

Discovering the Story: A City and Its Culture



*The Poetic
Rhythm*

A Language Arts
Lesson for
Grades K-3
based on Vase
and Dedication
Medallion by
Tiffany & Co.

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

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CONCEPT

Examination, study and discussion of the Museum's *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 the 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 Reuben Springer and gain information about his involvement in the building of Cincinnati's Music Hall.
- Students will learn about the Museum's *Vase and Dedication Medallion* presented to Reuben Springer in appreciation of his gift to Cincinnati.
- Students will learn about the poetry forms of couplet 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

A minimum of 2 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 on the *Discovering the Story* website at <http://www.discoveringthestory.org/goldenage/springer/background.asp> 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.

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>.

Couplet

Poem

Shape Poem

GUIDING QUESTIONS

- What is a poem/poetry?
- What is a rhyme?
- How are poetry and visual art related?

MATERIALS

- Print reproduction of the Museum's *Vase and Dedication Medallion* which is on the website at http://www.discoveringthestory.org/goldenage/springer/images/springer_full.jpg
- Photo of Cincinnati's Music Hall which is on the website at <http://www.discoveringthestory.org/goldenage/images/musichall.jpg>
- Photo of Rueben Springer which is on the website at <http://www.discoveringthestory.org/goldenage/images/reubenspringer.jpg>
- Paper, markers, pen, chalkboard, handouts for creating couplets and shape poems

PROCEDURE

Teacher will:

- Display photos of the Museum's *Vase and Dedication Medallion*, Music Hall and Rueben Springer.
- Share information about Springer, his association with Music Hall and the awarding of the *Vase and Dedication Medallion* as supplied by CAM.
- Have students look more closely at the photo of the vase and medallion. Generate a list of descriptive words about each.
- Have students, using the descriptive words, find words that rhyme with them. Discuss which rhyming words fit best to describe/tell about the vase.
- Introduce couplets. Create examples as a group. (Example: The vase is very pretty. I'm glad it's in our city.)

Videoconference

OBJECTIVES

- Students will interact with the Cincinnati Art Museum staff through a sixty-minute videoconference on the website 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.
 - *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 *Tiffany & Co. Vase and Dedication Medallion*
- Photo of Cincinnati's Music Hall
- Photo of Rueben Springer
- Paper, markers, pen, chalkboard, handouts for creating couplets and shape poems

PROCEDURE

Teacher will:

- Reintroduce reproduction of the Museum's *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-- couplet or shape poem.
- Have students follow the steps of the writing process through final copy/publishing to create a finished product.
- Have students share products as an oral presentation, a classroom wall of poetry display, a pair and share, a videotape or a classroom poetry booklet.

ASSESSMENT OBJECTIVES

- Students applied information obtained on the poetry forms of triplet, quatrain, cinquain and shape poems to create poem(s) using one (or more) of the forms.
- Students effectively presented their poem(s).

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. Paperclip 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 (vase).

RESOURCES: BOOKS

Moore, Jo Ellen. *Writing Poetry with Children*. Monterey, CA: Evan-Moor Corp.: 1999.

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: LANGUAGE ARTS

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

Grades K-2

Benchmark 1: Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations).

Benchmark 7: Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experience narratives, messages, responses to literature).

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

Benchmark 1: Uses descriptive words to convey basic ideas.

NATIONAL STANDARDS: VISUAL ARTS

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

Grades K-4

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

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

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.

Grades K-3

Benchmark A: Generates ideas for written compositions.

Benchmark D: Uses revision strategies to improve ideas and content, organization, word choice and detail.

OHIO STANDARDS: VISUAL ARTS

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 K-4

Benchmark A: Recognizes and describes visual art forms and artworks from various times and places.

Benchmark B: Identifies art forms, visual ideas and images and describes how they are influenced by time and culture.

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