

*Discovering the Story: A City and Its Culture*

*The Art of  
Poetry*



Tiffany & Co. (1853-) Vase and Dedication Medallion, 1878  
Silver  
Bequest of Reuben R. Springer 1884.483



A Language Arts  
Lesson for  
Grades 4-8  
based on Vase  
and Dedication  
Medallion by  
Tiffany & Co.

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*The Art of Poetry*

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Based on Vase & Medallion, 1878 by Tiffany & Co.

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## CONCEPT

Examination, study and discussion of the CAM's *Tiffany & Co Vase and Dedication Medallion* will lead into the exploration of the poetry forms of triplet, quatrain, cinquain and shape poems.

The teacher will facilitate students in hands-on applications and study of lesson's main objectives through pre-videoconferencing classroom activities, a videoconference visit with Cincinnati Art Museum Staff and post-videoconferencing lesson activities.

## OBJECTIVES

- Students will be introduced to Rueben Springer and gain information about his involvement in the building of Cincinnati's Music Hall.
- Students will learn about *Tiffany & Co. Vase and Dedication Medallion* presented to Reuben Springer in appreciation of his gift to Cincinnati.
- Students will learn about the poetry forms of triplet, quatrain, cinquain and shape poems and will apply this information to create poems using one (or more) of the forms.

*"For the future of our children and our communities, we must find new ways to engage students in the learning process. The arts can be a powerful vehicle through which to challenge young people's minds, stir their creativity, instill discipline and build self-esteem."*

Lawrence A. Hough  
President and Chief Executive Officer  
Sallie Mae

## Teacher Preparation

### CLASS PERIODS REQUIRED

1 minimum of 45-minute class for preparation and discussion  
Out-of-class time for individual writing  
Several class periods for oral presentations (will vary according to class size)

### BACKGROUND INFORMATION

Refer to Background Information for more on Reuben Springer and the Museum's *Vase and Dedication Medallion* and the company that created them. Background Information is on the website at <http://www.discoveringthestory.org/goldenage/springer/background.asp> and has been written for teachers to review before the lesson and then share with students.

### VIDEO

Share the *Vase and Dedication Medallion* video with your students prior to the videoconference. The video, which is at <http://www.discoveringthestory.org/goldenage/springer/video.asp>, is an interview with a Museum curator on Reuben Springer and the *Vase and Dedication Medallion*. This video is an excellent resource that will help to prepare students for the videoconference.

Video Duration – five minutes.

*I believe arts education in music, theater, dance and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. They [children] have an enthusiasm for life, a spark of creativity, and vivid imaginations that need training - training that prepares them to become confident young men and women.*

Richard W. Riley  
U.S. Secretary of Education

## Pre- Videoconference

### VOCABULARY

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

Cinquain  
Quatrain  
Shape poem  
Triplet

### GUIDING QUESTIONS

- What are some of the types of poetry?
- What symbols are found on the *Tiffany & Co. Vase*?
- How are poetry and visual art related?
- How are symbols used in poetry?

### MATERIALS

- Print reproductions of Music Hall, which can be downloaded from the *Discovering the Story* website at <http://www.discoveringthestory.org/goldenage/springer/images/musichall.asp>
- Print reproductions of the Museum's *Vase and Dedication Medallion*, available for download at [http://www.discoveringthestory.org/goldenage/springer/images/springer\\_full.jpg](http://www.discoveringthestory.org/goldenage/springer/images/springer_full.jpg)
- Print reproductions of Reuben Springer, which can be downloaded from the website at <http://www.discoveringthestory.org/goldenage/springer/images/reubenspring.jpg>
- Paper, markers, pen, chalkboard,
- Handouts showing how to create a triplet, quatrain, cinquain and shape poem

### PROCEDURE

Teacher will:

- Display photos of the *Tiffany & Co. Vase and Dedication Medallion*, Music Hall and Reuben Springer.
- Share information about Springer, his association with Music Hall and the awarding of the Vase and Medallion as supplied by CAM. This can be done by the teacher or by distributing individual information sheets for students to read independently.
- Look more closely at the photo of the vase and medallion. Generate a list of descriptive words

about the vase.

- The teacher will introduce/review the following types of poems: triplets, quatrains, cinquains, and shape poems. Handouts will be available for each type of poem.

## Videoconference

### OBJECTIVES

- Students will interact with the Cincinnati Art Museum staff through a sixty-minute videoconference. Information on the videoconference is at <http://www.discoveringthistory.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 connection 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.discoveringthistory.org/goldenage/images/bedstead\\_full.jpg](http://www.discoveringthistory.org/goldenage/images/bedstead_full.jpg)
- *Reception Dress* by Selina Cadwallader. This image can be found at [http://www.discoveringthistory.org/goldenage/images/dress\\_full.jpg](http://www.discoveringthistory.org/goldenage/images/dress_full.jpg)
- *Aladdin Vase* by Maria Longworth Nichols Storer, which is available at

- [http://www.discoveringthistory.org/goldenage/images/aladdin\\_full.jpg](http://www.discoveringthistory.org/goldenage/images/aladdin_full.jpg)
  - *Ali Baba Vase* by M. Louise McLaughlin, which is available at [http://www.discoveringthistory.org/goldenage/images/alibaba\\_full.jpg](http://www.discoveringthistory.org/goldenage/images/alibaba_full.jpg)
  - *Vase and Dedication Medallion* by Tiffany & Co. This image is on the Website at [http://www.discoveringthistory.org/goldenage/images/springer\\_full.jpg](http://www.discoveringthistory.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

- Print reproductions of Music Hall
- Print reproductions of the Museum’s *Vase and Dedication Medallion*
- Print reproductions of Reuben Springer
- Paper, markers, pen, chalkboard,
- Handouts showing how to create a triplet, quatrain, cinquain and shape poem

### PROCEDURE

Teacher will:

- Reintroduce reproduction of CAM *Tiffany & Co Vase and Dedication Medallion*.
- Instruct students to use information from the videoconference along with information from the pre-lesson to create their choice(s) of poetry-- triplet, quatrain, cinquain, or shape poem.
- Have students follow the steps of the writing process through final copy/publishing to create a finished product.
- Products can be shared in a variety of ways including oral presentation, classroom wall of poetry display, pair and share, videotaping, creating a classroom poetry booklet.

### ASSESSMENT OBJECTIVES

- Poems will be assessed on their originality and convention of poetry

## ACADEMIC CONTENT STANDARDS

### NATIONAL STANDARDS: LANGUAGES ARTS

#### Grades 6–8

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

**Benchmark 1:** Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording)\

**Standard 6:** Uses reading skills and strategies to understand and interpret a variety of literary texts

**Benchmark 2:** Knows the defining characteristics of a variety of literary forms and genres (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales)

### OHIO STANDARDS: LANGUAGE ARTS

#### Grades 5–7

**Writing Processes:** Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

**Benchmark A:** Generate writing topics and establish a purpose appropriate for the audience.

**Benchmark D:** Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.

*The best way to learn is through the powerful force of rhythm.*

Wolfgang Amadeus Mozart



# HANDOUTS

## HOW TO WRITE A TRIPLET

A triplet is three lines that rhyme. Each line has the same number of syllables.

Example:      Music Hall is a delight  
                  Rueben Springer knew that it was right  
                  For Cincinnatians to have such a beautiful sight!

## HOW TO WRITE A QUATRAIN

A Quatrain is four lines that can be written in several different rhyming patterns.

- AABB – lines 1&2 rhyme; lines 3&4 rhyme
- ABAB – lines 1&3 rhyme; lines 2&4 rhyme
- ABCB – lines 2&4 rhyme; lines 1&3 do not rhyme
- ABBA - lines 1&4 rhyme; lines 2&3 rhyme

## HOW TO WRITE A CINQUAIN

1. Decide on your title.
2. Think of two words that describe your topic. Choose the phrase you like best.
3. Think of 3-word phrases that describe an action relating to your topic. Choose the phrase you like best.
4. Think of four-word phrases that describe a feeling relating to your topic. Choose the best one.
5. Think of a word that refers to your topic. A Word count Cinquain relies on word count rather than a strict adherence to syllable count.

Line 1 – one word (title)	EXAMPLE: VASE Shiny, bright Stately sitting by Commanding attention from me Masterpiece
Line 2 – two words (describe the title)	
Line 3 – three words (describe an action)	
Line 4 - four words (describe a feeling)	
Line 5 - one word (refer to the title)	

### Extension Activities:

Students may also write a Limerick, a Haiku, Acrostic Poem, etc. Students could also draw the shape of the vase and write the poem within the shape.

### Assessment Objectives:

- Required written completion of poem
- Effective presentation of the written poem

### Resources

#### Books

*Writing Poetry with Children*, Evan Moor

Name \_\_\_\_\_

### WRITE A WORD-COUNT CINQUAIN

1. Decide on your title. Write it here. \_\_\_\_\_

2. Think of two word phrases that describe your topic. Write phrases here.

\_\_\_\_\_  
\_\_\_\_\_

3. Think of three-word phrases that tell something the topic can do. Write.

\_\_\_\_\_  
\_\_\_\_\_

4. Think of four-word phrases that describe a feeling about your topic. Write.

\_\_\_\_\_  
\_\_\_\_\_

5. Think of a word that refers to your title. Write it here. \_\_\_\_\_

6. Circle the phrases you like best from each step. Copy the circled words to write your cinquain here.

\_\_\_\_\_  
Title

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## HOW TO WRITE A SHAPE POEM

1. Select an object. (Vase) Simple shapes work well.
2. List descriptive words and phrases about the object.
3. Select the best ones and arrange them so they have a pleasing sound.
4. Draw an outline shape of the object, (Vase) using a black marker or crayon. Place a thin sheet of plain paper over the drawing. Paper clip the pages together.
5. Write the words or phrases following the shape of the object underneath the top sheet to create the “shape” poem. Remove top sheet of paper to reveal the completed poem in the shape of the object.