

Discovering the Story: A City and Its Culture



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

A Language Arts
Lesson
for Grades 9-12
based on Vase
and Dedication
Medallion 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 lyric poetry, a category of poetic literature used throughout time and representational of music in its sound patterns. Lyric poetry is generally characterized by subjectivity and emotionality of expression. Students will learn of the characteristics of various types of lyric poetry. Classical lyric poems and modern song lyrics will be read, interpreted and analyzed. Students will demonstrate their understanding of lyric poetry by writing and orally presenting original sonnets and odes.

OBJECTIVES

- Students will learn about lyric poetry and some of its subcategories, particularly sonnets and odes.
- Students will read, interpret and analyze written examples of classical lyric poetry and modern song lyrics.
- Students will write original sonnets and odes.
- Students will orally present original poetry.
- Students will discuss the various uses of poetry as a form of communication.

"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

A minimum of 45-minute class periods 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.

"Music and the arts help children grow and learn in multiple ways, and they are vital to educating our nation's children."

Anne Dowling
President
The Texaco Foundation

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>.

Couplet
Dramatic Monologue
Elegy
Lyre
Lyric Poem
Occasional Poetry
Octave
Ode
Poetry
Quatrain
Sestet
Sonnet
Stanza

GUIDING QUESTIONS

- What is poetry?
- How are poetry and song lyrics related?
- What is a lyric poem?
- What are some occasions when poetry is used as a primary form of communication?

MATERIALS

- Reproduction of CAM *Tiffany & Co Vase and Dedication Medallion*, which is on the website at http://www.discoveringthestory.org/goldenage/springer/images/springer_full.jpg
- Various examples of lyric poetry
- Various examples of song lyrics
- Examples of English sonnets
- Handout designating the rhyming pattern of a sonnet

PROCEDURE

Teacher will:

- Show the CAM *Tiffany & Co Vase and Dedication Medallion* reproduction
- Discuss the history and purpose of the vase (gift in recognition and honor for...)
- Talk about the symbols on the vase (the laurel leaves and lyre for Apollo, the Greek god of music and poetry)
- In what ways was this an appropriate gift for Springer?
- Follow the presentation and discussion of the vase and medallion by reading a lyric poem of choice. (Define/Review lyric poetry as needed.)
- Ask students to describe what they have heard:
 - What thoughts crossed their minds?
 - What type of writing was being read?
 - What did the poem reminded them of?
 - What emotions did the writing evoked from them?
 - Did the poem remind them of anything they hear in their daily lives (music)?
- Read and/or play the lyrics of a contemporary song.
- Discuss various types of lyric poetry: elegy, ode, sonnet, dramatic monologue and occasional poetry.
- Distribute handouts containing examples of “love-based” sonnets and the designated rhyming pattern for traditional sonnets.
- After brainstorming and discussion, allow students time to write original love sonnets.
- Allow time for students to share original sonnets in small- or large-group setting.

“I am enough of an artist to draw freely upon my imagination. Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.”

Albert Einstein

Videoconference

OBJECTIVES

- Students will interact with the Cincinnati Art Museum staff through a sixty-minute videoconference. Information on the videoconference 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
- *Reception Dress* by Selina Cadwallader. This image can be found at 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
- *Ali Baba Vase* by M. Louise McLaughlin, which is available at 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

- **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

- Reproduction of CAM *Tiffany & Co Vase and Dedication Medallion*
- Reproductions of Grecian urns (amphora shaped)
- Lists of characteristics of Grecian pottery
- Individual student copies of “Ode on a Grecian Urn” by John Keats
- Other examples of odes

PROCEDURE

Teacher will:

- Reintroduce reproduction of CAM *Tiffany & Co Vase and Dedication Medallion*.
- Display reproductions of Grecian urns. Discuss characteristics of Grecian pottery.
- Reemphasize the Greek-inspired characteristics present in/on the *Tiffany & Co Vase and Dedication Medallion*.
- Review the characteristics of the lyrical poetry form known as the ode.
- Read “Ode on a Grecian Urn” by John Keats.
- Lead discussion, interpretation and analysis of the ode.
- Restate that the CAM *Tiffany & Co Vase and Dedication Medallion* were given to honor Springer for his contributions to the Cincinnati arts culture.
- After brainstorming and discussion, allow students time to write individual, original odes praising an object, person or quality of significance in their lives.
- Allow students time to orally present their odes in small and/or large groups.

EXTENSION ACTIVITIES

- Encourage students to put their sonnets or odes to music to create songs.
- Instruct students to compare and contrast an English sonnet with the lyrics of a contemporary song.

ASSESSMENT OBJECTIVES

- Students wrote original sonnets and odes.
- Students orally presented original poetry.

RESOURCES

WEBSITES

- www.poetrymagic.co.uk/asartform.html
- www.anglistik.uni-freiburg.de/intranet/englishbasics/PoetryTypes01.htm
- www.factmonster.com/ipka/A0903237.html
- www.shakespeares-sonnets.com/
- www.shakespeare-online.com/sonnets
- www.dundee.ac.uk/english/keats.htm
- www.soc-pres-music-hall.com/history1.htm
- www.2020site.org/greece
- www.lyrics.astraweb.com

BOOKS

- Boardman, John. *Early Greek Vase Painting*. New York: Thames and Hudson, 1998.
- Pearson, Anne. *Ancient Greece/Eyewitness Books*. New York: Dorling Kindersley, 1992.

"Every artist dips his brush in his own soul, and paints his own nature into his pictures."

Henry Ward Beecher

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: LANGUAGE ARTS

Standard 1: Uses the general skills and strategies of the writing process.

Benchmark 2: Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., highlights individual voice; rethinks content, organization and style; checks accuracy and depth of information; redrafts for readability and needs of readers; reviews writing to ensure that content and linguistic structures are consistent with purpose).

Benchmark 6: Uses strategies to adapt writing for different purposes (e.g., to explain, inform, analyze, entertain, reflect, persuade).

Benchmark 10: Writes descriptive compositions (e.g., uses concrete details to provide a perspective on the subject being described; uses supporting detail [concrete images, shifting perspectives and vantage points, sensory detail, and factual descriptions of appearance]).

Benchmark 11: Writes reflective compositions (e.g., uses personal experience as a basis for reflection on some aspect of life, draws abstract comparisons between specific incidents and abstract concepts, maintains a balance between describing incidents and relating them to more general abstract ideas that illustrate personal beliefs, moves from specific examples to generalizations about life).

Standard 8: Uses listening and speaking strategies for different purposes.

Benchmark 4: Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade).

Benchmark 7: Uses a variety of verbal and nonverbal techniques for presentations (e.g., modulation of voice; varied inflection; tempo; enunciation; physical gestures; rhetorical questions word choice, including figurative language, standard English, informal usage, technical language) and demonstrates poise and self-control while presenting.

OHIO STANDARDS: LANGUAGE ARTS

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: Formulates writing ideas and identifies a topic appropriate to the purpose and audience.

Benchmark C: Uses a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.

Benchmark D: Applies editing strategies to eliminate slang and improve conventions.

Writing Applications: Students need to understand that various types of writing require different language and 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.

Benchmark A: Composes reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.

Communication: Oral and Visual: Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening, and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

Benchmark C: Selects and uses effective speaking strategies for a variety of audiences, situations and purposes.

"As music is the poetry of sound, so is painting the poetry of sight and the subject-matter has nothing to do with harmony of sound or of color."

James McNeil Whistler