Lesson: Writing Procedures
5th Grade
STANDARDS: California

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
    a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
    b. Develop a testable question.
    c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

    h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
    i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

    a. Frame questions that direct the investigation.
    b. Establish a controlling idea or topic.
    c. Develop the topic with simple facts, details, examples, and explanations.

Social Studies: Evaluating the Historical Context of Art Supplies

Motivation: What tools have artists had available to them throughout history? Make a list. Discuss how this affects the type of art artists produce. What limitations do artists face? What are some ways in which they might overcome these limitations?

***Group Activity*:** Watch the e-presentations about the tools and colors Murray uses in *My Studio* in *Painting with Elizabeth Murray*. Discuss the tools and techniques she uses in creating her art. Watch the segment on Jackson Pollock. How do his techniques differ from Murray's? How are these differences reflected in their artwork?

***Independent Activity*:** Ask students to make art supplies out of household items such as empty paper towel rolls, combs, paper clips, rubber bands, and cotton balls. Then give

them paint and ask them to create a work of art. Ask them to trade paintings and then hypothesize how the artist made the tools that created the painting they receive. Have students try to reconstruct the tools. Emphasize that this activity is only fun if students do not ask each other how they made the original tools; the point is to figure out for themselves. When they are done, tell them to write reports about the process of trying to reconstruct the tools.

***Reflection*:** How did the tool you created affect the kind of art you could create? What were some common problems with the procedures? How was this process similar to scientific investigation? How was it similar to archaeology? If you could do this again, what would you do differently?