

American Founders' Month and National Arts in Education Week

Activities Overview

In Florida September is designated as [American Founders' Month](#). Additionally, [National Arts in Education Week](#) takes place during the week beginning with the second Sunday of September. In recognition of American Founders' Month and National Arts in Education Week the activities presented integrate social studies and visual arts standards.

Elementary – Historic Posters

Guiding Question: What does the Preamble to the United States Constitution mean to me?

In this lesson students play a game of memory based on historic posters to recognize symbols and individuals that represent the United States. Students will apply learning gained from the memory activity to create their own “historic” poster that demonstrates what the Preamble means to them. The use of historic posters helps reinforce students’ understanding of art worlds and gives historical and social context to the project. Exploring posters from various time periods as well as the idea of intentional text and media in art, set the frame/base for the project as a whole. The lesson concludes with students using writing prompts as a means for reflecting on their work.

[Poster \(Merriam-Webster\)](#): a bill or placard for posting often in a public place; especially: one that is decorative or pictorial.

Materials

- Appropriate art supplies
- Hard copy of match game or computers with Internet connection
- Preamble to the United States Constitution
- Rubric
- Writing prompts

Related Standards:

- VA.2.H.3.1 Describe connections made between creating with art ideas and creating with information from other content areas.
- SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.

The Preamble


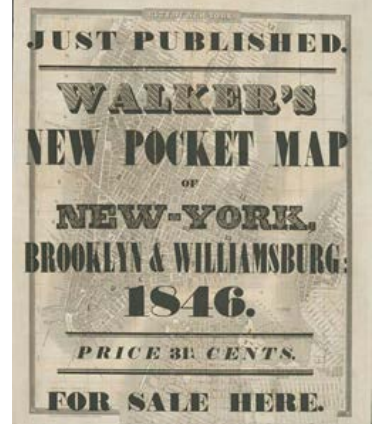
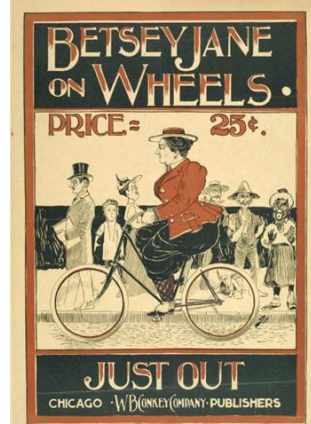





We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Steps to delivery

1. Introduce the lesson by recognizing American Founders' Month and National Arts in Education Week. Let students know that they are going to create a piece of art that demonstrates what the Preamble to the United States Constitution means to them.
2. With the text of the Preamble visible to students, read the Preamble aloud, stopping when necessary to help students comprehend the text. Ask students to think about what the Preamble means to them and share their thoughts with a neighbor.
3. Before playing the memory game display one of the historical posters provided and model for students how to identify symbols and individuals, and how to determine the main idea. For example, show students how to look for the words, actions, visuals, and emotions in an image to help determine the main idea. Demonstrate that the historic posters can reflect the ideals found in the Preamble.

4. Explain to students how to play the memory game. Have students play in groups of three. Instruct students that when they get a match they will identify the symbols and individuals evident in the image and discuss the main idea of the image. The match game can be played using a hard copy of the cards or electronically at <https://matchthememory.com/AmericanFoundersMonth>.
5. As a class discuss how the historic poster images used in the match game relate to the Preamble. Help students discover how the images can be used to influence their piece of art. Share and discuss the rubric with students. Provide students with appropriate materials to create their own “historic” poster that demonstrates what the Preamble means to them.
6. When students are finished creating their own posters have them use the writing prompts to reflect on the project.
7. Think of creative ways for students to publish, share, and discuss their work. Some ideas include Office Sway, Weebly, and public spaces in the school.

Posters/Covers/Illustrations used in the match game

			
<p>The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Print Collection, The New York Public Library. (1775 - 1900). <i>The True Portraiture of His Excellency George Washington Esqr. in the Roman Dress, as Ordered by Congress for the Monument to Be Erected in Philadelphia, to Perpetuate to Posterity the Man Who Commanded the American Forces Through the Late Glorious Revolution</i>. Retrieved from http://digitalcollections.nypl.org/items/510d47e2-94c8-a3d9-e040-e00a18064a99</p>	<p>Lionel Pincus and Princess Fyril Map Division, The New York Public Library. (1846). <i>City of New-York</i> Retrieved from http://digitalcollections.nypl.org/items/510d47da-eea5-a3d9-e040-e00a18064a99</p>	<p>The Miriam and Ira D. Wallach Division of Art, Prints and Photographs: Art & Architecture Collection, The New York Public Library. (1895 - 1911). <i>Betsy Jane on wheels</i>. Retrieved from http://digitalcollections.nypl.org/items/510d47e2-94c8-a3d9-e040-e00a18064a99</p>	<p>“Navy! Uncle Sam is Calling YOU! Enlist in the Navy! Do it Now!” 1917 James Montgomery Flagg https://www.google.com/culturalinstitute/beta/asset/navy-uncle-sam-is-calling-you-enlist-in-the-navy-do-it-now/rwGIH1MU8GX5Kg</p>
			
<p>Schomburg Center for Research in Black Culture, Art and Artifacts Division, The New York Public Library. (1940 - 1945). <i>The American Front for Victory</i> Retrieved from http://digitalcollections.nypl.org/items/b3b2387-4c9e-9da4-e040-e00a18066e0b</p>	<p>“We Can Do It!” 1942 J. Howard Miller https://www.google.com/culturalinstitute/beta/asset/we-can-do-it-poster-rosie-the-riveter/swFODGzmhgKiTw</p>	<p>“Freedom of Speech” 1943 Norman Rockwell</p>	<p>“Hope” 2008 Shepard Fairey</p>

Rubric

	1	2	3	4
Composition	Student artwork demonstrates weak composition skills; no point of view and space issues.	Student artwork demonstrates a basic understanding of composition; some issues with spacing and unfocused point of view.	Student artwork demonstrates composition skills; clear point of view and minimal issues related to space.	Student artwork demonstrates strong composition skills and the ability to create a work of art with a distinct a point of view.
Concept	Student ideas do not relate to the overall theme.	Student ideas somewhat relate to the overall theme but lack clear direction and correlation.	Student ideas relate to the overall theme with minimal correlation issues.	Student ideas directly relate to the overall theme and have definitive direction and correlation.
Demonstration of Social Studies Learning	Students are unable to explain how any symbols and/or individuals represent the United States.	Students are able to explain how 1 symbol and/or individual represents the United States	Students are able to explain how 2 symbols and/or individuals represent the United States	Students are able to explain how 3 symbols and/or individuals represent the United States
Written Prompt	Student unable to make connections between arts content and social studies content. Two or more writing prompts were not finished.	Student was somewhat able to make connections between arts content and social studies content. All writing prompts were at least partially answered.	Students were able to make connections between arts content and social studies content. All writing prompts were answered but one or more needed additional detail.	Student clearly articulated connections made between visual arts content and social studies content. All explanations are described in detail.

Writing Frame Prompts for the Final Reflection (Explaining, Produce/Intent, Compare/Contrast)

The ideas for my artwork came from _____

In my artwork I show what the Preamble means to me by _____

This piece of my artwork is different from others I have created because _____

The symbols, individuals or events in my artwork are _____

To me, the Preamble to the U.S. Constitution means _____

Other social studies and arts collaboration

[Webinar](#): Integrating Social Studies and the Arts: Exhibit Proposal Project

[CPALMS Lesson Plan](#): Museum Exhibit Proposal: Examining American History from 1763 to 1815 through the Arts