



GLACIER ARTISTS

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| DESCRIPTION | Students will work together in small teams, and then as a class, to draw key glacial features. |
| PURPOSE | This activity serves as a review activity. |
| GRADES | Middle or High school students |
| DURATION | 30 minutes |
| MATERIALS | <ul style="list-style-type: none">▪ Large white sheets of paper for every small group▪ Markers, crayons, and/or colored pencils▪ Chalk or dry erase markers for use on a classroom board |



GLACIER ARTISTS

NATIONAL EDUCATION STANDARDS

Science:

NS.5-8.4 Earth and Space Science

- Structure of the earth system

NS.5-8.6 Personal and Social Perspectives

- Populations, resources, and environments

NS.9-12.1 Science as Inquiry

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

NS.9-12.4 Earth and Space Science

- Geochemical cycles

NS.9-12.6 Personal and Social Perspectives

- Natural resources

NS.9-12.7 History and Nature of Science

- Nature of scientific knowledge
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Fine Arts

NA-VA.5-8.1 Understanding and applying media, techniques and processes.

NA-VA.9-12.6 Making connections between visual arts and other disciplines.

GLACIER ARTISTS



LESSON DESCRIPTION:

- This review activity has students work together as a team to draw key glacier features.

PROCEDURE:

1. Divide the class into small groups.
2. Give each group a large piece of white paper and a variety of markers, colored pencils, and/or crayons.
3. Explain that they will have 10 minutes to draw as many glacier features as they can, **WITHOUT** using their notes.
 - a. Each student will take turns drawing until they cannot think of anymore features or time runs out. This will ensure that each student participates in the activity.
 - b. The teacher should walk around the room to ensure that students are passing around the paper and each group member is taking a turn at drawing.
4. When it looks like the students cannot add any more glacier information to their drawings, have the groups switch papers with another group.
5. Allow the students approximately 5 minutes to add or correct any information on the other group's drawings.
6. Hang all the drawings on the board and give the students time to look at them.
7. When the students are back at their seats, lead them in a discussion about what they were able to remember about glaciers, and what things they noticed other groups had on their drawings that they didn't. (This is a great way for students to realize what they need to study if the teacher is going to be giving them an exam).

INSTRUCTIONAL LESSON PLAN:

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| 1. Introduction to the lesson and set-up | 5 minutes |
| 2. Glacier Artists Group Drawing | 10 minutes |
| 3. Switching Drawings | 10 minutes |
| 4. Clean-Up and Wrap-Up | 5 minutes |

