



## **Integrating Social Studies and the Arts: Founding Documents**

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# September

## **American Founders' Month, s. 683.1455, F.S.**

- Per s.1003.44, F.S. all public schools in the state are encouraged to coordinate, at all grade levels, instruction related to our nation's founding fathers with "American Founders' Month" pursuant to s. 683.1455, F.S..

## **Celebrate Freedom Week, s. 1003.421, F.S.**

- Last full week of classes in September

## **Constitution Day, Federal Law**

- September 17

## **National Arts in Education Week**

- The week beginning with the second Sunday of September.

## Desired Outcomes

Participants will be able to implement an elementary or secondary level integrated social studies and arts activity.

### **Other social studies and arts collaboration**

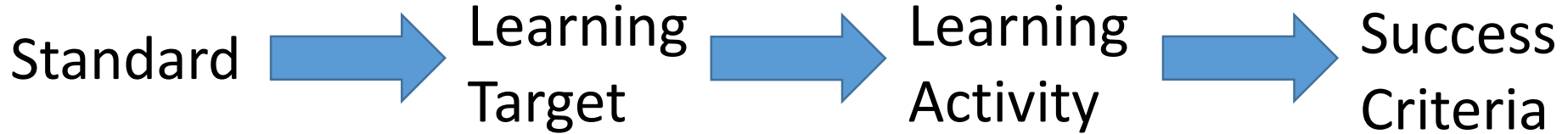
Webinar: Integrating Social Studies and the Arts: Exhibit Proposal Project

<http://www.fldoe.org/academics/standards/subject-areas/social-studies/instruct-resources.html>

CPALMS Lesson Plan: Museum Exhibit Proposal: Examining American History from 1763 to 1815 through the Arts

<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/167486>

# Standards Based Instruction



## Elementary

- 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.

## Secondary

- TH.912.F.1.1 Synthesize research, analysis, and imagination to create believable characters and settings.
- SS.912.C.1.2 Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3 Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

# Materials Provided

## Elementary

- Activities Overview
- Preamble to the United States Constitution
- Memory Game
- Writing Frame Prompts for the Final Reflection
- Rubric

## Secondary

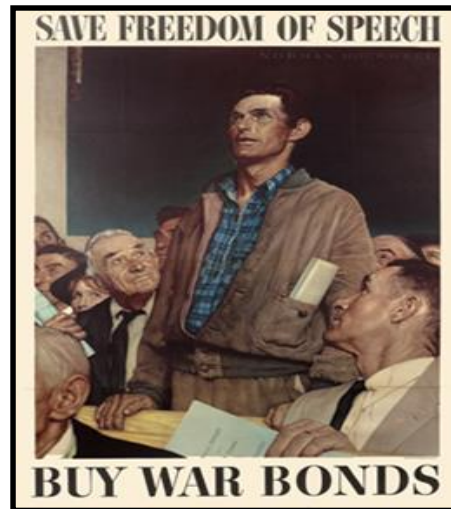
- Activities Overview
- Preamble to the United States Constitution
- The Declaration of Independence
- Evidence collection and character profile handout
- Rubric

# Elementary

In this lesson students play a game of memory based on historic posters to recognize symbols and individuals that represent the United States. This activity will prime students to engage them in the process of creating their own historical poster.



Navy! Uncle Sam is Calling YOU! Enlist in the Navy! Do it Now!" James Montgomery Flagg, 1917



"Freedom of Speech"  
Norman Rockwell, 1943



"We Can Do It!"  
J. Howard Miller, 1942





<p><b>MEMORY</b></p> <ol style="list-style-type: none"> <li>1. Set-up: mix up the cards and lay them in rows face down.</li> <li>2. Play: the first player turns over any two cards. If the two cards match, keep them. If they don't match, turn the cards back over. Each player will have the opportunity to check two cards before it switches to the next player.</li> <li>3. Once you have found a match be sure to share your answers to the questions included with your group members.</li> </ol>	 <p><small>The True Portraiture of His Excellency George Washington Esq. 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." 1775</small></p>	 <p><small>"City of New York" 1846</small></p>	 <p><small>"Betsy Jane on Wheels" 1895</small></p>	 <p><small>Navy! Uncle Sam is Calling YOU! Enlist in the Navy! Do it Now!" James Montgomery Flagg, 1917</small></p>	 <p><small>"The American Front for Victory" 1940</small></p>
 <p><small>"We Can Do It!" J. Howard Miller, 1942</small></p>	 <p><small>"Freedom of Speech" Norman Rockwell, 1943</small></p>	 <p><small>"Hope" Shepard Fairey, 2008</small></p>	 <p><small>"The True Portraiture of His Excellency George Washington Esq. 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." 1775</small></p>	 <p><small>"City of New York" 1846</small></p>	 <p><small>"Betsy Jane on Wheels" 1895</small></p>
 <p><small>Navy! Uncle Sam is Calling YOU! Enlist in the Navy! Do it Now!" James Montgomery Flagg, 1917</small></p>	 <p><small>"The American Front for Victory" 1940</small></p>	 <p><small>"We Can Do It!" J. Howard Miller, 1942</small></p>	 <p><small>"Freedom of Speech" Norman Rockwell, 1943</small></p>	 <p><small>"Hope" Shepard Fairey, 2008</small></p>	<p>Once you match a pair, share your answers to the questions below with your group members:</p> <ol style="list-style-type: none"> <li>1. What symbols and individuals are evident in the image?</li> <li>2. What is the main idea of the image?</li> </ol>

# Creating and Displaying Student Artwork

## Sway

Student Name

The ideas for my artwork came from [student text]

In my artwork I show what the Preamble means to me by [student text]

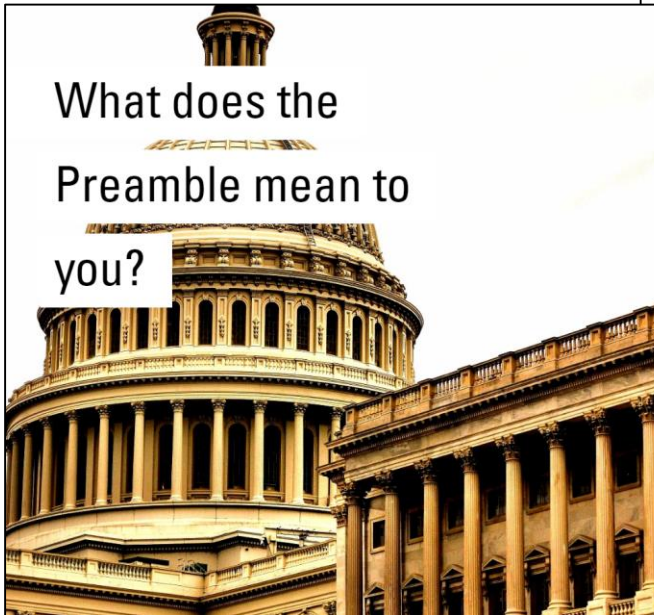
This piece of my artwork is different from others I have created because [student blank]

The symbols, individuals or events in my artwork are [student text]

To me, the Preamble to the U.S. Constitution means [student text]



What does the  
Preamble mean to  
you?



"We the People of the U  
form a more perfect Un  
insure domestic Tranqui  
common defence, prom  
and secure the Blessing  
and our Posterity, do or  
Constitution for the Unit

<https://sway.com/Ls0BoF3LklltQeD?ref=Link>



# Elementary

## **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 ...

# Elementary

## 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.

## Secondary

In this lesson students will record a three to five minute group performance that demonstrates what the Declaration of Independence and the Preamble to the U.S. Constitution means to them.



# Secondary – Graphic Organizers

## What does the Declaration of Independence and the Preamble to the U.S. Constitution mean to me?

### PREAMBLE TO THE U.S. CONSTITUTION

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, 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.

[The Constitution of the United States: A Transcription](#)

### EXCERPT FROM THE DECLARATION OF INDEPENDENCE

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness . . . to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . . It is the Right of the People . . . to institute new Government.

[Declaration of Independence: A Transcription](#)

### STEP 1

**PROMPT & SCRIPT WRITING:** What does the Declaration of Independence and the Preamble to the U.S. Constitution mean to me? Take on the role of both a script writer and an actor to articulate your thoughts on these historic documents. Use the box below to organize your research as you analyze both documents and how they relate to you. Your finished script must contain enough information and dialogue for a three to five minute performance.

### EVIDENCE COLLECTION

	PRINCIPLES AND IDEALS	EVIDENT IN MODERN SOCIETY	PERSONAL CONNECTION
Declaration of Independence			
Preamble to the U.S. Constitution			
Additional Resource			

### STEP 2

**GROUP REVISION & FINAL PERFORMANCE:** In groups of no more than 3, work together to rewrite, revise, and combine each group member's script into one final script. Use the box below to organize your thoughts on each character: their background, unique traits and costume requirements, and provide a brief character analysis. As you prepare for your final group performance be sure to consider: scenery, costumes, props, character motivation, and vocal projection.

### CHARACTER PROFILES

	CHARACTER 1	CHARACTER 2	CHARACTER 3
Character Background			
Unique Traits and Costume Requirements			
Character Analysis			

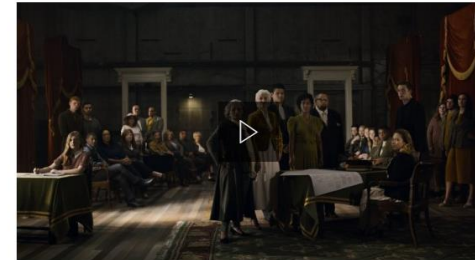


# Creating and Sharing Student Performances

## Sway

### Group Members

[student script]



What does the  
Preamble mean to  
you? [High School]

"We the People of the United States, in Order to form a more perfect Union, 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."

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# Secondary

## Rubric

	1	2	3	4
Script	There is no script.	Group script has a few flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but is incomplete.	Group script is mostly complete. It is clear what each actor will say and do. Script shows planning.	The Group script is complete and it is clear what each actor will say and do. Important movements, scenery, costumes, props, and character motivation are evident.
Performance	Performance is less than 1:59 minutes long.	Performance is 2-2:59 minutes long.	Performance is 3-3:59 minutes long.	Performance is 4-5 minutes long.
Setting the Scene	The student uses no props OR the props chosen detract from the presentation.	Student uses 1 prop which enhances the performance.	Student uses 1 prop that shows considerable work/creativity and which enhances the performance.	Student uses several props (could include costume) that show considerable work/creativity and which enhances the performance.
Founding Documents	Evidence of political principals are unclear or mostly represented inaccurately in the performance.	Two or three political principals are represented in the performance.	Three political principals are accurately represented in the performance.	Political principles of popular sovereignty, social contract, natural rights, and individual rights are evident and accurately represented in the performance.

## Publishing and Sharing

weebly 

OneDrive



padlet



Slides



Drive

## For more information, contact

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