

**WDSE/WPRT  
Glensheen and the Congdon Legacy  
Interior Design  
Lesson Plan**

Title

Glensheen Interior Design

Intended Grade Level

Grades 6-8

Subject Area

Arts

**MN State Curriculum Standards Grade 9-12**

**ART**

**STRAND 1: Artistic Foundations**

Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

6.1.3.5.1 Compare and contrast the connections among visual artworks, their purposes, and their personal, social, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities.

**STRAND 2: Artistic Process: Create or make**

Create or make in a variety of contexts in the arts area using the artistic foundations

6.2.1.5.3 Develop an artistic statement, including how audience and occasion influence creative choices.

6.2.1.5.1 Create original two- and-three-dimensional artworks in a variety of artistic contexts.

**Writing Process, production and distribution of writing**

9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions

11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## I. Instructional Objective

Students will demonstrate understanding that culture and experience influence peoples perceptions of places and regions. Student will demonstrate shy places and regions are important to individual human identity and as unifying for fragmenting society. The student will expand on their public speaking skills and communication methods. The student will improve on their critical thinking skills. The student will use the writing process. The student will use technology to present ideas.

## II. Concept/Main Idea of Lesson

Students will develop a better understanding of how interior design represents a period in time. Students will teach their finding through PowerPoint (prezi) or collage (exclude speaking, viewing and listening standards)) and use the writing process to complete a presentation script. This lesson could be used as a capstone activity. Students will provide feedback to peers.

## III. Learning Activities Sequence

### a. **Set Induction/Lesson Initiating Behavior:**

Ask your class to consider spaces they truly love. Allow time for students to draw a space that invokes good, meaningful feelings.

Guiding questions for word/phrase list:

What tastes do you find in your space?

What smells do you associate with your space?

What does the space look like? What doesn't it look like?

What do you hear in your space?

Where is your space located?

What colors are most enjoyable? Most annoying?

What are the connections to your space and you? Others?

### b. **Learning Activities:**

1. After generating ideas and allowing time for students to draw their image, view documentary clip.

2. Clip begins **17:00**

1. Students take notes and answer questions on the graphic organizer about the interior designers and the process used to create the interior spaces of the Glen-sheen Mansion.

Notes include:

William French  
Clarence Johnston-leather stamp work on wood  
John Bradstreet -wood technique-Di Sugi method and Arts and Crafts  
Reasons for determining the style for each room.

IN PAIRS: Students THINK? PAIR/ SHARE answers to the following questions.

- How does art influence interior design?**
- Explain the spread of ideas/ innovation from other countries?**
- How does the interconnectedness of the environment and human activity impact each other (positive and negative)**
- How do cultures, politics or economics influence art and interior design?**

Using the information gathered from the opening activity, students will create an interior design for themselves. Inspiration comes from the original image created by students of their favorite spaces and the answers to the guiding questions from the opening the the think pair share activity.

Explain to class that each group will show their interior design using PREZI (power point). Students must focus on the themes that inspire a space for themselves.

Along with the PREZI, groups will turn in one script that accompanies the PREZI. The final script will include copies of the first draft and the evidence of the writing process with feed back from group members. The script may be written by whole group or divided up among group members.

Presentations, may want to limit to 5 minutes each.

c. Closure:

1. Evaluation: PREZI graded by audience, possibly by groups. May want to discuss criteria and provide a hand out. Ideas include, Interesting, clear, concise, easy to follow
2. Scripts: Evaluated by instructor based on the writing process
3. Final overview: completed images and PREZI presentation, time for discussion points, opinions, and insights

#### IV. **Documentary “Glensheen and the Congdon Legacy”** **Student evaluations for PREZI Presentation** **Scoring Rubric for Scripts**