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Standard: Social Studies 5.4 Students understand the social and economic institutions that evolved in the Colonial Era.

Visual Arts: 5.1 Students will use theatrical skills to dramatize events and concepts from other curriculum areas

Listening and Speaking 1.5 Students will clarify and support spoken ideas with evidence and examples.

1. Key Concepts/ Vocabulary: (pre-taught) Justice, Human Rights & Roles of men, women, children and slaves, Values, Symbols

Learning Outcome/Big Idea/Essential Learning : Students will be able to identify and discuss the social and economic differences and roles depicted by the characters in the primary source portrait picture of “The Washington Family” by Edward Savage.

EL/Inclusion Strategies: Special needs students have met in small groups to read leveled biographies and historical documents which have provided them with background knowledge and a working pre-taught vocabulary that will enable them to actively participate in the class discussion of the Visual Discovery (TCI). Pair share opportunities will be used throughout the lesson to allow for expansion of ideas. The class has had numerous opportunities to participate in DBAE art critique strategies (including how to discuss a portrait and how to break up the picture into quadrants for discussion purposes). They are also familiar with spiraling questioning (TCI) in both a small and large group settings.

Materials: Overhead machine & transparency of the portrait “The Washington Family” by Edward Savage (National Portrait Gallery), pointer stick, Student Social Studies Notebooks, Pencils, toy microphone

Opportunities to Learn/Perform Procedure:

Preview: It has been said that a picture is worth a thousand words. Explain in a few sentences written in your Social Studies notebook what this saying means to you.

Next, project the image of the family portrait on the overhead and ask the class to silently observe it for two minutes without speaking or making any noise.

1. Students will hold a class discussion facilitated by spiraling questioning on the teacher’s part.
*“When you look at this portrait by Edward Savage, what do you see?”
(Make sure that the students focus on each quadrant of the picture and that they simply state what they see—evidence in this first step.)
*”What could the objects in this portrait symbolize for the Colonial era? Do they convey values for this time period?”

*” Now, focus on each individual in the picture—what could their role in this Colonial family be?” (Students should be given plenty of time to discuss this question using their background knowledge of the era.)”

* “What do you think the servant William Lee might be thinking? What about the other characters in the picture?”

* “ Why did the artist position his subjects in the picture the way he did? Do you think that their clarity and the colors of their clothing is significant?”

*“What do you notice about William Lee’s picture?” “How might this reflect the values of his role in Colonial society?”

* “ Given what we have studied about the Declaration of Independence and George Washington’s role in the American Revolution, what message does this image convey to you about the variety of roles and systems of justice from this era?”

2. Key Points for Teacher:

- *Students should notice globe & map for expansion concepts

- * Discuss the qualities of fabric and costume—indication of social status

- * Discuss the roles of gender and race—how are they depicted

- * Note & discuss the disappearance of William Lee into the background

Technology Component: Internet for portrait retrieval out of the National Gallery.
Overhead machine

Resources: “The Washington Family” portrait by Edward Savage (National Gallery)

Assessment Options: Students record in their interactive notebooks a one to two sentence thought that each character in the picture might have regarding his or her personal expectation for the future. Students can perform an act it out (TCI) where they assume the role of a character and bring the image to life for the next five minutes of “action”. Students can pass around a microphone and act as reporters to interview each character actor in the scene. Roles can then be rotated. Understudies can also be incorporated for support – especially for special needs students.

Rubric: Can be applied to all three of the above assessment options

Level 1- There is little or no evidence that a point of view is established.

Level 2- There is a brief attempt at establishing the point of view of the characters.

Level 3- A point of view is established.

Level 4- A highly convincing point of view is portrayed.