

## FREED, PAULA

This unit lesson is designed for the alternative school setting, in which students with varying functional abilities are on special placement due to behavioral inability to function in a typical classroom. These students are usually considered “reluctant learners.”

### LESSON OBJECTIVE(S):

- Students will explore a wide variety of resources targeted to provide an “Immersion experience” of visual, text, digital, graphic, and discussion-elicited information.
- Within each phase, each student will survey all materials first, then will select a set of specific resources of his/her choosing, which is a means of self-narrowing his/her individual focus on a desired topic for more intensive research and comprehension.
- Students will record written notes on perceived important aspects discerned from the images.
- Students will explore what it means to be an American citizen, past and present.

### MATERIALS:

1. Alternative English & Language Arts End of Unit Test
2. Fine, Illustrative Art and Photographic Prints from which students can derive themes of American citizenship
3. John Singleton Copley, *Paul Revere*, 1768 (2A)
4. Gilbert Stuart, *George Washington, (the Lansdowne portrait)*, 1796 (3B)
5. Emanuel Leutze, *Washington Crossing the Delaware*, 1851 (4A)
6. Hiram Powers, *Benjamin Franklin*, 1862 (4B)
7. Thomas Cole, *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm —The Oxbow*, 1836 (5A)
8. George Catlin, *Catlin Painting the Portrait of Mah-to-tah-pa—Mandan*, 1861-1869 (6B)
9. Albert Bierstadt, *Looking Down Yosemite Valley, California*, 1865 (8A)
10. Alexander Gardner, *Abraham Lincoln*, February 5, 1865 (9B)
11. Augustus Saint-Gaudens, *Robert Gould Shaw and the 54<sup>th</sup> Regiment Memorial*, 1884-1897 (10A)
12. Childe Hassam, *Allies Day, May 1917*, 1917 (12B)
13. Mary Cassatt, *The Boating Party*, 1893-1894 (14A)

14. Charles Sheeler, *American Landscape*, 1930 (15A)
15. Norman Rockwell, *Freedom of Speech*, *The Saturday Evening Post*, February 20, 1943, 1943 (19A)
16. James Karales, *Selma-to-Montgomery March for Voting Rights in 1965*, 1965 (19B)

**Time:**

- Two-week unit, eight phases

**PROCEDURES:**

**Phase 1: Orientation, 11-11-11: A Veteran's Day to celebrate!**

1. Introduce topic through discussion: What does it mean to be an American Citizen? What does it mean to be a patriot? Where is "America?" What is "America?"
2. Round Table Discussion: What is going on today at the Armory? Why is this happening? (a big community-sponsored celebratory meal to honor all veterans and current military persons in the locale)
3. Students examine a variety of art and illustrative prints depicting images of patriotic/military/American traditional and symbolic subject matter.
4. Students are to record written notes on perceived important aspects discerned from the images.
5. Introduce classroom mini-library of monographic works. These are to be presented for use throughout the Unit.

**Phase 2: The country of America**

1. Provide a variety of art prints relating to Places and Spaces, all spread out for easy perusal and close inspection by students.
2. Students are to record written notes on perceived important aspects discerned from the images.
3. Round Table Discussion of student-recorded notes and observations.

**Phase 3: Presidential and Military Leaders Portraits**

1. Provide portrait prints and online resources relating to presidential or military leaders, all spread out for easy perusal and close inspection by students.
2. Students are to self-select assigned number of images for intensive study.
3. Students are to record written notes on perceived important aspects discerned from the images.
4. Round Table Discussion of students-recorded notes and observations.

**Phase 4: Historical Sites and Other Portraits of Notable Historical Personages:**

1. Provide portrait prints relating to historical sites and notable historical figures, all spread out for easy perusal and close inspection by students.
2. Students are to self-select assigned number of images for intensive study.
3. Students are to record written notes on perceived important aspects discerned from the images.
4. Round Table Discussion of student-recorded notes and observations.

**Phase 5: Facsimile Historical Documents and Other Notable Historical and Legal Documents:**

1. Display documents relating to American History and Law, all spread out for easy perusal and close inspection by students.
2. Students are to self-select assigned number of documents for intensive study.
3. Students are to record written notes on perceived important aspects discerned from the documents.
4. Round Table Discussion of student-recorded notes and observations.

**Phase 6: Current Periodicals and Online Resources (Extended block Class Period):**

1. Display periodicals and provide access to online resources relating to American History. Periodicals are to be spread out for easy perusal and close inspection by students.
2. Students are to self-select assigned number of documents and online resources for intensive study.
3. Students are to record written notes on perceived important aspects discerned from the documents.
4. Round Table Discussion of student-recorded notes and observations.

**Phase 7: Extended Round Table Discussion (double-block class period):**

1. Wide-ranging Round Table Discussion of student-recorded notes and observations. Student report and, as necessary, defend their findings and conclusions to each other. Students take notes on peer presentations of information.

**Phase 8: Summative Assessment - Written Exam**

1. Distribute Alternative English & Language Arts End of Unit Test.

**Assessment:**

- daily research activities
- daily note-taking activities
- daily Round Table Discussion process

## Alternative English & Language Arts End of Unit Test

**Civics – Short and Extended Responses (Complete sentences are required.)**

**Short Response: Choose 2 of the 4 questions listed, providing *brief but complete answers* in the space provided. Please be specific; you must identify and explain what you mean.**

1. We talked about **leadership** during our discussions in class. Identify the 2 most important **characteristics** of a strong leader. Then pick 1 of the leaders (a President or other person in one of the pictures you looked at) who were discussed, or which you chose, and explain how these characteristics were demonstrated by that person in America's history.
2. We discussed the First Amendment to the Constitution, especially the part about Free Speech for America's citizens. So, what does having free speech mean? Why is it so important to our American system of government?
3. Using your notes, give a summary of the information that you learned from one of the KIDS DISCOVER Magazines that you read. Be sure to identify which magazine you have chosen to summarize.
4. Some "old fashioned" American traditions were illustrated in some of the calendar pictures that we looked through. Using your notes, identify 1 of these pictured traditions, and explain how this tradition is expressed in America (or even Danville, KY) today.

**Extended (open) Response: Choose 1 of the 2 questions listed, providing *clearly explained and complete answers* in the space provided. Please use specific details to define and explain your ideas and your thinking.**

5. You looked at many pictures of American scenery taken or painted at different locations in the United States. Why are they considered valuable? Explain why these images are accepted across the nation as being meaningful in terms of our United States of America. What have they got to do with being a citizen?
6. Define these 2 terms: What is a Citizen? What is a Patriot? Then, explain how these ideas are related, but different in meaning. Use 1 ART picture in your answer that shows "citizenship," and 1 ART picture that shows "Patriotism," and briefly explain why they are representative examples that demonstrate your understanding of the terms.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Short Response Answer Sheet:**

**Question #** \_\_\_\_\_

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**Question #** \_\_\_\_\_

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