



Theme: Democracy
Freedom of Speech,
The Saturday Evening Post, 1943
Norman Rockwell, 1894-1978

Picturing America
Lesson Plan Seed:
Visual Art and Social Studies
Government
High School



Picturing the Bill of Rights	
<p><u>Fine Arts Content Standard: Visual Arts</u></p> <p>2.0 Historical, Cultural, and Social Context Students will demonstrate understanding of visual arts as an essential aspect of history and human experience.</p>	<p><u>Content Standard: Government</u></p> <p>Goal 1: Political Systems The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.</p> <p>Expectation 1.1 The student will demonstrate understanding of the structure and functions of government and politics in the United States.</p>
<p><u>Visual Arts Indicator(s):</u></p> <p>2.2 Explain how artworks reflect and influence beliefs, customs and values of a society.</p>	<p><u>Government Indicator(s):</u></p> <p>1.1.1 The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations.</p>
<p><u>Visual Arts Objective(s):</u></p> <p>2.2.a Compare historical, cultural, and social themes in selected artworks that communicate beliefs, customs, or values of a society.</p>	<p><u>Government Objective(s):</u></p> <p>1.1.1.i Identify the rights in the Bill of Rights and how they protect individuals and limit the power of government.</p>
<p><u>Objective(s) (Connecting the content areas)</u></p> <p>Students will use visual art to symbolize the values expressed in the Bill of Rights.</p>	

Description of Lesson/Activities

Procedure:

- Students will use resource materials, text books, websites, and copies of primary documents to gather information regarding the first ten amendments to the Constitution
- Teacher displays the image *Freedom of Speech, The Saturday Evening Post, 1943* from the *Picturing America* resource kit without sharing the title.
- Small group task:
 - Discuss
 - Which amendment to the Constitution does this image represent and why?
 - How does the artwork reflect the value of freedom of speech in our society?
 - Chart claims and supports to the above questions
 - Share out with whole group
- Students divide into small groups of two or three and select (or are assigned) one of the amendments from the Bill of Rights to research more fully.
- Each group researches and selects 1-2 images, which embody the spirit of the language of the amendment. Write claims and supports and put on back of image to be viewed later by other students.
- Each image is posted in the room with a piece of nearby chart paper.
- Small groups move from one piece to another in carousel fashion to discuss the same questions (Which amendment to the Constitution does this image represent and why? How does the artwork reflect the value of freedom of speech in our society?) Chart claims and supports.
- After all students have “carouseled” through, have them go around again to read the contributions from each group.

Possible Assessment Strategies

- **Extended Constructed Response:** Select the image *Picturing America* resource kit that you feel most passionately symbolizes one of the amendments in the Bill of Rights. Use information from the image and from texts, and primary sources to support your answer.