



# GOLDEN RULE PROJECT

Grade  
4-10

Time  
2-3  
Class  
Periods

Language  
Arts Core  
[SL] 5

## Art in Motion

### Line of inquiry (essential question)

How well do we understand the iconic images of the past? What are some of the iconic images from life today? What clues do we get from the past? What clues will we leave for the future? How can we use art to illustrate and affirm the message behind the Golden Rule?

**Grade range:** 4-10

**Group size:** A classroom, divided into small groups 4-7 depending on need.

**Materials:** Students will have access either through the Internet or in textbooks or the library or even better an art gallery. Websites provide many comprehensive examples: [Top Ten Most Known American Paintings](#)

**Time:** This can cover two to three class periods.

**Language Arts Core:** [SL] 5 - Students will examine and evaluate the role of art in enhancing the meaning of text.

**Skills:** Critical thinking skills, communication, cooperation.

**Space:** The front of a classroom, a gym, some space to move.

**Directions:** Students will be introduced to a famous painting, one that was used to generate feelings for a political cause. In groups (or teams), students will silently recreate a famous painting, one person at a time. The class (or the other team) will try to identify the painting and the details surrounding it.

**Extensions:** This can be used as a review for a final, a project (students can go all out on the painting). The point is the students need all of the others for the painting to work. We depend upon each other.

**Reflection:** How many tries did it usually take to identify the painting? Why? In presentation of your own painting, what element was most important? How did you decide who would go first?

**Notes:** The actual paintings can be reflected on the screen at the end of each presentation. A quote related to the painting can be added.