

*Discovering the Story: A City and Its Culture*

*What is a  
Community?*



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



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

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

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## CONCEPT

Students will explore the concept of community, as they learn about two community gifts given to the City of Cincinnati: Reuben Springer's gift to the citizens of Cincinnati in 1875 and the city's thank-you gift of the Museum's *Vase and Dedication Medallion*. Students, or student teams, will then research and present historical and current information on a Greater Cincinnati community in a product of their choice (PowerPoint, poster display, oral presentation with visuals, Web page, etc.).

The teacher will facilitate students in hands-on applications and study of the lesson's main objectives through pre-videoconferencing classroom activities, a videoconference visit with Cincinnati Art Museum Staff and post-videoconferencing lesson activities. Student understanding of community will be the emphasis of all aspects of this lesson.

## OBJECTIVES

- Students will explore and understand the concept of community and will identify several Greater Cincinnati communities on a map of the area.
- Students will identify community leaders and their contributions to their city.
- Students, or student teams, will research and present historical and current information on one Greater Cincinnati community (or community in their own city).

*"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 (30-50 min.) class period for Pre-Lesson Activities
- 1 50-min. class period for Videoconference
- 1 (30-50 min.) class period for introduction of Post-Lesson Activities
- 1 week for implementation of student projects
- 1-2 (30-50min.) periods for Art Enrichment Activity (optional)

### 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 on the *Discovering the Story* website 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>.

City Council  
Community  
Mayor  
Patron

### GUIDING QUESTIONS

- What is a community?
- What makes up a community?
- What is a community leader?
- Who are the leaders in a community?

### MATERIALS

- Print reproductions of Music Hall, downloaded from the website: <http://www.discoveringthestory.org/goldenage/springer/images/musichall.asp>
- Print reproductions of the Museum's *Vase and Dedication Medallion*, downloaded from the website 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, at <http://www.discoveringthestory.org/goldenage/springer/images/reubenspring.jpg>
- Map of Cincinnati or map of your own city. The Cincinnati Map is on the website at <http://www.discoveringthestory.org/goldenage/springer/images/cincinnati.jpg>

### PROCEDURE

Teacher will:

- In groups, ask students to answer the following questions. Record answers on board and discuss student responses.
  - What is a community?
  - What makes up a community?
- Project map of Cincinnati (or your own city) and ask students to identify the community in which they live. Encourage students to point out other communities that they visit or where family members may live.

- Introduce the Museum's *Vase and Dedication Medallion* to class. Share with students that these objects from the Museum collection represent a gift given to a community.
- Ask students if they can think of any other gifts given to their community (e.g. community center, stadium, statue, etc.). Who gave these gifts to the community? Why?
- Share with students the Background Information and Video for the Museum's *Vase and Dedication Medallion*. Share with students images of Music Hall and Ruben Springer.
- Open a discussion on Ruben Springer's gift to the community. Answer the following:
  - Was he a leader in the community? Why?
  - What makes an individual or group a leader in a community?
  - Who are the leaders in your community?
- Tell students that they are now going to connect with the Cincinnati Art Museum for a videoconference on the history of Cincinnati.
- Have students, as a class, create a list of questions regarding the Museum's *Vase and Dedication Medallion*, the patron of the arts, Reuben Springer and/or the historical period. Email these questions to the Museum in advance of the videoconference.

*"It's a given that today's employee has to have basic skills. But superior skills are needed to survive competitively in the global context. Acquiring them has to begin as early as possible in a child's education, and we see that it comes through arts education. We are not doing justice to our economy or our children if they don't get that in the K through 12 context."*

Dan Lacy  
Corporate Vice President for Communications  
Ashland, Inc.

## 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 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.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

- Map of Cincinnati or map of your own city
- List of communities in Greater Cincinnati can be downloaded from the website at <http://www.discoveringthestory.org/goldenage/springer/communities.pdf>

### PROCEDURE

Teacher will:

- Review with students information obtained during the videoconference with the Museum; students should be more aware of the history of not only the Vase and Dedication Medallion, but also the city of Cincinnati.
- Review with students the concept of community. As a class, generate a list of as many greater Cincinnati communities as possible, (do not forget Northern Kentucky).
- Inform students that they will now each research a Cincinnati community (or local community if not from Cincinnati) and determine the following:
  - History of community (including founding, historical leaders, significant dates and events)
  - Current cultural centers (museums, concert halls, ballet, opera)
  - Current amusement/entertainment centers (movie theaters, arcades, shopping malls, restaurants, etc.)
  - Current major businesses and corporation centers (industry, technology, small business, mix, etc.)
  - Current community leaders (who are they, what did they do and why)

**Teacher may choose to model the above activity for students prior to assigning this project. Teachers of younger grades may wish to create student teams for this project.**

- Inform students that they will present their information in a product of their choice (PowerPoint, poster display, oral presentation with visuals, Web page, etc.) and observe and analyze the work of their peers. Students should be encouraged to be as creative and as thorough as possible.

## ASSESSMENT OBJECTIVES

- Students understand the concept and makeup of a community.
- Students researched and presented information on their chosen communities in a product of their choice (PowerPoint, poster display, oral presentation with visuals, Web page, etc.).
- Students observed and analyzed the work of their peers.

## ACADEMIC CONTENT STANDARDS

### NATIONAL STANDARDS: HISTORY

#### Historical Understanding

**Standard 2:** Understands the historical perspective.

##### Grades 5-6

**Benchmark 2:** Understands that specific individuals had a great impact on history.

**Benchmark 5:** Understands that specific decisions and events had an impact on history.

##### Grades 7-8

**Benchmark 1:** Understands that specific individuals and the values those individuals held had an impact on history.

**Benchmark 6:** Knows different types of primary and secondary sources and the motives, interests and biases expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos, magazine articles, newspaper accounts, hearsay).

### NATIONAL STANDARDS: CIVICS

**Standard 29:** Understands the importance of political leadership, public service and a knowledgeable citizenry in American constitutional democracy.

##### Grades 6-8

**Benchmark 3:** Knows opportunities for political leadership in the student's own school, community, state and the nation, and understands the importance of individuals working cooperatively with their elected leaders.

**Benchmark 7:** Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation, and understands the argument that constitutional democracy requires the participation of an attentive, knowledgeable and competent citizenry.

## NATIONAL STANDARDS: VISUAL ART

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

**Grades 5–8**

**Benchmark 1:** Understands similarities and differences among the characteristics of artworks from various eras and cultures (e.g., materials; visual, spatial and temporal structures).

**Benchmark 2:** Understands the historical and cultural contexts of a variety of art objects.

**Benchmark 3:** Understands how factors of time and place (e.g., climate, resources, ideas, technology) influence visual, spatial or temporal characteristics that give meaning or function to a work of art.

## OHIO STANDARDS: SOCIAL STUDIES

**People in Societies:** Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

**Grades 6–8**

**Benchmark B:** Analyzes examples of interactions between cultural groups and explains the factors that contribute to cooperation and conflict.

**Benchmark C:** Explains how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

**Citizenship Rights and Responsibilities:** Students use knowledge of the rights and responsibilities of citizenship to examine and evaluate civic ideals and to participate in community life and the American democratic system.

**Grades 3–5**

**Benchmark A:** Explains how citizens take part in civic life to promote the common good.

**Grades 6–8**

**Benchmark A:** Shows the relationship between civic participation and attainment of civic and public goals.

**Social Studies Skills and Methods:** Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

### Grades 3-5

**Benchmark A:** Obtains information from a variety of primary and secondary sources using the component parts of the source.

**Benchmark B:** Uses a variety of sources to organize information and draw inferences.

**Benchmark C:** Communicates social studies information using graphs or tables.

**Benchmark D:** Uses problem-solving skills to make decisions individually and in groups.

### Grades 6-8

**Benchmark A:** Analyzes different perspectives on a topic obtained from a variety of sources.

**Benchmark B:** Organizes historical information in text or graphic format and analyzes the information to draw conclusions.

## OHIO STANDARDS: VISUAL ART

**Historical, Cultural and Social Contexts:** Students understand the impact of visual art on the 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 the lives of people.

### Grades 5-8

**Benchmark A:** Compares and contrasts the distinctive characteristics of art forms from various cultural, historical and social contexts.

**Benchmark C:** Demonstrates knowledge of historical influences on contemporary works of art and makes predictions about influences on the future of visual art.

**Benchmark D:** Researches culturally or historically significant works of art and discusses their roles in society, history, culture or politics.