

ETHOS ART LESSON PLAN

Teacher: _____ Date: _____	
Class: _____	
Course Unit: _____	
Lesson Title: Ethos Art	
LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link.
<p>This lesson was modeled after 5th and 6th grade student award recipients of the Operation Military Masterpiece Emblem Design from Brown Intermediate School in Sweetwater, Tennessee. This lesson was especially created for Tennessee middle school grade levels but can be adjusted to fit high school or elementary grades as well. State standards can be changed to custom states to represent that specific standard. These classes were 60 minute long periods so instructional strategies may be modified to fit the time frame suitable to the teacher modifying this lesson. Original lesson plan created by Brown Intermediate School Art Specialist Amber Patty, EdS.</p>	
STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards State Competencies, and/or IEP Goals/Objectives.
<p>5th grade TN Social Studies Standard: SSP.01:Gather information from a variety of primary and secondary sources, including: • Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, artwork) • Artifacts • Media and technology sources</p> <p>TN Fine Arts Standard: 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship.</p> <p>5th grade ELL Standard: 5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	
OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Include Student-Friendly Objectives
<p>After reviewing the history and duties of each U.S.military branch, the middle school student will redesign one of six branch emblems on the given circle template, incorporating historical symbolism while maintaining traditional dignity using a variety of materials.</p> <p>Student I can statement: “After observing the original military branch emblem of my choice, I can redesign my own unique version that represents my branch with dignity and honor using the circle template provided.”</p>	
ASSESSMENT/EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative/Summative Performance-Based/Rubric Formal/Informal Criteria for Evaluation Student Self-Assessment (Ownership)
<p>Informal assessments include: Student participation in group discussions, during military branch history presentations, and feedback given to peers. Formal assessments include peer critique of artwork (Describe, Analyze, Interpret, and Judge criteria), participation in group informative poster projects, and military emblem design rubric. Summative evaluation can be a Kahoot post assessment or rubric of artwork submitted.</p>	
MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<p>Student and teacher technology devices. Chromebooks and desktop applications for presenting information. Flipchart of information: Teacher can make a history of military branches presentation through ActiveInspire Flipcharts, Google Slides, or Nearpod. Student Circle Template (attached below) For group activity: Poster board, sticky notes, and writing utensils such as markers or sharpie Thank you letter template (attached below)</p>	
ACTIVATING STRATEGY	Motivator/Hook An Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions, choice.

Before introducing the history of the military branches presentation, the teacher may give this Kahoot pre-assessment to students as a way to motivate or hook them into the material about to be taught:

Kahoot pre assessment

<https://create.kahoot.it/share/branches-of-the-united-states-military-quiz/e00f42e1-fb58-4307-8e8a-9ddd09cade63>

INSTRUCTION

Step-by-Step Procedures-Sequence

Discover/Explain – Direct Instruction

Inquiry Facilitation

Modeling Expectations – “I Do”

Questioning/Encourages Higher Order Thinking

Grouping Strategies

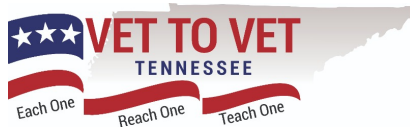
Differentiated Instructional Strategies to Provide Intervention & Extension

Time Allocation	Teacher Role	Student Role
Day 1 5 minutes	Teacher introduces the daily question on Padlet “What does it mean to be a hero?”	Students answer the daily question on Padlet. Volunteers read their answers aloud.
15 minutes	Teacher instructs students to log into Kahoot for a pre assessment quiz on the military branches of the United States.	Students log in using their first name only, answering questions. Top 3 get a reward.
25 minutes	Teacher presents the six military branches and the histories throughout. If on Nearpod, students can interact with polls.	Students participate in polls, discussions, and review questions.
10 minutes	Teacher instructs students on group work presentations that they will begin the next day: Students will need to assign roles and complete an informational poster within their group.	Students within the class form six different groups for each branch and discuss roles: Writer of facts, poster design artist, and speaker. All are researchers.
5 minutes	Teacher initiates clean up and exit ticket: which group did you decide to join?	Students answer the exit ticket and clean up/line up.
Day 2 3 minutes	Teacher introduces the daily question: “What does it mean to make sacrifices?”	Students answer the daily question on Padlet and discuss in groups.
25 minutes	Teacher instructs students to divide into their six groups (one for each branch) and begin working on their informational poster. Teacher will set the example poster up so students know what is expected. Teacher rotates tables for checks for understanding.	Students begin researching their military branch informational poster and completing the requirements. The timer will be on the board so students know how much time they have left to complete the assignment.
30minutes	Teacher facilitates group presentations. Groups get five minutes each to present their informational posters. Posters will be hung in the hallway after class.	Students/groups rotate presentations, talking about the facts they discovered in each branch and the significance of the traditional emblems and symbolism within.
2 minutes	Clean-up/dismissal	Clean-up/dismissal
Day 3 5 minutes	Teacher introduces the daily question on Padlet: Why do we honor veterans and military personnel?	Students answer the daily question on Padlet and share in a whole group discussion.

15 minutes	Teacher introduces the next step in the program: Creating a unique military emblem for Operation Military Masterpiece. Teacher will show past winners and expectations.	Students receive their circle templates and are advised to create their own unique emblem after reflecting on two days of research. The student may select any branch to design.
35 minutes	Teacher rotates tables for checks for understanding.	Students begin designing in pencil and when they are happy with their design may use colored pencil, sharpie, or markers to fill in color.
5 minutes	Teacher reminds students to turn in their artworks when finished to a designated folder. Past exhibitions, awards, and ceremonies are discussed with example images as students complete work.	Students complete their assignment on their own time and turn in their artwork with name and homeroom to a specific folder for submission.
Day 4 and beyond: Students are expected to write a letter to thank a veteran. Winners of the emblem design may use the specific template attached at the end of this lesson plan.		
GUIDED/INDEPENDENT PRACTICE/COMMON CORE FACILITATED LEARNING	“We Do”-“You Do” Encourage Higher Order Thinking & Problem Solving Relevance Differentiated Strategies	
Students with specific IEP accommodations may be met with read aloud strategies or additional time on projects. Accommodations and modifications are based on individualized plans.		
CLOSURE	Reflection/Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Assessment	
Peer reviews and critiques are encouraged. Art teachers may use their own guidance or rubrics to model appropriate art critique etiquette for group posters or individual emblem designs. Group discussions of why our veterans deserve our utmost respect is encouraged. Teachers may contact local groups to have veterans Zoom in or come talk to their classroom.		
CROSS-CURRICULAR CONNECTIONS		
5th grade TN Social Studies Standard: SSP.01:Gather information from a variety of primary and secondary sources, including: ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, artwork) ● Artifacts ● Media and technology sources — Students complete Social Studies Standards on Day 2 of research.		
TN Fine Arts Standard: 6.VA.Cr2.A Experiment with new ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship. —As students reflect on traditional symbolism reflected in original military branch emblems, they can begin to recreate new ideas through research and imagination that reflect the history and integrity of each branch.		
5th grade ELL Standard: 5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. —When students are constructing their thank you letters to veterans, they are to keep in mind the ELL standards above.		

Special circumstances notes:

Templates below



Ethos Art Student Entry Form

All entries will be exhibited on the Vet to Vet Tennessee websites & the MACA website that meet the Jurors and the show's criteria, all artworks will have an Entry Label with artist's name, title, & medium. Contact information will be required for Vet to Vet Tennessee & MACA's use only to return the artworks and distribute prizes. NO ARTWORKS WILL BE ACCEPTED WITHOUT A COMPLETED & SIGNED ENTRY FORM & LABEL ATTACHED WITH EACH PIECE OF ART.

Military Branch Category_____

School_____Grade_____Age_____

Title_____

Medium_____

Artists Name_____

Address_____

City_____State_____Zip Code_____

Phone Number_____Email_____

For the purpose of publicity, all artworks entered can be photographed and the images and copyright may be used on websites, social media and any promotional activities for this art show and any future materials. By submitting entries to this art contest, everyone will constitute acceptance of this copyright release to Vet to Vet Tennessee. I therefore release artwork & all copyrights to Vet to Vet Tennessee. By entering this contest, I agree to all terms.

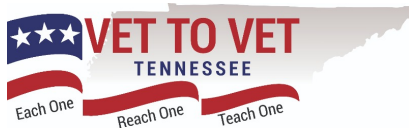
Student

Signature_____Date_____

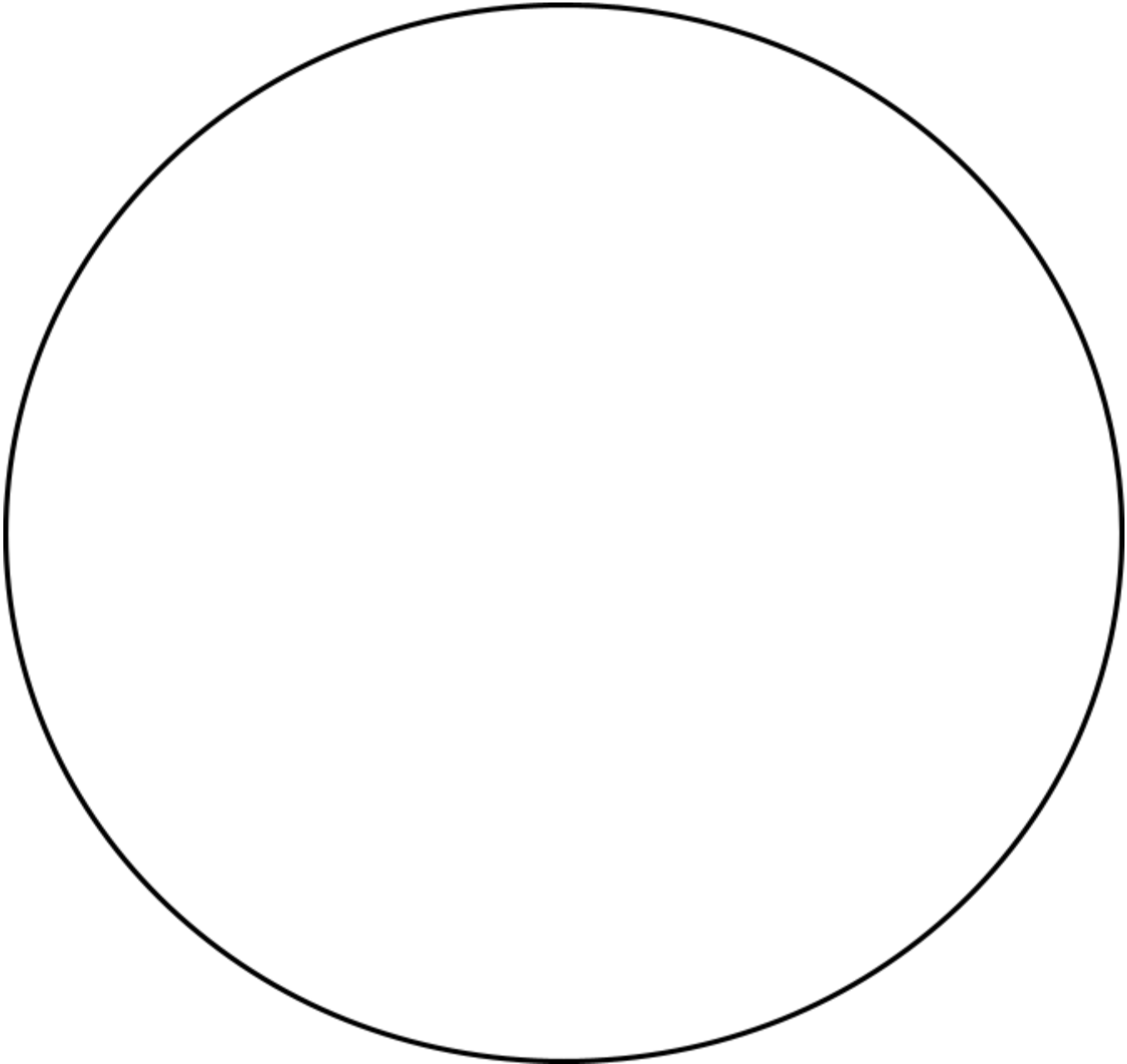
Guardian

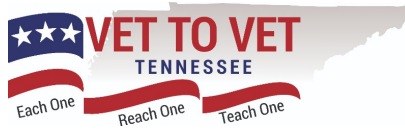
Signature_____Date_____

By signing above, I confirm that all rules and regulations have been followed. Use the Emblem Circle Template provided for size reference of the Emblem.



Student Name _____ **Homerroom** _____





Please attach this sheet with your MASTERPIECE Military Branch

Category_____

School_____Grade_____Age_____

Title_____

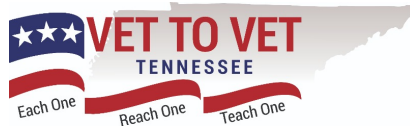
Medium_____

Artist Name_____

Address_____

City_____State_____Zip Code_____

Phone Number_____Email_____



Award Recipient Thank you Letter Template:

Dear Mr. or Mrs. (Insert Judges name and Vet to Vet of Tennessee,

Thank you for my award of _____. This was a very special project to complete because (Discuss why you think veterans and military personnel deserve our respect and honor). I plan to do the following with the award money I received: _____. (Insert special note of gratitude and personal touch).

Sincerely,

(Student name and school).