

Museum London Cross-Curricular Teacher Resource – Grade Four



Image: Ted Goodden, *Blackfriar's Bridge*, 1983-1985, lead; clear and stained glass, Collection of Museum London, Gift of Dr. & Mrs. Lorne Taylor, London, Ontario, 1990

About the Art

Blackfriars Bridge is located in London, Ontario and spans the Thames River. Although cars could travel across it, the bridge was created during the era of horse and cart (1875). It is a bowstring bridge and was constructed with wrought iron. It is 64.6 meters long. It was designated as a heritage site in April of 1992.

Blackfriars Bridge could not withstand the weight of the modern-day car and therefore had to be restored. The renovation cost \$8.6-million and took 13 months to strengthen the bridge." It was reopened to traffic on Dec. 1st, 2018.

Stained glass art often refers to the small pieces of coloured glass arranged into patterns or pictures and often held together by strips of lead. These designs are then crafted into windows and secured in a strong frame. Churches frequently have stained glass windows installed in their buildings.

<p>Who is the Artist?</p>	<p>This artist is Ted Goodden. He lived in London Ontario, Montreal, and London, England. He moved to British Columbia. Ted Goodden is a stained-glass artist. He loved to restore and preserve local history and did so through 36 snapshots captured in 12 stained glass window depictions of Blackfriars Bridge.</p>
<p>About the Art / Indigenous Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis</p>	<p>This is a picture of a window. Inside the window there are 4 pictures, or views.</p> <ul style="list-style-type: none"> ➤ Take note of all the sections that are part of the square frame. ➤ Take note of the four different sections in the interior of the square frame. Are the borders of those four views easily determined? Why not? ➤ Of the four centre illustrations which would be considered in the South East direction? In the Ojibwe, Cree, and Odawa cultures rotating is in a clockwise direction and almost always started in the East where the sun rises. Starting in this South East illustration, then rotating clockwise, describe each of the four interior panels. ➤ From which viewpoint would the artist had to have been standing to view the scene depicted? ➤ Ted Goodden actually drew 36 scenes involving Blackfriars bridge. Why do you think he chose to put four views within this one window? ➤ When you 'read' and interpret this art piece, and all the ones to follow in this unit, you are doing the same as Indigenous people. They 'read' their wampum belts. ➤ The Indigenous, when reading the belt and retelling its history, are using the same actions that you are doing by retelling the story of this art. <hr/> <ul style="list-style-type: none"> ➤ When an artist works with stained glass which, do you think, would be easier to manipulate: geometric lines and shapes or organic lines and shapes? Why? ➤ How does the thickness of his lines imply depth and actual strength of his materials? ➤ How does an artist choose the colours? Give at least one example of: warm and cool tints; primary and secondary colours; intensity. ➤ How does the artist use size of objects to depict depth? How does that help to make your eye follow a path? Is there one focal point or more than one point of emphasis? ➤ Is the texture real or illusionary? How can you tell? ➤ What part of the art looks really dark? Really light? Which one is your eye drawn to most? ➤ Do you think that the trees are really tall or really short? What makes you think that?

	<ul style="list-style-type: none"> ➤ There is a lot of repetition happening in the square frame parts. Is it repetition of colour or shape or both? Give an example of random repetition and an example of regular repetition. ➤ Use a piece of paper to cover part of the art so that you only see what is happening in the foreground. What details do you notice that you did not notice before? ➤ Use two pieces of paper so that you only see the middle ground. What details do you notice that you did not notice before? ➤ Use a piece of paper to cover part of the art so that you only see what is happening in the background. What details do you notice that you did not notice before?
<p>Social Studies A 1.2 compare daily lives; 1.3 compare daily differences; 1.4 compare environmental differences; 2.1 compare interrelationship between life and environment 3.4 physical features and natural events and their affect; 3.5 importance of environment; 3.9 cooperation or conflict B 1.1 environment affect industry; 1.2 compare industries in different areas; 1.3 actions for sustainability; 2.1 balance human needs and stewardship; 2.6 use appropriate vocabulary; 3.1 identify physical regions; 3.2 identify human activities; 3.6 opportunities for quality of life;</p>	<ul style="list-style-type: none"> ➤ This land used to be forest. What are two positive results of a bridge located there? What are two negative results of the bridge replacing the forests? ➤ Use at least 4 geographical terms to name physical features connected to bridge building. ➤ What is clearcutting in forestry? Why does it happen? List observations about the environment that would occur about one month after all the clearcutting stopped and there were no trees left. ➤ What would the animals and plants say about what they saw happening to their homes? ➤ Are the materials used to build bridges rocks or minerals? ➤ What concerns would people have concerning the use of these materials? ➤ What impact on society and the environment occurs when extracting these materials for the creation of this bridge and others like it? ➤ How can there be a balance between stewardship and human needs when people have to get from one area to the next? ➤ Which provided the greater benefit? A bridge built in the 2020s or a bridge built in the same location during one of the early civilizations? ➤ How did bridges affect the daily lives of people long ago? Is it the same that bridges affect daily lives of the people in the area today? ➤ In medieval times the guilds were the craftsmen who passed down their skills for building and calculating. What particular skills would they pass down concerning the building of bridges? ➤ What skills do you need to possess to build bridges today? ➤ How did Blackfriars Bridge affect the amount of daily time that people spent in their cars?

	<ul style="list-style-type: none"> ➤ How can major conflicts between the environmentalists and the manufacturers/industrialists get resolved in a peaceful manner?
<p>Science</p> <p>Earth 1.1 impact or using rocks and minerals; 1.2 impact of extracting and refining; 2.4 use, recycling, and disposal;</p> <p>Life Systems 1.1 analyse human impact on habitats; 2.3 investigate animal dependency on features of habitat; 3.1 understand habitats; 3.3 identify survival factors;</p> <p>Structures 1.1 impact of pulleys and gears; impact of using machines; 3.1 purpose of pulley and gear systems; 3.6 identify and explain pulley and gear systems;</p> <p>Energy 1.2 impacts of light and sound on society; 2.2 investigate properties of light; 2.3 investigate properties of sound; 3.1 identify natural and artificial light sources; 3.3 describe properties of light; 3.4 describe properties of sound; 3.6 objects/materials interaction with light and sound energy; 3.7 compare light with</p>	<ul style="list-style-type: none"> ➤ People feel that the increased traffic also increases the level of sound in their neighbourhood. What can they do to decrease this noise pollution? ➤ Explain the relationship between the Thames River, that Blackfriars Bridge spans over, and the land surrounding the bridge. How does one rely on the other? ➤ How would gears and pulleys have been used while repairing this bridge? ➤ Try making a pulley and gear system at home. You could use a circle of cardboard (different sizes) and cut teeth into the cardboard. How do gears work? ➤ How could you use empty spool threads to create pulleys? ➤ Find an activity that you could do that would benefit from the use of pulleys and gears. ➤ People sometimes use pulleys for rock climbing. What is the best kind of rock on which to build a bridge? Why? ➤ Are bodies of water the only reason bridges are built? ➤ Are there any fish in this river? Why or why not? ➤ Can people fish from Blackfriars bridge or near the bridge? ➤ How do people travelling over the bridge affect the birds (the fish (if any), the ground animals, the insects,) in the habitats surrounding the bridge? ➤ If you could build a tree house in the trees near the bridge why would that be great? Why would it not be great? ➤ Suppose one of the trees was a maple tree. What time of year can you collect maple syrup? How could you use a pulley and/or gear system to haul the syrup up to your tree house? ➤ Find a tree either in your backyard or close to where you live. Go as close as you can to examine the bark. What kind of bugs would be on, or near, the trees? Are they harmful or helpful for the tree? ➤ What is the size of the tree? Does size of tree affect the interaction between tree and animal? Between tree and human? (think of shade, hammocks, firewood, etc.) ➤ Are the materials used to build bridges rocks or minerals? ➤ What concerns would people have concerning the use of these materials? ➤ What impact on society and the environment occurs when extracting these materials for the creation of this bridge and others like it?

<p>heat and light with little/no heat</p>	<ul style="list-style-type: none"> ➤ How do you think they disposed of the waste material from building the bridge? ➤ How can there be a balance between stewardship and human needs when people must get from one area to the next?
<p>Literacy</p> <p>Oral: 1.4 summarize important ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use specific texts; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> ➤ Create a storyboard with captions. The concept is that you transport into the stained-glass window, walk across the bridge and end up in another world. You get to choose one of three worlds in which to land: a) Ancient Greece, b) Ancient Egypt or c) Ancient North America with the First Nation people. ➤ Your storyboard will have 7 large blocks for illustrations and 7 smaller blocks for writing. It would be good to place the word block under each drawing block. Use the 'five Ws and How'. ➤ Block one shows you transporting into the stained-glass window. A written description of what is happening would be the opening paragraph of your story. ➤ Block two answer 'when' by illustrating the century, season (use plants to help show the season), and the time of day. In the word block continue the story touching on your confusion and wonderment for landing in that century. ➤ Block three involves where you landed. Provide clues to the civilization you chose (housing? building? animal?) In your written part draw on your knowledge of the symbols that your readers may also recognize. ➤ Block four answers what the people are wearing. Make sure they are dressed appropriately. In this word block use lots of descriptive words to describe their clothing. ➤ Block five describes who the people are. Clearly show their role in society. Are they an elder, a child, a ruler, a privileged person or a labourer or someone else? Don't forget to add details of their role in life in your word block. ➤ Block six shows why people are busy. Show one or two activities that happen in the civilization you chose. Think of the tools required and the end result of their labour. ➤ The last block, block seven depicts how people travel from their area back to your window so that you can come back to the present year. Is it on roads? through forests? in a cart? On a horse? On a donkey? Wagon? Boat?

	<ul style="list-style-type: none"> ➤ When you have completed everything read your story aloud to see if it reads smoothly. Do you need to add some transition words?
<p>Math</p> <p>Geometry classify geometric shapes; identify right angles; identify half right angles and straight angles; classify prisms and pyramids;</p> <p>Numeracy Estimate; represent whole numbers</p>	<ul style="list-style-type: none"> ➤ Find several examples of right angles in Ted Goodden’s art piece. ➤ Find examples of angles that are larger than a right angle. ➤ Find examples of angles that are less than a right angle. ➤ How many right angles are there in a square? In a rectangle? ➤ Look at the four triangles (one in each corner of the stained-glass art). What kind of triangles are they? Where is the right angle? Are the other angles larger than, or smaller than, right angles? ➤ Cut out 4 of the same kind of triangles that Ted Goodden created. Make sure that all 4 triangles are the same size. Arrange, and rearrange, any number of the triangles to create different mathematical formations. What shapes can be created? Name your shapes and state their angles, number of sides, and number of vertices. ➤ What fraction of the art piece is triangles? ➤ What fraction of the art piece is mini rectangles? ➤ What fraction of the art piece is the outside square? ➤ What fraction of the art piece are the four interior views? ➤ What fraction of the art piece is one interior view? ➤ Try to find an example of vertical, horizontal, and diagonal symmetry lines. ➤ Are prisms or pyramids used to build bridges? If so, how are they used? ➤ Estimate the total number of mini triangles found in this stained-glass art. Estimate the total number of pieces of glass used to create the completed art piece then use the base 10 blocks to show that number.

Art

1.1 create 2-and-3-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use of elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities

Choose one of your scenes depicted in your storyboard. Turn it into stained glass art.

At this point you may want to research stained glass windows found in churches as you will be asked to create a stained glass look with a black marker.

Expand the size of your scene and make revisions where you see needed. Keep the scene simple and without details. Think of how you will show depth by using light and dark, and size of objects.

Plan by sketching out a rough copy. Draw your foreground, your middle ground, and your background. Keep your objects or people big and clear of detail. You only want to use the contour lines.

Think of what will be your focal point. What is the first thing you want people to notice?

From this point on you can choose the option you like:

- A) Get a piece of plexiglass and use markers to colour your scene; create a stained glass look with a black marker; hang it in a window. OR
- B) Get a piece of cling wrap (like Saran Wrap) and glue on cut pieces of tissue paper; create a stained glass look with a black marker; hang in window. OR
- C) Get a piece of foil paper and use markers to colour your scene, create a stained glass look with a black marker. OR
- D) Draw your scene on a large piece of paper. Once you have drawn your scene and are pleased with the result create a stained glass look with a black marker. As a last step spill a little vegetable oil on your paper and it will soak through to give a transparent look. (Don't use too much oil!)

Sit back and admire your work.



Image: Brian Jones, *Yard Scene # 1*, 1978, oil on canvas, Collection of Museum London, Gift of Richard and Beryl Ivey, London, Ontario, 1989

About the Art

Brian Jones began his career as a photorealist. Photorealism is a very realistic style of painting and drawing that began around the 1960s. An artist takes a photo of what he wants to paint. The artist then studies the painting until the subject is so well known that it can be reproduced as realistically as possible using pastels, paints, charcoal, pencils, or pen and ink. Sometimes a photorealist painting can actually be mistaken for an actual photograph.

Gradually Brian Jones changed his style of art. He would make his people (or other subjects) with longer, wider, and with more rounded bodies. He would give them a more abstract shape. Brian Jones began to use sharper, brighter colours. Although he gave some subjects in the paintings a simple, magnified shape he maintained a photorealist effect in other parts of his paintings.

The scene depicted in 'Yard Scene #1' could be located almost any suburb in Southwestern Ontario.

<p>Who is the Artist?</p>	<p>This artist is Brian Jones. He lived in Chatham and London, Ontario.</p>
<p>About the Art</p> <p>Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis</p>	<p>At first Brian Jones liked to make his paintings look like real people and real things. Then he changed his painting style.</p> <ul style="list-style-type: none"> ➤ Look at the people in this painting. Look at their shapes and sizes of their bodies, arms, legs, and heads. What makes them look real? What makes them look not real? ➤ Find a variety of line weights (thick, thin kind of idea?) ➤ Why did Brian Jones decide to paint the people with organic lines and mostly everything else with geometric lines? ➤ Which shapes and forms are overlapping other shapes and forms? How does that express distance? ➤ What about the size of the people and the plants? How does this also help you to determine distance? ➤ Use a piece of paper to cover part of the art so that you only see what is happening in the foreground. What details do you notice that you did not notice before? ➤ Use two pieces of paper so that you only see the middle ground. What details do you notice that you did not notice before? ➤ Use a piece of paper to cover part of the art so that you only see what is happening in the background. What details do you notice that you did not notice before? ➤ Describe the texture of real trees. How does the artist imply the text of his trees? ➤ How does the artist play with shadows? What makes shadows in real life? Why do the shadows in this painting not quite look real? ➤ Look at the colour of the yellow plants and blue tree. How would a different kind of artist make them more realistic looking using both texture and colour? ➤ Do you think the artist chose to paint people and plants this way because he was unable to paint them more realistic looking? ➤ Read the description under the painting. Explain why the artist chose this specific style of painting. ➤ Explain why it was okay to paint things that look real and things that do not look real in the same picture? What was he saying with his painting?
<p>Social Studies</p> <p>A; 1.2 compare daily lives; 1.3 compare daily differences; .14</p>	<p>Sometimes people find artifacts when they excavate their properties as they are putting in a garden. Geologists are sometimes called in to do a grid search at important excavation sites.</p>

<p>compare environmental differences; 2.1 compare interrelationship between life and environment 3.3 aspects of daily life; 3.5 importance of environment; 3.9 cooperation or conflict</p> <p>B 1.1 environment affect industry; 1.2 compare industries in different areas; 2.1 balance human needs and stewardship; 2.6 use appropriate vocabulary; 3.1 identify physical regions; 3.2 identify human activities; 3.6 opportunities for quality of life;</p>	<ul style="list-style-type: none"> ➤ Create a grid with between 20 and 25 blocks depending on whether your yard is going to be a rectangle or a square. Think of your own yard to give you some ideas. If you don't have a yard, create an imaginary one. ➤ The Egyptians were famous for their hieroglyphics. Create a hieroglyphics grid search. In each grid block create symbols to represent natural features as well as human made feature. Your yard should include a tool shed, several trees of varying kinds and ages, a vegetable or flower garden, a patio and whatever else you want to include. (no pool) A garden might take up two blocks or more etc. You do not have to fill up every block as some areas might be grass. ➤ Now that your grid is completed you need to add a pool. How will this affect the environment you just drew? How will the new pool alter how you take care of the yard? Do you have to lose any trees? Whose habitat will you be destroying? ➤ Put the new pool into your drawing and make your adjustments? Do not take out the garden. How do you feel about this? ➤ Create a legend so that your viewer knows the meanings of your symbols. ➤ What kinds of industries install pools and are in the business of tending to pool care? (primary (resource), secondary (manufacturing), tertiary (service), or quaternary (information). ➤ If you were excavating your yard to install a new pool which artifacts, from long ago, would you hope to discover? ➤ How does your new pool alter the daily interaction with the neighbours in a positive way? What kinds of conflicts, about land use, might arise and how would you settle them? ➤ What safety issues might arise and how could you ensure that safety rules are followed? ➤ How would your daily life change? Does a pool in the backyard alter your quality of life? If so, when and how? ➤ How has the interrelationship between the environment and human life been altered? ➤ Is a pool in the backyard a 'want' or a 'need'? Defend your answer. ➤ Compare the values of physical, mental, spiritual, and emotional human needs versus the environmental needs of a pool.
<p>Science</p> <p>Life Systems 1.1 analyse human impact on habitats;</p>	<ul style="list-style-type: none"> ➤ The heating system just broke down in this building. The tenants will be having a meeting to discuss whether or not they should install solar panels to convert light from the sun into electricity. Join with a partner and have a debate as to

2.3 investigate animal dependency on features of habitat; 3.1 understand habitats; 3.3 identify survival factors;

Energy 1.2 assess impacts on society; 2.2 investigate properties of light; 2.3 investigate properties of sound; 3.1 identify natural and artificial light sources; 3.2 distinguish sun and reflected light; 3.3 describe properties of light; 3.4 describe properties of sound; 3.6 objects/materials interaction with light and sound energy; 3.7 compare light with heat and light with little/no heat

whether or not the solar panels should be installed. It is a good idea to jot your ideas on paper before you start the debate.

- A new building is going up right beside your home. Which way should their windows face and why? Think of sound, light, view, and safety.
- Consider the backyard you just designed. On one side of the yard is a neighbour that loves to play loud music. On the other side is a neighbour who likes to use her power tools to build things. YOU love the great sound of silence, especially when you are trying to read or go for a swim in your new pool.
- What conflicts might arise? How will they be settled?
- You decide that you need to install a fence so that you can sunbathe in privacy and comfort. What kind of fence might you build? Will it be the same fence style on both sides of your yard?
- Where is the best place for sitting in your yard to read your book? Why? How do some of the trees play a role in the source of light?
- How does light and sound affect your decision for playing outdoor games?
- You notice that the lilies in you garden keep getting eaten by the rabbits. How do you resolve this dilemma?
- The constant chatter of the dozen squirrels is annoying and they keep digging up your plants. How do you resolve the issue without hurting the squirrels?
- How do you solve the problem of acorns being scattered all over your yard or do you choose to leave that environment alone?

Math

Numeracy
Estimate; represent whole numbers to 10 000; place value to tenths; \$ to \$100; adding and subtracting three digit-digit numbers; estimate; multiply and divide 2 digits by 1 digit; use concrete materials

Data organize sort, clarify;

- Use the backyard grid that you created to give directions from one object to another. Label the rows across alphabetically and the columns numerically. What is in cell A3; B2; D4; C 5; E3, etc.
- Give directions to get from A3 to E1; D5 to B2; and C1 to E5.
- It is time to plant your garden. Following are the prices for various plants:

Lily	\$8.99	Butterfly bush	\$3.99
Sage	\$2.49	Mosquito Plant	\$24.99
Daisy	\$2.25	Cedar Mulch	\$5.99
Petunias	\$2.25	Geraniums	\$2.99
Begonias	\$1.79	Impatiens	\$1.79
Marigolds	\$1.59	Parsley	\$1.39

<p>collect data; display data in various charts</p>	<ul style="list-style-type: none"> ➤ You think about buying four of EACH of the plants, including the mulch, between \$2 and \$6. Describe two ways you can calculate the total cost. ➤ In your cart you add two mosquito plants, two butterfly bushes and two lilies. ESTIMATE the total of your cart. Explain how you do your estimation. You only have \$100 so you put the plants back and try again. ➤ Calculate the cost of purchasing three of EACH of the plants not chosen. The easiest way to do that is to round off to the nearest half dollar. Explain how that is done. What is the estimated total? What is the actual cost? ➤ If you only purchase one of EACH plant, as well as the cedar mulch, what would be the total cost? Keep in mind that today is part of the TAX-FREE WEEKEND campaign, so no tax must be calculated. How much money do you have left from your \$100? You are happy with your total so you put one of each of the plants in your cart. ➤ With the leftover money what other plants can you put in your cart? (You have to decide how many you want and which additional plants you want. You cannot go over \$100.) <p>You are finished shopping so you can now go home and plant your garden. If it is hot out don't forget to drink lots of water.</p>
<p>Literacy</p> <p>Oral: 1.4 summarize important ideas; 1.6 connect to experience; 1.8 identify point of view; 2.7 use visual aids to support</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use specific texts; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use</p>	<p>Like the people in the painting, you too want to go for a walk. Picture yourself, as a child, in the civilization of your choice: Ancient Egypt, Ancient Greece, or Ancient First Nation.</p> <ul style="list-style-type: none"> ➤ At that time there were no weather reports to listen to. How were the people able to somewhat forecast the weather? ➤ Write a dialogue between yourself, as a child, and a society member as an advisor. Don't forget to use the proper punctuation for writing dialogues. Through your conversation the reader should be able to discover that person's role in life, as well as your role as a child. Have a member of your civilization discuss with you the sky, the wind, the temperature, the humidity, the air quality, and the chance of precipitation. ➤ Have that person encourage you to go do an activity appropriate for the season and the civilization. They need to remind you to wear the proper clothing, bring the proper snack and drink, and the directions to follow to arrive at that activity. You have to decide if the activity is a game or part of work. <p>Use descriptive words wherever possible. Vary your communication sentences so that the reader stays interested. Do research to make</p>

<p>punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<p>sure your facts are accurate. Order your main ideas and keep on topic.</p> <p>Have fun and be creative.</p>
<p>Art</p> <p>1.1 create 2-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<p>Like the people in this scene you are excited to be off to visit a travel agency. You have been given the opportunity to travel back in time to either Ancient Egypt, Ancient Greece, or Ancient North America. You were promised that the travel agency had some beautiful, and very informative, travel brochures showing natural and human developments of the times. There are three brochures to look at; one for each of the three different civilizations.</p> <p>If possible, join two other people on this project. (If not just imagine one or two other people and you choose the civilization you prefer.) Each of you choose one of the three civilizations.</p> <p>Design the travel brochure. There will seven sections for this brochure. They will show one of each of the following features: a skill, a natural feature, a human feature, an outdoor activity, an indoor activity, a garden, and a feature of your choice. Label each feature.</p> <p>Keep your drawings as large as possible. Be aware of space and your foreground, middle ground, and background in each of the seven sections. Decide on the advantages and disadvantages of using primary and secondary colours versus monochromatic colours for a travel brochure. Use intensity of colour and the illusion of texture wherever possible.</p> <p>Compare the features in each brochure and decide which civilization captures your heart.</p>



Image: Bernice Vincent, *Tea Ceremony*, 1978, acrylic on board, Collection of Museum London, Gift of the artist, 2006

About the Art

Bernice Vincent liked to create her paintings while looking at real objects or landscapes. Since she did not take photographs to help her study the object or scene, she had to spend a long time looking. She would look at ordinary, everyday, domestic objects and turn them into realist paintings. Because she saw them from different points of view, and painted them in that usual format, they had a surrealist tone.

Surrealism art uses symbols and a sort of dream-like visual. It's a little bit unusual and unexpected. Often everyday objects, or characters, like cats, pears, bedsheets, and ironing boards, are assembled in a bizarre kind of way or from a very unexpected viewpoint. The artist helps the viewer to see life and motion in ordinary items and that gives those objects a more powerful existence.

In Surrealism art organic lines are more prominent than geometric lines. Surrealism encourages spontaneity and creativity in the viewer.

The tea plant is an evergreen of the **Camellia** family that is native to China, Tibet and northern India. Tea is harvested by hand and only select leaves are chosen. The leaves are taken to a factory to be processed. They are sorted into black, green, or white tea. They are also graded for quality.

Ireland has three official tea times and plenty of choices of kinds of milk and various flavoring (chocolate, nuts, cinnamon) to add to the tea. The first serving is around 11 a.m. with scones and cookies (which they call biscuits). The second tea time is mid afternoon with a bit of cake or something sweet to eat. The third tea time is served with the evening meal around 6 p.m. It is served with a full meal and often includes servings of cheese.

Ojibwa tea is made from leaves and roots that can be harvested and made into tea immediately. Spruce needles ferns, raspberry, peppermint; burdock (not the nettle), and beebalm could all be used to make tea. The linden tree produced spring flowers which could be brewed into tea as well as licorice root. In the olden times tea was smoked, not brewed.

<p>Who is the Artist?</p>	<p>This artist is Bernice Vincent. She lived in Woodstock and in London.</p>
<p>About the Art</p> <p>Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis</p>	<p>She liked to make her paintings look real but in a different way and a different point of view. Sometimes she would even add tiny, dried flowers, thistles, stems, and seeds.</p> <ul style="list-style-type: none"> ➤ How does the artist use thickness of line to display the delicacy or strength of each object painted? ➤ If you removed the kettle, teapot, spoon, and teabags from the stove where would you put the following lines of symmetry: vertical, horizontal, and diagonal? Examine the floor the same way. ➤ How does Bernice Vincent show that the spoon is on the plate and not the other way around? ➤ If you look straight down at the painting can you see the depth more clearly? Why? ➤ Are the cups empty or full? Are the teabags used or not used? ➤ How does Bernice Vincent show the personality of the owner of this house? Is it a tidy space or a messy space? ➤ Which area has the most detail to paint: foreground, middle ground, background? Which area has the most items? ➤ Are these real or implied textures? Which textures would be the most pleasant to touch in real life? Why? The ickiest? The smoothest? The bumpiest? Look carefully at each item and observe how she expresses the different textures. ➤ How does the variety of items painted provide a sense of interest for the viewer? Name some of types of lines used.
<p>Social Studies / Indigenous</p> <p>A 1.1 compare social organization; 1.2 compare daily lives; 1.3 compare daily differences; 1.4 compare environmental differences; 2.1 compare interrelationship</p>	<p>Imagine a 'tea' (party) celebration to acknowledge your birthday. You have received the same number of gifts as your age.</p> <ul style="list-style-type: none"> ➤ Create a T-chart. The title on one side is 'I WANT' and the other side is 'I NEED'. Sort your presents. ➤ Repeat this activity for at least two other civilizations: Ancient Egypt; Ancient Greece; Ancient North America, Medieval China, Feudal England etc. <p>The following can be done with partners or individually and the number of guests can be altered.</p>

<p>between life and environment 3.3 aspects of daily life; 3.5 importance of environment; 3.8 social organization; B 1.1 environment affect industry; 1.2 compare industries in different areas; 2.1 balance human needs and stewardship; 2.6 use appropriate vocabulary; 3.1 identify physical regions; 3.2 identify human activities; 3.6 opportunities for quality of life;</p>	<p>Role play, or illustrate, a gathering of four or five children, about your age, from various early societies. (When role playing descriptions will have to be very clearly stated and/or included in the conversations.)</p> <ul style="list-style-type: none"> ➤ Have each child standing in front of their traditional home in preparation for the voyage. A connection between their role in their society (government) should be connected to the type of home they have and the availability to afford their quality of living in that country. ➤ Each child is wearing their traditional clothing. Explain the industries involved with creating their clothing. Trace its pathway from plant to outfit. Explain how the weather in that civilization affects the type of clothing that people wear. ➤ Each child is allowed to bring two specialty foods to share at the tea. Explain how to make/grow/prepare those foods in that civilization. Trace its pathway from seed to finished product. ➤ How will the children travel to the tea ceremony? How has this method of travel affected the surrounding environment? Was an industry involved with the creation of the method of travel? What types of physical regions does the child have to travel over, through? ➤ What role does the child have in their community? A Pharaoh's young daughter or a Roman senator's young son would not travel alone. A child from Ancient North America would travel very differently from an Egyptian child or a noble from Renaissance Italy. ➤ How can the child depict their level of education? (A female child was treated differently by the elders than a male child but do not assume that the male was treated with more respect than the female.) ➤ What did you enjoy most about having this tea party with different nationalities? List three interesting facts that you learned from the roles of the other children.
<p>Science Life Systems 1.1 analyse human impact on habitats; 1.3 investigate animal dependency on features of habitat; 3.1 understand habitats; 3.8</p>	<ul style="list-style-type: none"> ➤ A big, outside tea party is going to take place next Wednesday at your house. What style of house do you have? ➤ Assume this house does have the use of a backyard. Why do you have to consider the neighbours? ➤ As the sun goes down the light source disappears. How will you replace the light source? Will it provide warmth or not? What safety features do you need to put in place? ➤ Will you be using a sound system? Does the time of day make a difference in how far the sound system will carry? (Think of

<p>environmental changes impact in different ways; Structures 1.1 impact of pulleys and gears 3.1 purpose of pulley and gear systems; 3.6 identify and explain pulley and gear systems; Energy; 1.2 assess impacts on society; 2.2 investigate properties of light; 2.3 investigate properties of sound; 3.1 identify natural and artificial light sources; 3.6 objects/materials interaction with light and sound energy;</p>	<p>what other sounds are happening to block your own sound system from travelling at night time or during the day.)</p> <p>You live by a ravine at the edge of a large forest in Ontario.</p> <ul style="list-style-type: none"> ➤ List 5 animals that might invite themselves to your party. ➤ Why do people react differently to different animals (opossum, rabbit, skunk, raccoon, squirrels, cardinals etc.)? <p>At the tea party you display multiple rock samples that you spent the last week collecting from your neighbourhood.</p> <ul style="list-style-type: none"> ➤ Describe at least 4 of those rocks (type and characteristics). ➤ Pet rocks used to be very popular at one time. They came in a box with holes so the rock could breathe and nesting straw to protect the rock. Why do you think they became so popular? <p>Some of your guests are sitting on the upper balcony.</p> <ul style="list-style-type: none"> ➤ Invent a need for the use of a pulley system at your party. What would be the reason? ➤ What would be the reason to create a gear system? 																
<p>Math</p> <p>Numeracy Estimate; represent whole numbers to 10 000; place value to tenths; \$ to \$100; adding and subtracting three digit-digit numbers; estimate; multiply and divide 2 digits by 1 digit; relate halves, fifths, and tenths to decimals; use concrete materials</p> <p>Data organize sort, clarify; collect data; display data in various charts</p>	<ul style="list-style-type: none"> ➤ Describe the relative locations (besides, near, under, over etc.) of the teapot, teabags, cups, spoons etc. ➤ The urn for making tea holds 36 cups of tea. How many different ways could you have different numbers of people share equal amounts of tea? ➤ Today we have used 29 teabags. Yesterday we used 42 teabags. There were only 100 teabags altogether. How many teabags do we have left for tomorrow? ➤ A box of tea has 72 tea bags. You just bought 4 boxes. What's the total number of teabags? Use your base 10 blocks to show that number. ➤ If a cup of tea cost \$2.75 how many different ways could you use coins to pay for that cup of tea? ➤ For the tea ceremony you will have later this afternoon you had to purchase some extra items. <table border="1" data-bbox="467 1476 1416 1633"> <tr> <td>Cupcakes</td> <td>\$2.25</td> <td>Cucumbers</td> <td>\$1.27</td> </tr> <tr> <td>Carrot cake</td> <td>\$8.58</td> <td>Strawberries</td> <td>\$3.94</td> </tr> <tr> <td>Box of tea bags</td> <td>\$5.79</td> <td>Raspberries</td> <td>\$6.97</td> </tr> <tr> <td>Mayonnaise</td> <td>\$3.87</td> <td>Bread</td> <td>\$2.47</td> </tr> </table> <ul style="list-style-type: none"> ➤ Put your items in order of prices. ➤ You purchased one of everything except the cupcakes. You bought one for each guest PLUS yourself. Six guests were expected. What was the total for just the cupcakes? How many quarters is that? ➤ How much was your total receipt? ➤ How much change did you have from \$100? 	Cupcakes	\$2.25	Cucumbers	\$1.27	Carrot cake	\$8.58	Strawberries	\$3.94	Box of tea bags	\$5.79	Raspberries	\$6.97	Mayonnaise	\$3.87	Bread	\$2.47
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	<ul style="list-style-type: none"> ➤ Extra people came so you had to cut four of your cupcakes in half. You had 7 cupcakes to start with. How many guests arrived at the party (Don't forget to count yourself as one person.)? ➤ If only 7 of the guests had tea and they each had 3 cups of tea how many cups of tea are left in the urn that originally held 36 cups.
<p>Literacy</p> <p>Oral: 1.4 summarize important ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use specific texts; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<p>This is an opportunity for two people to work together or you can write both parts. Imagine that, over tea, you will partake in an interview. One of you is from either Ancient Egypt or Ancient Greece. The other person is a member of the Ancient First Nation civilization. Before you begin writing you need to decide if you are the interviewer or the interviewee so that you know who is asking the question and who is answering the question.</p> <p>Seven questions will be asked but asked in such a way that the interviewer is also giving us a glimpse into their own civilization. Here is an example, " In my country we encourage our boys to play with bows and arrows. It will make them good hunting warriors. We use maple, ash, elm, or oak to create the bow. Those trees are very plentiful in my country. What is a game that you play in your country?"</p> <p>Here is a list with a topic for each question.</p> <p>Question 1: a game or sport Question 2: a food specific to your civilization Question 3: a rule or law Question 4: a tool Question 5: a way of travelling Question 6: animals and/or plants specific to your area Question 7: a question and answer of your choice</p> <p>Make sure to summarize your ideas clearly before you actually start your interview. Connect to your knowledge of the studied civilization.</p> <p>You might also interject your interview with a comment or two about the 'tea' you are serving or being served. Do not have too many run-on sentences in your interview or you may lose your audience.</p> <p>If you are doing this lesson online because of Covid 19, or homeschooling, and you have a sibling in another grade, have them replace one of the roles with a character from the century they are studying.</p>

	<p>Once your proofreading and corrections are completed "perform" your interview.</p>
<p>Art</p> <p>1.1 create 2-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use of elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<p>On a large sheet of paper try to replicate the Tea Party scene by using closed geometric shapes.</p> <ul style="list-style-type: none"> ➤ The floor can be one long rectangle. ➤ The table is a large rectangle with 4 circles. ➤ The stove is another large rectangle with 4 squares for the stove rings; a tiny square for the teabags; a circle with attached rectangles for the teapot; and the kettle could be a circle within one of the squares. Don't forget to include a shape for the spoon. <p>To finish the drawing use two different colours of pencils, or pens. One colour is used to fill a closed shape with organic lines of a single repetitive style and weight. The other colour is for creating a single repetitive style and weight of geometric lines within a different closed figure.</p> <p>Each closed figure should have its own set and style of repetitive lines. Try to vary the line style and weight to create interest in your art. Choose whether the majority will have organic lines with a few shapes having geometric lines or will you have the reverse.</p>



Image: Eric Atkinson, *Huron Series 4 & 5*, 1994, acrylic and graphite with sandpaper, Collection of Museum London, Gift of the Estate of Ethel May Horn, 2007

About the Art

Eric Atkinson was considered a Canadian Abstract Landscape Painter.

Abstract artists do not paint from photographs nor do they try to make realistic work. They freely use line, colour, shape, texture, and form to leave concepts and ideas to the viewer's interpretation. Although abstract artists may have studied a scene, such as a lake or farm, until they know it well, they self-interpret how that scene should be portrayed.

The abstract artist still needs to use their personal skills, and the elements and principals of design, to create sound compositions. Although the finished painting is not an accurate depiction of realistic landscape it is a depiction of what the artist had in their mind. The viewer is left to self-interpret what they see.

<p>Who is the Artist?</p>	<p>This artist is Eric Atkinson. He lived in London, England and in London, Ontario. He liked to do paintings about scenery.</p>
<p>About the Art</p>	<p>Eric Atkinson liked paying attention to the water, weather, and the light around Lake Huron. Sometimes he liked to use sandpaper and sand in his paintings.</p>

<p>Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis</p>	<ul style="list-style-type: none"> ➤ Does the artist show a preference for organic lines and shapes or geometric lines and shapes? ➤ Give examples of different line weights? ➤ What is the object in the furthest distance? Why do you think that? ➤ How does he apply the use of space? Any overlapping objects? difference in use of colour? ➤ Are the lines and shapes closer or further apart in the background compared to the foreground? ➤ Use your whole arm to follow the path of the 'ribbon' across the bottom of the page. How does this make you feel? How does it indicate emotion? ➤ Where does the 'ribbon' start? ➤ Where does it end? How can you tell? ➤ Are the colours bright and bold or more muted, dark, and natural? How do these colours make you feel? How would the picture feel differently if had only used bright, bold primary colours? ➤ Where are the light spots and where are the dark spots? Why does he use them that way? ➤ Give an example of implied texture. ➤ Do you consider this a realistic painting or a more abstract sort of painting? Why?
<p>Social Studies</p> <p>A.1.4 compare environmental differences; 2.1 compare interrelationship between life and environment 3.4 physical features and natural events and their affect; 3.5 importance of environment; 3.9 cooperation or conflict</p> <p>B 1.1 environment affect industry; 1.2 compare industries in different areas; 1.3 actions for sustainability; 2.1 balance human needs and stewardship; 2.6 use appropriate vocabulary; 3.1</p>	<ul style="list-style-type: none"> ➤ What environmental damage would occur if one of the following primary industries located one of their factories in the neighbourhood of Lake Huron? a) mining? b) forestry? fishing? ➤ List 4 negative changes, for humans, caused by each industry. List 4 positive results, for humans, of the new factory being built. ➤ How do factories benefit by establishing themselves close to large bodies of water? ➤ Did they have the same benefits in the medieval times or in the early civilizations? ➤ What if it was a mall that moved in the area? Would it cause the same benefits and/or the same negative effects for both humans and the environment? ➤ Today we consider seashores, lakes, and rivers pleasant places to be. Why did they not share the same philosophies in early civilizations? ➤ Did early generations worry about water pollution? Why or why not? ➤ What are the benefits to any generation if you locate a farm near a lake? How would flooding, erosion, and soil type affect the farm?

<p>identify physical regions; 3.2 identify human activities; 3.6 opportunities for quality of life; 3.7 cardinal directions</p>	<ul style="list-style-type: none"> ➤ How did flooding from large bodies of water in Ancient Egypt, India, and China actually enrich agricultural land? Why was that important for their large populations? ➤ How do things change if it is an agricultural industry instead of a farm? ➤ How do we wash clothes today? Get our drinking water? use the washroom facilities? ➤ Consider how Ancient North America, and another civilization of your choice, used water back then? Compare that to how water is used today? ➤ What kinds of food, and other human needs, can you gather in and around large bodies of water? ➤ How can we create a balance between human needs and stewardship?
<p>Science</p> <p>Life Systems 1.1 analyse human impact on habitats; 1.2 identify depletion or extinction; 2.2 build food chains; 2.3 investigate animal dependency on features of habitat; 3.1 understand habitats; 3.3 identify survival factors; 3.6 identify carnivores, herbivores, or omnivores; 3.8 environmental changes impact in different ways;</p> <p>Energy 2.2 investigate properties of light; 2.3 investigate properties of sound; 3.1 identify natural and artificial light sources; 3.3 describe properties of light; 3.4 describe properties of sound; 3.6</p>	<ul style="list-style-type: none"> ➤ Think of one land animal, one water creature, and one air animal that is part of the environmental landscape of Lake Huron. ➤ Create a chart (an array) 4 cells across by 5 cells down. Label the four cells across: A, B, C, D. Label the five cells down numbers 1 to 5. <p>In cell B1 Print Air and the name of the animal you chose. In cell C1 Print Land and the name of the animal you chose. In cell D1 Print Water and the name of the animal you chose. In cell A2 print "Description" In cell A3 print "Predators" In cell A4 print "Habitat" In cell A5 print "Human Protection"</p> <p>Fill in your chart. Explain your chart to someone.</p> <ul style="list-style-type: none"> ➤ You are camping beside Lake Huron. Your brother and mother are on a fishing boat not too far from shore. You hear every word they say. How is this possible? ➤ You keep calling to them to come in to shore but they can't hear you. Why not? ➤ The sun is going down and the flies are getting really bad. Why does light affect the routine of bugs? ➤ You light your lantern and loads of moths swim into the field of light. Why? ➤ The night air is getting chilly. Would you rather sit by the open fire or sit by the lantern? Why?

<p>objects/materials interaction with light and sound energy; 3.7 compare light with heat and light with little/no heat</p>	<p>While you are camping you think of the news you heard last week.</p> <ul style="list-style-type: none"> ➤ The blackfin cisco (the jumbo herring) was once living in Lake Huron. Its colour was silver with black fins and a black stripe on its back. In the 1940s its numbers were depleted and because people did not take its habitat into consideration, and introduced the sea lamprey into the waters, the blackfin cisco were declared extinct by 1960. What does extinction mean? How could people have changed the outcome? ➤ Presently the Shortnose Cisco is another fish that is greatly being depleted. It only exists in Lake Huron. What do you think are the primary factors that are behind this fish's drastic decline in numbers? What do you think humans could do to help prevent extinction of yet another fish in Lake Huron? ➤ Illustrate the food chain for the Shortnose Cisco. How will its extinction affect the food chain?
<p>Math</p> <p>Numeracy Estimate; represent whole numbers to 10 000; place value to tenths; \$ to \$100; adding and subtracting three digit-digit numbers; estimate; multiply and divide 2 digits by 1 digit; relate halves, fifths, and tenths to decimals; use concrete materials</p> <p>Data organize sort, clarify; collect data; display data in various charts</p>	<p>While you are camping for the weekend, by Lake Huron, you decided to make some Smores and drink some juice.</p> <ul style="list-style-type: none"> ➤ You bought a case of 24 cans of apple juice. Why would you choose cans instead of juice boxes or plastic jugs of juice? The case cost \$8. ➤ Write as many number facts from the array of juice cans as possible. If there are 4 people in your family how many juice cans can each person drink over the weekend? ➤ The Marshmallows came in a package of 40. How many number facts can be created from 40? With a family of 4 how many marshmallows can each person claim? The bag cost \$2. ➤ You bought two bars of milk chocolate bars. Each bar has 8 pieces. How many pieces in total? How many pieces can each person claim? One bar cost \$1.50. How much was the total cost? ➤ You also had to buy a box of graham wafers. There are 20 wafers in each box BUT each wafer has two pieces. How many wafers all together? How many wafers can each family member claim? The box cost \$3. ➤ How much in total did you spend? ➤ Write down how many marshmallows you claimed, how many chocolate pieces you claimed, and how many wafer pieces you claimed. ➤ Each smore needs 2 pieces of graham wafers, 2 marshmallows, and 1 piece of milk chocolate. Which of these three items will you run out of first? ➤ Describe the taste of a smores to a child in one of the ancient civilizations that you have studied.

<p>Literacy</p> <p>Oral: 1.4 summarize important ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.6 connect to personal knowledge and experience;</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 2.3 use specific texts; 2.5 identify point of view and support; 2.7 make revisions; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> ➤ Design a monopoly board. There will be 7 squares on each side, for a total of 24 squares (4 corners and 5 in between each corner). ➤ In one corner print the word CARNIVORE. In the second corner print the word HERBIVORE. In the third corner print the word OMNIVORE. In the fourth corner print the word START. ➤ In the 20 spaces that are left print words that have to do with the grade 4 life systems unit. They may include words, or word phrases, such as: habitat, food chain, survival factors, extinction, dependency, community, organisms, plant adaptation, animal adaptation, habitat limit, human positive impact, human negative impact, informed decisions, various viewpoints, shelter, food source, life necessities, producer, consumer, decomposer, invasive species, interdependency, urban development etc. ➤ Find a token play piece (a coin, pebble, button etc.) for each player. You can play this game by yourself or with 2 or 3 partners. The game is played by rolling a die. Everyone begins the game by placing the playing piece on the corner marked "Start". Roll the die. Move that number of spaces. Whatever block you land on determines the word that you have to explain AND you must also give an example of it. ➤ As an example: <i>If you land on "informed decisions" you must explain that it means you have to know both sides of the issue. An example would be that a developer wants to build a low-income apartment on a woodlot. People need the apartments to live but other people want the woodlot to stay as it's natural habitat for the local animals. In an "informed decision" you then have to decide which side of the discussion has priority.</i> ➤ The game ends when someone successfully makes it all the way around the board.
<p>Art</p> <p>1.1 create 3-dimensional works of art; 1.2 understand composition; 1.3 use elements to</p>	<ul style="list-style-type: none"> ➤ Gather an assortment of whatever materials are available to you such as sticks, twigs, stones, cardboard, glue, newspaper, construction paper, buttons, cotton balls, paint, markers, colouring crayons, string, cling wrap, scissors, paintbrushes, clay, felt, and/or whatever other items that you might use to help you build a diorama habitat.

<p>communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use of elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none">➤ Find a shoe box or a cardboard box of some kind. Decide which animal you wish to build a habitat for. They should be a regional animal that you find near and around Lake Huron. Think of micro-animals as well.➤ You may wish to start by colouring/painting the box first. Use some of the supplies you gathered to represent your chosen animal and its habitat. Be sure to use all four walls of the box to help depict your scene. Include your animal, of course, as well as its shelter, its food, the best season for that animal, some of its predators, some of the other animals in its species, and perhaps even human interaction.➤ Be as creative as you like but don't stress over a super realistic look if it is difficult to achieve. Just understand the facts behind the scene and try to use foreground, middle ground, and background to give your design an artistic look
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Image: Clark McDougall, *St. James Church*, 1963, acrylic, Collection of Museum London, Gift of Mrs. Marion McDougall, St. Thomas, Ontario, 1988

About the Art


Though Clark McDougall started out painting in watercolour he eventually changed to Fauvism. Fauvism is the use of intensely vivid and non-naturalistic colours. It was started by French artists and lasted from 1903 to 1908. After his coronary in 1957, Clark was forced to use photographs to help him create his art. At that time, he decided that the outline of the form was to play a major role in his art work. He painted in his own style of Fauvism.

Fauvism uses unnatural colours. The brilliant colours result in emotional reactions to the paintings. The paint is applied, often right from the tube of paint, to create massive explosions of colour and feelings. Spontaneity and the sometimes clashing of colours play with value and intensity. The heavy black enamel outlines create a strong, unified work that appears flat on the canvas.

<p>Who is the Artist?</p>	<p>This artist is Clark McDougall. He lived in St Thomas, Ontario but for a little while he lived in Toronto and Buffalo, New York.</p>
<p>About the Art Elements Line; Shape; Colour; Texture; Value;</p>	<p>Like Jack Chambers, Clark McDougall liked to take photographs. He loved to take pictures of things he saw around St. Thomas.</p> <p>After he printed the photos, he would study them over and over again. He would draw little pictures of the photos. Sometimes he would draw things a little bit differently each time. When he felt that he was ready he would paint the big picture.</p>

<p>Principles: Contrast; Repetition and Rhythm Variety Emphasis</p>	<ul style="list-style-type: none"> ➤ Why does the use of organic lines or geometric lines work well together in this painting? Consider man versus nature. Which lines are used to represent mankind? ➤ Examine the range of colours used. Do they fit into a colour theme? What emotions does the viewer experience while looking at the colours? ➤ How did he use white to give him a wider range of colours? ➤ In this painting how does Clark McDougall make use of the foreground, middle ground, and background to create a sense of depth? Which section has the most detail? ➤ Why did he choose to not show shadows? ➤ How does he choose to use value (light and dark)? ➤ What effect does out-lining in black create? Draw a simple flower shape. Draw the same flower shape and then outline it in black. Which effect do you prefer? ➤ How does he show if this is a city church or a country church? ➤ How does this scene differ from something that you would see in one of the ancient civilizations? ➤ How does the artist create implied texture on the ground by the railroad? Would the railroad have existed a very, very long time ago? ➤ How do you know what season it is?
<p>Social Studies</p> <p>A 1.1 compare social organization; 1.2 compare daily lives; 1.3 compare daily differences; 1.4 compare environmental differences; 2.1 compare interrelationship between life and environment 3.3 aspects of daily life; 3.4 physical features and natural events and their affect; 3.5 importance of environment; 3.7 government; 3.8 social organization; 3.9 cooperation or conflict</p> <p>B 1.2 compare industries in different areas; 2.6</p>	<ul style="list-style-type: none"> ➤ What physical features can you observe in this painting? What landmarks are visible? Use directional terminology to travel from the church to the railroad (without walking in a straight line across the field). ➤ What role does religion play in your own life? What role does religion play in the lives of some of your relatives, classmates, and/or neighbours? ➤ What role do you think religion played in the lives of ancient civilizations such as Ancient North America, Ancient Egypt, and Ancient Greece? ➤ How does religion conflict with government in Canada today? How are some of those conflicts resolved? ➤ How did religion conflict with ancient governments? How did they resolve those issues? ➤ Compare how religion dictates how people live today and how they lived then. ➤ Does religion play a role in the way people take care of the environment? Does government play a role in the way people take care of the environment? <p>On a piece of paper sketch just the contour shapes of this scene.</p> <ul style="list-style-type: none"> ➤ Label as many as you can of the following: <i>mountains, forests, agriculture, rivers, lakes, habitats</i>. Why was it difficult

<p>use appropriate vocabulary 3.2 identify human activities; 3.6 opportunities for quality of life; 3.7 cardinal directions</p>	<p>or easy to do? If some of those features are not in the painting choose a spot where they could be located. Why did you choose that spot?</p> <ul style="list-style-type: none"> ➤ Choose a different colour of pen or marker and label different human made features. ➤ If the building was designated a heritage church would that alter the care the building and/or the environment would receive? Why or why not? ➤ Clark McDougall painted a pretty idyllic scene. Many people would like to visit the calm location. Outline five positive and five negative effects environmental tourism would have on the undisturbed, natural, mountainous area behind the church. ➤ Think of your own neighbourhood. Does it have a church nearby? What landmarks are located in your neighbourhood. Which of the four economic sectors (primary/resource, secondary/ manufacturing, tertiary/service, and quaternary/information) are located in, or near, your area?
<p>Science</p> <p>Life Systems 1.1 analyse human impact on habitats; 2.3 investigate animal dependency on features of habitat; 3.1 understand habitats; 3.3 identify survival factors; 3.8 environmental changes impact in different ways;</p>	<ul style="list-style-type: none"> ➤ Identify three habitats found in the area of St. James Church. How are they impacted by human activities? ➤ The Blanding Turtle is an animal that lives in Ontario. It is on the endangered list. Its numbers are being depleted. What does that mean? ➤ List 2 of each animal type; carnivores, omnivores, and herbivores, that would live in the area of St. James Church. ➤ The Blanding Turtle likes to eat fish, frogs, berries, and vegetable debris. What animal type is the Blanding Turtle. ➤ It has to watch out for raccoons, foxes, weasels, crows, and herons. Why does the Blanding Turtle have to be aware of the other animals? ➤ Make a food chain for the Blanding Turtle. ➤ How can humans interact to save the Blanding Turtles numbers from depleting? ➤ How has the hare adapted to that area's seasons? ➤ How would factory sounds, including those noises made by people voices, music, and the sounds made by their vehicles, impact the various habitats? ➤ What are the natural, and the artificial, light sources in this painting? ➤ Examine the painting. How can you decipher which season it is? ➤ Since the church bell is very high up in the steeple, how could you use a pulleys and/or gears system to help with its maintenance?

<p>Indigenous</p>	<p>Some Indigenous people love to paint nature. Some Odawa, Ojibwe, and Cree paint nature, animals, and people in the Woodland Cree Style.</p>	
<p>Math</p> <p>Numeracy Estimate; represent whole numbers to 10 000; adding and subtracting three digit-digit numbers; estimate; multiply and divide 2 digits by 1 digit; relate halves, fifths, and tenths to decimals;</p>	<p>Which of the following are the same as Clark McDougall’s painting?</p> <ul style="list-style-type: none"> ➤ Woodland Cree paint scenes of nature. ➤ Woodland Cree like to outline in black. ➤ Woodland Cree like to use bright, bold colours. ➤ Woodland Cree use solid chunks of colour with no shading or details. 	<ul style="list-style-type: none"> ➤ The Blanding Turtles live for about 70 years. If a turtle was 5 times your age how old would it be today? How many more years could it live? ➤ Sometimes it takes 1000 turtle eggs to create one adult turtle. How many groups of 10 in 1000? 10 000? How many groups of 100 in 1000? in 10 000? How many groups of 1000 in 1000? in 10 000? Do you have enough base ten blocks to help show any of the answers? ➤ How many days does a turtle carry on it’s back? There are 13 of the large blocks (they represent the 13 moons). There are 28 little blocks around its shell (they represent the number of days in the cycle of a moon). Find the total number of days on a turtle’s shell. ➤ When you count by 25s how close can you get to the number of days in a year? ➤ To travel to St. James Church, for the baptismal celebration, it took us 60 minutes by car. It took my aunt only ½ that time. How long was she in the car? ➤ My other cousins only took 1/3 of that time. How long were they in the car? ➤ Draw three circles. Show one with 60 minutes; one with half that time; and the last one with 1/3 of that time. ➤ How much is ½ in decimals? How much is 1/5 in decimals? How much is 1/10 in decimals?
<p>Literacy</p> <p>Oral: 1.4 summarize important ideas; 2.7 use visual aids to support</p>	<p>Just like we needed a map and directions, with good landmarks to get to St. James Church, other civilizations also needed adequate directions.</p> <ul style="list-style-type: none"> ➤ Choose one of the following civilizations: Ancient Greece, Ancient Egypt, or Ancient North America. 	

<p>Reading: 1.1 read variety of text; 1.2 identify purpose; Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use specific texts; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> ➤ Think of two locations that would be found in your chosen civilization. For example, a pyramid and a temple in Ancient Egypt; the Acropolis and a theatre in Ancient Greece; a village and hunting grounds in Ancient North America. ➤ Draw a map that shows the two different location in your civilization (spread them a good distance away from each other). Label those locations. Put roads and/or paths, vegetation, rivers, other buildings, and include symbols, to represent services found in that civilization. Add labels where you can. Would a compass rose help? ➤ Write a letter to a friend. Write clear directions explaining how to travel from their location to the place where you are waiting for them. ➤ Include your map ➤ Keep your sentences clear and not too wordy. Short sentences work best. Think of how they are travelling. Give them approximate times to get from one icon to the next. ➤ Give your letter to a partner and let their finger do the walking on your map. Were your instructions clear? Do you need to add details and/or change directional information? ➤ Try it a second time and see if your letter makes more sense
<p>Art</p> <p>1.1 create 2-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use of elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> ➤ Fold a large piece of paper to have three large blocks all equal in size. In each block you will draw and label one natural feature, one vegetation feature, and one human activity or feature. Be aware of this when you enter the heading of each block. ➤ In block one, print the heading 'EGYPT'. In block two, print the heading 'NORTH AMERICA'. In block three, print the heading 'GREECE'. Keep your titles in a smaller font so you have room for drawing. ➤ Before you start drawing think of your use of space: overlapping items; positive and negative space; foreground, middle ground, and background. ➤ Think of how you will employ weight of line and contour shapes to make your work more easily recognizable. ➤ Think of size so viewers do not have to squint to make out the various features. ➤ You will need to depend on the use of pencil lead, to show depth, as these will remain black and white and not have colour.

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| | <ul style="list-style-type: none">➤ When your three items are drawn for each of the civilizations you may choose to return to the drawings and add smaller features (such as rivers, paths, trails, etc.) to connect your drawings in that block.➤ You may choose to add some pencil shading to make some of your areas light and some of your areas dark. |
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Image: Bob Bozak, *Tim Horton, and Donut*, 1974, enamel, Collection of Museum London, Gift of Ms. Dawn Johnston, London, Ontario, 1993

About the Art

Representational Imagery is also called Figurative Art. It is a work of art that the viewer easily recognizes. It is not photorealism as the details do not have to be realistic, the shape and form simply have to be recognizable to the viewer. It takes identifiable objects and gives them their physical appearance in general terms. Representational Imagery does not deal solely with figures or landscapes. It can represent objects as well. Colours do not have to be realistic.

Bob Bozak had two themes that he expressed, often, in his art: the idea of the popular hero, or the latest known personality, and the way they used that fame to achieve financial gain.

Who is the Artist?	<p>This artist is Bob Bozak. Some of the places he lived in are Alberta, British Columbia, Toronto, and London, Ontario.</p> <p>He liked to paint famous Canadians. He loved hockey and things having to do with hockey, like hockey sticks, skates, and the Montreal Canadian sweater.</p>
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<p>About the Art Elements Line; Shape; Colour; Texture; Value;</p> <p>Principles: Contrast; Repetition and Rhythm Variety Emphasis</p>	<p>In this painting Bob Bozak painted two things: a man and a donut. Which one did you see first?</p> <ul style="list-style-type: none"> ➤ Does Bob Bozak prefer organic or geometric lines? ➤ Where is the use of detail greatest? ➤ Look at the weight of his lines, particularly around the face. How does this use of line help to define the facial features? ➤ Examine Tim Horton's hair. Where is there an example of implied line? How did Bob Bozak achieve that look? ➤ If Bob Bozak only had the primary colours how could he create each of the colours he used in his painting? ➤ Why is the background empty? Is that a good use of space or should he have filled in the space with something? If so what? ➤ Divide the painting into foreground, middle ground, and background. How would this help you if you were trying to draw the same picture? ➤ Is the donut texture real or implied? How did he use his paint to show you texture? ➤ How did value play a role in creating the shadow? ➤ Where is the focal point in this painting?
<p>Social Studies A 1.1 compare social organization; 1.2 compare daily lives; 1.3 compare daily differences; 3.4 physical features and their affect; 3.8 social organization; B 1.2 compare industries in different areas; 1.3 actions for sustainability; 2.1 balance human needs and stewardship; 2.6 use appropriate vocabulary; 3.1 identify physical regions; 3.2 identify human activities; 3.6 opportunities for quality of life; 3.7 cardinal directions</p>	<ul style="list-style-type: none"> ➤ On the way to Tim Hortons you stopped off at the grocery store and 2 other stores. List the 5 items you bought at the grocery store and the 3 other items you bought at each of the other two stores. ➤ Make a T-Chart. Label one column 'I WANT' and the other column 'I NEED'. List your items under the appropriate columns. ➤ Think of the child of a chief in Ancient North America. Think of a Pharaoh's daughter. Think of an Egyptian slave. How would those items, you just purchased, be different from the wants and needs of those three children of long ago? ➤ Which economic services are Tim Hortons and the other two stores you shopped at? ➤ To get to the other two stores which physical features did you encounter? List three physical features the child of a chief and an Egyptian slave would probably have encountered on a daily basis. <p>You arrive at Tim Hortons. Order your drink and your food choice.</p> <ul style="list-style-type: none"> ➤ Create a pathway through the four economic sectors to arrive at the drink and another pathway to arrive at the food item. Be sure to include all four economic sectors: (primary (resource), secondary (manufacturing), tertiary (service), and quaternary (information)).

	<ul style="list-style-type: none"> ➤ Which economic sector is Tim Hortons? ➤ How did the services of the employees change when Coronavirus affected the community? ➤ What practices do you think would be beneficial to keep in order to help with sustainability and to create harmony between human wants/needs and stewardship of the environment? ➤ What steps has Tim Hortons taken to reduce its environmental footprint? What future steps could it take towards stewardship?
<p>Science Structures 1.1 impact of pulleys and gears; impact of using machines; use appropriate vocabulary; 3.1 purpose of pulley and gear systems; 3.6 identify and explain pulley and gear systems;</p>	<ul style="list-style-type: none"> ➤ How would the environmental impact for a new Tim Hortons being built in the middle of London, Ontario be different from a new Tim Hortons being built on the very edge of the city where the forests are? ➤ Why do humans seem to be so dependent on having coffee from Tim Hortons on a regular basis? Is this an 'I want' or an 'I need'? ➤ Think of three uses for a pulleys system in a Tim Horton's restaurant. ➤ Think of three uses for a gears system in a Tim Horton's restaurant. ➤ How would the use of pulleys and gears have benefitted the Ancient North Americans? The Egyptians? One more ancient civilization of your choice? ➤ What should Tim Hortons do with their stale donuts and old coffee at the end of each day? ➤ Why is the idea of a drive through at Tim Hortons a good idea or a not so good idea?
<p>Math Numeracy Estimate; represent whole numbers to 10 000; \$ to \$100; adding and subtracting three digit-digit numbers; estimate; multiply and divide 2 digits by 1 digit; use concrete materials</p>	<ul style="list-style-type: none"> ➤ If you bought three dozen donuts and each DONUT cost 25 cents how much money do you need? (Use counters and count by 25.) ➤ If you buy 42 donuts and put 6 donuts in each box how many boxes do you need? ➤ With that 42 donuts there are 15 jelly, 9 chocolate chip, and 4 sprinkles. How many plain donuts can you get? ➤ You have an array of donuts: 6 columns and 5 rows. Write as many number facts from this array as possible. ➤ If you cut each of the 42 donuts in half and give everybody each one piece how many people could you feed? ➤ For a school party we ordered 123 chocolate chip donuts and 159 donuts with sprinkles. How many donuts did we get? ➤ The other team ordered 132 plain donuts and 141 jelly donuts. How many donuts did they get? ➤ Which team ordered more donuts?

	<ul style="list-style-type: none"> ➤ There were 79 left over at the end of the celebration. Five people got to take them home to their families. How many did each person get?
<p>Literacy</p> <p>Oral: 1.4 summarize important ideas; 1.6 connect to experience; 1.8 identify point of view; 2.7 use visual aids to support</p> <p>Reading: 1.1 read variety of text; 1.2 identify purpose; 1.6 connect to personal knowledge</p> <p>Writing: 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use specific texts; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread;</p>	<ul style="list-style-type: none"> ➤ Plan a full course meal and write out a recipe. ➤ Choose one of the following civilizations that you have not yet studied: Ancient Greece, Ancient Egypt, or Ancient North America. ➤ These are some of the foods eaten in Ancient Egypt: garlic, green vegetables, lentils, figs, dates, onions, fish, birds, sheep, eggs, cheese, butter, bread, honey. ➤ These are some of the foods eaten in Ancient Greece: grains, wheat, barley, fruits, vegetables, breads, cake, olives, grapes, figs, fish, squid, octopus, crayfish, birds, pheasants, goats, pigs, sheep, milk, cheese, chestnuts, walnuts, almonds chickpeas, peas. ➤ These are some of the foods eaten in Ancient North America: bannock, moose, deer, bison, pemmican, maple taffy, stews, strawberries, blueberries, raspberries, seal, whale, rabbit, fish, birds, nuts, seeds, wild rice, corn, wheat, beans, squash, choke cherries, acorns, walnuts' ➤ Think of the role you play in the civilization you chose as it will determine the kinds of food you would have available. ➤ Which people in your civilization would have more abundant diets? Why? ➤ Write a list of the food to be included in your meal. ➤ Describe the event. Mention the time of day and who will be sharing the meal with you. Explain some of the foods on your list and what kind of bowl or plate is needed for them to be displayed. ➤ Who got to eat first and what portion was left for you? (Remember that back then it was unlikely that people had their own plate and utensils.) ➤ While you are eating glance around you and describe the weather and season as that too determines the kind of food available. Tim Hortons was not available so what was available for drinks and desserts? ➤ Choose one item from your meal and describe, in more detail, how that item was prepared for consumption.

	<ul style="list-style-type: none"> ➤ Has all this planning made you hungry yet? Go get yourself a snack.
<p>Art 1.1 create 2-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use of elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> ➤ Draw an array of donuts 3 x 4. ➤ Decorate them in various themes. Be sure that the colour themes are easily recognizable. Perhaps record the colour theme in the center of the donuts. ➤ Include the following colour themes in your decorations: <ul style="list-style-type: none"> A) Primary B) Secondary C) Monochromatic D) Warm E) Cool F) Solid colour G) Tints H) Mixed tints I) Subdued J) Intense K) Your choice L) Your choice