to make meaning of their world.

Fine Arts - Music

Content Standard: Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

Non-Arts Objectives: Language Arts – Writing (Common Core Standards)

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings) illustrations, and multimedia when useful to adding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

(continued...)

Speaking and Listening: Cooperation and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas:

4. *Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks

Range of Reading and Text Complexity: (If utilizing literature book, The Twenty-One Balloons)

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band independently and proficiently

Social Studies:***Early Civilizations***

The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

Spatial Thinking and Skills

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis

6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).

12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Procedures:

*If using the literature book, The Twenty-One Balloons, read it as a class, discussing the organization/government of the island community on Krakatoa.

If using this lesson within the context of a Social Studies or Language Arts unit:

- I. Formulate groups of approximately 4 students (tribes).
- II. Distribute packet, outlining requirements for “Island of the Future”.
- III. Discussion/research background information, which may be implemented as a whole-class endeavor, or using individual students or tribes:
 - A. The U.S. Constitution
 - B. Other forms of government (monarchies, dictatorships, etc.)
 - C. Utilizing natural resources
 - D. Alternative forms of energy (solar, wind, geothermal, etc.)
 - E. Transit systems
 - F. Waste management systems
- IV. Share/post research findings
- V. Begin implementing “Island of the Future” project (students may proceed through their packets in any order, adhering to due dates posted in class)
- VI. Share Island of the Future landform maps and all aspects of community planning
- VII. Peer Critiques, stating pros and cons of each island nation
- VIII. Self-Reflection, thinking about what was done well, and what could have been improved.
- IX. Teacher evaluation (rubric)

Self-Reflection: Island of the Future

Your Name: _____ Name of Tribe: _____

Island Name: _____

Tribe Members' Names: _____

Use the following rating system to score your tribe on the points listed below:

☹ 1-----2-----3 ☺

Poor/Below Expectations

Average/Met Criteria

Excellent/Above Expectations

Preparedness: Our tribe was prepared to work each day. _____

Cooperation/Collaboration: Tribe members listened, shared, and cooperated. _____

Quality of Products: Our tribe produced high-quality products. _____

Time-Management: Our tribe met all timelines/due dates. _____

TOTAL (out of 12 possible points) _____

AVERAGE SCORE _____

Answer the following questions on notebook paper, using complete sentences. Staple your notebook paper to this sheet before submitting it to the teacher.

1. **Of which products are you most proud? Explain why.**
2. **In which area(s) could your tribe have improved. Explain.**
3. **Did you enjoy this project? Why/why not?**

Peer Evaluation: Island of the Future

Your Name: _____ Date: _____

I am evaluating the following tribe: _____

Tribe Members' Names: _____

Use the following rating system to score each tribe on the points listed below:

☹ 1-----2-----3 ☺

Poor/Below Expectations

Average/Met Criteria

Excellent/Above Expectations

Requirements: The tribe met all requirements of this project. _____

Organization: During the presentation, the tribe was organized and prepared. _____

Quality of Products: The tribe produced high-quality products. _____

TOTAL (out of 9 possible points) _____

AVERAGE SCORE _____

Commentary: Describe the aspects of the project that you liked/disliked, and explain why in the space below.

RUBRIC: Island of the Future

Tribe Name:

Students' Names:

(Check boxes that apply for each category listed below)

CATEGORY	Comments	3	2	1
Government: Constitution, Flag, Flower, Animal, Seal/Coat of Arms.		Tribe completed all of this aspects of this section with high quality products.	Tribe created most aspects of this section.	Tribe created some aspects of this section and/or quality of products was poor.
City Planning: Salt-Dough Map with Key.				
Transportation: Written Plan; map reflects plan.				
Arts: Dance/Music/Artwork; summary.				
Monetary System: Sample/summary.				
Clothing: Sketch/Sample.				
Sports/Entertainment: Game or sport; map reflects plan.				
Food: menu				

Total Score:

Average:

Government



Your tribe must create a system of government in order to lead the citizens of your island. Think about the “Gourmet Government” in our literature book, as well as the U.S. Constitution to help you plan your system. When you write your constitution, be sure to address:

- Who will rule?
- How long will they hold office?
- How will the ruler(s) gain office?
- Can the ruler(s) be replaced if they do not perform well?
- What are some important laws for citizens to follow?
- What are the consequences for breaking the laws?
- Create a flag for your island nation, using the Fun Foam and wooden skewers in the classroom.
- Also sketch your island’s flower, animal, motto, and seal.

City Planning



Develop an island community, using the cardboard “base” and salt dough recipe below. Landform maps must be painted (once dry!), and include the map coordinates, as well as a key and scale. In your written summary, remember to address the following:

- What natural resources are available on your island?
- How will energy be originated or used?
- Do you have residential, commercial, and industrial zones?
- Are there schools, churches, and recreational areas?
- What about hospitals, and fire/ police stations?
- How will you address your energy needs? Waste?

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SALT DOUGH RECIPE (We will designate one day during which to mix the recipe and create your landform map): ½ cup salt (NOT iodized!)

¾ cup HOT water

1 Tablespoon vegetable oil

2 Cups flour

Mix first three ingredients with ONE cup of flour; knead. Add the last cup of flour a little bit at a time. This dough will air-dry, and then can be painted with tempera paints.

Transportation

Plan a system of transportation for your island. Points to consider:

- Will there be public transportation, such as buses and trains (or balloons!)
- Will this mode of transportation be costly? Convenient?
- Where will public transportation be located, above ground/ below?
- Will pollution be an issue?
- Remember, if you are creating roads, monorails, or railway systems, you must show these routes on your landform map!

Monetary System

Develop a system of money, and determine its value. Points to consider when writing your summary:

- Will you use paper money, coins, cards, a combination, or nothing at all?
- What will your money look like? Create a sample to share.
- How will you prevent counterfeiting? Theft?

(continued.....)

Clothing



Your islanders **MUST** have their own style, just as the inhabitants of Krakatoa did! Design clothing for men, women, and children, which would be appropriate for your climate and island environment. Think about the following when writing your summary:

- What types of materials will be used?
- Will you use plant-based, animal-based, or synthetic materials?
- Are there formal and informal types of clothing?
- Create either sketches or fabric samples of your clothing.

Sports/Entertainment

Develop a team sport or form(s) of entertainment for your islanders. Ponder the following:

- What are the rules of your game or sport/type of entertainment?
- How many players per team?
- Are there uniforms?
- What special equipment or arena is needed?
- Will there be referees or umpires?
- Remember to include a stadium or playing field in your landform map, if needed!
- Include an illustration of your uniforms and team colors.

(continued.....)

The Arts

Ponder the types of dance, music, visual and performance arts your island might support. Think about the following:

- Will you have theaters, museums, performance halls, and special schools?
- Are there special types of dances or art forms unique to your island?
- Perform a dance, compose a piece of tribal music on an original instrument, or create a replica of an art form found on your island. Pieces may include sculpture, painting, poetry, jewelry....use your creativity - the sky's the limit!

Food!

We mustn't forget food! Think about what is available on your island for food, or if you would build factories to produce certain "goodies". Write about the following:

- What are some typical foods?
- Do you have restaurants?
- Create a menu, either for the home or restaurant, detailing some island delicacies. Remember to include beverages, breakfast, lunch, dinner, and dessert items!

WOW! That's quite a bit of planning! Remember to budget your time accordingly, and be sure that everyone participates in a variety of ways....one person should not complete ALL of the written work; another should not complete all of the visuals. Feel free to add any additional categories that we may have overlooked!

I can't wait to see your finished maps and have you share your plans for the "perfect island"!

Aloha!

