



LESSON PLAN 3rd and 4th grade

HORN ISLAND LOGS | SKETCHBOOK/JOURNAL

Mississippi state standards served:

Art:

3rd

VA: Cr1.1.3 a. Elaborate on an imaginative idea.

VA: Cr3.1.3 a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

VA: Cn10.1.3 a. Develop a work of art based on observations of surroundings

4th

VA: Cr2.3.4 a. Document, describe, and represent regional constructed environments.

VA: Cr.3.1.4 a. Revise artwork in progress on the basis of insights gained through peer discussion.

Science:

3rd

L.3.4 Students will demonstrate an understanding of internal and external structures in plants and animals and how they relate to their growth, survival, behavior, and reproduction within an environment.

L.3.1.1 Examine evidence to communicate information that the internal and external structures of animals (e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, and behavior.

4th

L.4.2 Students will demonstrate an understanding of life cycles, including familiar plants and animals (e.g., reptiles, amphibians, or birds)

L.4.2.1 Compare and contrast life cycles of familiar plants and animals.

English Language Arts:

3rd

W.3.2 (Using journal as "scientific diary") Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together (journal); include illustrations when useful to aiding comprehension.

W.3.3 (Using journal as narrative journey) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4th

W.4.2 (Using journal as "scientific diary") Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together (journal); include illustrations when useful to aiding comprehension.

W.4.3 (Using journal as narrative journey) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear 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

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, “Pretend you are Walter Anderson. You have rowed a small boat through tall waves all the way to Horn Island (students may act out rowing), and you are excited to begin drawing! You have found a _____ and think it would make an excellent addition to your art journal!”
3rd grade will answer sets of constructed responses to the animal/subject. (e.g., Crabs as the subject- How do crabs swim underwater and walk on land? Does the crab have a backbone? What does it have instead?)
4th grade will discuss the life cycle of a bird found on Horn Island (seagull/sandpiper) and compare/contrast that life cycle to a lizard found on Horn Island (ground lizard/sand lizard).
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. They should discuss their adventure of rowing to the island, and excitement about finding the perfect subject.

Assessment:

Observe student feedback when discussing their drawings. Does the student revise the drawing based on peer feedback?

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

3rd - Based on the written response, does the student understand internal and external structures of an animal and how they function to support survival, growth, and behavior?

4th - Based on the written response, is the student able to compare/contrast life cycles of animals drawn as subjects?

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.

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?”