**Topic: Art and the Constitution**

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| **School Name** | Bethel Middle School | **Teacher Name** | Donna Burns |
| **Date** | December 12, 2013 | **Period/Time** | 1:30-2:30 |
| **Room Number** | 185 | **Grade Level/Subject** | 8th Grade Social Studies |
| **Demographics** | All regular education students |  |  |

**Essential Questions:**

* **How does an artist use his or her craft to reveal a political message?**
* **What principles outlined in the Constitution align or are in opposition to Christy’s message in his painting *Scene at the Signing of the Constitution of the United States*?**
* **How did the author’s purpose for creating the image impact the overall message of the piece?**

**Student Learning Objectives:**

* ***Content Objectives:***
  + Students will analyze Christy’s painting *Scene at the Signing of the Constitution of the United States* to determine how he used his craft to reveal a political message.
  + Students will determine the central message of the text (painting) through the analysis of primary and secondary source documents.
  + Student will formulate a claim displaying Christy’s perspective on the Constitution, supporting that claim with specific textual evidence.
* ***Common Core State Standards Addressed:***
  + [CCSS.ELA-Literacy.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.
  + [CCSS.ELA-Literacy.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/8/1/) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  + [CCSS.ELA-Literacy.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
  + [CCSS.ELA-Literacy.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Materials:**

***Technology***

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| Laptop, Apple TV, Chromebooks (1/table) |

***Materials used during the lesson***

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| **Item** | **Electronic Source** |
| The Constitution of the United States of America | <http://www.archives.gov/exhibits/charters/print_friendly.html?page=constitution_transcript_content.html&title=The%20Constitution%20of%20the%20United%20States%3A%20A%20Transcription>  <http://isite.lps.org/akelley/web/documents/27AmendmentsList_003.pdf>  <http://elizabethclaire.com/store/media/general/free-download/US-Constitution-in-Simple-English-updated.pdf> |
| Key Compromises of the Constitution | PDF: Compromises.pdf |
| Scene at the Signing of the Constitution of the United States (Christy painting) | <http://teachingamericanhistory.org/convention/christy/> |
| Christy Key | <http://www.createyourself.com/wp-content/uploads/KeySceneAtTheSigningOfTheConstitutionOfTheUnitedStates.jpg> |
| Art & the Constitution Folder | Word Document: Your Task.docx  Word Document: Assessment Questions.docx  Word Document: Christy Image and Organizer.docx |
| Delegate Packets: 1/student   * James Wilson (PA) * Robert Morris (PA) * Benjamin Franklin (PA) * Gouverneur Morris (PA) * William Livingston (NJ) * Jonathan Dayton (NJ) * Nathaniel Gorham (MA) * John Dickinson (DE) * George Read (DE) * Richard Bassett (DE) * Daniel of St. Thomas Jenifer (MD) * George Washington (VA) * James Madison (VA) * William Blount (NC) * Hugh Williamson (NC) * Alexander Hamilton (NY) * Roger Sherman (CT) * William Samuel Johnson (CT) * Charles Pinckney (SC) | <http://teachingamericanhistory.org/convention/christy/> |
| Delegate Groups--Teacher Reference for notes on each individual | Word Document: Delegate Groups--Teacher Reference |
| Student Directions/Model | Student Directions.pptx |

***Referenced materials***

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| The Constitution--Mural by Barry Faulkner | <http://www.archives.gov/exhibits/charters/charters_mural_constitution_b.html> |
| Faulkner Key | <http://www.archives.gov/exhibits/charters/charters_mural_constitution_b.html> |
| Strengths & Weaknesses of the Articles of Confederation | <http://www.ewing.k12.nj.us/cms/lib6/NJ01001291/Centricity/Domain/122/articles%20of%20conf%20stength%20and%20weaknesses.pdf> |
| The Federalist and Anti-federalists Chart | <http://mrworshamsushistory.wikispaces.com/file/view/Federalists_%26_Antifederalists_Chart.jpg> |
| Federalism: Delegated and Reserved Powers Venn Diagram | <http://bit.ly/185noy3> |
| *A Bug’s Life* excerpt—Ants v. Grasshoppers | <http://www.youtube.com/watch?feature=player_detailpage&v=qU4A2ZrllNo> |
| Checks and Balances in the Federal Government Chart | <http://images.yourdictionary.com/images/90.22.checks-and-balances.jpg> |
| Federalist v. Anti-federalists quotes | Anti-federalists and Federalists 2013 B.pptx <http://www.beavercreek.k12.oh.us/cms/lib5/OH01000456/Centricity/Domain/281/Anti-Federalists%20and%20Federalists%202013%20B.pptx> |
| Sample Images to Interpret | Word Document: Obama Message.docx  <http://www.theblaze.com/stories/2012/02/03/controversial-painting-of-obama-trampling-constitution-resurfaces-artists-new-work-tells-enslaved-americans-to-wake-up/> |
| Delegates v. Signers | Word Document: Delegates v. Signers.docx |
| Excerpts from *A History of Us: From Colonies to Country,* by Joy Hakim | Chapter 36 “Summer in Philly” pages 162-164 |

**Sequence of Learning**

The curriculum is divided into 4 units: American Revolution, The Constitution, Westward Expansion, and Civil War & Reconstruction. Students have already completed the American Revolution unit. As part of this unit students have explored the Declaration of Independence. They have analyzed the grievances, determined the central message and have connected what was presented in the document to past historical events that led up to its creation. They have explored bias and perspective as we looked at the American Revolution through the lens of the colonists (Patriots and Loyalists) and the English (King George III and Parliament). In addition, students have explored maps that will aid them in understanding the specific needs of the colonies and how these needs impacted the development of the Constitution.

**Lesson Outline:**

* ***Activities leading up to this lesson***
  + Day 1:
    - Issue Constitution Packet. Read the Task on the cover of the Constitution Packet
    - Timeline--Look at the timeline at the back of *History of Us: From Colonies to Country*. Trace the road to the Constitution from the end of the American Revolution. Determine why it took so long to establish the government system we have today.
    - Weaknesses of the Articles of Confederation--Look at Chart and determine what changes they intend to see as part of the Constitution. They will be looking for these key changes as we read and annotate the document tomorrow.
    - Political atmosphere and attitudes of the time (Read Chapter 36 “Summer in Philly” in *History of Us: From Colonies to Country*, by Joy Hakim.
  + Days 2 & 3:
    - Read Constitution:
      * Structure--View the document for the basic structure
      * Preamble--Discuss who “We the people” are. How will that impact what we expect to see as we explore the document further. First, students will define who “We the people” would be today. Next, students will look at the amendments to the Constitution to see the changes made regarding equality. By looking at the changes, students will infer whom the original “We the people” were. They will support their conclusions with evidence from the articles and amendments.
      * Compromise--As we read the Constitution we will refer to the Word Document “Compromises” to better understand how the Founding Fathers came to their decisions. Students will number the compromises. As they read and annotate the Constitution, students will place the designated number next to the passage to indicate which compromise influenced the content in that section.
      * Overall message--If you could sum up the Constitution in a few sentences what would you state? What evidence from the Constitution supports your summary? How do we see the message of the Declaration of Independence come through in Constitution? Students will determine how the grievances presented in the Declaration of Independence impacted the Articles, federalism, and the Bill of Rights.
  + Day 4:
    - Students will further explore the concept of federalism.
  + Watch the YouTube video clip from *A Bugs Life*. Students will watch the video to make historical connections using some of the vocabulary terms—dictatorship, federalism, federalist, anti-federalist, democracy, etc.
  + Students will analyze and classify a group of quotes to determine if each statement represents a federalist view, or an anti-federalist perspective. They will use the graphic organizers in their Constitution packets to aid them. Students will present what text evidence from the quote supports their decisions.
* Day 5:
  + - Image analysis review--Students will view some sample images to find political messages and review author’s craft. They will be given a segment of the image initially to show that what the author chooses to show the viewer can impact the overall meaning and message trying to be conveyed. The sample images show President Obama and have a very clear message about how the artist believes his politics are impacting America. One of the images connects to the Constitution.
    - Issue delegate packets to students. Each group of students represents a section of the painting. The packets include a zoomed in image of their section of the painting and a biography of the delegate. Students will read and annotate, paying particular attention to the individual’s impact at the Constitutional Convention.
* Day 6:
  + - Students will look at a list of the delegates and a list of the signers. Students will draw conclusions based on the evidence presented.
    - Students will be given the Faulkner Key to analyze. Students will conclude that there are only 25 delegates depicted. Also, they will notice that the numbering is sequential.
    - Students will be given the Christy Key next. They will look at the differences in the two images. They will conclude that the numbering is not organized and that there must be some meaning to the numbering.
    - Next, students will determine the ways artists could use their craft to portray a message in their work. Students will create a list of techniques (manipulation of color, light v. dark, prominence, positioning, etc.) to use to interpret the painting. Students should find their delegate using the key.
    - Introduce painting: Say—H**oward Chandler Christy’s painting of the signing of the United States Constitution was commissioned in 1939 as part of the congressional observance of the Constitution’s sesquicentennial.** Completed in 1940, the 20-by-30-foot framed oil-on-canvas scene is among the best known images in the United States Capitol. It is on display in the east grand stairway of the House wing.
    - Using the list of techniques created, student should analyze how the artist chose to portray their delegates. Next, they will go back to the reading and highlight any information that could aid in understanding the individual’s placement, prominence, etc.
    - Create a list: What questions do you need answered to understand the political message of the author?
* Day 7:
  + During this lesson students will be analyzing the painting *Scene at the Signing of the Constitution of the United States* for author’s craft*.* Analyze the four quadrants of the painting. Students will annotate the painting indicating their observations.
  + Students will look at the observations noted for each quadrant and determine the most important to analyze further. These should be written in the column “What do you see?” for each quadrant.
* ***Filmed Activity-December 12, 2013***
  + - Introduction: See Student Directions.pptx
      * Remind students about the task that they were posed with at the start of the task and the assessment question they will be answering in the upcoming days:Should Christy’s painting remain on display in Washington, D.C. or should it be replaced?
      * Review essential questions and learning objectives.
      * Model the analysis process using the Constitutional Convention secretary (central in the image). Refer to the artistic techniques used and a short reading passage projected on screen.
* ***Activity:***
  + - Students will work in small groups analyzing the painting *Scene at the Signing of the Constitution of the United States* for intended message of the artist. Using the graphic organizer next to each quadrant, students will infer the meaning of each of the observations placed in the “What do you see?” column. These inferences will be noted in the column “What do you think it means?” Students will use the painting and the readings about the delegates (each student was given a different reading) as text to either support or refute their inferences. They should also refer to the source packet (Constitution, Federalism Chart, etc.). While students are analyzing the image, they should write down any questions they need answered—questions that they would later pose to other students responsible for delegates not represented in their groups. Students will use the texts to answer the posed questions. The information provided will them be utilized by the students in the group to further analyze the painting for artist’s point of view and purpose.
  + Reference (Closure):
    - Answer the questions on the back of the folder. See FORMATIVE assessment below.
    - Answer the question: Should Christy’s painting remain in Washington, D.C. or be replaced? To answer this question students must consider the author’s message and the ideals outlined in the Constitution.
    - Compare & Contrast: Students will look at the mural by Faulkner and investigate it in the same way as the Christy painting. How is Christy’s message different than Faulkner and what does it say about the political time? Which of the paintings is more historically accurate? What evidence supports your conclusion?
* ***Follow up activity***
* Students will collaboratively be filling in the answers to questions pertaining to author’s craft, author’s message, and what elements of the Constitution Christy’s painting supports or refutes. Students will be using textual evidence to support their responses. Students will discuss the answers to these questions using conversation strategies we have practiced.
* Students will link back to the scenario outlined on the cover of the Constitution packet (Word Document: Your Task) to determine if the image should remain in Washington D.C. Students will construct a written response independently.

**Assessment:**

* Graphic organizer--image analysis
* FORMATIVE
  + To be completed by the end of the class: Answers to the analysis questions--
    - Why did Christy choose to depict individuals the way that he did?
    - How do the elements Christy chose to incorporate into his painting work together to tell the story of the Constitutional Convention? Does his perspective show bias?
    - What elements of the painting are you still uncertain about after your analysis?
    - What principles outlined in the Constitution align or are in opposition to Christy’s message in his painting Scene at the Signing of the Constitution of the Untied States?
    - Did the author’s purpose for creating the image impact the overall message of the piece?
* SUMMATIVE
  + To be completed the following day: Argument--Formulate a claim that answers the question: Should Christy’s painting remain on display in Washington, D.C. or should it be replaced? For this response, teacher will be looking for the ability to formulate a clear, relevant claim and support the claim relevant, accurate textual evidence from multiple sources.