

Discovering the Story: A City and Its Culture

*Community
Past, Present
and Future*



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



A Social Studies
Lesson for
Grades 9-12
based on Vase
and Dedication
Medallion 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 will research historical and current information on a Greater Cincinnati community using a variety of primary and secondary sources. Upon completion of research, students will write position papers on the future of their researched communities, citing ways they believe will make the communities more dynamic places to live and work. Students will also create time lines for their plans, including desired community gifts and the purpose for each.

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 and community change will be the emphasis of all aspects of this lesson.

OBJECTIVES

- Students will explore and understand the concept of community and will identify community leaders and their contributions to their city.
- Students will research historical and current information on a Greater Cincinnati community using a variety of primary and secondary sources.
- Students will write position papers on the future of their researched communities, citing ways they believe will make the communities more dynamic places to live and work.
- Students will create time lines for the future success of their researched communities, including desired community gifts and the purpose for each.

"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

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 has been written for teachers to review before the lesson and then share with students and can be found online at <http://www.discoveringthistory.org/goldenage/springer/background.asp>.

VIDEO

Share the *Vase and Dedication Medallion* video with your students prior to the videoconference. The video, which is online at <http://www.discoveringthistory.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>.

Community
Community Leader
Homogeneous

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 at <http://www.discoveringthestory.org/goldenage/springer/images/musichall.asp>
- Print reproductions of the Museum's *Vase and Dedication Medallion*, at 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. A map at online at <http://www.discoveringthestory.org/goldenage/springer/images/cincinnati.jpg>

PROCEDURE

Teacher will:

- Ask students to answer the following questions. Discuss student responses.
 - What is a community?
 - What makes up a community?
 - Do communities tend to be exclusive or inclusive? Why? Is this a good or bad trait for a community? Why?
 - What are the benefits/drawbacks of a homogeneous community?
 - Describe your community; is it homogeneous? Why? Why not?
- 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?
 - Why do you think gifts are given to a community?
- 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.
- As a class, have students 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 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 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

- Map of Cincinnati or map of your own city
- List of communities in Greater Cincinnati, online at <http://www.discoveringthistory.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)
- Inform students that they must use a variety of primary and secondary sources for their research. Teacher may wish to list sources students are required to use.
- Upon completion of research, have students write position papers on the future of their researched communities, citing ways they believe will make the communities more dynamic places to live and work. Students should create time lines for their plans, including desired community gifts and the purpose for each.

ASSESSMENT OBJECTIVES

- Students understand the concept and makeup of a community.
- Students researched a Greater Cincinnati community using a variety of primary and secondary sources.

- Students wrote position papers on the future of their researched communities, citing ways they believe will make the communities more dynamic places to live and work.
- Students created time lines for their plans, including desired community gifts and the purpose for each.

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: HISTORY

Historical Understanding

Standard 2: Understands the historical perspective.

Benchmark 11: Knows how to perceive past events with historical empathy.

Benchmark 12: Knows how to evaluate the credibility and authenticity of historical sources.

Benchmark 13: Evaluates the validity and credibility of different historical interpretations.

NATIONAL STANDARDS: CIVICS

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

Benchmark 1: Knows various ways students can exercise leadership in public affairs, and knows opportunities for citizens to engage in careers in public service.

Benchmark 2: Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy, and communicating that knowledge to others are important forms 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.

Benchmark 1: Knows a variety of historical and cultural contexts regarding characteristics and purposes of works of art.

Benchmark 2: Knows the function and meaning of specific art objects within varied cultures, times and places.

Benchmark 3: Understands relationships among works of art in terms of history, aesthetics and culture.

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 9-10

Benchmark A: Analyzes the influence of different cultural perspectives on the actions of groups.

Benchmark B: Analyzes the consequences of oppression, discrimination and conflict between cultures.

Benchmark C: Analyzes the ways that contacts between people of different cultures result in exchanges of cultural practices.

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 9-10

Benchmark A: Analyzes ways people achieve governmental change, including political action, social protest and revolution.

Grades 11-12

Benchmark A: Evaluates various means for citizens to take action on a particular issue.

Benchmark B: Explains how the exercise of a citizen's rights and responsibilities helps to strengthen a democracy.

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 9-10

Benchmark A: Evaluates the reliability and credibility of sources.

Grades 11-12

Benchmark A: Obtains and evaluates information from public records and other resources related to a public policy issue.

Benchmark B: Critiques data and information to determine the adequacy of support for conclusions.

Benchmark C: Develops a research project that identifies the various perspectives on an issue and explains a resolution of that issue.

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.

Benchmark A: Explains how and why visual art forms develop in the contexts (e.g., cultural, social, historical and political) in which they were made.

Benchmark B: Compares works of art to one another in terms of the historical, cultural, social and political influences evident in the works.