

Everyday People:

Faces from the CMA Permanent Collection



Lines, Lines by Robert Vickrey (American 1926-2011), oil painting, 30.75" x 40"

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This resource packet, companion artwork images, virtual tour of the exhibit "Everyday People: Faces from the Permanent Collection," and many other resources are available through the Canton Museum of Art website at

www.cantonart.org/learn/museum-to-go

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Teacher Resource Packet

4th Grade Level

Everyday People

A lesson about community, collaboration, and geometry

Lesson Overview

This lesson aims to **connect students** through school interests and commonalities. The students will look at the **Everyday People exhibition** and describe the various roles people play in the **community**—both how everyone is different and has unique personal goals, yet how they come together for **common goals and interests**. Students will discuss community murals and how murals can represent the community at large through words. Students will be introduced into their school **mural activity** that relies on **collaboration, mathematics, and group-created lists** of their favorite aspects about their school.

They will each be given tape to create a geometric design, and then will write in the various created-areas with the generated community interests.

Lesson Materials

Everyday People Virtual Tour
Everyday People (focus works, math, murals) PDF

All lesson materials are available for download at www.cantonart.org/learn/museum-to-go

Activity Materials

Lines & Angles & Shapes Worksheet

Sheet of black paper per group
1 protractor per group
A white crayon
Lines & Angles handout (page 9)

Mural Making

4' x 5' sheet of Black Kraft paper
1-2 pieces of 12" colorful masking tape per student
Oil pastel crayons
YOU and Your Community Group Worksheet (page 12)
Visual Reference Sheet (page 13)

Content Standards

Mathematics

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, and obtuse), and perpendicular and parallel lines. Identify these in two dimensional figures.

Visual Art

6PE Identify and name the sources for artmaking ideas (e.g., self, environment, and other people).
6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.
3RE Recognize and describe the relationship of artworks to their social and cultural contexts.

Social Development Skills

This lesson aims to connect students to their classmates, school, and surrounding community through group work based on project collaboration and identifying community interests.



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Lesson Procedure

1) Museum Virtual Tour

a) Students will take a virtual tour of the **Canton Museum of Art's Permanent Collection Exhibition Everyday People**. They will view the exhibition and discuss what it's like to visit a museum.

b) Students will focus on **Scene 2**, and discuss what it means to be an **individual** versus to be a part of a **community**. The last focus image *Lines, Lines* by Robert Vickrey is the segway into the lines and angles discussion.

2) Angles & Lines Challenge

a) Students will work with partner on an activity involving **lines and angles**. The instructor will give verbal directions, while the groups work together to solve the challenges.

3) Introduction to Murals

a) Students will discuss what **murals** are and if they have seen any before. They will discuss how and why murals can **represent a community** of people, even though people have their own individual interests.

b) Students will view a few murals located throughout Canton, Ohio and discuss any significance they see between the mural and its relevance to the community of Canton.

4) Mural Making Activity

a) Students will be introduced to their project, which is to create a community mural based on themselves and their school. This introduction will **connect the group activity** of lines and angles with the **conversations about murals** and the **community**.

b) Groups will be given a section of the mural paper and shown the Mural Checklist slide. Like the Lines & Angles challenge, students will take turns with the directions, using pieces of tape instead of a crayon. Once their tape is placed, the group will **collaborate** on the YOU and Your Community worksheet to help **generate common interests**. They will then write these interests with oil crayons on their mural.

5) Mural Reveal

a) Students will tape together the mural pieces. They will work as a class to find and **identify the lines and angles** created through **collaboration**. They will then discuss the written community interest components.



Lesson Vocabulary

Exhibition a public display of artworks that share a similar theme or style

Portrait a visual representation of a person, usually showing their face

Individual single; separate

Community people with common interests living in the same area

Collaboration the action of working with others

Intersecting Lines two lines that meet and cross each other at a point

Parallel Lines lines that never intersect

Vertex a point where two lines' ends meet

Acute Angle an angle that is less than ($<$) 90 degrees

Right Angle an angle that is 90 degrees

Obtuse Angle an angle that is more than ($>$) 90 degrees

Mural a painting made directly on a wall



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Lesson Discussion Points

Viewing of Everyday People Virtual Tour

- What is a community? What does it mean to be a part of a community?
- What can an individual add to a community?
- How do these selected artworks show community?
- What interests do you think these communities share?
- Why?

Murals

- Can you think of any murals you've seen around where you live?
- Have you seen this mural? How does it represent the Canton Community?
- How can murals represent communities?
- A breakdown of the visuals in the *Greetings from Canton* letters:
 - C - Ohio Flag
 - A - President William McKinley
 - N - Football Hall of Fame
 - T - Canton Palace Theatre
 - O - Collaboration by Monster Steve & Buzzbin
 - N - The Clocktower - Stark County Courthouse

Mural Reveal Discussion

- How many lines and angles can you find in your mural?
- Do you feel like this mural well-represents you and your school? Why or why not?
- What do you think about the mural being made by separate groups but then put all together into one?
- If you had to install this inside or outside of your school, where would you put it?
- Would you add anything else to it to make it more of a community mural?

Focus Artworks

Street People
Clyde Singer
1936

https://www.cantonartcollection.com/itemdetail.php?work_id=1860&gallery_id=13



Log Milk House
Martha L. Burlingham
n.d.

https://www.cantonartcollection.com/itemdetail.php?work_id=1598&gallery_id=13



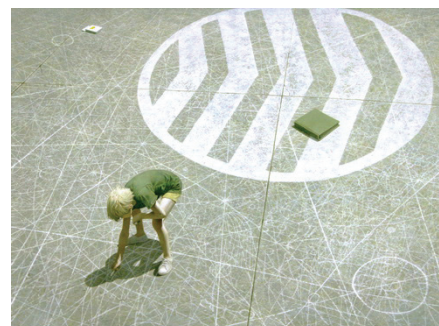
Catfish Row
George Biddle
n.d.

https://www.cantonartcollection.com/itemdetail.php?work_id=1159&gallery_id=13



Lines, Lines
Robert Vickrey
n.d.

https://www.cantonartcollection.com/itemdetail.php?work_id=1827&gallery_id=13





Lines & Angles Activity

Pass out one of each to each pairing of students

Black paper

White crayon

Protractor

MTG Lines & Angles sheet (following page in MTG teacher resource packet)

Tell the students

- They will be working together to complete the Lines & Angles Challenge
- The paper needs to be passed to the next group member each time the instructor gives out a verbal direction
- They will be using the white crayon and the protractor on the black paper to complete the challenges
- Give an example: if Charlie completes the first prompt of drawing a straight line, he will then pass it to the next group mate for them to do the next challenge
- This is a quick moving challenge- get ready!

Verbal Directions to give to the students

1. Draw a straight line that **begins on one edge** of the paper and **ends on another edge**.
2. Draw a straight line that is **parallel** to the first person's line.
3. Draw a straight line that **intersects** one or both of the previous lines.
4. Draw a straight line that **does not touch** any edges of the paper.
5. Draw a straight line that makes a **vertex** with the last drawn line.
6. Draw a straight line that **connects** two other lines together

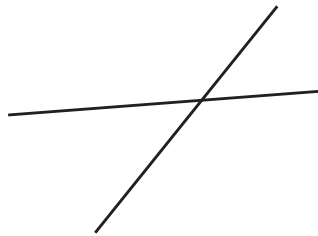
Lines & Angles

Everyday People

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Intersecting Lines

two lines that meet and cross each other at a single point



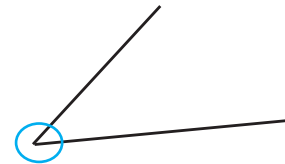
Parallel Lines

lines that never intersect



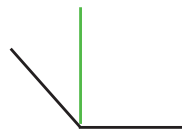
Vertex

a point where two lines' ends meet



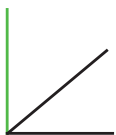
Obtuse Angle

an angle that is more than 90 degrees



Acute Angle

an angle that is less than 90 degrees



Right Angle

an angle that is 90 degrees



Focus Murals in Canton, Ohio

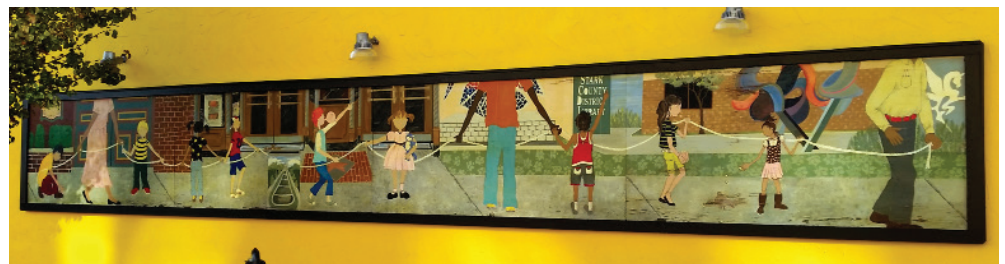
Reintegration of Pro Football, 1946
Paul Collins

installed August 2016
3rd St. & Cleveland Ave NW



Street Strolling
The Arts Academy of Summit

4th St. & Cleveland Ave NW



Greetings from Canton
Victor Ving & Lisa Beggs

installed in 2015
Cleveland Ave NW, south of
4th St.





Procedure for Mural Activity

1. The mural paper is cut into 4 sections, each group will get a section
2. Each group member will get 2 pieces of tape
3. Like the Lines & Angles Activity, one group member will go at a time and place one piece of tape on their mural section
4. The students can place their tape anywhere, as long as they have 4 of these items on the Mural Checklist (in PowerPoint):
 - a. A vertex
 - b. An acute angle
 - c. A right angle
 - d. An obtuse angle
 - e. Parallel lines
 - f. Intersecting lines
5. Once each member has placed both pieces of tape, the group will fill out the YOU and your community worksheet as a group
6. The group will then pick 4-5 of their favorite responses from the worksheet
7. The group will write these responses with colorful chalk on their mural
8. The class will then vote on how to arrange the mural back into a rectangle and tape it together

Alternative method for a smaller class:

Keep the mural together in one large piece. Have a few students come up at a time and give them a direction on how to place their tape (ex. like the Lines & Angles Activity- create a vertex with an existing piece of tape, etc.). The non-active students can work together on the worksheet. Then proceed with the written community component.

Additional Time Options:

Have students use the chalk to create shapes from the pre-existing tape. Can they think of symbols that represent their community that they could draw in that shape? Draw them in.

Have students work together to measure as many angles made from the tape. How many are acute? Obtuse? Right?



YOU and your Community

Work as a group to fill out the questions below and create as many community interests as you can think. You may have multiple answers! Use the back of this paper if your group can discover more interests.

WHAT

..snacks or food served at lunch are your favorites?

..is your school's mascot?

..class do you get most excited to go to?

..are your school colors?

..are your favorite things to do at recess?

...what are your favorite class games?

..is the best time of the school day?

..are your favorite group activities an projects?

..are your favorite assemblies?

..are your favorite classes?

Pick 4-5 of your group's favorite answers to write on the mural!

Visual References

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