

*Exploring the Use of Art and Museums to Commemorate Military Successes*

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| **Introduction**  |
| This lesson is meant to have students consider the lasting effects of war, particularly in how countries honor, highlight, and commemorate their military successes. The War of 1812 resulted in the countries settling on peace treaties and determining the result of the war as a draw. Much of the war involved battles won by the United States. This lesson begins with a discussion of a portrait of a British captain who won one of the British’s only battles and can be seen as a commemoration of British success during the war. This portrait serves as an example of how art and artifacts are used to commemorate and highlight military achievements. The lesson also has students examine the *USS Constitution* Museum’s resources which allows them to see another form of military commemoration, and how such commemorations are still celebrated today.Note: This lesson is meant to serve as a supplement to coverage of the War of 1812 and extend their understanding of the consequences of the war. The activities are also geared towards extension from the study of this war to a more general coverage of the military salutes and commemorations that are a common consequence of war. |
| **Indiana Standards Connections:**  **8.1.14** Analyze the causes and consequences of the War of 1812.  | **Compelling Question(s):**  What role did the navy play in the War of 1812?How do nations honor and commemorate their military leaders and successes? |
| **Lesson Objectives:** Students will be able to: * describe how nations commemorating their military successes is a consequence of war by examining several artifacts from the War of 1812.

(Lesson Extension)* analyze the extent to which the U.S. commemorates its military successes via exploration of war memorials, museums, and artifacts.
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| **Materials**  |
|  1. Portrait of Captain Hope (Digital Toolbox)
2. [YouTube Video: American Battlefield Trust - The War of 1812 in 4 Minutes](https://www.youtube.com/watch?v=elp6ZktpQ1c)
3. [USS Constitution Museum website](https://ussconstitutionmuseum.org/discover-learn/history/)
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| **Learning Plan**  |
| **Activities** Hook: Portrait of Captain Hope 1. Begin by showing students the portrait of Captain Hope. Ask students the following questions:
	1. What do you notice about this portrait?
	2. Based on what we have been discussing (if already studied the war), who do you think this person is? What makes you think that?
	3. Who do you think commissioned it? Why do you think it was created?
2. Allow students time to discuss in pairs or small groups. Then have them share out their thoughts.
3. Share with students that this is a portrait of British Naval officer, Captain Henry Hope, and it was painted in 1815. Provide students a copy of the description provided on the Digital Toolbox resource page about this portrait. This can then be read as a class or independently, depending on students’ reading level and teacher discretion.
	1. Ask students to consider the following questions:
		1. What new information do we have about this portrait?
			1. Note: you might choose to annotate the new information in the reading as a class.
		2. How does this new information impact your inferences about this artifact?
4. Give students more time to discuss in their small groups/pairs. Then have them share out their answers.
5. Lastly, ask the class: If the British did not win the War of 1812, why would there be a commemorative portrait of a British naval officer made after the war? Why would this be an artifact worth highlighting?
6. Lead students to the conclusion that, although the British did not win the war, the battle in which Captain Hope served as captain was considered a success.

USS Constitution Museum1. Note: The YouTube video provided in the materials serves as a refresher of the War of 1812 as well as an introduction to the next activity.
2. The video mentions the USS Constitution which was one of the first American warships and played a major part in the War of 1812.
3. Provide students the historical information about the ship from the USS Constitution Museum website and/or allow students to explore the resources about the ship on the museum’s website.
	1. Note: You could choose to have information and images printed and shared with students in small groups with Guided Notes or a graphic organizer.
4. Ask students to consider: How does this museum relate to the portrait of Captain Hope?
	1. Lead students to the conclusion that this museum serves as a commemoration of U.S. military success as the portrait does for the British.
	2. Ask students: Why would the U.S. have such a museum?
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| **Assessment Suggestions**   Students could complete a Venn Diagram in which they compare the two military commemorations. In addition to information they list within the diagram, they could be asked to write a brief answer to the following question: How do these artifacts reflect the consequences of war?  |
| **Extensions** This lesson could be extended to have students examine other U.S. war memorials, museums, and artifacts. Students could work in small groups to research and prepare presentations. The teacher could assign these, choosing the topics ahead of time, and could organize materials for the students to assist them in their research and information collection.  |

Portrait of Captain Hope Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic workEnduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?  |
| VA:Re7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |
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| VA:Re9.1.5a | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society |
| VA:Re7.1.Ia | Hypothesize ways in which art influences perception and understanding of human experiences. |
| VA:Re7.1.IIa | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments |
| VA:Re7.1.IIIa | Analyze how responses to art develop over time based on knowledge of and experience with art and life |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understanding the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life?  |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.2a | Compare and contrast cultural uses of artwork from different times and places. |
| VA:Cn11.1.3a | Recognize that responses to art change depending on knowledge of the time and place in which it was made |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |
| VA:Cn11.1.7a | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses |
| VA:Cn11.1.8a | Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity |
| VA:Cn11.1.IIa | Compare uses of art in a variety of social, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. |
| VA:Cn11.1.IIIa | Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society. |

*Students can be asked to consider how art reflects time periods, beliefs, cultures, traditions, etc. In exploring the Portrait of Captain Hope, students can be asked how this portrait reflects the time period during which it was created as well as how its creation reflects military culture and tradition. It could also be compared to other portraits, either from the same time period or others, as portraits are used—both historically and in modern times—as a means to commemorate people of importance.*

**Social Studies**

**Grade 8: United States History – Growth and Development through 1877**

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| 8.1.31 | *Compare and contrast examples of art, music, literature, and other forms of expression; explain how these* *reflect American culture during this time period.*  |

*In addition to examining war memorials and museums, students could also explore other forms of expression that commemorate military successes in U.S. History.*

**Language Arts**

**Writing Skills:**

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| 4.W.5  | Conduct short research on a topic. * Identify a specific question to address (e.g., What is the history of the Indy 500?).
* Use organizational features of print and digital sources to efficiently locate further information.
* Determine the reliability of the sources.
* Summarize and organize information in their own words, giving credit to the source
* Present the research information, choosing from a variety of formats.
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| 5.W.5 | Conduct short research assignments and tasks on a topic.* With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).
* Identify and acquire information through reliable primary and secondary sources.
* Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
* Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
* Present the research information, choosing from a variety of sources.
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*In conducting research projects examining U.S. military commemorations, students will use their literacy skills of reading and writing, as well as speaking and listening in presentations they give in class.*