

Emanuel Leutze Painting: *Washington Crossing the Delaware*

Grades: 4-8

Time Allotment: 30 Minutes

Common Core Standards

CCSS.ELA-Literacy.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
CCSS.ELA-Literacy-WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-Literacy.W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
CCSS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.
CCSS.ELA-Literacy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Objectives

Students will:

- Interpret Emanuel Leutze's painting of Washington Crossing the Delaware
- Explain and relate the relevance of the painting to the Battle of Trenton
- Locate and describe the historical errors in the painting

Materials

- Copy of Emanuel Leutze Painting of Washington Crossing the Delaware
- Chromebooks for student research
- Smart Board for the projection of the painting

Anticipatory Set

- The teacher will call the students' attention to the '76 Seconds in History video: <https://www.washingtoncrossingpark.org/education/76-seconds/>
- The students will be told to look for the answers to the following questions as they watch the video:
 - What liberties did the painter take when creating the painting?
 - Who did the painter include in the painting?
 - What was the intention of the painting when Leutze painted it?
- The teacher will then show the 76 Seconds of History video to the students. Students will record responses and observations as they watch.
After the video is over, the teacher will instruct the students to save their observations so that they can compare them to information learned during the lesson.

Teacher Presentation and Modeling

- The teacher will give a brief history of the Leutze painting using the attached background information.
- The teacher will then instruct the students to find the following website on their Chromebooks: njpbslearningmedia.org
- Students will then be instructed to type the following in the search bar: *George Washington Crossing the Delaware Interactive*
- Once the students have found the painting, the teacher will model how to use the interactive.

Guided and Independent Practice

- The teacher will instruct the students to make a list of inaccuracies or mistakes in the painting by using the interactive painting.
 - Students will work with a partner to create the list. Allow about 8 minutes for this activity.
- Call students back together. Create a class list of the errors in the painting.

Closure

- Ask students to compare their findings to the list made during the watching of 76 Seconds of History. Ask:
 - Did you find any similarities or differences between the two lists?
- The teacher will add student findings to the list.
- Wrap up the lesson by having a short discussion about the intended purpose of the painting and what it means to Americans today.

Assessment

- The teacher will observe students as they create list of inaccuracies.
- Students will be given paper and pencil.
- Students will be given five minutes to write a paragraph about what the painting means to our country as they now understand it.

Extension of Lesson

- Find additional images of the painting through an internet search. Compare similarities and differences to the original painting.
- Research George Washington, William Washington, and James Monroe to learn more about their roles in the Battle of Trenton.
- Create copies of the Leutze painting using pencil, crayon, or watercolors.