

## CONNECT

## 2 | Sound Picture

GRADE LEVEL

3-6

30 minutes 

*Developmental Modifications: For younger students, talk about the senses, then have students create a drawing that reflects the sounds they hear. They may label components of their drawing, then share and discuss what they have made.*

**summary**

Students create an image based on sounds heard at the lake and then discuss the relationship between people and the Great Lakes.

**subjects**

Language Arts

**standards**

This Great Lakes in My World activity is aligned to the Common Core State Standards and to state learning standards in:

Illinois  
Indiana  
Michigan  
Minnesota  
New York  
Ohio  
Pennsylvania  
Wisconsin

This alignment is available on your Great Lakes in My World CD in the "Standards" folder and on-line at <http://www.greatlakes.org/GLiMWstandards>.

**objectives**

- Illustrate sounds heard at the lake.
- Discuss human interaction with the Great Lakes.

**prerequisite**

None

**vocabulary**

None

**setting**

Crowded beach/waterfront area where people and lake noises can both be heard, or in the classroom with pre-recorded sounds.

**materials**

- Pre-recorded sound (if in the classroom - on compact disc)
- Paper
- Pencils
- Journals
- Clipboards

## background

People and the Great Lakes are neighbors. A long history has brought and kept humans close to the shores of the Great Lakes. Although it is possible to look at humans and the Great Lakes in isolation, acknowledging the sounds of both entities allow us to think about how the two are intertwined. Because students can use images, shapes and words for their pictures, there may be a wide variety of creative responses to this activity.

## procedure

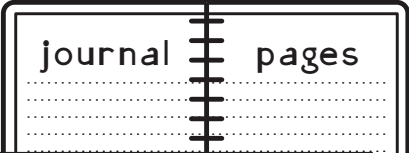
1. Have students listen carefully to the sounds of the Great Lakes combined with a human presence (i.e. use a sound recording (on compact disc) or go to a beach or pier where water-related sounds can be heard). If the class is at an outdoor site, have students find a spot to sit with their eyes closed and listen for 30-60 seconds to the sounds around them. If using sounds on the compact disk, have students respond after each segment
2. After they have listened, have students record the sounds (not what they can see) on the journal page. Students may use drawings or words to reflect what they hear. The images or words should be arranged to reflect what the students heard happening. For example, was the sound in the water, in the sky, on the sand or on the ground? Students may use abstract or concrete representations.
3. Students should have between three and ten images or words on their paper. If using words, students may write their words in shapes that reflect the sounds they hear. *For example, what might the following sounds look like: crashing wave, music playing, cry of a gull, children laughing or the wind?*
4. Have students share their sound picture with a partner or in a small group. While sharing pictures, students may consider: What were some of the things you heard? How does this picture show what you heard? How is what you heard different from what you were able to see?

## wrap-up

1. As a class, discuss the following:
  - Have you been to the Great Lakes before?
  - What sounds did you hear?
  - How did the sounds make you feel about the lake?
  - What does the lake sound like without human noises?
  - Do you prefer to be near the lake with or without human sounds? Why?
  - What were some of the similarities and differences between the sound pictures in the class?

## assessment

Rubric on page 309



GRADE LEVEL  
3-6

# 2 | Sound Picture

FIRST NAME																				
LAST NAME																				

[1] Use the space below to create a picture of the sounds you hear at the beach or in the recording. For example, if you hear the sound of waves crashing, draw or write what you hear in a place on the page that shows where they are.

[2] How do the sounds make you feel about the lake?

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[3] Do you prefer to be near the lake with or without human sounds? Why?

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APPROVED BY	
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