

**Enduring Idea: Triumph**  
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Lesson – Triumph in Art

Lesson Objectives:

- Students will create, in groups of four, a list of what they think triumph is.
- Students will discuss why triumph is important in art.
- Students will develop categories of different types of triumph.
- Students will sort artworks into the groups of different types of triumph they developed.

Supplies/Materials:

- Poster board
- Markers
- Images of Triumph in artwork
- Visual culture images of triumph (from magazines, newspaper, etc.)
- Worksheet for students to fill out (provided by teacher)
- Pencils

Instructional Strategies:

- Have images of artworks, magazines, and newspapers in piles before students enter the classroom.
- Begin by getting into groups of four.
- As a group discuss and record on the poster board:
- “What is triumph?”
- Help students think about this by suggesting they think of when they have experienced triumph
- Have students think about other words that can be used that mean triumph
- “What are some words that describe feelings of triumph?”
- Some examples are: joy, excitement, achievement, happiness, teamwork
- Have groups hang these up on the wall, and have each group read theirs out loud to the class.
- Discuss as a class (while still in groups):
- “Do you think triumph is important?”
- “Why?”
- “What values can we take from looking at triumph?”
- “Is there only one kind of triumph?”
- “What are some different kinds of triumph you can think of?”

- “Why might an artist choose to focus on triumph as a theme for their artwork?”
- “What might we gain from looking at artwork that deals with triumph?”
- Have groups create their own categories of different types of triumph.
- Some examples: sports, political, personal, physical, emotional, adversity
- Have one student in the group record these categories.
- Groups must come up with at least four categories of different kinds of triumph.
- Students may look at the images provided to them to help them think about this.
- Give groups fifteen minutes to do this.
- Now that students have created categories of different kinds of triumph, have students sort the images and artworks to fit into the categories.
- Each group member will choose one image or artwork to respond to in the worksheet provided.
- Make sure to label the artwork they are responding to, or describe it if there is not title.

#### Assessment:

- To assess learning, review the worksheets provided for students
- Grade according to the following points scale:
- 10 Student goes above and beyond in their responses, relating ideas discussed in class about triumph and how it relates to the artwork the student is responding to.
- 8 Student gives complete responses, relating ideas discussed in class about triumph and how it relates to the artwork the student is responding to.
- 6 Student gives complete responses, but is not fully relating ideas discussed in class about triumph and how it relates to the artwork the student is responding to.
- 4 Students responses not complete, and vaguely relate to ideas discussed in class about triumph and how it relates to the artwork the student is responding to.
- 2 Student responses not complete, do not relate to ideas discussed in class.

Triumph Worksheet  
Triumph in Art

Name\_\_\_\_\_

Respond to the following questions as they relate to triumph in art. Please use complete sentences and fully explain your ideas. You may use the back of this sheet if needed.

The artwork you are responding to:

(Write title here, or describe briefly so I know which artwork or image you are looking at)

1) What type of triumph is shown in this image?

2) What category did you place this image? Why did you choose this category?

(Please include visual clues in the artwork that helped you decide which category this artwork fits into.)

3) Why might this artist have chose to represent (or show) triumph in this way? What lessons can we learn from viewing this artwork or image dealing with triumph?

Lesson – Community Triumph Mural  
(Part One – Knowledge base)

### Lesson Objectives:

- Students will develop an understanding of triumph as it relates to the community by developing a mural that represents triumphs that have occurred in the community.
- Students will identify different forms of triumph in the community
- Students will name specific people, events, places where these events or occurrences took place, and create a list of facts about them
- Students will discuss their findings as a group, and assess which stories of triumph they wish to represent in a mural.
- Students will collaborate to compose the mural design, and get a design together to use in their proposal for the mural

### Supplies/Materials:

- Scrap paper
- Pencils/pens
- History books, articles, newspapers, Internet
- Access to interview people in the community (set up by students or teacher)
- Worksheet to follow when doing research

### Instructional Strategies:

- This week, we have been talking about triumph.
- Today we are going to bring the idea of triumph home to our community.
- “Lets think about triumphs that you have seen/heard about/been a part of, big or small, whatever you can think of, in the community.”
- Discuss this as a class, taking notes on the whiteboard while they are brainstorming.
- “Say them out loud.”
- While they are listing different triumphs the community has experienced, ask some review questions, such as “What type of triumph is that?”
  - o Some possible triumphs they may think of are:
    - Winning the football game on Friday
    - Johnny won his fight with cancer, and is totally healthy now
    - Things that have happened in history – where I am from there was a Miss America
    - Triumphs over going green (recycling, less waste, more energy efficient)

- Ask students, “How can we find more information out about the community?”
- o Go to the library
- o Look at old newspapers
- o Search the internet
- o Look in history books
- o Interview people that have lived in the town for a long time
- Hand out worksheet that guides students in their research
- Tell students to get into groups of two.
- Students will be working together to find information out about the community and triumphs that have occurred.
- Go over the worksheet with the students and explain to them that it is a guideline to help them in collecting research.
- Students must cite where they found their information, so if they need to revisit it, they can easily find it.
- Explain to the students that they will be coming up with ideas for a community mural project, and that they will be taking the information they are gathering now to help them do this.
- Have students keep any images they might find.
- Allow students to go to the library to collect research about their community.
- Some students may want to go home and interview neighbors, grandparents, or parents, whoever.
- At the beginning of the next class, have students present their information by reading through their worksheets.

#### Assessment:

- 2 pts if worksheets are filled out completely
- 2 pts if information on worksheets is accurate
- 2 pts if information pertains to community/school triumphs
- 2 pts if information is correctly cited

## Research Worksheet – Community Mural Project

### Online:

Go to a search engine, such as Google, and type in the city, state, and the word “history”

See what you can find and record it here:

(Remember to check for validity and credibility of the source, and to cite your source)

### Newspaper:

Browse the newspaper reels, if available for events that have occurred in the community in the past or present.

Record your information here:

Book:

Search the library's data system for history books that would have information about the town/community.

Record your findings here:

Personal interview:

If you know somebody who has lived in the community for a long time, it would be great for you to interview them and record their memories of triumph that they have seen in the community over time.

Record your findings here:

Lesson – Community Triumph Mural Proposal  
(Part Two – Writing the Proposal)

Lesson Objectives:

- After collecting research about triumph and the community, students will develop a design for a mural they want to make based on this idea for the community to enjoy.
- Students will gather information and images to help them in developing a design for the mural.
- Students will work together, composing the design of the mural.
- Students will develop proposals for the mural.

#### Materials/Supplies:

- Paper
- Pencil
- Worksheets from the previous class
- Images/objects/articles/anything collected
- Worksheet on how to write a proposal
- Computer lab time (to type proposals) or if it is not available, nice paper for students to hand write proposals

#### Instructional Strategies:

- “Pull out your worksheets from yesterday. I want you to read them out loud or paraphrase what information you found out.”
- Choose a group to begin discussing interesting things they found out from yesterday’s research.
- As students are talking, write down some of the major ideas of triumph they found in the community on the whiteboard.
- After students are through, tell them they did a great job finding information.
- Ask, “Now that we have this information, and we know we want to create a mural, what do you think we should/could include in this mural?”
- “Are there any instances of triumph in the community that we should definitely include in our mural?”
- “Why?” “Why is this important enough to include?”
- “Are there things up here (on the list on the whiteboard) that we should not include?”
- “Why?”
- Pear the list down to only a few instances of triumph and from there, ask the class if they think we should make the mural about one instance of triumph or a collage of a few instances of triumph in the community?
- This will depend upon if you have one significant event or not, or if the triumphs relate to each other, ect.



- Ask students, “Now that we have figured out what we want to include in our mural, where would be an appropriate spot in the community for it?”
- Have students brainstorm places the mural could be put.
- Keep a list of these places on the whiteboard as they are discussing
- After the class has come to an agreement on the best place for the mural, ask students, “Can we just go down there and paint the mural?”
- Explain that when people have ideas for murals, they either make a proposal for one, or they are commissioned to make one.
  - o Proposal = Written plan for the space. Includes what you want to do, why, benefits, etc.
  - o Commissioned = Asked by someone to do a specific project. Sometimes a specific artwork, or the artist can create whatever they feel is appropriate for the space. This is often a paid position.
- Explain to the class that we will be writing a proposal for the site we want to paint our mural.
- At this time hand out the worksheet on writing a proposal.
- Have students read this out loud.
- Explain that they should be following the worksheet to write their proposals. Students will be working individually for this.
- You may have to help students think about whom to address the proposal to.
- Give students time to write down ideas or a rough draft for their proposals.
- If you can, give student’s time in the computer labs to type these up. If not, have them write nicely on a nice sheet of paper.
- Have students hand these in if they are done at the end of class. If they are not done, they can take them home to finish and turn in that the beginning of the next class.

#### Assessment:

- 2 pts proposal includes appropriate person addressed to
- 2 pts if author identifies himself/herself and what he/she is addressing
- 2 pts if author explains ideas behind mural
- 2pts if author includes reasons mural would better the community
- 2 pts for correct spelling, grammar

Mural Proposal Worksheet:

Who are you addressing your proposal to?

Include who you are, and your organization (School):

What is the proposal about?

Ideas for mural (What it would include, dimensions, materials)

Reasons you think this mural would be an important attribute to the community:

Why is this mural worth creating? What good will it bring to the community?

Worksheet

Checkers – Triumph Lesson Name\_\_\_\_\_

Put the number of the trophy/award you are writing about here\_\_\_\_\_

Answer the following questions. Provide explanations for your answers.

You may use the back of this sheet to write, if needed.

1) Why did you choose this award/trophy as your favorite? What are some specific things that attracted you to it?

2) How does this award/trophy relate to ideas of triumph/victory/achievement?

3) Give one suggestion to how this award/trophy could be even more successful in its' design.

**Enduring Idea:** Triumph

**Lesson One:** Dealing with Triumph

**Length of Lesson:** 1 Class (45min.)

**Unit Objectives:**

- Students will research medals, awards, and trophies, used through time and critique the meanings of different design elements.
- Students will be put in different groups of two, to design a trophy for a winner and also a loser.
- Students will then play each other in a game of checkers until a winner and a loser is decided.
- Students will create their trophies for the winner and loser.

**Materials / Supplies:**

- Music
- Checker games
- Box of found objects
- Cardboard rolls
- Construction Paper / Poster board
- Yarn
- Markers
- Glue gun / Glue sticks

**Instructional Strategies/Procedures:**

- On the first day of the lesson have triumphal music playing when students enter room. (Olympic ceremonies, Eye of the Tiger, We are the Champions)
- Hang up images of well known or highly sought after awards and trophies.
  - For example, Olympic metals, Athletic trophies, entertainment awards, and boxing title belts passed around.
- Engage in critique about design elements and content of the awards hanging on the wall. Make sure to not worry about if all the awards are discussed, but instead that there is an interactive and engaged dialogue going on with in the class. Use the following as a guideline for the discussion.
  - Does anybody recognize any of these awards/trophies?
  - Has anyone ever thought of the decisions that go into designing these?
  - Why are certain metals used instead of others?
  - Why are certain objects represented in each trophy?
  - Is there a common thread that all these awards have in common?

- Split the students into groups of two and have each group design and construct a trophy they think should be given to the winner of a checkers game.
  - Make sure to remind the students that their design choices affect the meaning of their trophy and that their main goal is to design a trophy for the winner of a checkers game.
  - Materials for the construction of the trophy will be on the table for them to pull from.
  - Found objects are a great way to create quick metaphors to add into the trophies design.
  - Does not have to be a trophy. Can represent any form of award talked about. Trophy, plaque, belt, or medal.
  - Split the pile of found objects away from the pile of decorations.
- Each group will have to use five found objects and the amount of decorations will be optional.
- Next bring out some checkers games and have one group play another group until a winning team and a losing team is decided. (A team of two will play a team of two). Play more triumphal music during the game.
  - The game should be limited to 10 min. and the winning team is decided by who has the most checkers left on the board.
- Variety of music can be a lot more diverse at this time. This is a good opportunity to broaden their worldly experiences without them even knowing! (If there is orchestra or opera music relating to triumph then Play it. Have fun with it)
- Once the games are done conduct a small awards ceremony to present the awards to the winning team.
  - The winning team will keep the trophy that they made and the losing team will hand over the trophy that they created.
- Hand out the worksheet.

### **Assessment:**

There is a worksheet that has the students individually take part in a small critique of the trophies/awards.

**Enduring Idea: Triumph****Lesson Two: Fighting Conflict – Motivation for Triumph****Unit Objectives:**

- Students will discuss and generate lists of different conflict.
- Students will discuss and generate a list of successful and unsuccessful forms of motivation.
- Students will discuss an appropriate gift of motivation they can create for a person/persons in the community fighting conflict.
- Students will produce their gift of motivation and present it to the intended recipient.

**Materials / Supplies:**

- Poster board
- Markers

**Instructional Strategies/Procedures:**

- Prior to the beginning of class generate a list of positive motivational statements for each student.
- As students enter the room begin pulling them into your office or corner of the room one at a time and give them that positive motivational statement.
  - After this go on to the next step because this activity will be used later on in the lesson.
- As a class brainstorm instances of conflict and struggles going on in the community. Can give a few examples to get them heading in the right direction.
  - Fighting sickness
  - Lack of transportation
  - Loss of a job
- Before going any further introduce the thought of motivation by relating back to the beginning of class and asking a few questions.
  - How many of you were having a bad day before class?
  - How many of you were having a good day before class?
  - What form of motivation did I use at the beginning of class?
  - How did my motivational statement make you feel?
  - How important is it for someone to receive some motivation every once and a while?
- Have the students vote on a situation they want to motivate.
- Divide them into groups and come up with appropriate forms of motivation.
- Have the students, in their groups, choose what they think is the most appropriate way to provide motivation.

- They will make a poster with their idea and at least three reasons for their choice.
- The project that they propose should also include a description of how to divide the class into working groups to get the project completed.
- If a drawing is needed in order to better explain their solution, have that included as well.
- The students will then present their group proposal to the class.
- Have the class vote on the best idea.

**Assessment:**

Each group should come up with one proposal complete with one solution for motivation, at least three reasons for their choice, and one solution for dividing up the work.

Enduring Idea: Triumph  
Lesson: Triumph and Consumerism

### **Lesson Objectives:**

The student will research products that best suit the word triumph.  
The student will use their research to create a magazine advertisement using triumph as the products name.

The students will use magazines to collage images complementing an advertisement for their product.

The student will present their advertisement to the class and explain how the triumph name fits the product and why a consumer may think its name would support the products performance.

**Supplies / Materials:** Paper, scissors, glue sticks, magazines, markers.

### **Instructional Strategies / Procedures:**

Greet class...

Why would companies use the word triumph to name their product or business?

What's another word for triumph?

As a consumer how would the name triumph make you feel about the product?

Do you think the name guarantees success?

For this product (start showing products that are named triumph) how could it's name be associated with the products performance?

Why do you think this product is named triumph?

Does a name help in selling a product?

Which of these products represents, or has potential to, triumph? Why?

Do any of these products not fit your idea of triumph? Which ones? Why?

You will now create an advertisement for a product of your choice, however the products name will be Triumph. Use magazine images to collage a magazine advertisement 8.5 x 11. The products name must be present. Consider how the name is portrayed. Will you design a logo to add emphasis to the brand name, or will you use lettering to display the brand name?



## Reflection: Assessment

Name:

What is it about this product that would make you feel like you need this product, or don't need it?

Explain who you think is your target audience is and why.

How would you compare your product to another brand?

Would design choices in your advertisement influence you to buy your brand? How?

Enduring Idea: Triumph  
Lesson: Celebrating Triumph with Monuments

**Lesson Objectives:**

The student will be broken into small groups to research assigned type of monument.

The student groups will research three different monuments in assigned category, seeking names/ titles, dates, location, scale, function, and purpose.

The student groups will present in front of class the research conducted, using a list format to display information. Images will be shown.

The student will design a monument using paper and color pencils, that pertained to assigned monument type.

The student will write a paragraph supporting the relevance for the monument that they created on paper.

**Supplies/ Materials:** Paper, pencils, drawing paper, colored pencils, library, computer lab, projector.

**Instructional Strategies/ Procedures:**

Greet class...

Display images of monuments and ask who can name the monument that is shown. Investigate class prior knowledge. Share names of those unknown monuments as the projection proceeds.

Who can tell me what is a monument and what are they used for? Are there any monuments that you can think of that we did not see in the slide show? What cities are some famous monuments located in?

Introduce types of monuments.

Break up class into groups of three and assign a particular type of monument to each group. Give class time to research and investigate their type of monument in the computer lab. If this is not possible, prior research by the teacher is needed to organize packets of information on each monument type.

Students (individually) will then create a monument in the style of type they were assigned. They will use paper and color pencils to illustrate their monument. The class will then share the information they gathered along with images collected, describing their monument type.

## **Reflection: Assessment**

Name:

Name at least three different types of monuments.

Did you consider the location of your monument? Was it a specific city, place?

Write a paragraph supporting the relevance and importance of the monument you created.