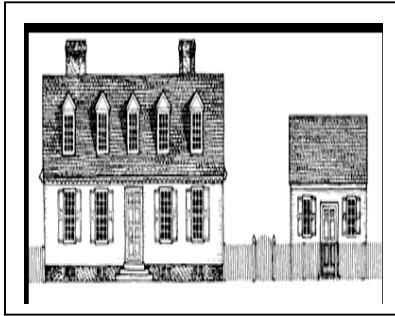


Colonial and European Art and Architecture: is it similar?



The Thomas Everard house built in 1718 at Williamsburg, Virginia by John Brush.

Grades

1-12 (adaptations suggested that can address Social Studies standards for all Ohio grade levels)

Time Allotment

1-2 45 minute class period

Overview

Colonial and post-Colonial architecture and art emulated European conventions. The colonists looked to Europe for design, construction and new trends. This lesson provides a vehicle to explore the influences of Europe on the colonies and the new Republic. Students will match pictures of several American and European art and architecture. The focus will be on students examining similarities between several styles of European art and architecture and how it was used by the Americans. The teacher will then review the pictures with the students through a PowerPoint presentation and discussion with the class.

Subject Matter

Social Studies/American History using manipulatives

Learning Objectives

Students will be able to:

- Examine multiple pictures and compare for similarities.
- Explain the influences of European art and architecture on the colonial and New Republic era.

Standards

Ohio Department of Education Academics Content Standards

K-12 Social Studies

Materials

Per Class:

- PPT (Colonial and New Republic art and architecture.ppt)

Per student:

- Activity Sheet #1(page 6 of this lesson)
- Print-out of student PPT handouts, cut into individual pictures and placed in individual envelopes

History

1-12

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.

People in Societies

1-12

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Social Studies Skills and Methods

1-12

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.

Media Components:

PowerPoint Presentation (Colonial and New Republic Art and Architecture Lesson.ppt)

Prep for Teachers

1. Printout enough copies of the student PowerPoint so that teacher has enough for groups of two.
2. Cutout the pictures and place in a group envelope.
3. Load PowerPoint onto your computer
4. Set-up desks in order to facilitate lesson; small groups of two facing the screen.

Introductory Activity

Have students journal about the design of the school. Tell them that you are deliberately being vague so that each student can describe what he/she believes is the most important part of the school. Have students share what they wrote. At the end ask them what other buildings remind them of the school? Why do they think they have similar constructions?

Learning Activity

Step 1- Ask students to get into groups of two and handout the envelopes of pictures and activity sheet #1.

Step 2- Tell students that they are to try to match two pictures for their similarities and then write the similarities on the activity sheet.

Step 3- Have different groups present their similarities to the class and ask other groups whether they agree or disagree with the analysis.

Step 4- Show students the PowerPoint and discuss the similarities.

Step 5-

Culminating Activity

Have students examine their homes for features discussed in class; are their columns, domes, etc... If not, what characteristics does the home have that are unique?

Cross-Curricular Extensions

Potential cross-curricular opportunities can be found in Visual Arts and Language Arts as well as between Social Studies Foci.

Community Connections

Take a field trip to an historical building or museum in your area.

Invite a person from the area that has explored historical architecture from the area. Your local Historical Society will probably be able to identify such a person.

Student Materials

Learning Activity Sheet #1 (page 6)

Special Adaptations

- Provide students with a printed copy of the power point information for review with support for visually audiologically impaired students.
- Have gifted students do internet research on various other American historical architecture and research the influences of its construction. (Ex. “ The United States Capitol building was built on top of a hill and at the end of the Mall in a Neoclassical design to intimidate foreign dignitaries...)

Websites

About.com: Colonial Architecture:

http://architecture.about.com/od/americancolonial/American_Colonial_Architecture.htm

A very good site showing different types of architecture in the American colonies. Compare and contrast different architectural styles: For example New England colonial and Cape Cod Colonial or German and

Colonial America 1600-1775: K12 Resources

<http://falcon.jmu.edu/~ramsevil/colonial.htm#K3>

Has links to many excellent art and architecture sites all for teachers!

Activity Sheet #1

Matching Architecture and Art to its influences

Using the 16 different pictures in the envelope, attempt to match the two pictures that seem to resemble each other.

Once you have chosen the eight matches:

1. Decide which you believe was created earlier and which was influenced by it and write down on the sheet why you believe this.
2. Decide what is similar between the two and write it down (try to find at least three things for each match)
3. Repeat this for all eight matches.
4. Decide which group member will report to the whole class.

1. Matching Pictures: # _____ & # _____

1. Which # was created first? _____
2. Why do you think this?

3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

2. Matching Pictures: # _____ & # _____

1. Which # was created first? _____
2. Why do you think this?

3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

3. Matching Pictures: # _____ & # _____

- 1. Which # was created first? _____
- 2. Why do you think this?

- 3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

4. Matching Pictures: # _____ & # _____

- 1. Which # was created first? _____
- 2. Why do you think this?

- 3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

5. Matching Pictures: # _____ & # _____

- 1. Which # was created first? _____
- 2. Why do you think this?

- 3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

6. Matching Pictures: # _____ & # _____

- 1. Which # was created first? _____
- 2. Why do you think this?

- 3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

7. Matching Pictures: # _____ & # _____

- 1. Which # was created first? _____
- 2. Why do you think this?

- 3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

8. Matching Pictures: # _____ & # _____

- 1. Which # was created first? _____
- 2. Why do you think this?

- 3. What types of things are similar between the two pictures (try to think what the creator of the item was thinking when he/she made it)?

