

ELISABET NEY LESSON PLAN

Big Question:

What obstacles do people have to overcome to pursue their dreams?
How do historical situations affect an artist's goals?
How does emigration affect the lives of individuals?

Formative Questions:

How do I create a timeline?
How do I locate points on a world map?

Materials:

Pictures of Texas frontier and life in Berlin/Munich during Elisabet Ney's time, world map, computer with internet access and projector to show Elisabet Ney Museum website, Power Point program to highlight (optional modification), one computer with internet access per small group of students, materials for timeline: butcher paper, pencil, eraser, markers, hand-out #1 (procedure) with rubric – one per small group, hand-out #2 – one per student

TEKS:

This lesson is adaptable to several grade levels and subject areas.

Objectives:

Students will demonstrate their knowledge of a topic dealing with overcoming adversity, historical context, or emigration as addressed in the 'big questions' through the creation of a visual presentation about Elisabeth Ney.

Anticipatory Set (Attention Getter):

The teacher will show and explain pictures of life on the Texas frontier and life in Berlin/Munich. Students will be asked how living during this era would be the same and different compared to today. Students will share what they think living during this time would be like.

Procedures:

The teacher will show the website <http://www.ci.austin.tx.us/elisabetney>. As an optional modification you may highlight sections of the biography on a Power Point so that students can easily locate the information based on the grade level of the class. Next students in small groups will follow hand-out #1 procedures with the aid of their own computer. These guidelines involve reviewing the topic choices, choosing a topic to show what they know through a timeline or world map with the aid of the website, then presenting their findings to the class using the rubric. Upon completion individual members of the group will complete hand-out #2.

Evaluation:

Students will complete a group project sheet (Hand-out #1 and #2) and presentation (see rubric).

Where in the World Is Elisabet?

(Hand-out #1)

Group members: _____

Using the biographical material at <http://www.ci.austin.tx.us/elisabetney> create a time line or world map that answers one of the following topics:

1. What obstacles did Elisabet Ney have to overcome to pursue her dreams?
2. What controversies did she create during her life?
3. How did emigration affect her life and goals?

Procedure:

1. Students will decide the topic you will answer.
2. Students will decide whether you will create a map or a time line.
3. Students will create the map or time line with important locations and dates from the website. The teacher may want to decide on a minimum number of locations and dates to feature based on the student grade level.

4. Students will equally share the work by dividing the dates/places among your group.

Each person should answer the question based on what he/she learns from the dates/locations he/she was assigned.

5. Each small group will share the information with the group. The teacher may want to provide a student example or set a minimum time amount to present. The presentation should include your visual and at least five answers to the topic chosen.

Hand-out #1

Rubric

Accuracy and neatness of time/line map	(40 pts.)	_____
Constructive use of time by group	(10 pts.)	_____
Individual assignment sheet – hand-out #2	(20 pts.)	_____
Group presentation	(30 pts.)	_____
(organization, creativity, depth, accuracy, met minimum time requirements)		
Self-Evaluation	(10 pts.)	_____
	TOTAL	_____

Individual Assignment Sheet

(Hand-out #2)

Name: _____

Group members: _____

Topic we chose: _____

Dates/Places I was assigned on visual:

Date/Place	What I learned
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Self-evaluation: What did I learn? How do I know? What can I say?
