

Discovering the Story: A City and Its Culture

*Two
Special
Gifts*

A Social Studies
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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Two Special Gifts

A Social Studies Lesson for Grades K-3
Based on Vase & Medallion, 1878 by Tiffany & Co.

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CONCEPT

Students will explore the concept of community and time as they learn about two enduring gifts from Ohio's past: 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 then create time lines of important events in either their own lives (K-1) or events in their own communities (2-3). Students will be encouraged to recognize the gifts and "givers" in their own lives and communities.

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 understand the concept of community.
- Students will explore why people give gifts to others and their communities.
- Students will closely examine the Museum's *Vase and Dedication Medallion* given to Springer upon the opening of Music Hall.
- Students will create time lines of the important events in their own lives (grades K-1) or in their own communities (grades 2-3).
- Students will be encouraged to recognize the gifts and "givers" in their own lives and communities on their time lines.

"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
- 1-2 (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 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 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 – approx. six and a half 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.

Appreciate
Cincinnati
Community
Gift
Medallion
Patron
Time Line
Today
Tomorrow
Yesterday

GUIDING QUESTIONS

- What is a gift?
- Why do individuals give gifts?
- When do individuals or communities receive gifts?
- Have you ever received (or given) a very special gift?
- Have you ever written a thank-you note or given a small gift to thank someone for something nice they have done?

MATERIALS

- Print reproduction of [Music Hall](#), placed in a gift-wrapped box
- Print reproduction of the Museum's [Vase and Dedication Medallion](#), placed in a gift-wrapped box
- Print reproductions of [Reuben Springer](#)
- [Map of Ohio featuring Cincinnati](#)
- [Map of the United States](#)
- Tape or CD of music by Bach, Beethoven or Handel

PROCEDURE

Teacher will:

- Discuss the concept of gifts and giving with students.
Ask students the following questions:
 - Have you ever received (or given) a very special gift? Allow students time to share their stories.
 - Have you ever written a thank-you note, or given a small gift for something someone has done for you? Allow students time to share their stories.
- Inform students that today they are going to learn about two special gifts that were given over a hundred years ago in the city of Cincinnati, Ohio.
- Locate Cincinnati on a map of the United States and allow students to compare its location to their own city.
- Show students two wrapped packages.
- First show students the package marked *“To: The People of Cincinnati, From: Reuben Springer.”*
- Ask a student volunteer to open the box, which contains a photo of Music Hall, cut neatly in half.
- Discuss the history of Cincinnati’s Music Hall and Springer’s gift of \$125,000 given to his community. Ask students if they would contribute the additional money needed to build the building. Explain to students that Reuben Springer was a “patron” of the arts—a person who donates or gives his or her money to support a cause, an event, an institution or even another person, such as an artist or musician.
- Discuss the concept of community and the types of gifts given in a community (e.g. libraries, stadiums, parks, etc.) and why.
- Ask a student volunteer to open the second package marked *“To: Reuben Springer, From: The People of Cincinnati.”* This box will contain a reproduction of the Museum’s *Vase and Dedication Medallion*. Explain that this was a special gift made for Reuben Springer, as a thank-you for his generous gift of Music Hall to the city. Allow students time to discuss what they see in the reproduction.
- 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 videoconference.

Videoconference

OBJECTIVES

- Students will interact with the Cincinnati Art Museum staff through a sixty-minute [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
 - [Reception Dress](#) by Selina Cadwallader
 - [Aladdin Vase](#) by Maria Longworth Nichols Storer
 - [Ali Baba Vase](#) by M. Louise McLaughlin
 - [Vase and Dedication Medallion](#) by Tiffany & Co.
- **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

- Photos of nineteenth century Cincinnati people, events, places and art objects
- A time line poster marked with significant dates
- Personal photos or drawings marking important dates, events and people in each student's life
OR
- Photos or drawings of people, events and places in the local community

PROCEDURE

Teacher will:

- Review with students what they learned 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.
- Introduce time lines to your students.
- Once students understand and are able to use time lines, inform them that as a class, they will place pictures of significant events in Cincinnati's history (including Reuben Springer's monetary gift offered in 1875, the year construction begins on Music Hall--1877 and the presentation of the Museum's Vase and Dedication Medallion in 1878) onto a time line. Older students can find additional Music Hall, city, nation and world dates online at the Music Hall websites: <http://www.soc-pres-music-hall.com/tl1prevu.htm> and <http://www.soc-pres-music-hall.com/tl2prevu.htm>.
- Upon completion of the class time line, have students complete a time line of their own.
 - Grades K-1 will create a time line of the important events in their own lives. They should include photos or drawings of events in which gifts were given--such as weddings, birthdays or holidays.
 - Grades 2-3 will create a time line about their own community. Resources about local people, dates and events can be obtained from your school or community librarian or city website. Encourage students to include any gifts given to the community from an individual or business (perhaps for a new library, sports stadium, community park, or museum).
- Upon completion of time lines, have students compare and contrast their time lines to those the class created for Cincinnati.
 - Grades K-1 will compare and contrast the time line of Cincinnati's past to their personal time lines.
 - Grades 2-3 will compare and contrast their local community time line to Cincinnati's nineteenth century time line.
- Using a graphic organizer, such as a Venn diagram, have students write about the similarities and differences they discover.

ASSESSMENT OBJECTIVES

- Students understood the concept of community.
- Students explored why people give gifts to others and their communities.
- Students closely examined the Museum's *Vase and Dedication Medallion* given to Springer upon the opening of Music Hall.
- Students created a time line of the important events in their own lives (grades K-1) or in their own community (grades 2-3).
- Students included the gifts and "givers" in their own lives and communities on their time lines.

RESOURCE

WEBSITES

Music Hall Historical Timeline #1 (City, Nation & World) <http://www.soc-pres-music-hall.com/tl1prevu.htm>

Music Hall Historical Timeline #2 (General Music Hall History) <http://www.soc-pres-music-hall.com/tl2prevu.htm>

BOOKS

Aronson, Julie (editor), Anita Ellis, Jennifer Howe (contributors). *The Cincinnati Wing: the Story of Art in the Queen City*. Athens, Ohio: Ohio University Press, 2003.

Ellis, Anita J. "Cincinnati Music Hall Presentation Vase," *Silver* (March-April), 1985.

Vitz, Robert C. *The Queen & the Arts: Cultural Life in Nineteenth-Century Cincinnati*. Kent, Ohio: The Kent State University Press, 1989.

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: HISTORY

Historical Understanding

Standard 1: Understands and knows how to analyze chronological relationships and patterns.

Grades K-2

Benchmark 2: Knows how to develop picture time lines of their own lives or their family's lives.

Benchmark 3: Distinguishes among broad categories of historical time (e.g., yesterday, today, tomorrow).

Grades 3-5

Benchmark 2: Knows how to construct time lines in significant historical developments that mark years, decades and centuries at evenly spaced intervals.

Benchmark 3: Knows how to interpret data presented in time lines (e.g. identify the time at which events occurred, the sequence in which events developed and what else was occurring at the time).

NATIONAL STANDARDS: VISUAL ART

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: SOCIAL STUDIES

History Standard: Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Grades K-2

Benchmark B: Places events in correct order on a time line.

Benchmark C: Compares daily life in the past and present, demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

Benchmark D: Recognizes that the actions of individuals make a difference, and relates the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

Grades 3-5

Benchmark A: Constructs time lines to demonstrate an understanding of units of time and chronological order.

Benchmark C: Explains how new developments led to the growth of the United States.

Geography: Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Grades K-2

Benchmark A: Identifies the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.

Grades 3-5

Benchmark A: Uses map elements or coordinates to locate physical and human features of North America.

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 K-2

Benchmark A: Obtains information from oral, visual, print and electronic sources.

Grades 3-5

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

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 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.

Analyzing and Responding: Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

Grades K-4

Benchmark A: Identifies and describes the visual features and characteristics in works of art.

Benchmark B: Applies comprehension strategies (e.g., personal experience, art knowledge, emotion and perceptual and reasoning skills) to respond to a range of visual artworks.