

CAPITOL VISIONS: 2058

Lesson Plan

Objective:

Students will be able to create a rendering of what they think Florida's Capitol will look like in 40 years.

Essential Questions:

1. Who and what is a Capitol for?
2. Compare the styles and architectural elements of the old and current Capitol buildings. What features make them look like Capitols?

Materials:

- Can be mixed media, paint, colored pencil, pastels, etc...
- Work must be in 2D format
- 8.5 x 11 for all works
- Photographs of Historic Capitol

Procedure:

1. Give students the images of Florida's Capitol building through time and ask them to collaborate and place them in sequential order. Discuss who and what a Capitol is for.
2. While viewing the images, as a class, ask questions to elicit student responses and discussion to show that as the state grew, so did the government
 - a. For each photograph ask, what are some unique architectural features of this pictures? What makes it different from others?
 - b. After studying the unique features of each photograph, what changes can you see over time? Be specific.
 - c. What may be changing in the city, state, or nation that would bring about these changes?
3. Reflection question: After the teacher reviews the correct sequence ask: "look at the first and last picture in the sequence. What still remains from the original Capitol? What may be some of the reasons that this part of the original Capitol has remained in its true form? How might the Capitol evolve?"

Activity:

Have students imagine what they think Florida's Capitol will look like in 40 years. Has anything changed? Has anything been removed or added? Maybe it has expanded or there are more gardens and parks around it. Ponder these questions and have students create an original artwork showing what they think it will look like in 2058.

Standards:

Visual Arts

- VA.5.F.3.2 Create artwork that shows procedural and analytical thinking to communicate ideas.
- VA.5.H.2.1 Compare works of art on the basis of style, culture, or artists across time to identify visual differences.
- VA.5.S.1.3 Create artworks to depict personal, cultural, and/or historical themes.

Social Studies

- SS.5.A.1.1 Use primary and secondary sources to understand history.
- SS.5.A.1.2 Utilize timelines to identify and discuss American history time periods.
- SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.

Language Arts

- LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly.