

River Art
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Overview:

River Art is an art curriculum unit designed for gifted seventh and eighth graders who attend Pittsburgh Gifted Center. It is an art course with a specific motivation, the Three Rivers. It is designed to take advantage the existing resources provided at the Pittsburgh Gifted Center. The Pittsburgh Gifted Center attends "School for A Day" at Heinz History Center every fall. The Pittsburgh Gifted Center holds "School for a Day" at The Carnegie Science Center every winter. In May, the Pittsburgh Gifted Center holds an extravaganza extraordinaire, The Spring Fling. The Spring Fling has games, food, a balloon man, prizes, The Pittsburgh Aviary, The Carnegie Museum of Art, a student art show and much, much more. The curriculum unit, River Art, is designed to take advantage of the permanent exhibits at the Heinz History Center and the Carnegie Science Center. It also proposes to make an admirable showing in the student art show at the Spring Fling.

Although, River Art, is designed to fit into the framework of the Pittsburgh Gifted Center the lessons will work in a standard art program.

How did the seminar, Pittsburgh Rivers increase my preparation for the fine arts classes I am assigned to teach?

Through the years I have participated in many interdisciplinary projects that studied Pittsburgh. The units on Pittsburgh always included information about the three rivers but the focus was on the neighborhoods. The rivers were always a part of the project but not the focus of the project.

The description of the seminar, Pittsburgh Rivers, in the Pittsburgh Teachers Institute brochure intrigued me. It stated that the seminar, Pittsburgh Rivers, led by Dr. Janet Stocks "will explore the rivers from a variety of perspectives: historical, geological, geographical, economic and cultural among others. We will read novels, take field trips, and have multiple guest lecturers in an attempt to fully understand how our "three rivers" influence the life in our region." We did everything but read novels. (I have included a novel in the bibliography for the teachers who may be interested in reading a novel about Pittsburgh.)

As the seminar progressed I realized that much of what we know of life along the banks of the Monongahela, Allegheny and the Ohio is gleaned from drawings and paintings created by its residents. The rivers are a reoccurring theme in the art of the area. I picked up a copy of Stefan Lorant's book, *Pittsburgh, the Story of an American City* and paged through it. I saw the story of Pittsburgh unfold in drawings, paintings and photographs.

The drawings and paintings showed the rivers were more than a backdrop. In the early days, the city revolved around the rivers.

The multidiscipline approach to the study of the "three rivers" in the seminar, Pittsburgh Rivers, has enabled me to understand the story behind the painting. It gave me a glimpse into the lives of the residents of the area. It gave me a link to the past as well as insights into the future of the area. It enabled me to view the artwork of the "three rivers" not only with an academic eye for the principles of design and the elements of art but also with a personal attachment to the place where I live

How will the curriculum unit, River Art, assist me in teaching about the rivers in my classroom?

The seminar, Pittsburgh Rivers has assisted me in developing the curriculum, River Art, by illustrating the influence the "three rivers" have had on the life in our region. It has broadened my understanding of the importance of the rivers by giving me an extensive overview of the people who work on, in and around the rivers. We have discussed and analyzed environmental problems, historical events, geological events and are optimistic about the future. There are a lot of people who care about the rivers. There are plans to facilitate public access to the rivers. The importance of clean water can never be underestimated. Every time I see a Flash Flood warning run across the bottom of the television screen the conscientious man who put it there comes to mind as he was one of the presenters in the seminar, Pittsburgh Rivers. The seminar has given me, a life long resident of Pittsburgh, a deeper sense of belonging to the city. I hope the sense of belonging to the city transfers to my students.

I have chosen paintings and drawings that tell part of the story of the region. The students will have the opportunity to look at the artwork created by a few of the major artists from Western Pennsylvania. After viewing, describing, interpreting and analyzing the paintings the students will be challenged to create their own River Art. The students will be encouraged to generate as many ideas as possible. Upon reaching an idea they will refine, and develop it. When the idea is fully developed the student will execute the idea by painting a painting. This process will be documented through sketches, journal entries, pictures found in magazines and on the Internet. The process of creating artwork is not always a direct path. The students will learn through discovery, problem solving and self-evaluation, as well as research and experimentation. The culminating activities will be a presentation of their artwork and their research. Each student will provide a brief explanation of his or her work. They will include clippings, articles, sketches and notes that provided inspiration for their artwork.

There are many artists to choose from: Tim Collins and Reiko Gotto, environmental artists, Jayson Livingston, landscape architect, John Kane, Pennsylvania Primitive, Dominick Steffi, filmmaker, Robert Qualters, watercolorist, Doug Cooper, muralist, Russell Smith and Thomas Anshutz, landscape painters and many more.

I have chosen artists whose artwork is accessible to the classroom teacher. Their artwork represents different time periods in history. Although rivers influenced the work of all of the artists, all of the paintings can stand alone as beautiful works of art. The paintings tell the story of the people who lived and worked along the rivers. The seminar prepared me to elaborate on the themes of the paintings. After the students have studied the works of others they will then create artwork based on the theme, Pittsburgh Rivers. The artwork should answer the question "How do you see the rivers?"

What is the intended grade level and subject area of this curriculum unit?

I teach fine arts to seventh and eighth grade students at The Pittsburgh Gifted Center.

The Pittsburgh Elementary Gifted Center and the Pittsburgh Middle Gifted Center were combined in the 2001-2002 school year. The combined school, The Pittsburgh Gifted Center, is in the process of developing a seamless kindergarten through eighth grade program. It prepares the gifted students for high school CAS (Centers for Academic Studies) program by offering enrichment courses in a variety of subjects.

The students select four courses each September and January. The courses are teacher designed and consist of fifteen one-hour classes. The seventh and eighth

grade students are offered courses in the fine arts, language arts, the sciences, mathematics, social studies, and technology. Because the courses are teacher designed and because one of the objectives of the program is enrichment, I have the luxury of tailoring my curriculum to the individual needs of my students.

What is the purpose of the curriculum?

The purpose of the curriculum, River Art, is to investigate the role of the artist as an environmental designer, a historian and as a producer and exhibitor of works of art. The curriculum was written as a result of my participation in the seminar, Pittsburgh Rivers, led by Dr. Janet Stocks. The seminar consisted of twelve presentations. Each presenter is a professional who is actively involved in his/her field. The presenters were the following:

1. Three Rivers Second Nature, (Tim Collins and Reiko Gotto)
2. "The River Ran Red" and discussion with the filmmaker (Steffi Domike)
3. Explainatoids, (Peggy Stubbs)
4. Biological recovery of the rivers,(Michael Koryak)
5. History and ecology of the rivers, (Joel Tarr)
6. Lewis and Clark Expedition, (Susie Kline)
7. History and engineering of the bridges, (Dan Rehak)
8. River Life Task Force, (Lisa Schroeder, Greg Black)
9. River Forecasting, (Bill Drzal)
10. The geologic history of the rivers, (Henry Prellwitz)
11. Art and Music of the Rivers (John Seitz)

The list is impressive! The seminar captured the attention and the imagination of it participants.

The purpose of the curriculum, River Art, is to show the students examples of the artist as an environmentalist, historian, producer and exhibitor or artwork. Some

of the examples will be drawn from the material described by the presenters. Other examples will have been inspired by the presentations. The student will synthesize the information and draw upon it when creating artwork.

Rationale:

As I listened to the presentations, I began to realize how much society depends on art to gain information as well as disburse information. A great way to learn about the rivers is through observation. Observation can take the form of looking at paintings and photographs of the rivers or actual on site observation. A great way to document these observations is to paint a painting of the Al the Mon and the O. That is exactly what we will do. We will make a series of sketches and paintings so that we might begin to know Pittsburgh's Rivers and in some way help others to know a little more about the Allegheny the Mononghala and the Ohio.

Pittsburgh Gifted Center has a strong relationship with the Heinz History Center and the Carnegie Science Center. There are many opportunities to incorporate these two annual events into the curriculum unit, River Art.

River Art will require the students to further develop their skills in research, technology, drawing, painting and exhibition in order to create drawings and paintings of the rivers.

Objectives:

The students will investigate Pittsburgh's Rivers by listening to guest speakers, attending field trips, keeping a sketchbook journal, researching topics on the internet as well as in the library and then use this information to paint a series of paintings that depict their personal thoughts about the rivers.

The student will investigate the role of the artist as an environmental designer by visiting a landscape architects office as well as actual sites to see how the landscape architect designs for the environment. Whether the architect designs for a riverside park or housing development the impact on water quality must be considered. The students will learn how the landscape architect corrects the environmental mistakes of the past.

The student will view the slides of artists who paint paintings of the rivers, discuss the problems he /she has had to deal with as they paint on site and learn how he/she has solved them.

The students will visit Heinz History Center to view the original artwork of Doug Cooper, Russell Smith. The students will be able to distinguish between a reproduction and an original work of art.

The students will visit the Carnegie Science Center, observe the permanent exhibit on water quality and sketch the rivers from the windows.

The students will create artwork that depicts an aspect of the rivers.

Strategies:

Where can I find examples of "River Art"?

The Carnegie Museum of Pittsburgh's permanent collection includes Steamboats on the Ohio, 1896, oil on canvas, by Thomas P. Anshutz c Pittsburgh at Night, oil on canvas, 1896, by Aaron H. Gorson, Larimer Avenue Bridge, 1932, oil on canvas, John Kane, Oh the Fearful Wonder of Man 1961, oil on canvas, Henry Koerner, Pittsburgh Memories, collage on board 1984, Romare Bearden

Heinz History Center's permanent collection includes Doug Cooper's mural; Russell Smith's painting of 1843 of the *Saltworks at the head of SawMill Run Creek* where it empties into the Ohio near where the West End Bridge is today.

How are the lessons structured?

Each lesson is introduced with a work of art. The work of art depicts one aspect of the Pittsburgh rivers. The purpose of the artwork is to provide inspiration to the students. The artwork will show one person's interpretation of the rivers. Some of the works were used in the seminar, Pittsburgh Rivers, by the presenters to illustrate their point. Every effort will be made to have presenter visit the classroom. There is no substitute for first hand knowledge of the subject. The teacher will provide background information gained by her participation in the seminar, Pittsburgh River. The students will describe, interpret analyze the work of art then relate it to a personal experience. The initial idea will then be developed. The development of the idea will include research on the Internet and clipping pictures from magazines. There is a picture file in the room as well as many books. The students will be encouraged to use as many resources as needed to develop their idea. The students will then finalize their idea by creating a drawing, painting or collage that is inspired by the work of art. The final work or series of works created by the student will be presented during the last class. The student will be required to present the final art and the research to the class with a

brief explanation of the evolution of the idea. The work will be exhibited at the annual "Spring Fling" at the Pittsburgh Gifted Center.

Strategies for the Introduction to the Unit

The video, *The O, the A & the Mon*, is an excellent way to begin the unit. The video is upbeat and fun. WQED has the videos program log on line. (<http://www.wqed.org/erc/pghist/logs/rivers.html>).

Rivers and Valleys, part of WQED's History Series available online. (<http://www.wqed.org/erc/pghist/units/rivers/rivers-act.html>) The site includes activities, discussion and learning activities. This is well-researched site. It is well worth investigating.

Carnegie Library of Pittsburgh, *Bridging the Urban Landscape: Homepage* (<http://www.clpgh.org/exhibit/>) is a powerful site. "Carnegie Library of Pittsburgh, in collaboration with Common Knowledge: Pittsburgh has created this online hypertext exhibit of some 600 historical photographs and images, accompanied by text of Pittsburgh. Its bridges and its neighborhoods."

Strategies for teaching The Artist as a Historian

Show the film, *The River Ran Red The 1892 Homestead Steel Strike*, to the class. There are many reasons to show the film of "River Ran Red " by Steffi Domike and Nicole Fauteux to art students. It is an exquisite film. It presents an important part of Pittsburgh history in a series of still images. A famous Pittsburgh artist, Robert Qualters, painted the watercolors in the film. I suggest the use of the companion book. "The River Ran Red" Homestead 1892. The companion book contains illustrations and background information. The information in the companion book is from original sources. It includes newspaper articles, photographs, and prints. The program that accompanied the original showing of the film premiere: September 11, 1993, at the Pittsburgh Public Theater has two pages of entitled "Did You Know" I noticed that Steffi Domike included some of the "Did You Know's" when she presented the film at the seminar, Pittsburgh Rivers. I have included them in the appendices of this curriculum.

The Steel Heritage Corporation located at 338 east 9th Avenue, Homestead, Pennsylvania, 15120 (412) 464-4020 offers tours of the rivers. The actual site of the Homestead strike can be seen The Steel Heritage Tour.

The Pittsburgh Gifted Center holds "School for a Day" at the Heinz History Center. This is an annual event at the Gifted Center. One of my favorite presenters is "Andrew Carnegie "(storyteller) Andrew Carnegie is played by an actor who dresses for the part. The storyteller begins his story with Andrew Carnegie's early years in Scotland. He speaks of his relationship with his father. His fathers

struggle to make a living when the Carnegie's immigrated to America. He speaks of Carnegie's determination to be successful in America. The personal reasons he had for establishing libraries, his own rise to wealth and power. This is part of a formal presentation that takes place in a cozy corner of Heinz History Center. The storyteller is well versed in his part. He is comfortable answering the students' questions. Since the students who attend the Pittsburgh Gifted Center visit the Heinz History Center every year it is quite possible that they are familiar with the story teller's presentation of Andrew Carnegie. Viewing the film, *The River Ran Red* before the Gifted Center attends School for a Day at the Heinz History Center will make the Andrew Carnegie presentation more meaningful to the students.

Strategies for Teaching the Artist as a Producer and Exhibitor of Artwork

Attempt to bring practicing artists who paint paintings of the rivers into the classroom to take about their work. I am aware of two. Mr. Fall, a substitute art teacher for the Pittsburgh Public Schools, paints on site paintings of the rivers. He has slides of his work He might be called on to present slides of his paintings.

Consol Energy had a calendar program until three years ago. The 1990 River Works calendar is outstanding. The artist, George E. Morris, teaches at Rogers CAPA. The calendar "River Works," is the result of making several trips on Consolidation Coal Company (Consol) towboats along the Monogahela River in southwestern Pennsylvania and northern West Virginia. River Works was exhibited at the Blue sky Gallery in Pittsburgh in 1989."

Strategies for Teaching the Artist as an Environmentalist, Historian, Producer and Exhibitor of Art Work

It is the anniversary of the Lewis and Clark Expedition. The celebration of this historic event provides opportunities to showcase the artist as an environmentalist, a historian and a producer and exhibitor of artwork.

The events are scheduled for next school year. The Army Core of Engineers provided our seminar with maps and visuals. The Discovery Channel has an excellent video presentation, *The Search for Lewis and Clark*. It is approximately sixty minutes long. It is a reenactment along with actual video of archeologists retracing their steps.

Classroom Activities

Lesson 1.

The Al the Mon and the O

Objectives:

The students will:

- View the video, the Al the Mon and the O.
- Describe, analyze, interpret and judge the video.
- Create a design that expresses various aspects of Pittsburgh.

Materials:

A television and VCR player,
The video, *The Al, the Mon and the O*. (the program guide available on line,
<http://www.wqed,irg/erc/pghist/logs/rivers,html>
Pencils
Paper
Magic Markers
Colored Construction Paper
Scissors

Motivation:

Upon viewing the class will divide into groups of three or four. The students will create a list by objectively describing what they saw in the video. The students will analyze and interpret what they have seen in the video by describing how the events on the video relate to events in their own lives. Each group will share their interpretations with the class. The class will then offer a judgement as to the significance of the video. Would they recommend it be show to future classes?

Procedure for Pittsburgh Rivers Design

The teacher will demonstrate how to divide a piece of 12" x 18" of white drawing paper into five unequal parts. The students will divide their papers so that there is small, medium and large parts. In each section the student will draw a part of Pittsburgh Rivers. The student will draw on the video for inspiration. The design should not have a top or bottom. The student will rotate the paper after a section is completed. Color the design with magic markers.

Procedure for Pittsburgh Rivers Collage

The teacher will introduce the students to the abstract expressionist, Stuart Davis, by showing them a print of his painting. "Blip, Blops" The student will compare and contrast the video with the painting. They will create a collage inspired by the video in the manner of the abstract expressionist, Stuart Davis

Lesson 2

Three Rivers, Second Nature

The students will:

Be introduced to the role of the artist as an environmentalist by discussing the work of Tim Collins and Reiko Gotto.

Gather information on the website: <http://3r2n.cfa.cmu.edu/>

Materials:

Computers

Sketchbook journals

White drawing paper

Markers

Watercolor paper, paint, brushes, water containers

Method:

Have the students read the first page of the website: <http://3r2n.cfa.cmu.edu/>

Pose the question "What is the role of the artists, scientists, and policy makers in producing strategic knowledge that helps the citizens and decision makers understand the evolving opportunities of our post industrial waterfront? As artists, what would be some of your concerns? Why is it important to invest in clean water? Challenge the students to create artwork that expresses their concerns.

The Three Rivers Second Nature website features the painting *Steamboats on the Ohio* by the painter Thomas Pollack Anshutz on History of Public Access to Pittsburgh's Three Rivers page. Carnegie, Institute, Pittsburgh, PA, owns the painting. It can be viewed at the Sarah Scaife Art Museum. A postcard of the painting can be purchased at the Museum Store. (They don't sell slides even though people ask for them all of the time. I asked.)

The painting is shown to illustrate public access to the rivers. "Where do we find public access to the rivers?" is the question to ask the students. Challenge the students to paint a painting of Pittsburghers enjoying the banks of the rivers.

Resources:

Postcards of the painting Steamboats on the Ohio by the painter Thomas Polack Anshutz

Lesson 3

Unit: The Nine Mile Run Watershed Project and Summerset at Frick

Project: Careers

Objectives:

The students will:

Learn how architects and landscape architects consider environmental issues when they are developing a site.

Compare and contrast Nine Mile Run by viewing the painting, *Nine Mile Run Seen from Calvary* and Nine Mile Run now by viewing the site.

Materials:

Sketchbook journals.

Pencils

Method:

John Kane is a famous self-taught Pennsylvania artist (1860-1934). His paintings document Pittsburgh. The book, *3 self-taught pennsylvania artists*, HICKS, KANE, PIPPIN, Museum of Art Carnegie Institute Pittsburgh, October 21, 1964 includes black and white prints of his paintings. The book contains a black and white print of the painting, *Nine Mile Run Seen from Calvary*. As the Three Rivers, Second Nature is restoring Nine-Mile Run, viewing the painting, *Nine Mile Run Seen from Calvary* (1929) by the famous self-taught artist, John Kane might be an interesting way to begin the story.

Nine Mile Run is slated to become part of Frick Park. Nine Mile Run borders on the housing development, Summerset at Frick. Summerset at Frick is built on a slag dump. The landscape architecture firm of La Quatra-Bonci and the architecture firm of Montgomery&Rust had to address many environmental

concerns when they designed Summerset at Frick. Jayson Livingston, from the firm of LaQuatra-Bonci, arranged for a group of students to visit their office. He showed the students a Power Point Presentation and answered many questions. Peter Sewchok, an architect from the firm of Montgomery&Rust, arranged for the students to visit Summerset at Frick. Mr. Sewchok and Mr. Livingston took the students around the site.

Suggested Activities

Challenge the students to paint a painting of Nine Mile Run from the site. Take a field trip to Calvary cemetery. Paint a painting of Nine Mile Run.

Background Information

John Kane, (1860-1934) A Pittsburgh Primitive, is featured in the book, Pittsburgh The Story of an American City, by Stefan Lorant (pages 346 and 347). The pages include black and white reproductions of three of his paintings, *Industry's Increase*, *Scene's from My Studio*, and *Frankstown Avenue Bridge*. There is a picture of John Kane and his wife and a photograph of his solitary funeral. There is a touching biography of his life. On page 347, Stefan Lorant quotes John Kane as saying, "I have paved its streets, made its steel, painted its houses, It is my city; why shouldn't I paint it?"

Lesson 4

Unit: The Artist as a Historian

Project: Illustration of a Current Event

Objectives:

The student will:

- Learn the history of the Homestead Strike by viewing the film, "*The River Ran Red*".

- View the artist as a historian.

- View the artist as a film producer.

- View the artist as a collaborator who works on a team.

- Research and illustrate the current event using India Ink and watercolor

Materials:

White drawing paper

India Ink

Penholders and nibs
Watercolor sets
Brushes
Containers for water.

Motivation:

For the Teacher:

*"But oh, there was weeping last night at the Homestead!
The river ran red on its way to the sea.
And curses were muttered and bullets whistling,
And Riot was King of the land of the free"*

From " A Man Named Carnegie"

It appears on the title page of the book "The River Ran Red. Homestead 1892" Steffi R. Domike, a former steelworker, is a television and film producer whose films include the prizewinning "Women of Steel" Domike Steffi is a co editor of the book, The River Ran Red and the movie. She presented the movie to our seminar. She suggested that we take a field trip to The Waterfront in Homestead and visit the pump house. I mentioned this to a coworker. He works for Introduce the film to the students by giving them a brief synopsis of the movie. Question the students to find out what they know about Andrew Carnegie, Homestead, the Steel Mills, Labor Unions and strikes. The Pittsburgh Gifted Center has school for a day at Heinz History Center every year. One of the presenters is a storyteller who portrays Andrew Carnegie. It is quite possible that the students have seen his presentation and remember a great deal about the life and times of Andrew Carnegie.

The film tells the story of the Homestead strike by using a series of still pictures. A Pittsburgh artist, Robert Qualters, painted many of the illustrations. His watercolors are remarkable and should be pointed out to the students as exemplary works of art.

After a brief explanation, the students will view the film, The River Ran Red. The movie is almost an hour long so I suggest that it be shown in two sessions. The students will break up into small groups in order to describe, analyze, interpret and judge the importance of the movie. The groups will be asked to present their combined opinions at the end of the class.

Suggested Activities:

Challenge the students to illustrate a current event. Every current event has some historic significance. The student will research the event in newspaper articles, magazine articles, on the Internet, on television news programs and by interviewing others. After the students have gained information on their chosen topic, they will illustrate it.

Materials:

Pen and ink
Watercolor
Brushes
Water containers

Suggested Activities

The teacher will demonstrate how to work with pen and ink. Demonstrate various drawing techniques such as cross-hatching. Provide the students with enough time to practice their techniques before they begin their final project. The teacher will demonstrate how to apply a wash over the black and white drawing.

Extension:

The self-taught artist, John Kane painted a painting titled *Homestead in 1929*. A black and white reproduction of the painting, *Homestead in 1929*, appears in the book, *3 self-taught pennsylvanian artists, HICKS, KANE, and PIPPIN*. I suggest the teacher use a questioning technique to help the students learn about the painting.

Lesson 5

Unit: Explanatoids

Project: Design Signage that explains a scientific fact about the three rivers.

Objectives:

The student will:

Draw on personal experience and research to create signage that explains a scientific fact about the rivers.

Motivation:

For the Teacher:

Peggy Stubb's Explanatoids have found a home at Pittsburgh Gifted Center. They are posted all over the building. The elementary students have City Science Explanatoids in every imaginable place in the building. The 7th and 8th graders who take the ceramics course, Burnt Earth, have posted Explanatoids that explain other uses for ceramics throughout the third floor. This is a very popular lesson with the students. There have been a lot of favorable comments from the adults as well.

Objectives:

The students will:

- Create signage that explains a scientific fact about the rivers.
- Obtain information by doing research on the computer.
- Create the signage using Microsoft Paint.

Materials: Computers, Microsoft Paint, paper.

Method: Show the students examples of Explanatoids JR. They are posted on the website. Use the questioning method to elicit information about the three rivers. I suggest that the students use the "Did you know that..." format to create their Explanatoid Jr. Encourage the students to create their own graphics. I feel certain that the students can draw better pictures than the pictures available in clip art.

Rubric

The signage should consist of an interesting fact accompanied by a graphic that illustrates the fact.

5. The signage is clear, concise, and accurate and catches the eye!
4. The signage is clear, accurate and attractive.
3. The signage is accurate.
2. The signage is inaccurate.
1. Uh! Oh! Let's start over!

Lesson 6

Unit: Biological recovery of the rivers, (Michael Koryak)

Project: Painting of a Creek

Objective

The student will:

Learn how coal mining and the combined sewer system in the Pittsburgh area changed our clear streams into foul- smelling, orange-crusteD polluted sewers.

Learn of the efforts being made to reclaim the streams and recover the rivers.

Focus on the painting, *Sawmill Run Creek*.

Paint a painting of one of the fifty or more creek that flow into one of the three rivers.

Contrast their painting to Russell Smith's painting of *Saw Mill Run Creek*.

Learn some of the history of Saw Mill Run.

Materials:

White drawing paper

Watercolor sets

Watercolor paper

Brushes

Water containers

Method:

Pittsburgh has three rivers and over fifty streams feeding into the rivers. Introduce the biological recovery of the rivers by showing a slide of the painting, *Saw Mill Run Creek*. Russell Smith's painting of 1843 of the saltworks at the head of Saw Mill Run where it empties into the Ohio River near where the West End Bridge is today. The painting hangs in the Heinz History Center's Points in Time exhibit. In the early days of the city, the sale of salt was a lucrative business. One well on the south side of the Monongahela produced 15 barrels a day."

A brief history of Saw Mill Run Blvd. can be found on the City Paper's website: <http://www.pghcitypaper.com>. YOU HAD TO ASK SITE in response the to the question "Why is Rt. 51. South also known as Saw Mill Run Boulevard? I've spent many hours stuck in traffic, wondering about this. --Mike Kalka.

Gifted Center pays an annual visit to the Heinz History Center every fall. The students will be able to view the painting during their visit. One of the objectives of this curriculum is that the students are able to differentiate between a reproduction and an original work of art. The visit to the Heinz History Center is a fine opportunity to achieve this objective.

Michael Koryak's presentation included biological and geological samples. While we listened to the presentation we actually held coal or slag. Mr. Koryak included

many artifacts in his presentation. Michael Koryak 's personal experiences add a whole new dimension to his presentation. Experience counts!

Suggested Activities

A point that Michael Koryak made is that Pittsburgh has three rivers and over fifty streams. Many of the streams are buried. Current thinking is to clean up the streams and unearth those that are buried. Russell Smith chose to paint Saw Mill Run at the place it enters the Monongahela River near the West End Bridge. Challenge the students to paint a painting of a similar site.

Lesson 6

Unit: Art History: Industry along the River Banks
History and ecology of the rivers, (Joel Tarr)

Project: Focus on the painting of Johanna K.W. Hallman "Jones and Laughlin Mill, Pittsburgh" c. 1925-30 oil on canvas 33 5/8 x 48 9/16 inches

Objectives:

The student will:

View, discuss and analyze the painting to determine the name of the artist, the date the work was painted, the materials and techniques used.

Describe the painting with an emphasis on the Monogahala River.

Recognize distinguishing characteristics that identify the painting as relating to a specific time in the history of Pittsburgh.

Compare and contrast to the present

Distinguish the reproduction from the original by visiting the Sarah Scaife Art Museum.

Paint a painting of industry along the riverbanks.

Motivation

For the teacher:

Use a question and answering technique to guide the students through discussion and analysis of the painting.

Discussion Topics

Attributes of the work shown

Industry along the riverbanks

Brainstorm ideas for a painting of a similar subject.

Instructional Resources

Forthcoming, Joel A. Tarr (ed.). *Redeeming the Smoky City: Historical Perspectives on Pittsburgh Environment History* (University of Pittsburgh Press, fall, 2003)

The painting is part of the museums permanent collection. Postcards of the painting are available at the Museum Store.

Carnegie Museum of Art, 4400 Forbes Ave. Oakland, PA 412-622-31

Songs by Woody Guthrie, *Pittsburgh Town, a Smokey Old Town, What Did Jones and Laughlin Steal*

Evaluation:

Teacher assessment

Rubric

Lesson 7

Unit: Lewis and Clark Expedition, (Susie Kline)

Project: Journal Sketchbook of Native Plants that grow along the banks of the rivers.

Objectives:

The student will:

View the video The Search for Lewis and Clark(available from the Discovery Channel)

Keep a sketchbook journal, as did the members of the Lewis and Clark Expedition

Take a field trip on the Gateway Clipper to view the rivers and riverbanks.

Research the types of foliage found on the Internet.

Materials:

Sketchbook journals

Pencils

Erasers

Computers

Motivation:

For the teacher:

Susie Kline's presentation was mesmerizing. She has so much information at her fingertips. She is an excellent presenter. Her presentation provided interesting anecdotal information. She distributed visuals created by the Army Core of Engineer.

Use the question and answering technique to discuss the movie with the class. Refer to the visuals provided by the Army Corp of Engineers.

Procedure:

Plan field trip on the Gateway Clipper. There are other companies available. It depends on the group you are taking and the amount of money you have to spend. Distribute Sketchbook/journals to the students
Instruct the students to take notes and draw thumbnail sketches during the trip.

Evaluation:

Teacher assessment
Student self-evaluation
Rubric

Lesson 8

Unit: History and engineering of the bridges, (Dan Rehak)

Project: Painting of Bridges on the Monongahala, Allegheny and the Ohio

Objectives:

The student will:

View discuss, and analyze the painting.

The student will participate in a field trip; the Three Rivers cruise by sketching/

The student will develop the sketches into preliminary drawings for a watercolor painting.

The student will paint a watercolor painting of the bridges using basic watercolor techniques.

Motivation/Preparation:

For the Teacher:

Introduce the lesson with a slide of the painting *The Monongahala Bridge after It had been damaged by the Fire in the Year of 1832* by Russell Smith. A reproduction of this painting and other paintings of Pittsburgh by the artist, Russell Smith, appear in the book, *Pittsburgh, the Story of an American City*, by Stefan Lorant. Authors Edition, Inc., Massachusetts published the book in 1975. The painting appears with his other works in the section, *As Russell Smith Saw the City*.

History and Landmarks offers a slide show, "*Pittsburgh's Bridges*" This slide show discusses the types of bridge to be found in and near Pittsburgh and mentions, in particular, the bridges to be seen on a Three Rivers cruise."

Procedures:

Research Pittsburgh's bridges. The students have access to the Internet, the classroom picture file, the classroom and school library and on a field trip, a *Three Rivers Cruise*.

Review the student's sketches.

Finalize the sketch.

Transfer the drawing onto watercolor painting. Paint the painting using basic watercolor techniques.

Extensions:

The Math Projects Series, Building Toothpick Bridges, written by Jeanine Pollard is, Dale Seymour Publications, 1985 presents a ten-day toothpick bridge project. Toothpick bridge building is a classic project. The book is well thought out and organized

A favorite book of mine is *The Ultimate Wood Block Book, Building Castles, Bridges & Other Engineering Marvels* by Sam Bingham. Sterling Publishing Inc published it in 1988. New York. Chapter Two: Bridges includes the history and the "how to" of the corbelled cantilever bridge, the Roman Stone Arch Bridge, Stone Arch II, The Pont Du Gard, Stone Arch III: The Bridge of Avignon, Flat Stone Arch: the Ponte Vecchio and Perronet's Bridge, Simple Truss Bridge, Truss and Cantilever: the Quebec Bridge. Steel Arch.

Lesson 9

Unit: River Life Task Force, (Lisa Schroeder, and Greg Black)

Project: Design a River Front Park

Objective:

The student will:

Design a riverside park.

Consider environmental issues in planning the park

Consider scale.

Identify and use the principles of design.

Materials:

Graph paper

Rulers

Compass

Pencils

Glue

Scissors

Chipboard

Foam core

Resources:

www.pittsburghriverlife.org

Motivation:

Rivers and Tides film

Procedure:

The student will draw three thumbnail sketches of possible parks. They will develop one drawing into a site plan. They will create a three dimensional model of the park.

Evaluation

Teacher/peer assessment

Rubric

Lesson 10

Unit: River Forecasting, (Bill Drzal)

Project: Painting of the Rivers with a specific motivation, "The Elements"

Objectives: The student will paint a painting of the rivers with an emphasis on the weather.

Materials:

Tempera Paint

Brushes
Railroad Board
Water Containers

Resources:
The Artist Paints the Elements

Motivation: "Painters understand nature and love her and teach us to see her."
Vincent Van Gogh

Procedure:
Draw three thumbnail sketches that depict the rivers emphasizing the weather.
Develop one thumbnail sketch into a final painting.

Evaluation:
Teacher/peer assessment
Rubric

Lesson 11

Unit: Art and Music of the Rivers

Project: Pittsburgh Songs

Objective:
The student will:
 Learn and illustrate songs about Pittsburgh.
 Play recordings of the songs during the Art Exhibit at the Spring Fling.

Motivation:

When I think of songs about Pittsburgh, I think of Robert Schmertz, architect and songwriter. Burle Ives and Pete Seeger and the friends of Robert Schmertz recorded his songs. My favorite is *Monogahela Sal*. He also wrote *Folks of the Ohio*, *Queen Anne Front* and *the May Ann Behind*.

Other songs about Pittsburgh include:
 Woody Guthrie, *Pittsburgh Town*, *a Smoky Old Town*
 Woody Guthrie, *What Did Jones and Laughlin Steal Pittsburgh*

Procedure:

Listen to the recordings of the song. The students may chose to write and or illustrate a song of their own

Unit: Trip to the Carnegie Museum of Art

Project: Viewing River Art

Objectives:

The student will distinguish between original artwork and reproductions.

Procedure: Arrange for a field trip to the Carnegie Museum of Art. Specify the type of art you want the students to see. I have included a list of paintings from the permanent collection. This varies from time to time as paintings are on loan and new works are added or taken out of storage.

Reading List for the Curriculum

Organizations

Heinz History Center

History and Landmarks Foundation, 412-471-5808

Books.

Arkus, Leon, *Three Self-Taught Artists: Hicks, Pipkins, and Kane*. Museum of Art, Carnegie Institute of Pittsburgh, October 21-December 1966

Chapman, Laura H., *Approaches to Art in Education*, Harcourt Brace Jovanovich, Publishers, San Diago, New York, Chicago, Washington, D.C. 1978

Carhart, Mary. *Watercolor, See for Yourself*, Grumbacher Inc., New York, New York

Carroll, Colleen, *How the Artists See the Elements Earth Air Fire Water*
Abbyville Kids A Division of Abbyville Publishing Group New York, London, Paris 1992

Demarest, David P. *The River Ran Red* Homestead 1892. University of Pittsburgh Press, Pittsburgh, PA 15260 1992

Emil, Jane, *All About rivers, The Question & Answer Book*, Troll Associates, Mawash, New Jersey 1984

Lorant, Stefan. *Pittsburgh: The Story of an American City*. Lenox: Authors Edition. 1988

Gifted and Talented in Art Education, Stanley S Madeja, Editor, National Art Education Association, 1916 Association Drive, Reston, Virginia 22091 1983

Museum of Art. *Carnegie Institute Collection Handbook* (Museum of Art, Carnegie Institute, 1985)

Peppin, Anteo. *Nature in Art*. Millbrook Arts Library Meilon Publishing Company Ltd., 1991

Pollard, Jeanne. *Building Toothpick Bridges*: Dale Seymour Publications, Palo Alto, CA 94303, 1985 ISBN 0-86651-266-7

Reynolds, Nancy Walkup. *Art Lessons for the Middle School A DBAE Curriculum*, J. Weston Walch Publisher Portland, Maine, 1992
The lesson plans are based on this book.

Forthcoming, Tarr, Joel A. (ed.). *Redeeming the Smoky City: Historical Perspectives on Pittsburgh Environment History* (University of Pittsburgh Press, fall, 2003)

The Story of Pittsburgh. Division of Curriculum Development, The Board of Public Education School District of Pittsburgh, Pennsylvania, December, 1986

Tokar, Franklin. *Pittsburgh, An Urban Portrait*. University Park: The Pennsylvania State University Press, 1986

Williams, Helen, *Stories in art*, Millbrook Arts Library, the Millbrook Press, Brookfield, New Jersey, 1992

Videos and Films

The River Ran Red (a videotape documentary about The Homestead Strike) by Steffi Domike and Nicole Fauteux, presented by WQED productions.

Demarist, Dave. *The River Ran Red* (in book form) University of Pittsburgh Publisher, 1992

The Search for Lewis and Clark, (sixty minutes), the Discovery Channel 1-800-496-3168

This video presents the story of Lewis and Clark in a combination of archeology and reenactment of the events.

Websites

I contacted Consol Energy. Joseph Cerenzia returned my e-mail.
Cerenzia, Joseph <JoeCerenzia@consolenergy.com

www.pghcitypaper.com

www.pittsburghriverlife.org

www.wqed.org/erc/pghist/logs/rivers.html

Magazines:

Carnegie Magazine, April 2003

Images:

Carnegie Museum of Art
Permanent Collection

Anshutz, Thomas P.
American, 1851-1912
Steamboat on the Ohio, c 1896
Oil on canvas
27 1/4" x 48 1/8"

Hallman, Johanna K.W.
American, 1871-1958
Jones and Laughlin Mill, Pittsburgh, c 1925-30
Oil on canvas
33 5/8 " x 48 9/16"

Gorson, Aaron H.
American, 1872=1933
Pittsburgh at Night, 1926
Oil on canvas
34 1/4" x 36 1/4"

Kane, John

American, 1860-1934
Larimer Avenue Bridge, 1932
Oil on Canvas

Koerner, Henry
American, 1915
Oh Fearful Wonder of Man, 1961
Oil on canvas. 88 3/16" x1033/8"

Douglas Cooper Mural at the Heinz History Center
Senator John Heinz Regional History Center Mural (1992-3)
<http://www.andrew.cmu.edu/~dcooper/heinz.html>

Appendices

The River Ran Red

Did you know....

That the Homestead Strike made the news in papers across the country, in the British Isles and in Europe? We close the film with a poem by a worker in Stockton, California the day after the battle.

Those women were actively involved in the Homestead strike? They guarded the town against strikebreakers, delivered an infamous beating to the Pinkertons who had opened fire on the Homestead men.

That some of the waitresses also went n strike that summer because they didn't want to serve strikebreakers?

That most of the Pinkertons were not trained strikebreakers? Several were students who thought they were signing up for an ordinary summer job guarding the mill.

That Henry Clay Frick was not alone in bringing the Pinkertons to Homestead? Andrew Carnegie was off fishing in Scotland, but he kept in touch with Frick by cable and approved his decisions.

That the fishing lodge which Carnegie rented that summer was actually a sprawling stone building and grounds for which he paid about \$2,000 a week.

That the course of the strike was affected by two personal tragedies in the life of Henry Clay Frick-death of his newborn son, and the attempt on Frock's life by the anarchist, Alexander Berkmen?

That after the attempt on his life, Frick refused anesthesia so he could help the doctors locate the bullets lodged on his neck?

That one of the militiamen stationed in Homestead cheered the attempt on Frick's life? He was strung up by the thumbs and drummed out of town with his head shaved.

Arts & Humanities content Standards.

- ◆ All students describe meanings they find in various works from the visual and performing arts and literature on the bases of aesthetic understanding of the art form.
- ◆ All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and the cultures, showing that they understand important features of the works.
- ◆ All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.
- ◆ All students produce, perform, or exhibit their work in the visual arts, music, dance or theater, and describe the meaning their work has for them,