

Grades 4 - 6 Teacher Resources

Industry, Invention, and Progress Art and Civil Engineering Lesson



Town Assembly,
Amy Casey
Print on Paper



Canton
Museum
of Art

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Industry, Invention, and Progress Content Standards

SS P&R Strand 4-10. The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio

SS Geo Strand 6-5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics

SEL 6-8 C2. 3.c Explore a school or community need and generate possible solutions

3-5 D1. 1.b Apply active listening and effective communication skills to increase cooperation and relationships

Industry, Invention, and Progress About The Exhibit



Industry, Invention, and Progress highlights the progressiveness of America and its innovations throughout history. Depicted in this exhibit are laborers, railroads, automobiles, coal yards, and more. City life and suburban life are also depicted, due to the heavy impacts of manufacturing. These themes are detailed through various styles of art, such as realism and abstraction. Artists used these different styles and methods to portray specific feelings about their subject matter. In addition to pieces from our collection are items on loan from Hoover Historical Center and William McKinley Presidential Library & Museum.



Telephone Cocoon, Dorothy D. Dennison, Oil on Board.

Industry, Invention, and Progress Lesson Overview

This lesson aims to connect students to their larger community by way of investigation into city planning, resources, geographical and regional traits, and problem-based learning. In this lesson, students will examine the types of places in their community and the unique tasks of each type of business/service, etc. Students will work in groups to categorize the places in their community and discuss the pros and cons both socially and environmentally, of each of these places. Each group will be given a different category to discuss further. Individuals in the group will come up with a building design that addresses some of the issues with their category. For example, Group A is given "Public Service." Each student in Group A will choose a different part of public service to change (student 1 chooses the police station, student 2 chooses a hospital, etc). Each student will be given a cardboard building to assemble and decorate in a way that addresses community need.

Teachers:

In the days leading up to your lesson, you will receive a link to a Zoom from the Canton Museum of Art in your email. If you need to use Google Meets, you will have to set it up as school servers set up on the Google platform are set up to protect against outside Google meetings. Students will be able to take their projects and all supplemental materials for this lesson home with them at the end of the lesson. If you have any requests, questions, or concerns, please contact the Museum To Go Coordinator at nyki@cantonart.org!

Industry, Invention, and Progress Group Worksheet



What makes a community?

There are many types of places in your community! Below, try to list as many places in your town as you can think of for each category listed.

FOOD

Example: Applebee's

PUBLIC SERVICE/GOVERNMENT/EDUCATION

Example: Fire Station

SHOPPING

Example: Menard's

FAMILY-OWNED OR SMALL BUSINESSES

Example: Walkie Talkie Espresso and Coffee

RECREATION AND ENTERTAINMENT

Example: SkyZone

AGRICULTURE and NATURE

Example: Local farm or Park

Once your group has been assigned a category, use the space below to think about the pros and cons, or positive and negative effects your category has on your community.

PROS(positives)

CONS (negatives)

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Re-imagining My Community Lesson



Students will examine the types of places in their community, and come up to solutions for problems unique to their area. Each student will build a city building using a cardboard box and tape. The students will decorate their buildings as if they were looking into a new, reimagined space through windows outside. At the end of the lesson, students will share solutions to problems they found in their group examinations, and discuss the ways in which their re-imagined building worked to address these issues.

Each Student Will Need:

- *Worksheet (page 4)
- *Cardboard box (included in kit)
- *Scissors (Not included in kit)

OPTIONAL:

Additional art supplies

Each group will share:

- *Masking Tape
- *Box of colored pencils

Lesson Procedure

**A certified CMA instructor will meet with the class via Zoom or Google Meet*

(15 minutes)

**Students will participate in a virtual tour of the exhibit, "Industry, Invention, and Progress."*

**Students will break into 6 groups.*

** In their groups, students will complete STEP 1 of the worksheet on Page 4.*

**The teacher will have groups pick their categories.*

(5 minutes)

**Groups will discuss pros and cons of businesses/places in their category. (environmental, social, political, etc.)*

**During this time, each student will receive materials to create their very own building.*

(30 minutes)

**Students will create and decorate their building as if they were on the outside looking in.*

**Each building must represent a place from their group's list, and must address a solution to a problem, or find a way to better highlight a positive aspect of the category chosen. EXAMPLE: A student in the "food" group may make their building into a restaurant. If a con on their list is that restaurants create a lot of food waste, a student may re-imagine their restaurant as a restaurant that uses their food waste as compost for a brand new garden.*

(10 minutes)

Students will share their buildings with their groups. After students share what they came up with, each group will be given the opportunity to discuss with the class how they re-imagined their given city category.

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Post-Lesson Activities



Post-Lesson Writing Assignment

What does community mean to you?

Does anything need added to your community to make it better? If so, what needs added and why?

How can businesses help to improve the community?

What things can citizens do to improve their communities?

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Additional Resources



Take It Further!

To take this lesson further, have students complete the post-lesson writing assignment on Page 6

Additional Resources!

Resources for how we build cities and how to make them inclusive:

Agent Plan-It video about about transportation planning for cities

<https://www.youtube.com/watch?v=2LyjHAni4mE>

Agent Plan-It video about types of city planners and what they do:

https://www.youtube.com/watch?v=_JQScYpnrpw

Agent Plan-It website and resources for engineering

<https://www.funkidslive.com/learn/agent/>