

Memorial Garden Arbor Design

Spring Harbor Middle School

Stage 1 - Desired Outcome

Established Goals:

To design a 'Memorial Garden Arbor' in honor of Vickie Woodard, former 7th grade Language Arts teacher than passed away 2 years ago due to brain cancer.
 To collaboratively beautify the butterfly gardens, where each 8th grade student gets a place to 'leave their mark behind' for future students to appreciate.

G

Understandings:

Students will understand that...

* What are the big ideas?

Giving is better than receiving:

To create a structurally sound Memorial Garden Arbor, for former language arts teacher Vickie Woodward.

* What specific understandings about them are desired?

Form and Function

* What misunderstandings are predictable?
questions on Google Sketchup tools in designing 'Memorial Arbor'

U

Essential Questions:

How can we honor Ms. Woodward, as well as create a structure has form and function.

What can a class of 88 students collaboratively create so that everyone can work together, yet 'leave their mark' behind as an individual?

Q

Students will know . . .

* What key knowledge and skills will students acquire as a result of this unit?

To be able to effectively communicate and collaborate toward the common goals.

To be able to make an individual mosaic stepping stone design, and install it in the pathway.

To be able to collaboratively paint a garden bench in the theme of the 'butterfly garden'.

To be able to identify native perennials plants vs. the common weed.

* What should they eventually be able to do as a result of such knowledge and skill?

To be able to Design a Blueprint in Google Sketchups

To be able to take a 2D design and transform it into 3D form

To combine form and function

To be able to Communicate

To be able to Collaborate

To be able to Identify various native perennial plants

To be able to Create and install a stepping stone

To be able to Design an educational space for others to use

To be able to Give!

K

Students will be able to

S

Stage 2 - Assessment Evidence

<p>Performance Tasks: T</p> <p>* Through what authentic performance tasks will students demonstrate the desired understandings?</p> <ul style="list-style-type: none"> ● Google Sketchups ● 3D computer Blueprint program <p>* By what criteria will performances of understanding be judged?</p> <ul style="list-style-type: none"> ● Form ● Function ● Completion of Design 	<p>Other Evidence: OE</p> <p>* Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?</p> <ul style="list-style-type: none"> ● Perennial Plant vs. Weed Quiz ● Completion of Mosaic stepping stone ● Completion of Design of ‘Memorial Arbor’ ● Installation of ‘Memorial Arbor’ <p>* How will students reflect upon on self-assess their learning?</p> <p>When students see progress their motivation thrives. There are (4) 8th grade sections separating the 88 students. Because they have 3 sections between their next class, each day in the gardens they saw progress from the previous classes’ efforts. By having the energy carry over from class to class was a powerful visual experience.</p>
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Stage 3 - Learning Plan

Learning Activities: **L**

What learning experiences and instruction will enable students to achieve the desired results? How will the students design:

W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge, interests)?

8th grade class gift is a tradition that has been given since Spring Harbor was established. I surveyed the students to see what area of the school they wanted to invest Community Groundworks the grant money in. In doing so I gave the students ownership of the project and with the Memorial for Vickie Woodward, their former teacher, more purpose and personal investment.

H = Hook all students, and Hold their interest?

8th grade gift to Spring Harbor, creating something in memory of Ms. Woodard, and leaving ‘their mark’ behind. The winning arbor design that incorporates both form and function will be selected to be built.

E = Equip students, help them Experience the key ideas and Explore the issue?

I showed the students how to use the computer program Google Sketchups to design a blueprint. Using the different tools they were able to manipulate a two-dimensional plane and transform it into a learning environment, as well as honor Vickie Woodward.

R = Provide opportunities to Rethink and Revise their understandings and work?

Rough copy and Final Copy Blueprint revisions were accepted up until the last student vote opportunity. Student were also allowed to come in extra for lunch if the didn’t understand the Google Sketchup tools, or needed more time.

E = Allow students to Evaluate their work and its implications?

Students were allowed to critique all of the submissions of the ‘Memorial Arbor Designs’, and vote for their favorite which will be built in the butterfly garden.

T = be Tailored (personalized) to the different needs, interests, and abilities of learners?

Every learning level was able to participate in the ‘Butterfly Garden Project’ from designing a 3D blueprint plan in Google Sketchups, to making a stepping stone, planting an Echinacea cone flowers or watering plants. I am proud to say each 8th grade student, of every ability level, was apart of and engaged in the ‘Art in the Garden’ project.

O = Be Organized to maximize initial and sustained engagement as well as effective learning?

From the beginning of April to the end of June each day of the ‘Art in the Garden’ metamorphosed and flowed into the next, each class presenting itself with a new challenge. Whether it was voting on the best

blueprint design or finishing setting the mosaic stepping stones that the class beforehand ran out of time completing.

Each day the 8th grade class came in excited and ready for their next collaborative challenge.