

*Discovering the Story:  
A City and Its Culture*

*Wild and Wonderful  
Weavings*

A Language Arts  
Lesson for Grades K-3

Based on  
*Reception Dress*  
by Selina Cadwallader



Selina Cadwallader (active 1870-1886)  
**Reception Dress, 1886**  
Gift of Wilmar Antiques c/o Mr. Maurice Oshry, 1971.550 a-c

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## CONCEPT

Using the *Reception Dress* as a springboard, the teacher will facilitate discussion on the roles of clothing in our lives (i.e. protection, modesty, and decoration). During the discussion the teacher will lead students to realize that variables such as weather and occasion help determine our clothing choices. The teacher will help students understand that the way in which most clothing is made today in our culture is quite different from that of the time of the *Reception Dress* by Selina Cadwallader. The teacher will then guide students to create weavings and to write about them independently or with teacher/adult assistance, depending on level.

## OBJECTIVES

- Students will further their language and writing skills through discussions and writings inspired by the study of the *Reception Dress*.
- Students will explore the roles clothing plays in our lives.

*"Art is everywhere, except it has to pass through a creative mind."*

Louise Nevelson

## Teacher Preparation

### CLASS PERIODS REQUIRED

- 1 (30-50 min.) periods for Pre-Lesson Activities
- 1 (50-min.) class period for Videoconference
- 1 to 2 (30-50 min.) periods for Post-Lesson Activities
- 1 to 2 (30-50 min.) periods for Art Enrichment Activity (optional)

### BACKGROUND INFORMATION

Background Information, which contains additional details on the *Reception Dress* and the artist who created it, has been written for teachers to review before the lesson and then share with students. The background information on the *Reception Dress* can be found on the *Discovering the Story* website at <http://www.discoveringthestory.org/goldenage/dress/background.asp>.

### VIDEO

Share the dressmaker video with your students prior to the videoconference. The video depicts Museum curator, Cynthia Amneus, as she prepares the *Reception Dress* for exhibition. While she works, she speaks at length on the *Reception Dress*. This video, which is on the *Discovering the Story* website at <http://www.discoveringthestory.org/goldenage/dress/video.asp> is an excellent resource that will help to prepare students for the videoconference.

Video Duration – 6 minutes.

*“I found I could say things with color and shapes that I couldn't say any other way -- things I had no words for.”*

Georgia O'Keeffe

## PRE- VIDEOCONFERENCE

### VOCABULARY

Definitions can be found in the Glossary on the *Discovering the Story* website at <http://www.discoveringthestory.org/goldenage/bed/glossary.asp>.

Dressmaker  
Sew  
Weaving  
Reception  
Criteria

### GUIDING QUESTIONS

- Why do people wear clothes?
- What factors help determine what we wear?
- How/Where do most people in our culture get their clothing today?
- What criteria do people apply when choosing clothing for themselves?
- What effects can clothing have on people?
- What information does a dressmaker/tailor need from her/his client before creating clothing?

### MATERIALS

- Photos or magazines and/or books with pictures of people wearing a variety of clothing
- Print of the image of the *Reception Dress* at [http://www.discoveringthestory.org/goldenage/images/dress\\_full.jpg](http://www.discoveringthestory.org/goldenage/images/dress_full.jpg)

### PROCEDURE

Teacher will:

- Display the photos/pictures of clothing including that of the *Reception Dress*.
- Lead a discussion with the class on the various purposes of clothing, being sure to include ideas related to modesty, protection, and decoration. Students will generate ideas on the many and varied types of clothing displayed.
- Help students list ways in which people get their clothing today--from stores, from older brothers/sisters/friends/relatives, made by parent/grandparent/other relative/friend.
- Present the background information on the dress.

- View the Cynthia Amneus video. The teacher will then lead a discussion on how some people acquired their clothing in the late 1800s. Review the exchange between the dressmaker and client going over the information and skills the dressmaker needed to ensure that the dress fit properly and was appropriate for the occasion.
- Reiterate that this particular dress was made to wear to a reception or type of formal party. Ask students what events might call for a reception--graduation, marriage, birthday, and anniversary, being honored for an accomplishment.
- Ask students whether they have been to a reception. For those who have, ask what they wore, how they felt in that outfit, and how others may have reacted to them in the outfit.
- Explain to students the purposes and goals of the videoconference. Generate a list of possible questions to ask during the videoconference, as well as appropriate behavior so that the videoconference is a positive learning experience.

*“Not only do the arts remove boundaries and allow students to explore aspects of life around them in new ways, but connecting the arts with other disciplines like math, reading and writing, or science often helps students learn about, comprehend, and value those disciplines as well.”*

Ken Seidel, PhD

*How the Arts Contribute to Education*  
Association for the Advancement of Arts Education

## VIDEOCONFERENCE

### OBJECTIVES

- Students will interact with the Cincinnati Art Museum staff through a sixty-minute videoconference. Information is at <http://www.discoveringthestory.org/videoconference/>
- Students will learn about Cincinnati history from 1850 to 1900.
- Students will use Museum objects to reinforce activities completed in preparation for this videoconference.

### CONCEPT

A videoconference conducted by the Cincinnati Art Museum staff extends student learning through emphasis on the viewing and discussion of art objects. During this videoconference with the Museum, students will explore Cincinnati art history and the methods and practices of many of the artists working in the city.

### SCHEDULE

- **5 minutes** Introduction to CAM staff (*This is also buffer time in case of complications*)
- **10 minutes** Brief discussion of student pre-videoconferencing activities.
- **10 minutes** Museum staff will lead an interactive discussion with students on the history of Cincinnati from 1850-1900
- **20 minutes** Museum staff will lead students in an in-depth investigation of selected Museum objects.

#### Objects Include

- *Bedstead* by Benn Pitman, Adelaide Nourse Pitman, and Elizabeth Nourse. [http://www.discoveringthestory.org/goldenage/images/bedstead\\_full.jpg](http://www.discoveringthestory.org/goldenage/images/bedstead_full.jpg)
  - *Reception Dress* by Selina Cadwallader. This image can be found at [http://www.discoveringthestory.org/goldenage/images/dress\\_full.jpg](http://www.discoveringthestory.org/goldenage/images/dress_full.jpg)
  - *Aladdin Vase* by Maria Longworth Nichols Storer, which is available at [http://www.discoveringthestory.org/goldenage/images/aladdin\\_full.jpg](http://www.discoveringthestory.org/goldenage/images/aladdin_full.jpg)
  - *Ali Baba Vase* by M. Louise McLaughlin, which is available at [http://www.discoveringthestory.org/goldenage/images/alibaba\\_full.jpg](http://www.discoveringthestory.org/goldenage/images/alibaba_full.jpg)
  - *Vase and Dedication Medallion* by Tiffany & Co. This image is on the Website at [http://www.discoveringthestory.org/goldenage/images/springer\\_full.jpg](http://www.discoveringthestory.org/goldenage/images/springer_full.jpg)
- **10 minutes** Questions and student sharing of art projects.
  - **5 minutes** Closing (*This is also buffer time in case of connection complications*)

## POST- VIDEOCONFERENCE

### MATERIALS

- Weaving “frame” made of construction paper for each student (Depending on the level of the students, they may measure, mark the lines, and cut them themselves, or this may be done by the teacher.)
- Sufficient paper strips for each child to complete a weaving (Strips can be of construction paper, magazine pages, old calendar pages, or a combination. They can be of uniform or varying widths and can be cut with straight edges and/or Fiskars-type scissors, which produce a variety of edges.)

### PROCEDURE

Teacher will:

- Tell the students that they will now have an opportunity to create a weaving to be used for a purpose/occasion of their choosing.
- Demonstrate/explain/review basic weaving pattern of over/under.
- Distribute “frames” and paper strips to the students, allowing them as much choice as possible in color, pattern, and width.
- Encourage students to lay out the strips first in a variety of ways to come up with the weaving they like best.
- Explain to students that they will be writing about their weavings when they are complete. They will need to tell about the occasion as well as why they made their color/pattern choices.
- Monitor students as they weave and ask questions regarding the weavings and the occasion to help them generate writing ideas.
- Review what their writings should include, once the weavings are completed. Instruct children to write their pieces either independently or with teacher/adult assistance.
- Display weavings and writings.

### ASSESSMENT OBJECTIVES

- Students will complete a weaving and write or dictate a description about the occasion for the weaving.

## ACADEMIC CONTENT STANDARDS

### NATIONAL STANDARDS: LANGUAGE ARTS – READING

**Standard 5:** Uses the general skills and strategies of the reading process.

**Grades K–2**

**Benchmark 1:** Understands that print conveys meaning.

**Benchmark 2:** Understands how print is organized and read.

**Benchmark 3:** Creates mental images from pictures and print.

**Benchmark 4:** Uses meaning clues to aid comprehension and make predictions about content.

**Benchmark 5:** Uses basic elements of phonetic analysis to decode unknown words.

**Benchmark 6:** Uses basic elements of structural analysis to decode unknown words.

**Benchmark 8:** Understands level-appropriate sight words and vocabulary.

### NATIONAL STANDARDS: LANGUAGE ARTS – WRITING

**Standard 2:** Uses the stylistic and rhetorical aspects of writing.

**Grades K–2**

**Benchmark 1:** Uses descriptive words to convey basic ideas.

**Standard 3:** Uses grammatical and mechanical conventions in written compositions.

**Grades K–2**

**Benchmark 1:** Uses conventions of print in writing.

**Benchmark 2:** Uses complete sentences in written compositions.

**Benchmark 3:** Uses declarative and interrogative sentences in written compositions.

**Benchmark 4:** Uses nouns in written compositions.

**Benchmark 5:** Uses verbs in written compositions.

**Benchmark 6:** Uses adjectives in written compositions.

**Benchmark 7:** Uses adverbs in written compositions.

**Benchmark 8:** Uses conventions of spelling in written compositions.

**Benchmark 9:** Uses conventions of capitalization in written compositions.

**Benchmark 10:** Uses conventions of punctuation in written compositions.

### NATIONAL STANDARDS: VISUAL ARTS

**Standard 4:** Understands the visual arts in relation to history and cultures.

**Grades K–3**

**Benchmark 1:** Knows that the visual arts have both a history and a specific relationship to various cultures.

**Benchmark 2:** Identifies specific works of art as belonging to particular cultures, times, and places.

**Benchmark 3:** Knows how history, culture, and the visual arts can influence each other.

## OHIO STANDARDS: LANGUAGE ARTS

**Phonemic Awareness, Word Recognition, and Fluency:** Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

### Grades K-3

**Benchmark A:** Uses letter-sound correspondence knowledge and structural analysis to decode words.

**Benchmark B:** Demonstrates fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

**Writing Application:** Students need to understand that various types of writing require different language, formatting, and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

### Grades K-2

**Benchmark A:** Composes writings that convey a clear message and include well-chosen details.

**Writing Convention:** Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar, and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

### Grades K-2

**Benchmark A:** Prints legibly using appropriate spacing.

**Benchmark B:** Spells grade-appropriate words correctly.

**Benchmark C:** Uses conventions of punctuation and capitalization in written work.

**Benchmark D:** Uses grammatical structures in written work.

## OHIO STANDARDS: VISUAL ARTS

**Historical, Social, and Cultural Contexts:** Students understand the impact of visual art on history, culture, and society from which it emanates. They understand the cultural, social, and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social, and political contexts that influence the function and role of visual art in people’s lives.

**Grades K-4**

**Benchmark C:** Identifies and describes the different purposes people have for creating works of art

**Creative Expression and Communication:** Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

**Grades K-4**

**Benchmark A:** Demonstrates knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.

*“How important are the visual arts in our society? I feel strongly that the visual arts are of vast and incalculable importance. Of course I could be prejudiced. I am a visual art.”*

Kermit the Frog