

Lesson Plan #1

(This activity can carry over into a second day)

Objective:

English Standard - 3.0 *Literary Response and Analysis* - Read and respond to historically or culturally significant works of literature that will both reflect and enhance your studies of history and social science.

Art Standard - 2.0 *Creative Expression: Creating, Performing, and Participating in the Visual Arts* - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Materials: journals
lined poster paper
felt pens
dictionaries
Thesaurus

Dispatch: In the Preamble to the Constitution, explain what you think the phrase “secure the blessings of liberty” means. Give five examples.

Whole Class Activity

The teacher will have already introduced the Preamble to the Constitution on a prior occasion. Students will share their answers. If the class has difficulty with this, the teacher can ask for students to volunteer their answers and the class can copy these answers.

Next, the teacher will ask the students the difference between paraphrasing and summarizing. When this distinction is made, the teacher will tell them that they are going to be paraphrasing the Preamble in groups of four.

After students realize “the blessings of liberties” are basically the rights we have as citizens (to free speech, freedom of religion etc.), students can be divided into groups of four.

Cooperative Group Learning

Using a dictionary, thesaurus and/or their history books, students will paraphrase the Preamble to the Constitution. After the teacher has approved the wording, they will write it on a poster and draw pictures representative of the Preamble on the poster.

Closing Activity - Exit question: Have a student ask a question before the class leaves, relating to the lesson.

Expected Student Outcomes - Students may initially try to summarize the Preamble because they find that easier. The teacher may have to prod them to paraphrase each line. The teacher may also have to clarify for them that “general welfare” is not promoting Welfare. They will then create a poster where they show they *have* paraphrased the Preamble to the Constitution and drawn accompanying symbolic pictures.

Assessment Tools - see attached

Lesson Plan #2

Teaching the Preamble to the Constitution Through the Visual Arts

English Objective English Standard - 3.0 *Literary Response and Analysis* - Respond to historically or culturally significant works of literature that will both reflect and enhance your studies of history and social science.

Art Objective - Standard 2.0 Creative Expression: *Creating, Performing, and Participating in the Visual Arts* - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Analyze Art Elements and Principles of Design

1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.

Materials: Worksheet entitled Learning the Preamble to the Constitution Through Art (attached)
Assignment Sheet for the above project
Student samples
white paper

Dispatch (5 min.): Journal Title: The Elements of Art

Divide two pages of your journal into six sections. In section one, write Line, in section two, Shape; in section three, Form; in section four, Color; in section five, Texture; in section six, Space.

Draw as many types of line as you can in section one.

Whole Class Activity (30 min.):

The teacher will review class dispatches elaborating on the various types of line, and talk about the feeling they may convey. Example: diagonal lines are considered dynamic, horizontal - calm etc.)

What type of line do you think would best represent the phrase from the preamble "establish justice?"

The teacher will ask the student to justify their answer.

The teacher will continue this line of questioning after first introducing each element and asking students to name different types of shape, forms, textures etc. they can think of and then asking (one by one): What type of shape, texture, color, form, space

do you think would best represent the phrase (the teacher chooses a phrase - such as "ensure domestic tranquility - from the preamble?

Students will draw these answers in their journal and write their responses.

For some classes, the teacher may wish to have students create a color wheel. In other classes, the color wheel can be shown and explained as it relates to complementary colors and colors expressing harmony etc.

Next, the teacher will show selected pictures to the class which illustrate the elements of art and have students identify the various elements.

Independent Activity - Using the elements of art, students will explore ways they might illustrate the Preamble to the Constitution in a preliminary sketch

Closing Activity - Exit question: Have a student ask a question before the class leaves, relating to the lesson.

Expected Student Outcomes - Students will begin to generate abstract and literal ideas as they illustrate the Preamble to the Constitution.

Assessment Tools - As this is only a preliminary sketch, the teacher will walk around the room informally assessing student progress.

Lesson Plan #3

(This activity can carry over for numerous days)

Objective:

English Standard - 3.0 Literary Response and Analysis - Respond to historically or culturally significant works of literature that will both reflect and enhance your studies of history and social science.

Homework Standard

Standard 1.0 Writing: Students will create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

Art Standard - 2.0 Creative Expression: *Creating, Performing, and Participating in the Visual Arts* - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Materials:

journals	
12 x 18 paper	clay
colored pencils	materials for an assemblage

Dispatch: What might be an abstract symbol for “establish justice,” “ensure domestic tranquility?” “secure the blessings of liberty?” Why?
(If students have difficulty, the teacher can share that two triangles hanging from scales could symbolize justice).

Whole Class Activity

Volunteers will share their answers.

Next, the teacher will show works of art which illustrate the principles of art and ask what the artists used to create an impression. Though students have yet to develop an art vocabulary, they can still offer their ideas. The teacher will have the students divide two pages into four sections each and will introduce each principle of art and illicit how it applied to the pictures shown to the students. I draw examples of each principle on my overhead projector using word art.

Example: ProPortion, EMPHASIS, RRRRRhhythmmmm.

The teacher will pass out the worksheet entitled *Learning the Preamble to the Constitution Through Art* and have volunteers read it.

The teacher will explain how principles of art can be used to illustrate a phrase.

Note: As students already have a familiarity with many of these words, they just need to see its applicability to art.

Finally, the teacher will pass out the assignment and have volunteers read it aloud.

The teacher will show student samples again which use the elements and principles of art in a design, and show how they can be extended to represent the Preamble to the Constitution.

The teacher will inform students that whatever they create representing the various phrases, they must be able to explain in an essay which will justify their choices.

Independent Activity

Students will brainstorm on paper ways to complete this assignment or if they feel confident, they will begin creating their work of art using the elements and principles of art to represent the Preamble to the Constitution.

Homework

Students will bring materials from home which they can use in their pictures. Later, students will write an essay which tells how their work of art represents the Preamble to the Constitution using the principles and elements of art.

Expected Student Outcomes - As this assignment is only an introduction to the elements and principles of art, students may not fully understand each principle and may have to refer to the teacher for clarification. Students might also interpret many of the principles literally as they pertain to the Preamble, such as using an American flag to represent unity and may need to be further shown the difference between a literal interpretation and one that applies to art. The benefit of the assignment is that they begin to see that these words have multiple meanings and it encourages dialogue. It also encourages students to use “the language of the discipline” which those who teach gifted students are expected to do.

Assessment Tools - See rubric on assignment sheet

Closing Activity - Exit question: Have a student ask a question before the class leaves, relating to the lesson.