

sk8art

Grade Level:

middle years to high school
extended activities: all grades

Subject Matter:

language arts/social studies/visual arts
web links: physics/language arts

Curricular Uses:

This lesson plan encourages students to conduct research and interviews, and analyze results. As well, they will compile the results into a final report. Extended activities include family trees, albums, etc.

Materials/Resources

Required:

- access to research resources such as: library, internet, sk8 shops & personnel, older skateboarders
- extended: materials to make albums (nice paper, stickers, glue, pens, markers, etc.)

Lesson 10 – Past & Present

Overview:

This lesson plan encourages students to conduct research into comparing past and current skateboard designs and to consider how the function has changed with the design.

Learning Objectives:

- students will compare past and current sk8board designs to determine how the function has improved/changed through the design
- students will conduct research and interviews to obtain the information they require

Procedures:

Students will conduct research (through a variety of sources, such as: libraries, internet, skateboard shops and personnel, vintage shops, etc.) into the differences between the design of past and current skateboards. Research how skateboards came to be. Why were they developed? When were they first used? How have they changed? How has the marketing around skateboarding changed the skateboards themselves? What types of jobs have evolved from skateboarding? Students may analyze their findings and make a final report with support material.

Extended Activity:

1. See lesson plan 5 – “Skateboard Culture”
2. See lesson plan 8 – “Collecting”
3. Students draw or make in 3D, an “antique” skateboard (see also lesson plan 2 - “Design a Skateboard”)
4. Students could write a story on how skateboarding would have changed things in pioneer times, or medieval times, etc. What would skateboards have looked like? What would they be used for? Who would use them?
5. Students could consider: If your grandfather/mother skateboarded, what would they look like (hair, piercing, clothes, etc.)? How would they talk? Write a story.
6. The above activity could be linked to a study of family trees.
7. Students could list favourite family activities and write about one or two.
8. Students could make an album of their family; they could decorate the album with family mementos, family doodles, their own artwork, etc.
9. This could lead to a “school album”, where students write about their friends and teachers. They could include school pictures, their greatest artwork, great times and achievements, embarrassing moments, etc.
10. The above activity could be linked to scrap booking. How did it start & why? Students can assess “popular crafts”. How are these activities directed/controlled (companies producing scrap booking materials); who are they directed to; how are they sustained?

Evaluation:

Web Links:

- www.riverdeep.net/current (The Art & Science of Skateboarding)
- <http://set.lanl.gov/sports> (Link to skateboards - Question 2, "What are the fundamental differences between past & present skateboards?")