



*Honoring the Spirit of America*

[www.museumofpatriotism.org](http://www.museumofpatriotism.org)

## “Portrait of Patriotism”

Grade 6-8  
Language Arts  
Social Studies

### **Objective**

- Define and understand patriotism.
- Compare and contrast patriotic events
- Identify American symbols
- Explain why they are symbols
- Relay personal patriotic experiences to the reader
- Assess America's current patriotism
- Create a booklet outlining several aspects of patriotism

### **Character Education Words**

- Loyalty
- Courage
- Respect

### **Teacher's Overview**

1. Because most students believe “Patriotic” and “Patriotism” means Red, White, and Blue, this lesson plan will clarify and educate students on the true meaning of patriotism.
2. This lesson will promote better communications with older relatives and distant family members. The student will also develop a stronger family value and belief system by better understanding his/her family history.
3. The idea of symbolism tends to be a difficult concept for students to understand. By using familiar symbols and the patriotic theme, students will be able to grasp this concept with ease. Many students know what the different patriotic symbols are, but they do not know why these things symbolize patriotism.

## **Materials**

- Dictionary
- Newspaper
- Historic Patriotic Event.
- Computers with Internet access and printers
- Magazines with pictures that can be copied or cut out
- Poster board
- Markers
- Paper and pens
- These websites can be very helpful resources:
  - <http://bensguide.gpo.gov/3-5/symbols/>
  - [http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/Homework/High\\_School/Science/United\\_States\\_History/Special\\_Subjects/American\\_Symbols\\_48604.html](http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/Homework/High_School/Science/United_States_History/Special_Subjects/American_Symbols_48604.html)
  - <http://www.cam-info.net/rref6.html>

## **Introduction**

- 1 Teacher should creatively display the words “Patriotic” and “Patriotism” in front of classroom. Teacher should ask students “What does patriotism and patriotic mean to you?” (Discussion is student focused and teacher should not give definition at this time.)
- 2 After discussion, teacher either should share his/her personal patriotic experience/story
- 3 Ask students how the country patriotically responded to 9-11.
- 4 Teacher should define patriotic and patriotism by using the dictionary and inform students the moral of the story.

## **Activity**

- 1 Students will create a "Portrait of Patriotism," a booklet defining and showing examples of patriotism.
- 2 The teacher will ask each student to write down what they think patriotism is.
- 3 In groups of three, the teacher will have students compare their written definitions of patriotism.
- 4 Students should make two lists: 1) those elements that are similar and 2) those elements that are different in each of their written definitions.
- 5 Each group should then combine their ideas to produce one definition of patriotism for the group.
- 6 The teacher will ask each group to post their definition in the classroom. Students should review all definitions and discuss questions and comments regarding each definition developed.
- 7 Each team should check its definition against the definition in a dictionary and make any changes to the definition that is necessary.

- 8 Ask students to think about the following:
  - How patriotic is your family?
  - Who in your family is the most patriotic?
  - Do you have any war heroes/military persons in your family?
  - Compare and contrast family patriotism by generations
  - How can you promote and encourage your family to be more patriotic?
9. Teacher and students may orally discuss answers, write answers independently, or share in a group setting.
10. Students are to write their personal patriotic experience. If a student does not have a personal experience, encourage student to creatively make up a patriotic short story.
11. Students may share with class
12. Teacher will lead discussion on how Americans show patriotism today.

**Independent Practice/Reflection**

- 1 Student will create booklet. There should be a title page, page one is the definition/examples of patriotism, page two is the explanation and listing of several american symbols, page three is a listing of personal patriots (american heroes in our own lives), page four an essay discussing whether or not americans should be more patriotic.

**Assessment**

Rubric

**Enrichment**

Students may create booklet as if explaining these concepts to someone younger than themselves.

Teacher Name:

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.

Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.