UNIT OF STUDY: Dick Termes, 3-D painting

TITLE OF LESSON PLAN: Two “Hands” of Deadwood

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

Fine Arts:
• Visual Arts Standard One 3-4 – Students will describe how visual arts tell stories, express moods, or convey ideas.
• Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
• Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.
• Visual Arts Standard Three 3-4 – Students will describe how selected works of art have recorded and preserved history.

US History:
• 3.US.2.2 Students are able to identify a community’s culture and history.
• 4.US.1.1 Students are able to explain factors affecting the growth and expansion of South Dakota.
• 4.US.2.1 Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.

ASSESSMENT STRATEGIES:
• Class discussion
• Observation using VTS
• Evaluation of student writing using 6+1 Writing Traits as a guide

LEARNING OBJECTIVES:
• Students will learn about South Dakota artist Dick Termes.
• Students will discuss observations made using VTS techniques.
• Students will differentiate between the two sides of Deadwood.
• Students will research one of the following: Calamity Jane, Wild Bill Hickok, Seth Bullock, Potato Creek Joe and their role in Deadwood during this time.

TIME REQUIRED:
• One class period of 45 minutes

MATERIALS/TECHNOLOGY NEEDED:
• Dick Termes’ Termesphere titled: “Porthole to the Past Deadwood 1876”
• Access to a computer to show YouTube video called “Porthole to the Past Deadwood 1876”
• Journals
• Access to the Internet and additional library resources to research Wild Bill Hickok

BACKGROUND INFORMATION:
South Dakota artist Dick Termes created what he refers to as “Termespheres” (Huseboe 261). These are paintings done on spheres, or other geometric shapes, that are, “. . .designed to hang from the ceiling and rotate at one revolution per minute” (261). This gives the observer a unique perspective on his art.

Dick Termes created a video that is on YouTube that shows one of his Termespheres reflecting Deadwood, SD prior to the fire that destroyed the town a few years later. The video lasts approximately 1:15 minutes.

LESSON DESCRIPTION:
• Show students the YouTube video, “Porthole to the Past Deadwood 1876” (link listed below). You may want to show this video a couple of times to have students evaluate the many aspects of this piece by Dick Termes.
• Using VTS to evaluate “Porthole to the Past Deadwood 1876” have students write their observations of the two views of Deadwood. Some questions they could use would be:
  • Describe what you notice about Deadwood during the day?
  • What do you hear? (Sounds of the town - not background music)
  • What role does the music in the background of the video have on what you see in this piece of art?
  • How does the image of the town of Deadwood change when you are shown the reflection of the bottom of the sphere in the video?
• After students have completed writing in their journals, have them discuss as a class.
• Have students research one of the following personalities from Deadwood: Calamity Jane, Wild Bill Hickok, Seth Bullock, Potato Creek Joe and their significance during this time in South Dakota history.
• As extra credit see how many of the students can identify the significance of the cards shown at the bottom of the sphere (“Dead Man’s Hand”).

ENRICHMENT:
Have students create a play about a day (24 hours) in the life in Deadwood, SD during 1876. (This would require research, writing skills, group communication and participation, and presentation skills.)

BIBLIOGRAPHY/RESOURCES:
• Termes, D. “Porthole to the Past Deadwood 1876.” 4 March 2009 <http://www.youtube.com/watch?v=lpiOmV_zMa4&feature=channel_page>.