

# Exploring the Anza Trail



## PRE- AND POST-VISIT ACTIVITIES

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for 3rd and 4th Grades

Developed by:

environmental



EDUCATION  
EXCHANGE

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# LETTER TO TEACHERS

Dear Teacher:

Welcome to ***Exploring the Anza Trail***, an interdisciplinary program specifically designed for third and fourth grade students. Through a series of hands-on activities, writing and drawing assignments, and a dramatic classroom presentation, students put themselves in the shoes of a colonist on the Anza Trail to explore the universal concepts of overcoming challenges, having hope and courage, making connections, and seeking a better life.

## **The goals of *Exploring the Anza Trail* are:**

- ✓ To provide engaging activities that help students relate to life during the Anza Expedition.
- ✓ To help students contemplate essential concepts relevant both during the Anza Expedition and today, such as overcoming challenges, having hope and courage, making connections, and seeking a better life.
- ✓ To depict life on the Anza Trail in a fun, dramatic, and engaging way.

## ***Exploring the Anza Trail* is a three-part program:**

- ➔ **PART ONE** is the pre-visit classroom lesson. Students will explore the meaning and significance of fundamental concepts that were relevant during the Anza Expedition and are still important today - concepts such as overcoming challenges, having hope and courage, making connections, and seeking a better life. Students will watch a short video on the history and major themes of the Anza Expedition. They will then visualize themselves as a colonist on the Anza Trail.
- ➔ **PART TWO** is a 50-minute dramatic on-site presentation by a “member of the Anza Expedition”. An engaging storyteller portrays life on the Anza Trail while inviting students to participate in fun group activities. At the end of the presentation, all students will receive an *Exploring the Anza Trail Activity Book* filled with engaging activities and video links, and 4th graders will also receive a free National Parks pass. Teachers will receive a DVD of the National Park Service video, *The Anza Expedition, 1775-1776*, as well as some informational brochures and maps.
- ➔ **PART THREE** includes a variety of post-visit classroom activities. Students have the opportunity to watch a historical video on the Anza Expedition, create a personal timeline, interview a family member about their heritage, write a letter home as a colonist on the Anza Trail, and visit relevant historic sites.

Enjoy!

*Environmental Education Exchange on behalf of the National Park Service*

### **For more information, please contact:**

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*Students have the opportunity to solidify all that they have learned and delve deeper into the major themes of the Anza Expedition through a series of in-class and at-home activities. Each activity offers a unique way to connect with the Anza Expedition. Choose one or all of these options as time allows.*

✓ **Activity A: National Park Service Video - The Anza Expedition, 1775-1776**

*Watch the full-length version of the Anza Expedition video created by the National Parks Service. This depicts a more in-depth history of life along the Anza Trail.*

✓ **Activity B: Historic Timelines**

*After creating a timeline leading up to the Anza Expedition, students create personal timelines depicting important events in their own lives.*

✓ **Activity C: Where Do I Come From?**

*Students interview a family member or guardian about their heritage. Students then share their findings with the class through a hands-on activity and classroom discussion.*

✓ **Activity D: Letters Home**

*As in the pre-visit activity, students will visualize themselves as a colonist on the Anza Expedition. As this colonist, they will write a letter home describing their new life in Alta (Upper) California.*

✓ **Activity E: Sites to Visit**

*Includes museums, natural spaces, National and State Parks, and other historic sites in Tucson and the surrounding region.*

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# PRE-VISIT LESSON: MY EXPEDITION!

## Key Vocabulary and Concepts

### Overview:

The purpose of this lesson is to help students relate to the experiences of the Anza Expedition members. Through a series of activities, worksheet questions, and classroom discussions, students explore the concepts of overcoming challenges, having hope and courage, making connections, and seeking a better life for themselves. After watching a short video on the Anza Expedition, students will relate these same concepts to the experiences of the expedition members. Students then create a drawing and description of themselves as a colonist on the Anza Expedition.

### Arizona Department of Education Academic Standards:

Please refer to the Arizona Department of Education Academic Standards section for the ADE standards addressed by this lesson.

### Objectives:

Students will:

- ✓ Discuss and define challenge, hope, courage, and connection.
- ✓ Describe how overcoming personal challenges, having hope and courage, making connections, and seeking a better life relate to their own lives as well as to the Anza Expedition members.
- ✓ Create a drawing and description of themselves as a colonist on the Anza Expedition.

### You will need:

- ✓ *Student Worksheet: My Expedition!*, projected, or printed one per student
- ✓ Chalkboard, Whiteboard, or Smart Board
- ✓ Computer and Projector
- ✓ Optional for vocabulary section:
  - ✓ Piece of copy paper
  - ✓ Small book
  - ✓ Ball of yarn or string
- ✓ Drawing Supplies: colored pencils, markers, or crayons
- ✓ 6-minute Anza Expedition Pre-Visit Video

### Suggested Procedure (Total Duration: 60-90 minutes):

Print out or project the *Student Worksheet: My Expedition!* to accompany this lesson. If you choose to project the document, have students complete each section on a separate piece of paper. Refer to the *Student Worksheet* as you read through these instructions. Part A2, all of Part B, and Part C3 could be done in class, or as homework assignments.

**Part A. Overcoming Challenges (25-35 minutes)**

Students are introduced to key vocabulary and describe how they have overcome challenges in their own lives.

**A1. Key Vocabulary - Challenge, Hope, Courage, Connection**

Choose from the following suggested activities or select your own method to introduce these words to your class. This should be done prior to the other sections of this lesson. These activities can be done in a variety of ways. For instance, they can be done on one day or over several days throughout the week. Additionally, you may choose to do these activities as an entire class, at stations, in small groups, or to have one student demonstrate the activity in front of the class. After introducing each word, have the class choose a definition for the word to be written on the board and recorded on the *Student Worksheet: My Expedition!*.

- **Challenge:** *Something or someone that gets in the way of our goal or what we need; obstacle, barrier.*

**Can You Do It?** – Choose one student to come to the front of the classroom. Tell the volunteer to walk in a straight line to the back of the classroom through an area that is full of desks, tables, or chairs. Ask the volunteer the following questions:

- ▶ *Can you do it?*
- ▶ *Why not? What is preventing you from doing so?*
- ▶ *What is the challenge or obstacle in this scenario? (In the example, the challenge would be the desk or the table.)*
- ▶ *Can you fly across the room?*
- ▶ *Why not? What is the challenge? (In this scenario it would be that he/she does not have wings, or a magic broomstick, or an airplane to help him/her fly.)*

Also, discuss how challenges are not always physical; fear, loneliness, illiteracy, being lost, or being hungry are also examples of challenges.

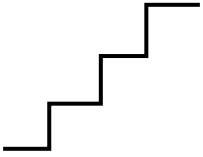
**If At First You Don't Succeed, Try, Try Again!** - Have the entire class stand up and try to pat their heads while rubbing their tummies in a circle. After they have tried for a while, prompt them to go faster or slower. After completing the above, ask them to continue the challenge while standing on one foot. See how long they are able to do this. Ask students about their experience. Discuss how physical exertion and being willing to try things multiple times are key aspects of what it means to persevere in order to overcome a challenge.

**What Do You Need?** – This activity focuses on the resources needed to complete certain tasks or to overcome certain challenges. Resources can include tools, equipment, money, food, water, plants, animals, people (and their skills), etc. Have students imagine that they are hiking to the top of a mountain. What would they need to do this? How would they accomplish this challenge? There are many examples that you can discuss or have students imagine, including hiking shoes, strong legs, sunglasses, and a map. Additionally, have students imagine that they

are very thirsty. What would they need? Water is one example of a *natural* resource they would need to accomplish their goal.

- **Hope:** *Something that we want to happen; the feeling that good things will come; optimism.*

**Steppin' Up to Achieve** - Have students draw a simple staircase on a piece of paper to have them think about how they can achieve their hopes and dreams. (Or, choose one big class hope/dream and draw the staircase on the whiteboard.) Students should label their hope/dream at the top of the staircase. Then, at the bottom step, they should write their first goal and how they would achieve it. At each step, they should write another goal and their actions. As they continue to climb the stairs, they can add dates, drawings, anything that motivates them to achieve their hopes and dreams!



**Wheel of Fortune** - Draw a circle divided into segments, like a pizza. Label each segment along the outer edge of the circle with important categories like Family, Friends, School, Sports, etc. In each segment, have students write their hopes for what they would like to accomplish in a set period of time.

- **Courage:** *Facing our fears with confidence; being brave; rising to a challenge; standing up for what we believe in.*

**On a Roll** - Show the class a piece of copy paper and a small book. Ask for a volunteer to hold up the book using only the piece of paper (students will quickly discover this isn't possible). Ask the volunteer to roll the paper tightly into a tube, the diameter of about .5-1 inches. Have the volunteer hold the tube in one hand and carefully place the book on the upper end of the tube, so that the book is supported. Discuss how we all have the ability to be courageous and turn our weaknesses into strengths. The single sheet of paper on its own is flimsy and weak. Compare this to when students are first faced with a challenge and may lack the courage to confront the problem. But, just as the paper can be rolled into a sturdy tube, students can become strong and courageous. Ask for examples of what students can do to turn a weakness into strength.

**Many Kinds of Courage** - Brainstorm with students the many kinds of courage we need in different situations. Organize the brainstorming session into categories on the board, such as courage with friends, courage in new situations, courage when you are hurt, courage to seek help, courage when you are learning, courage to help someone. Have a class or small group discussion with students sharing examples of how they have been courageous in different ways.

- **Connection:** *The feeling of belonging to a group or feeling close to other people.*

**Linking Together** - Gather the class in a large open space. The ultimate goal is to create one large circle in which every person is physically linked with two others. A variation would be to form several smaller circles. Ask one student to stand with one hand on their hip, and then share a statement about his/herself to the class. When the first student from the rest of the group indicates that s/he has that in common with the first student, they should link elbows. This second student then shares something about his/herself to the larger group, to attract a new person to link elbows with him/her, and so on. To complete the circle, invite the last student to

join the long chain of connections to share something about him/herself to link with the very first student.

**You Have What I Need!** – This activity focuses on making connections with people and utilizing their skills as resources in a community. Ask a group of students (4-8) to stand in a circle in front of the class (you could also do this as an entire class sitting on the floor or at desks). Give one of the students a ball of yarn or string. That student begins by stating one thing that s/he does well (example: “I am really good at math,” or “I make really yummy cookies”). *If there is some hesitancy, you may want to model to the class using your own example first.* Prompt the other students to think about whether this is something they could use (example: “Who in this room could use some extra help with their math homework sometimes?” or “Who likes to eat cookies?”). The first student passes the yarn/string ball to connect to one of the students who could use his/her skill. The student now holding the ball of yarn/string states skills s/he can offer. The activity continues like this until there is a nice web. Discuss with the class how people and the skills that they offer are important resources, and how important it is to make connections with a variety of different people. Everyone has a skill that can be useful to others.

**Common Connections** - Pair up students and ask them to determine four things they have in common with each other. Have pairs join together to discover four commonalities among them. Continue pairing until the whole group is back together. Discuss the many things that the students have in common with each other and how that connects them to each other in unique ways.

### **A2. A Sticky Situation!**

Start by modeling the *Student Worksheet* questions to the class using your own examples. Make sure to describe the reasons for choosing the phrase(s) to complete your sentence. When students are sharing their work, it is important for them to explain what happened when they went through this challenging time. After they have completed this portion of the *Student Worksheet*, ask students to share with one or two students what they wrote and why. Ask a few students to share with the entire class.

**Part B. Journey to a Better Life (10-15 minutes)**

Students are asked to contemplate what resources they would need while on a long journey, as well as the reason people might choose to embark on a long journey—to seek a better life for themselves and their family.

**B1. A Long Journey**

Project the resource words from the *Student Worksheet* (or write them on the board in advance). Have students complete the lesson on their *Student Worksheet*. After they have finished, ask each student to share. On the board, tally the resources chosen and discuss with the class the reasons for choosing those items. Come to a consensus as a class about the most important resources to bring.

In addition, briefly discuss that when people leave home for a better life, they often leave behind many of their family members, friends and belongings. Ask students to think about what they might bring with them to remember the home they are leaving.

**B2. A Better Life**

Take just a few minutes for this activity to get kids thinking about the concept of wanting a better life. Model this for students using your own examples. On their *Student Worksheet*, have students list or draw items that they would wish to see in their new lives. Examples: a home in the mountains, a job as a dancer, good schools, plenty of food on the table, living closer to the ocean, living in a tree house, living closer to family, owning a dog, living on a farm, etc.



**Part C. On the Anza Trail (25-40 minutes)**

The concepts students have explored are tied to the experiences of the Anza Expedition members.

**C1. Watch 6-minute Anza Expedition Pre-Visit Video**

**C2. Revisit the Student Worksheet**

Lead a classroom discussion using the following questions as a guide. If the initial activities were done on the board, return to the board and make changes/observations. Students can answer questions and take notes on their *Student Worksheet*.

- **A Sticky Situation!** – The colonists on the Anza Expedition encountered challenges, including lack of water, long, arduous miles to walk, treacherous terrain, crossing rivers, childbirth, and fear of attack from animals or other humans, etc. How were the colonists able to overcome some of these challenges? In what ways do you relate to what the colonists were able to do?
- **A Long Journey** - Do you think you would bring the same things on your journey that the colonists did in Anza's time? In what ways are your lists similar or different? Are our basic human needs the same as they were then? In what ways do we meet these needs today? Do they differ from the way the colonists would have met them?
- **A Better Life** – On the Anza expedition, many of the colonists were going because they wanted a better life for themselves and their families. Is this something your family has experienced (for example, moved to a new house, country, state, etc.)? How is what you wish for your own life similar or different than what the colonists dreamed of?

**C3. My Expedition!**

Ask students to visualize themselves as a colonist on the Anza Expedition. Have each draw a picture of himself and write a description including his role/occupation on the expedition (e.g., priest, someone who works with cattle, mother, cook, soldier, guide, etc.), who he traveled with (i.e., if he sees himself as the child, draw or list the family members he would travel with), and what resources he brought (e.g., clothing, cattle, food, tent, etc.).

Descriptions and illustrations of expedition members can be found at <http://www.nps.gov/juba/learn/education/classrooms/teaching-the-anza-trail.htm> if you want to provide additional information to your students.

### Pre-Visit Extension Ideas:

- **Talk the Talk: Exploring Language Use Then and Now** - Have students stand and form a horseshoe shape around the perimeter of the classroom. Identify places along the horseshoe that correspond to speaking 3 or more languages, 2 languages, or 1 language. Have students rearrange themselves to stand in the place that corresponds to what is true for them. You may choose to try a variety of scenarios involving parents' language use and grandparents' language use. Below are discussion points you may choose to use with your class during this activity.

When Anza led the colonists into Alta (Upper) California, no one spoke English. They either spoke Spanish or a variety of native languages. Do you or anyone in your family speak a language other than English? How has this affected your life or that of your family?

- **Bulletin Board** – After scheduling your classroom presentation date, you will receive a set of brochures and maps in the mail that can be used, along with student artwork and documents from suggested websites below, to create a display of the Anza Expedition in your classroom.
  - ▶ <https://www.nps.gov/juba/planyourvisit/maps.htm> - Maps showing the Expedition's route, the locations of missions, presidios, rancheros, native people's lands, and geographical landmarks.
  - ▶ <https://www.nps.gov/juba/blogs/new-trail-maps-of-southern-arizona.htm> - Map of Anza Trail in southern Arizona.
  - ▶ <https://www.flickr.com/photos/anzatrailnps/albums/72157631226509418/> and <http://billsingleton.com/galleryAnza.html> - Illustrations of the Anza Expedition.
  - ▶ <https://www.nps.gov/media/photo/gallery.htm?pg=139473&id=F1C9A4C6-DC75-3C43-4E54B73389BCD4B5> - Modern Anza reenactment photos.
- **Anza Expedition Ages: Math Extension** – Use the data on the back of the map you will receive in the mail (data also found at <http://www.nps.gov/juba/learn/historyculture/people.htm>) to calculate the range, median and mode of the ages of the members of the Anza Expedition. Students can also graph the data.



# STUDENT WORKSHEET: MY EXPEDITION!

Student Name \_\_\_\_\_

## Part A. Overcoming Challenges

### A1. Key Vocabulary

Challenge	Hope	Courage	Connection

### A2. A Sticky Situation!

In the space below, describe a challenging time in your life. What was the challenge?

I was able to get through this challenge because of my ability to *(check one or more of the options below)*:

- ...have hope.
- ...be courageous.
- ...make connections with others.
- ...use important resources (tools, books, maps, other people, etc.).

**Part B. Journey to a Better Life**

**B1. A Long Journey**

If you were going to take a long journey into unknown lands, what do you think you would need?

**Circle 5 items from the list below that you think would be the MOST important to have:**

- |            |                  |                  |                |
|------------|------------------|------------------|----------------|
| Water      | Radio            | Cell Phone       | Sunglasses     |
|            | Maps             | GPS              | Tent           |
| Books      | Cooking Supplies | Food             | Other People   |
| Animals    | Binoculars       | Pencil and Paper | Toys           |
| Flashlight | Transportation   | Video Games      | Extra Clothing |

**B2. A Better Life**

People sometimes go on long journeys because they want a better life for themselves or their family. Do you ever think about wanting a better life for yourself in the future? What would you want your new life to look like? Think about your job, family members, friends, house, pets, and where in the world you would like to live. Write or draw how your life might be different.







# POST-VISIT ACTIVITIES: GOING FURTHER

## Overview:

Students have the opportunity to solidify what they have learned and delve deeper into the major themes of the Anza Expedition through a series of in-class and at-home activities. Students can gain deeper understanding of the Anza Expedition by watching a more in-depth video. After creating a timeline of events related to the Anza Expedition, students can create their own personal timelines. They can expand their understanding of the diversity of cultures in their own families, classroom, and the Southwest by conducting interviews about their own heritage. As in the pre-visit activity, students can take the role of an Anza colonist by writing a letter home from the colonist's perspective. In addition, students have the opportunity to explore sites in Tucson and the surrounding region that are relevant to the Spanish Colonial era. Each activity offers a unique way to connect with the Anza Expedition. Choose one or all of these options as time allows.

## Arizona Department of Education Academic Standards:

Please refer to the Arizona Department of Education Academic Standards section for the ADE standards addressed by this lesson.

## Objectives:

Student will...

- ▶ Develop a deeper understanding of the Anza Expedition after viewing a documentary on its history.
- ▶ After creating a timeline leading up to the Anza Expedition, create a timeline using events from his/her own life.
- ▶ Interview a family member, or guardian about his/her personal heritage.
- ▶ Relate his/her personal heritage and the diversity of his/her classroom to that of the Anza Expedition members.
- ▶ Write a letter home from the perspective of a colonist on the Anza Expedition.
- ▶ Explore and interact with pertinent historic sites and artifacts from the Spanish Colonial period.

## You will need:

- ✓ National Park Service video: *The Anza Expedition, 1775-1776* – available on DVD or online at <http://www.nps.gov/media/video/view.htm?id=F89E22B8-C247-E258-6E6D10C2F8CD5828>
- ✓ Computer and Projector
- ✓ Chalkboard, bulletin board or butcher paper
- ✓ 8.5 x11 pieces of paper or adding machine/register/calculator roll of paper
- ✓ Pens/pencils, colored pencils
- ✓ Rulers

**Suggested Activities:**

**Activity A. Watch the full National Park Service video: *The Anza Expedition, 1775-1776* (25 minutes)**

Before watching the video, briefly revisit the key concepts (overcoming challenges, having hope and courage, making connections) from the pre-visit lesson and on-site presentation. After watching the video, have a class discussion about what the students learned from the video, asking them to cite examples of the key concepts as observed in the video.

**Activity B. Historic Timelines (30-60 minutes)**

Have the class create a timeline of events related to the Anza Expedition. After creating this timeline, have each student develop a personal timeline showing significant events from his/her own life.

**B1. Timeline of the Anza Expedition**

As a class, create a timeline using the following dates related to the Anza Expedition to Alta California. The timeline can be created on a chalkboard, bulletin board, butcher paper, or using a roll of adding machine/cash register/calculator paper.

**1697** Jesuits Missions begin to be established in Baja California.

**1701** Father Kino states that California is not an island.

**1700 –1767** Jesuits establish more missions on the Northern Frontier as far north as present day Tubac.

**1767** Jesuits are expelled and Franciscans take over their missionary duties.

**1769** Spain begins the colonization of Alta California.

**1772-3** Spanish leaders urge the Mexican government to send more colonizers to Alta California.

**1775** Anza completes his first exploratory overland trek from Sonora, New Spain to Monterey, Alta California.

**1775-1776** Anza leads 240 new recruits, farmers, their wives and children over 1800 miles on the route he had found to Monterey to double the Spanish population of Alta California and begin the cattle industry.

**1777** Anza is given command of the New Mexico territory.

**1788** Anza dies at his home in Arizpe, Mexico.



**B2. Personal Timelines**

Using a ruler, have students draw a line across the middle of a piece of paper or a piece of adding machine/cash register/calculator paper. On the left end, each student should draw a dot and label the year the student was born. Students can add written and/or graphic descriptions above and below the line as well, such as "my birthday" and a drawing of a little birthday cake. On the right end of the paper, each student should draw a dot on the line and label with today's date. Between the two dots, each student should pick important dates that have happened in his/her life. For example, include a dot for the year a brother/sister was born, or the year the student learned to ride a bicycle, or the year the student moved to a new house. Include at least six different dates. Try to space the dots along the line based on time elapsed. (Optional: Students can mark equal spaced hatch marks along the line and then calculate approximate spacing of their events.)

**Activity C. Where Do I Come From? (10-20 minutes)**

**C1. Interviews**

For homework, have students interview a parent, grandparent, or guardian about where their ancestors came from. Have students report to the class on their findings. Interview questions may include:

- *Where were you born?*
- *Did you move away or stay where you were born?*
- *Where were your parents born?*
- *Where were your grandparents born?*
- *How far back in time did your ancestors move to the U.S.?*
- *Where did your ancestors come from?*
- *Why did you move to a new place?*

**C2. Follow-up to Interviews**

Designate certain parts of the classroom as parts of the world. Have students stand in the region from which their ancestors came. Relate this to the diversity of cultures in our country today as the result of human migration, just as in the Anza Expedition.

**Activity D. Letters Home (20-40 minutes)**

Have students visualize themselves as colonists to write a letter home describing their experiences during the expedition and what it is like in their new Alta California home. Additionally, as time allows, students may draw a picture of their new life in Alta California. Sentence starters may include:

- *This trip has been...*
- *One of the most interesting things I saw...*
- *I was really afraid when...*
- *I think you would like Alta California because...*

**Activity E. Sites to Visit**

Visit these sites as a class or provide students this list of places to visit with their families!

- The Anza Trail: <http://www.anzahistorictrail.org/visit/counties/pima>
- Tubac Presidio State Historic Park: <http://azstateparks.com/parks/tupr/index.html>
- Presidio San Agustín del Tucsón: <http://tucsonpresidio.com/node/22>
- Mission Garden: <http://www.tucsonsbirthplace.org/>
- Mission San Xavier del Bac: <http://www.sanxaviermission.org/>
- Tumacácori National Historical Park: <http://www.nps.gov/tuma/index.htm>
- Saguaro National Park: <http://www.nps.gov/sagu/index.htm>  
(4th grade students can use the free National Parks pass they receive at the end of the classroom presentation!)



# ARIZONA DEPARTMENT OF EDUCATION ACADEMIC STANDARDS

The *Exploring the Anza Trail* program for grades 3 and 4 addresses the following Academic Standards. (Complete versions of the Academic Standards are available at <https://www.azed.gov/standards-practices/>.)

HISTORY AND SOCIAL SCIENCE STANDARDS	PRE-VISIT LESSON	PRESENTATION	POST-VISIT LESSON
<b>3.SP1.1</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.	✓	✓	✓
<b>3.SP1.2</b> Compare life in specific historical time periods to life today.	✓	✓	✓
<b>3.SP1.3</b> Generate questions about individuals and groups who have impacted history.	✓	✓	✓
<b>3.SP4.1</b> Explain probable causes and effects of events.	✓	✓	✓
<b>3.C3.2</b> Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.	✓	✓	✓
<b>3.G1.1</b> Use and construct maps and graphs to represent changes in Arizona over time.	✓	✓	✓
<b>3.G2.1</b> Explain how people modify and adapt to the Arizona environment.	✓	✓	✓
<b>3.G3.1</b> Describe the movement of people in and out of Arizona over time.	✓	✓	✓
<b>3.G4.1</b> Describe how Arizona has changed over time.	✓	✓	✓
<b>3.H1.1</b> Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.	✓	✓	✓
ENGLISH LANGUAGE ARTS STANDARDS	PRE-VISIT LESSON	PRESENTATION	POST-VISIT LESSON
<b>3.W.2, 4.W.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓		✓
<b>3.SL.1, 4.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓
<b>3.SL.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓	✓	✓
<b>3.SL.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✓	✓	✓
<b>4.SL.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓
VISUAL ARTS STANDARDS	PRE-VISIT LESSON	PRESENTATION	POST-VISIT LESSON
<b>VA.CR.1.3</b> a. Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details. b. Investigate personal ideas through the art-making process.			✓
<b>VA.CN.10.3</b> Develop a work of art based on observations of surroundings.			✓