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INTEGRATINGART HISTORY INTOK-5 SOCIAL STUDIES CLASSROOMS

The American public school system's instruction of social studies, one of the four main curricular pillars of an elementary education, could be strengthened through using art to teach history, visual literacy, and empathy.

ENGLISH

ARTS

LANGUAGE

Assessed every year from 3rd-8th grade, and once in 9th-12th grade.

SCIENCE

Assessed at least once at the elementary, middle, and high school levels.

INTRODUCTION

The era of No Child Left Behind (2001) and the Every Student Succeeds Act (2015) revealed where curriculum planners value the most growth- those subjects in which strong data can be collected through standardized tests.

Assessed every year from 3rd through 8th grade,

MATH

and once in 9-12th grade.

SOCIAL STUDIES

No federal assessment framework

performance is not being evaluated until the upper grades, HOW CAN WE ENSURE THAT OUR SCHOOLS USE SOCIAL STUDIES TIME IN A WAY THAT IS MOST EFFECTIVE AND INFORMATIVE FOR YOUNG LEARNERS?

Since social studies



Using art as a touchstone for historical understanding is not new--the Luba peoples of Africa create lukasa, tactile boards whose projections aid a storyteller in remembering important details.

IN PRACTICE

ART EDUCATION

- Traditional study of art
- Student-created art
- Technical skills

CURRICULA

An arts integration approach

to studying history in the

primary grades is not only

developmentally

appropriate, but is also part

of best practice. However,

fully arts integration curricula

do not yet exist. For this

study, I created an arts

integration unit on mapping

skills for 2nd grade using

Çatalhöyük, a neolithic site.

Studio environment



VS.

ARTS INTEGRATION

- Emerging study of art
- Fine (museum quality) art
- Interdisciplinary skills
- Everyday classroom environment

EXTENSIONS

Students do not only learn within the classroom!

I used my knowledge of the Frist Art Museum in Nashville, TN (gained through an internship with the Education Department) to guide educators through planning a field trip.



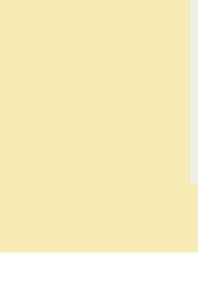
THEORETICAL

SUPPORTS

Piaget- Constructivism, students create systems of knowledge using experience Parsons- children acquire aesthetic taste in stages following cognitive development Blake- studying history using primary sources provides students with a deeper understanding of the past

Moore, Alouf, and Needham- K-12 social studies

curriculum teaches skills *and* content Erickson- 2nd grade students can generate a historical understanding of art Taylor, Monck, and Ayoub- elementary school educators support Arts Integration, but do not feel they have the tools necessary to do so effectively



CONCLUSION

In order to strengthen the American public education system's waning social studies initiatives, we should look toward integrating a study of art and art history to teach our children visual literacy, empathy, and a historical and cultural understanding of the past.



