

RIVER CITIES' SCENES: CINCINNATI ON THE OHIO/ PARIS ON THE SEINE

ART, LANGUAGE ARTS AND SOCIAL STUDIES

GRADES: Grades 2-6 (Could be expanded to 1 to 12)

BASED ON



Childe Hassam, 10-17-1859 to 8-27-1935, France

Pont Royal, Paris 1897.

Painting

Israel and Caroline Wilson Fund

1899.68

OBJECTIVES

- Students will define the word "community" and how it relates to the cities of Cincinnati and Paris.
- Students will engage in a field trip experience to focus on theme based artwork and answer questions about the pieces.
- Students will write about how the pieces relate to the theme of community.
- Students will use technology and published material to explore information about the theme related artwork.
- Students will use various medias to either re-create or reflect on their responses to a favorite piece.
- Students will publish their written reflections and recreations for display.

CONCEPT

The purpose of this multi-day lesson is to have the students explore/expand the concept of "community" from prior Social Studies lessons. The students will participate in a field trip to the CAM for a docent-guided tour followed by the theme based scavenger hunt. The scavenger hunt worksheet will allow the students to take a closer look at city scenes from Cincinnati and Paris based approximately on the time period around 1900 CE. The students will then pick a favorite piece from the hunt. They will write how the piece relates to the theme of community. They will use various medias to either re-create or write a reflection about their choices. The reflections and recreations will be placed in a class book to display and to share with the school community.

MATERIALS

- Social Studies texts for vocabulary
- Scavenger hunt worksheet
- Pencils, crayons, colored pencils, paints, photography equipment, clay, and recycled materials

VOCABULARY

Community- a group of people living in the same place or having a particular characteristic in common.

Scene- the place where an incident in real life or fiction occurs or occurred.

Landmark- an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.

PROCEDURE

1. Review previous Social Studies lessons on the concept of community. Relate to various communities mentioned in the text and Cincinnati.
2. Participate in a CAM docent-guided tour based on the artwork involving the community theme for Cincinnati and Paris.
3. Participate in a "River Cities' Scenes" scavenger hunt to locate and answer questions to focus on the 21 CAM pieces that relate to the theme.
4. Pick a favorite piece and write a reflection on how it relates to the theme of community.
5. Use mixed media to either re-create the piece or write a reflection on their feelings regarding their choice. Media choices could include using crayons, colored pencils, b&w sketches, photo recreation, 3-D pieces using clay or recycled materials, writing a backstory for the piece, song, poetry, rap, or a personal reflection.
6. Create final copies of reflections and recreations to display in a River Cities' Scenes experience binder.
7. Present to class their choice and the rationale of their choice of media.

ASSESSMENT

1. The students will articulate the connection of artwork to the theme of community.
2. The students will show good effort on their work to recreate or reflect on their choice of artwork based on a theme.
3. The students will orally articulate their choice media.

NATIONAL STANDARDS

NSS-USH. K-4.1 Understands family life now and in the past, and family life in various places long ago. Understands the history of the local community and how communities in North America varied long ago.

NSS-USH.K-4.4 Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe.

NA-VA.K-4.4 Students know that visual arts have both a history and specific relationship to various cultures. Students identify specific works of art belonging to particular cultures, times, and places.

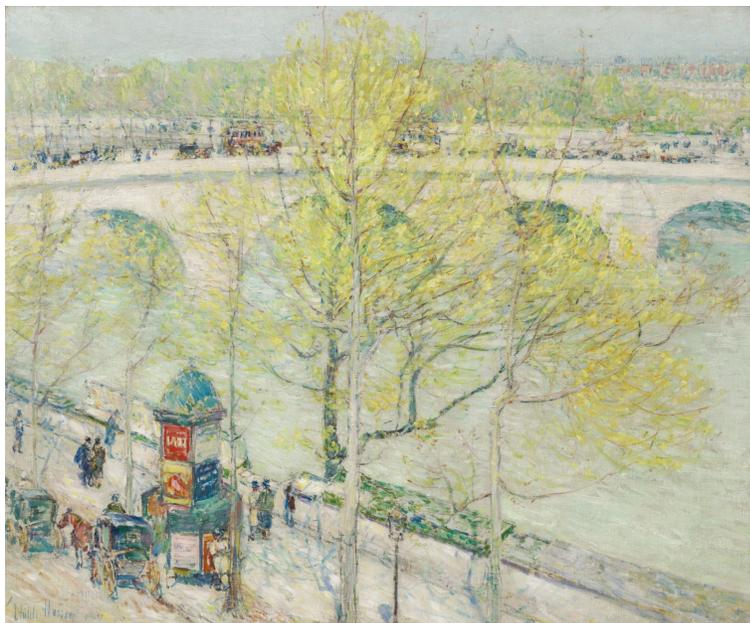
NA-VA.K-4.2 Students use visual structures and functions of art to communicate ideas.

NA-VA.K-4.5 Students understand there are various purposes for creating works of visual art. Students describe how people's experiences influence the development of specific artworks. Students understand there are different responses to specific artworks.

NA-VA.K-4.1 Students uses art materials and tools in a safe and responsible manner.

CURRICULUM CONNECTIONS

The teacher could adapt the comparing communities theme to a large selection of time periods and other river cities. Cincinnati could be compared to London on the Thames, Vienna on the Danube, Giza on the Nile, Baghdad on the Tigris, Rome on the Tiber, etc.



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EXAMPLES OF STUDENT WORK

