



*Honoring the Spirit of America*

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

## **“Visions of Patriotism” Past, Present, and Future**

Grades: 6-8  
English

### **Objective**

- 1 Recognize the history of patriotic art.
- 2 Compare and contrast patriotic art through written expression.

### **Character Education Words**

- Creativity
- Individuality
- Patriotic

### **Teacher’s Overview**

- 1 Students will compare and contrast patriotic art of the past with the art of today.
- 2 Students will create their own original patriotic art

### **Materials**

- Stars and Stripes: Patriotic Motifs in American Folk Art
  - by Deborah Harding or select a variety of art books that contain pictures with patriotic themes from the past.
- These websites can be very helpful resources:
  - Patriotic Art of Today – <http://artfightingterror.org/index.html>
  - <http://www.manateeworld.net/veterans/patpics.htm>
- Art of the past and the present
  - <http://www.geocities.com/Heartland/Hollow/2366/>
- Internet access and printers
- Magazines with pictures that can be copied or cut out
- Poster board for presentation

- Markers
- Paper and pens

**Introduction**

- 1 Open class by showing a picture of George Washington Crossing the Delaware. ([http://www.metmuseum.org/explore/gw/el\\_gw.htm](http://www.metmuseum.org/explore/gw/el_gw.htm)). Have students journal thoughts, feelings that arise when they look at the art.
- 2 discuss what the artist was trying to portray and show interpretations of art on the website.

**Activities**

1. Ask students to write a brief response to one picture they have viewed ([http://www.art.com/asp/display-asp/\\_/id--20907/pg--6/Patriotic.htm](http://www.art.com/asp/display-asp/_/id--20907/pg--6/Patriotic.htm)). Have students focus on the following: emotional response, what is being depicted in the picture and how. Direct students to think about the bright colors, is it calm, does it look natural, or does it look commercial?
2. Discuss student’s responses to these pictures.
3. Show students pictures of 9-11 from web sites or a variety of 9-11 books.
4. Ask students to write a brief response to the pictures answering the same questions as above.
5. What do you think the artist was trying to accomplish through those pictures?

**Independent Practice/Reflection**

Encourage students to create their own patriotic art in response to what they have seen in the examples. Have them choose a stunning event in American history to present in pictorial display. Students are to draw pictures that represent their patriotism. Once they have created their patriotic art have them write why they chose that particular representation of patriotism.

**Assessment**

Teacher rubric

**Enrichment**

Students can research the patriotic art of other countries.

Teacher Name:

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

CATEGORY	4	3	2	1
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Description	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.
Analysis	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has trouble picking out the dominant elements.
Interpretation	Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.
Evaluation	Uses multiple criteria to judge the artwork, such as composition, expression, creativity, design, communication of ideas.	Uses 1-2 criteria to judge the artwork.	Tries to use aesthetic criteria to judge artwork, but does not apply the criteria accurately.	Evaluates work as good or bad based on personal taste.