



Unsung Hero Mural

Hear, Here La Crosse | Tracy Littlejohn - “Pump House Mural” Story

This activity pays tribute to Ho-Chunk, Native American Code Talker, Army Cpl, Mitchell Redcloud Jr. through a whole-class, collaborative grid mural drawing project.

OBJECTIVES

- Advance drawing skills through applied use of values and shading in mural enlargement.
- Explain significance of memorializing through the art of portraiture/mural-making.
- Apply critical thinking skills through art analysis and research of historical people and events.

MATERIALS

**needed to create*

- Pencils (graphite)
- Erasers
- 4 x 4 squares of drawing paper
- Blending sticks/stumps (assorted)
- Scrap paper (for under hand to prevent smearing)

**needed for instruction*

- [Hear, Here story from Tracy Littlejohn](#)
- Photo of Mitchell Redcloud Jr.
- Teaching How To” - Grid Enlargement
- Mitchell Redcloud Jr. & Code Talkers Infosheet & Questions Handout or [defense.gov](#) site.
- Discover WI Video, [Ho-Chunk Warrior - Mitchell Redcloud Jr. | Know Your Wisconsin](#)
- Guided Art Analysis worksheet

PROCEDURES

**Instructor Does*

- Project Tracy Littlejohn’s *Hear, Here* story, playing the audio and showing the images. Ask students if they’ve see the Pump House mural or if they identify other people from the painting. Briefly discuss tromp e’oil.
- Provide the Guided Art Analysis worksheet to students to complete while looking at the Pump House Mural (using story photo or field trip to site). Share results through class discussion. Provide access to the Infosheet & Questions about Mitchell Redcloud Jr. and the Code Talkers or have students search his name online.
- Have students complete the info sheet questions and briefly discuss as a class.
- Discuss with class, “Who is an unsung hero?”
- Briefly discuss the significance of portraiture to memorialize. See if students can name some notable portraits.
- Provide each student with a 4” drawing paper square, a pencil, blending stick, and eraser. Pass out the 1” cut up portrait squares from step 1, Teaching How To.
- Demonstrate step 2 on the Teaching How To for grid enlargement. Provide work time to complete.
- Collect completed squares. Tape the original 1” square to the back of the drawn enlarged square.
- Provide exit ticket when students turn in squares.
- Assemble all squares in step 3 of How to.

**Learners Do*

- Listen and participate.
- Complete Guided Art Analysis and share/discuss.
- Learn about Mitchell Redcloud Jr. and the WWII Code Talkers through guided research.
- Complete questions, share and participate.
- Engage in discussion about unsung heroes.
- Listen and respond with any portraits you know of.
- Gather materials from instructor (pencil, blending stick, eraser, 4” blank drawing paper square, and 1” piece of cut up portrait. (Labeled with number and arrow indicating the direction). Make sure to also draw a corresponding arrow and the number on the back of the 4” drawing paper square so it can be assembled correctly when finished.
- Watch demonstration by teacher carefully. Use dividing techniques demonstrated as well as blending and shading to match as accurately as possible with values.
- Work time (shading) and complete. Turn both squares in to the teacher so all can be assembled.
- Complete exit ticket.

VOCABULARY

- Ho-Chunk
- Veteran
- Purple Heart
- Code Talker(s)

- WWII
- Korean War
- Memorialize
- Portraiture

- Value (element of art)
- Shading
- Blending
- Murals

WI CORE STANDARDS ADDRESSED

- Art | Connect | Cultural, Social, and Historical Awareness: (A.A.Cn.9.m) Analyze art/design, influenced by culture, times, places, and traditions.
- Art | Create | Investigate/Make: (A.A.Cr.7.m) & (A.ACr.9.m) Expand skills/techniques and craftsmanship.
- Social Studies | History | Contextualization: (SS.Hist2.cm) Analyze historical context and influences.

DIFFERENTIATION & SUPPORTS

- Adaptive: Hand-over-hand assistance &/or flexibility. Can provide outlines for applying values.
- English Language Learners (ELL): [Google Translate](#), copy + paste website URLs.

ASSESSMENT

Informal: Visual monitoring and checking in with students one-on-one to check for understanding.

Formal Rubric: (instructor writes in comments where appropriate)

	Developing	Proficient	Exceptional
Drawing Skills & Shading Techniques		Applied values and shading techniques appear accurate (value & coordinates/location).	
Art Analysis		Details included as well as interpretation and evidence of critical thinking.	
Explanation of significance of memorializing through portraiture		Communicates or highlights key ideas.	

Lesson Author(s)

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EXIT SLIP

Name _____

1. What's the significance or value of memorializing an individual through portraiture?
2. What did you learn about Mitchell Redcloud Jr. through this project?