

# IMMIGRANT DECORATIVE ARTS

ART AND SOCIAL STUDIES/LANGUAGE ARTS  
GRADES: 4-8

## BASED ON

William H. Fry (American, b.1830, d.1929), Cincinnati/Ohio/United States  
*TABLE*, Circa 1860-1880  
Gift of Mrs. Ida McGowen, 1926.56

## OBJECTIVES

### Social Studies

- Students will describe the cultural practices and products of various cultural groups who have settled in Ohio over time.
- Students will explain the reasons people came to Ohio including- family ties and freedom from political and religious oppression.
- Students will compare and contrast customs, traditions, and needs of Ohio's various cultural groups.

### Language Arts

- Students will write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
- Students will produce informal writings e.g.- journals for various purposes.
- Students will determine the meaning of unknown words by using a variety of context clues including word sentence and paragraph clues.
- Students will compare and contrast information on single topic or theme across different text and non-text resources.
- Students will make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
- Students will use graphic organizers to interpret textual information.
- Students will summarize main ideas in informational text, using supporting details as appropriate.

### Art

- Students will be introduced to the concept of decorative furniture making.
- Students will compare and contrast the different styles of the Pitmans and Frys.
- Students will be introduced to the concept of furniture design and creation.
- Students will create a furniture design based on the connections that they have made with Social Studies, Language Arts, and Visual Arts.

## CONCEPT

Various Europeans and decorative arts immigrants will introduce students to immigration to Ohio. Students will study the contributions that they have made to Ohio, specifically Cincinnati.

## VOCABULARY

Immigrants  
Tenement  
Famine  
Union  
Child labor

Reform  
Ellis Island  
Inspection  
Monger  
Gangs

Sweatshop  
Traditions  
Newies

## MATERIALS/PROCEDURE

- Drawing paper
- Pencils
- Colored pencils
- Reproductions of works by William Fry and Benn Pitman

### Social Studies/Language Arts

1. Begin with the discussion of immigrants and immigration.
  - Country of origin
  - Reasons for immigration to America- famine, religious reasons, political reasons
  - Impact on America
  - Compare and Contrast their customs and traditions with American ones
2. Have the students start dialogue journals
  - Give the students a topic to write about
  - Students switch journals with a partner after their initial entry
3. Read the book *Immigrant Kids* in "Book Club" format-
  - Everyone has roles- questioner, discussionist, definer
4. Do a compare and contrast on the different types of furniture made by the William Fry and Benn Pitman
  - Complete the graphic organizer
5. Write a Fictional Narrative- at least 5 paragraphs long
  - ½ of the class writes from the perspective of the furniture created
    - Elements to include- time taken in creation, detail used, would the creator have this furniture in his house
  - ½ writes from the perspective of the immigrant
    - Elements to include- life as a tradesman, poor eye sight, time away from family
6. Give the students a test for knowledge

### Art

1. Introduce art carved furniture style of William Fry and Benn Pitman
2. Review Reproductions, including *the Table* by Fry
3. Discuss how furniture was created
4. Compare/Contrast with modern furniture styles- similarities and differences
5. Review drawing process
7. Demonstrate creating a furniture drawing based on the styles of William Fry and Benn Pitman- be prepared to explain design choice and function
6. Create drawing with pencil- color in with colored pencils
7. Have group presentation/critique of finished product

## **ASSESSMENT**

### **Social Studies/Language Arts**

- Fictional Narrative graded with Write Traits rubric
- Dialogue Journals grade for content and participation
- Written test of information covered

### **Art**

- Grade based on the following criteria
  - Did the student participate/pay attention during discussion?
  - Did they create furniture drawing in the style demonstrated?
  - Did the students use good craftsmanship?
  - Did they follow all art room procedures?
- Did they participate during the critique/discussion?

## **NATIONAL STANDARDS**

### **SOCIAL STUDIES**

Standard 1. Understands family life now and in the past, and family life in various places long ago

Standard 2. Understands the history of a local community and how communities in North America varied long ago

Standard 3. Understands the people, events, problems, and ideas that were significant in creating the history of their state

Standard 4. Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols

Standard 5. Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago

Standard 6. Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage

### **LANGUAGE ARTS**

Standard 5. Uses the general skills and strategies of the reading process

Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

Standard 8. Uses listening and speaking strategies for different purposes

Standard 9. Uses viewing skills and strategies to understand and interpret visual media

### **VISUAL ARTS**

Standard 4. Understands the visual arts in relation to history and cultures

Standard 5. Understands the characteristics and merits of one's own artwork and the artwork of others

### **ART CONNECTIONS**

Standard 1. Understands connections among the various art forms and other disciplines



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