

Pierre's Crabbing Adventure

Grade Level: Grade 3 – 5

Content area(s): ELA and Visual Arts

Classroom Time: Two 60 minute class periods

Purpose: Expose students to information concerning the environment and sculpture as a means to create ideas and thoughts to write and illustrate a book about an animal in the given environment.

Skills Addressed:

ELA skill: Write a grammatically correct creative story based on an animal they select using life experiences and information learned

Visual Arts Skill: Use different media (sculpture and illustrations) to communicate an idea and to connect to other disciplines

Supplies:

Paper, pencil, markers, construction paper, Model Magic/clay or play dough or ingredients to make play dough, internet access and handouts

Lesson Process:

Warm-up –

- A. Display Alexander Calder's [The Crab](#) from the Museum of Fine Arts Houston without telling the students the name of the sculpture. (Or [The Crab](#))
- B. Ask the students the following questions:
 - What color(s), shapes, and textures do you see in the sculpture? – *Ex: Red, curves and points yet smooth, etc...*
 - Describe the sculpture. – *Ex: There are four curved pieces and one large piece with a point at the top and triangular sides, etc...*
 - What would you name the sculpture given how it has been described? – *Ex: Red creature, Four legs, etc..*
 - What do you think about the sculpture? Do like it? Dislike it? Why? - *Ex: I like it because it is red and has an open moving feeling OR I don't like it, it looks like red metal, etc...*
- C. Share the name of the sculpture (*The Crab*) with the students.
- D. Read the poem "The Crab" by LuAnn Turley and Rita Whiteman from their book [A Wreath, A Tree And Me](#). – *Attachment 1*
- E. Ask the students if they see how the structure forms a crab. If not, point out the legs and body of the crab for them to see.

Lesson procedure –

- A. Continue to show the students a picture of "The Crab" sculpture while reading or have the students read silently the story "The Sea is Ill." – *Attachment 2*

B. Ask the students the following questions:

- How did the trash get into the water? - *Examples: People put it there; it flows into the ocean from the rivers and streams, etc.*
- Do you think animals eat trash? Why or why not? – *Ex: Yes because the trash is in the water and it appears to look like food or no, the animals don't eat trash...*
- What do you think happens if an animal eats trash? – *Ex: They get sick and die, nothing, they don't eat the trash...*
- Is there a way to stop trash from getting into the water? Give examples. – *Ex: Yes, don't litter the beaches or waterways; create laws to protect the waterways and to discourage companies from putting their trash into the ocean.*
- Do you think trash is in other areas where animals live? – *Ex: Yes because people throw trash out everywhere or no because people only in certain areas litter...*
- Do you think Pierre will be able to remove all the trash in the sea? Why or why not? – *Ex: Yes, he can go and collect it in a bag or No, there is too much for him to collect it all, etc...*

C. Ask the students what they think the following words mean:

- Green – *saving the environment*
- Waste – *what we throw away*
- Reuse – *new or different way to use something*
- Recycle – *change into something else to reuse the material*
- Plastic – *Used for water, milk, recyclable, holds cans together, etc.*
- Ecology – *Interactions between organisms and their environment*
- Conservation – *saving the land*
- Eco-system – *Ecology system*
- Reduce – *not use as much*
- Trash – *what we throw away, garbage, etc.*
- Polluted - *Contaminated*

D. Each student completes the crossword puzzle “Going Green” to complete. – *Attachment 3*

E. Optional: Divide the students into groups of two.

F. Have each student write on a piece of paper the name of an animal that is affected by pollution in their environment. *Ex: Birds, fish, etc...*

G. After they have decided on an animal have them list how their environment is changed and how the animal's survival techniques may have changed.

H. Give each student/group a 1” – 2” cube piece of Model Magic or clay or play dough or give students the recipe to make play dough to make. (*Attachment 4 – Directions*)

I. Each student/group creates a sculpture of their animal.

J. Once their sculpture is complete have each student/group write a short story that they will turn into a book about their animal.

K. The students/groups will create their own book (*Instructions for creating a book – Attachment 5 and a rubric– Attachment 6*) that includes pictures.

L. Students share their sculpture and book.

Student assessment or final product to be developed:

Class participation, teacher observation, handout, sculpture and book

Extension activities

- A. Research the effects pollution has had on their own environment including the use of photographs taken of their city (or a nearby city) on a clear day and on a smoggy day. Write a short research paper noting their findings.
- B. Research artists who use recycled materials to create sculptures. Collect recycled materials and create their own sculptures. Write a story describing how they created their sculpture.

The Crab

*By LuAnn Turley and Rita Whiteman
A Wreath, A Tree And Me.*

*Alexander Calder,
an engineer and sculptor,
Designed this playful abstract sculpture.*

*Does it represent a spider, a crab or a gazelle?
Curved lines and vibrant color will help you tell.*

*A spider has many legs, a gazelle can jump high.
So this animal must be a crab. Do you see why?*



The Sea is Ill

As soon as Pierre was big enough to fit into a life jacket he would go out with his dad on a small boat to go crabbing. This was a special time for Pierre. Crabbing defined how his family had made a living for generations. His father had learned from his father, and Pierre knew that he would one day teach his own son. In the beginning he would watch his dad as he emptied the nets with beautiful large red crabs, once he was old enough Pierre would help his dad by dropping the bait trap into the water and remove the crabs from the net. This was time Pierre and his dad had together, a time when no one else was around, but once Pierre started school his time with his dad diminished, he couldn't go out every day but he would still go out on weekends.

Once they filled their large container full of crabs they headed back to sell the crabs on the pier. Pierre's family would keep a crab or two once in a while for dinner but usually they sold all the crabs they caught. When they returned home Pierre's dad would give his mother the money they earned to buy groceries and to put the extra into the bank.

When Pierre got older he became very active at school so he wasn't able to go out crabbing with his dad as often. He missed the time with his dad so whenever he could he would go out crabbing with his dad. One day when he was out crabbing he noticed the nets were less filled with crabs and more filled with pieces of plastic, small bottles, and other forms of trash. He also noted often the crabs' claws were stuck in plastic rings or some other form of trash. He had never seen his father have to throw back so many crabs. Many weren't much bigger than the palm of his hand and couldn't be sold.

After several hours Pierre and his dad headed to the pier. They didn't have the normal number of crabs to sell. Pierre glanced at his dad. His dad's expression was solemn, a frequent expression lately. Pierre decided to ask his dad why he looked somber all the time.

Pierre remembers this conversation with his dad and reflects on it regularly. His dad waited a few minutes before responding, walking to a large tree to sit under while a breeze blew softly. Tears started forming in his dad's eyes, something he had never seen before.

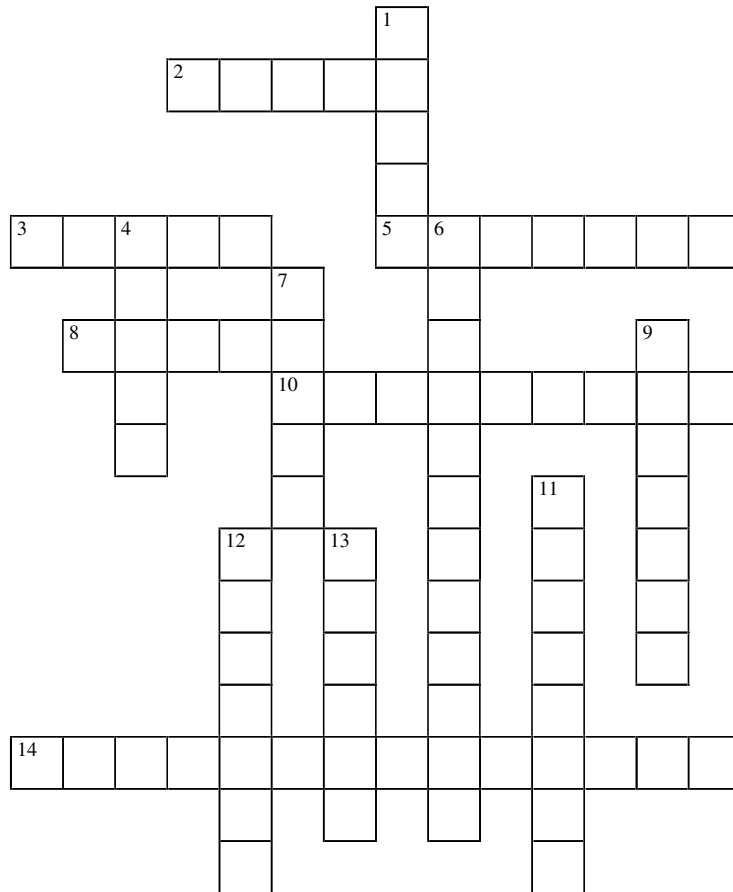
"Pierre, we make our living off the sea and so do many others. Unfortunately, we are forgetting to protect the very thing that gives us life. If all we do is take and give back nothing but our remains: empty bottles, bags, paper, and trash. How can we expect nature to survive when we're suffocating her? I'm afraid if the animals can't survive in the water, our family's traditions of crabbing will have to end."

One tear slowly rolled down Pierre's dad's cheek. Soon he will have to find a job working for a local business in order to support their family.

Crabbing was a part of their ancestry. Pierre's dad would be the first generation who could no longer crab because of the pollution in the water. For the first time Pierre realized how important the water was to his family. It would have to be his generation's responsibility to show others how to respect the water, not pollute it but try to clear it from pollution. Pierre wanted to see his dad happy again and his family returns to crabbing.

Going Green

Name _____



ACROSS

- 2 What we throw away
- 3 Drink this
- 5 Helps the environment
- 8 Write on this
- 10 Ecology System
- 14 Used to drink water from

DOWN

- 1 A different way to use something
- 4 Rubbish
- 6 Saving the environment
- 7 Saving the environment
- 9 Change to reuse
- 11 Contaminated
- 12 Synthetic material
- 13 Not use as much

Eco Friendly Play Dough

[Eco-Friendly Play Dough](#)

Ingredients:

2 cups flour
1 cup salt
1 cup water

Mix the flour and salt together. Make a small “hole” in the middle. Add the water. Knead, mixing well.

Note: This play dough will harden when air dried. Store in a zip lock bag in the refrigerator.

Colored Play Dough:

- *Add food coloring while kneading*
- OR*
- *Substitute juice for water*

Creating a Book

<http://www.makingbooks.com/hotdog.shtml>

1. Start with an 11" x 14" or 11" x 17" piece of paper.
2. Put the paper on the table with a short side next to you. Fold the left side of the paper to the right side of the paper - lengthwise – the long sides together - unfold.



3. Fold top to the bottom- the short sides together – and fold the top to the bottom again.



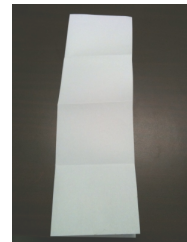
4. Unfold the last fold.
5. Hold the paper on the fold.



6. Cut along the folded line in the middle to the next fold. **DO NOT CUT THE PAPER IN HALF!!**



7. Open the paper. Refold the original folding the two long sides together; there will be a slit in the middle.



8. Hold the paper on each at the fold gradually pushing the two folds together creating an opening in the shape of a square the slowly closing to form four rectangles.



9. Flatten with two rectangles on each side.



10. Fold in half – Your now have a book!



11. Several can be made and put together as needed.

RUBRIC

Name _____

	1 – None	2 – Started	3 – Some	4 – Good	5 –Great!
Topic					
Cover					
Plot/Story					
Character(s)					
Pictures					
Grammar					
Sentence Structure					
TOTAL					

GRAND TOTAL _____

National Standards

ELA

[NL-ENG.K-12.4](#) *COMMUNICATION SKILLS*

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

[NL-ENG.K-12.5](#) *COMMUNICATION STRATEGIES*

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

[NL-ENG.K-12.6](#) *APPLYING KNOWLEDGE*

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

[NL-ENG.K-12.12](#) *APPLYING LANGUAGE SKILLS*

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Visual Arts

[NA-VA.K-4.1](#) *UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES*

Students use different media, techniques, and processes to communicate ideas, experiences, and stories

[NA-VA.K-4.6](#) *MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES*

Students identify connections between the visual arts and other disciplines in the curriculum

[NA-VA.5-8.3](#) *CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS*

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

TEKS – (Texas Essential Knowledge and Skills)

ELA

Writing/Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) develop drafts by categorizing ideas and organizing them into paragraphs; (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience; (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and (E) publish written work for a specific audience.

Writing/Literary Texts: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting

Oral and Written Conventions/Conventions: Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:

- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) reflexive pronouns (e.g., myself, ourselves); (vii) correlative conjunctions (e.g., either/or, neither/nor); and (viii) use time-order transition words and transitions that indicate a conclusion;
- (B) use the complete subject and the complete predicate in a sentence
- (C) use complete simple and compound sentences with correct subject-verb agreement.

Oral and Written Conventions/Handwriting, Capitalization, and Punctuation: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

- (A) write legibly by selecting cursive script or manuscript printing as appropriate;
- (B) use capitalization for:
 - (i) historical events and documents;
 - (ii) titles of books, stories, and essays; and
 - (iii) languages, races, and nationalities; and
- (C) recognize and use punctuation marks including:
 - (i) commas in compound sentences; and
 - (ii) quotation marks.

Oral and Written Conventions/Spelling: Students spell correctly. Students are expected to:

- (A) spell words with more advanced orthographic patterns and rules:
 - (i) plural rules (e.g., words ending in f as in leaf, leaves; adding -es);
 - (ii) irregular plurals (e.g., man/men, foot/feet, child/children);
 - (iii) double consonants in middle of words;
 - (iv) other ways to spell sh (e.g., -sion, -tion, -cian); and
 - (v) silent letters (e.g., knee, wring)

Visual Arts

Creative expression/performance: The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to: (A) create artworks based on personal observations and experiences

Response/evaluation: The student makes informed judgments about personal artworks and the artworks of others. The student is expected to: (A) identify general intent and expressive qualities in personal artworks

Perception: The student develops and organizes ideas from the environment. The student is expected to: (B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity