Contents

Learning Standards ................................................ 3
Goals of the Tour Experience .......................... 4
Objectives Established with Bloom's Taxonomy ...... 5
Classroom Preparation ........................................... 6
Teacher Resources ................................................. 7
Pre-Visit Vocabulary ............................................... 8
Classroom Activities .............................................. 9

(Above) Jules Dupre, French, 1811-1889, Pastoral Scene, 1870, Oil on canvas, Gift of Mr. and Mrs. Morrie A. Moss  59.29
(Front Cover) William R. Hollingsworth, American, 1910-1944, Spring on Farish Street (detail), 1941, Watercolor, Brooks Memorial Art Gallery purchase  42.5
Lesson Plan

Grade Level: 2nd - 5th grade

Number of Students: 60 maximum

Learning Standards

Suggested TN State Standards in Visual Art
Standard 1.0 Media, Techniques, and Processes:
Students will understand and apply media, techniques, and processes.

Standard 3.0 Evaluation:
Students will choose and evaluate a range of subject matter, symbols, and ideas.

Standard 4.0 Historical and Cultural Relationships:
Students will understand the visual arts in relation to history and cultures.

Standard 6.0 Interdisciplinary Connections:
Students will make connections between visual arts and other disciplines.

Suggested TN State Standards in Social Studies
Grade 2: 3
Grade 3: 7, 11, 12, 13, 23, 39
Grade 4: 15, 59
Grade 5: 2, 31, 61

Suggested TN State Standards in English Language Arts
Speaking & Listening
Grades 2-5: CC.1, CC.3, PKI.6
Goals of the Tour Experience

Students will identify, discuss, and compare urban and rural communities and the various roles that individuals serve in each.

Tour Objectives

Students will:

• Differentiate between the characteristics of rural settings and urban settings in artwork.

• Discuss how a rural community’s needs and values differ from an urban community’s needs and values and how this can be observed in art.

• Correctly identify examples of urban communities and rural communities by recognizing visual clues in various artworks.

Mario Bacchelli, Italian, 1893-1951, Panama Club, Beale Street, Memphis, 1950, Oil on canvas, Gift of Mr. and Mrs. Thomas B. Davis  65.50 © Estate of the artist
Objectives Established with Bloom’s Taxonomy

The learner will:

**Remember**  Use existing knowledge to define the terms rural and urban.

**Understand**  View landscapes, cityscapes, and discuss the characteristics of each. Discuss the terms community and culture.

**Apply**  Classify images as either urban or rural communities and identify the characteristics of each.

**Analyze**  View portraits and genre scenes depicting individuals in urban and rural communities and discuss the roles and characteristics of people in those settings.

**Evaluate**  Discuss how a rural community’s needs and values differ from an urban community’s needs and values and how this can be observed in art.

**Create**  Design a cityscape using corrugated paper to discuss texture and perspective.
Classroom Preparation Prior to Visit

- Introduce students to the suggested vocabulary list on page 8. Discuss the terms and help students identify examples of each.

- Review teacher resources and classroom connections. Consider ways of implementing them in your teaching prior to your museum visit.


Discuss the museum visit with your students and share your own expectations for their behavior.

William Christenberry, American, 1936-2016, *Beale Street, Memphis, Tennessee*, 1971, Chromogenic coupler print, Gift of Charlotte and Joel Bernsen 86.34.6
Teacher Resources

Websites:

Rural, Urban, and Suburban Background Information
This quick overview provides teachers and parents with concise information to use when teaching students about different types of communities.

Brooks E-Museum
Access digital images and information about artwork in the Brooks permanent collection.
http://emuseum.brooksmuseum.org/

Suggested Reading:

2. A Day in a City by Nicholas Harris, ISBN: 1580137970 [grades 2-5]
3. A Year at a Farm by Nicholas Harris, ISBN: 1580137989 [grades 2-5]
5. Living in Rural Communities by Kristin Sterling, ISBN: 0822586142 [grades 2-5]
Studying and discussing the vocabulary below, prior to your visit, can help ensure that the museum visit will be of benefit to your students. Please use your discretion when determining the grade-appropriate content for your class.

**Community**
A group of people living in the same locality and under the same government, or a group of people having common interests.

**Setting**
The scenery, properties, or background, depicted in a work of art.

**Rural**
Relating to or characteristic of the country or country life.

**Urban**
Relating to or characteristic of the city or city life.

**Industry**
Businesses and factories that produce the goods required by society. Typically incorporates both man power and machines or technology. Industry inspired many people to leave farms and move to cities in the early 1900s.

**Cityscape**
An artistic representation, such as a painting or photograph, of a city.

**Landscape**
An artistic representation of scenery such as mountains, valleys, trees, rivers, and forests.

**Genre scene**
An artistic representation of subjects and scenes from everyday life, ordinary people and common activities.

**Portrait**
An artistic representation of a specific person, a group of people, or an animal. Portraits usually show what a person looks like as well as revealing something about the subject’s personality.

**Costume**
A style of dress, including clothing, accessories, and hairstyle, especially as characteristic of a particular country, period, or people. A set of clothes appropriate for a particular occasion or season.

**Attribute**
An object that is associated with and serves to identify a character, personage, or office. For example, a crown is an attribute of a king.
Classroom Activities

Activity 1 | Language Arts Connection

Use the following writing prompts to start a classroom discussion about rural and urban communities. Prompt students to be specific in their writing. Please provide grade level expectations for your students writing.

- Think about rural and urban communities and the various roles in each.
- Describe your community in detail. What role do you want to serve?
- What do you want to be when you grow up?
- Where do you want to live? Why?

Suggested Common Core Standards in Language Arts

Writing
Grades 2-5: 2, 5, 8

Activity 2 | Science Connection

Landscapes and cityscapes can be used to discuss weather, climate, plants, and animals. Use the Brooks eMuseum (link: http://emuseum.brooksmuseum.org/) to display several of the images from the list below. Ask students to share observations about what they see. Next, discuss what type of climate is present. Ask students to make predictions about what kinds of animals and plants might inhabit the area. Students can also discuss the similarities and differences between plant and animal life in urban and rural communities.

- *The Grand Canal from the Campo San Vio* by Canaletto
- *Pastoral Scene* by Jules Dupre
- *Le Pont D'Argenteuil* by Alfred Sisley
- *Mid-Summer* by George W. Inness
- *The Hen and Hawk* by John Stewart Curry
- *The Gleaners* by Burton Callicott
- *City Lights* by Jack Levine
- *Door and Bed* by Dogon

Suggested TN State Standards in Science

Grade 2: Inq.1, T/E.1, 2.1, 2.2, 3.1, 5.1, 8.1
Grade 3: Inq.1, 2.1, 3.1, 5.1, 7.3, 8.3
Grade 4: Inq.1, 3.2, 8.1, 8.2
Grade 5: Inq.1, 2.1, 2.2, 2.3, 6.1, 8.1

Alfred Sisley, French, 1839-1899, *Le pont d'Argenteuil (The Bridge at Argenteuil)*, 1872, Oil on canvas, Gift of Mr. and Mrs. Hugo N. Dixon 54.64

George W. Inness, American, 1825-1894, *Mid-Summer*, ca. 1874-1876, Oil on canvas, Gift of Mr. and Mrs. Morrie A. Moss 59.14
Activity 3  |  Social Studies Connection

Lead a classroom discussion based on the historical information provided below about two works of art in the Brooks permanent collection: *Minute Men* by Archibald M. Willard and *Spring on Farish Street* by Williams Hollingsworth

History behind *Minute Men* by Archibald M. Willard

The American Revolutionary War was a war between the Kingdom of Great Britain and the British colonies of the new United States of America that took place between 1775 and 1783. Great Britain wanted the colonists to pay high taxes to the British government, which the colonists believed were unconstitutional because they didn't have representation in the British Parliament. After many struggles between the two governments, the American colonists declared their independence from Great Britain on July 4, 1776. The war for independence was hard-fought, but finally ended with the colonists' victory in 1783.

Much of the war was fought against the British by colonial men known as Minutemen. These ordinary citizens formed a network of soldiers who were able to jump into action on a moment's notice, which is what gave them their name. The minutemen were generally young, healthy men without much, if any military training. They were not given rifles or uniforms, and instead wore their own clothing and carried their own guns.

History behind *Spring on Farish Street* by William Hollingsworth

Artist William Hollingsworth was born in Jackson, Mississippi in 1910. Though he studied art at the Art Institute of Chicago, he returned to his hometown after graduating in 1934. He began making drawings and paintings of scenes from the segregated neighborhoods of Jackson, particularly the bustling area around Farish Street.

The street and surrounding community have a rich and vibrant history. In its heyday, Farish Street was the hub for all the educational, social, political, religious, and entertainment activities for Jackson's African American community. Residents could find everything they needed, including five-and-dime stores, dress shops, florists, doctor offices, a hospital, legal services, nice restaurants, funeral homes, a movie theater, churches, a furniture store, community centers, and beauty shops. Thus, it was a thriving, self-contained community.

Today, the Farish Street Historic District is the only African American historic site listed on the national register that was built by former slaves whose great-great grandchildren still work and live in the area. Farish Street takes its name from Walter Farish, a former slave who was instrumental in establishing the community.

*Information about the Farish Street Historic District was gathered from the Farish Street Heritage Festival's website: http://www.farishstfestival.com/index.php/history*
Grades 2-3

Draw a Venn diagram on the board with two sets. Label the left set “Minute Men: Rural”, then label the right set “Spring on Farish Street: Urban”. As a class, discuss what they see in Minute Men and record these observations in the left circle. Do the same for Spring on Farish Street in the circle on the right. Complete this exercise by recording similarities from both paintings in the section where the circles overlap.

Suggested TN State Standards in Social Studies
Grade 2: 3, 18, 36, 37
Grade 3: 9, 23, 43

Grades 4-5

Prompt students to answer the following comparison questions either verbally or in writing. Please provide grade level expectations for your students writing.

- Describe the setting of each work, what natural and man-made elements comprise each composition? Which image depicts more “advanced” technology?

- Compare the characteristics of the landscape in each image. What kinds of wildlife and vegetation would you image each landscape to host?

- Notice how the colors of Minute Men and the colors of Spring Time on Farish Street differ. Why would the colors in an image of an urban community be brighter than the colors in an image of a rural community?

- What kinds of roles do you think the children depicted in each image play? How do the children and adults interact in Minute Men; how do they interact in Spring Time on Farish Street?

- How does the mood of each image compare? Do the images reflect happy, somber, excited, tense, scared moods?

- There are more figures in Spring Time on Farish Street. Using what you know about the populations and housing configurations of both rural and urban communities, why do you think that is?

- Noticing the body language of the people in each image, what sort of dialogue could you image is being spoken between the characters in each?

- What is the impact of industry on rural communities? What is the impact of industry on urban communities?

Suggested TN State Standards in Social Studies
Grade 4: 18, 23, 24, 30
Grade 5: 8, 48, 49, 61