

Visions of America: 4th-5th Grade

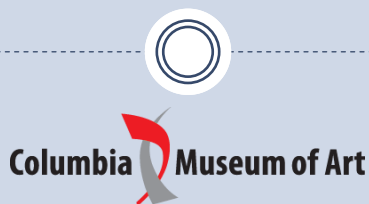
Museum Manners

Please review these guidelines with your students before your visit to the museum.

- Touching can permanently damage works of art. Please don't touch the art or lean on the walls in the galleries.
- Food, drinks, and gum are not permitted in the galleries.
- Be careful where you walk! Try to stay at least arms-length from any work of art.
- No pens, backpacks or large bags are allowed in the galleries.

Questions? Contact us at 803.343.2163 or email tours@columbiamuseum.org

columbiamuseum.org/learn



Resources

Want to explore more? Use these references to learn and share information with your students.

- Library of Congress Online Catalog. <http://www.loc.gov/pictures/>
- Cartoon Drawings: Library of Congress. <http://www.loc.gov/pictures/collection/acd/>
- Picturing the Century: National Archives: https://www.archives.gov/exhibits/picturing_the_century/
- Online Exhibits: National Archives: <https://www.archives.gov/exhibits/exhibits-list.html>

Big Ideas & Major Themes

Here's some information relating to your program to review with your students before visiting the museum.

- American art encompasses a wide variety of styles and objects. They all tell a story about America and what its citizens valued at the time.
- Art is impacted by innovations in technology and can also address those developments (in either a positive or negative light).



Kyra Markham. *Square Dance*. 1945.

Standards Addressed

VA4-1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 6.1; 5-1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 6.1

De.C.1H.7, C.NM.8

M 4.6.4

ELA I.3, RL.7, C.1.1, C.1.2, C.2.1

5-P.5A.1

SS 4-1.1, 1.3, 2.1, 4.4, 4.3, 5.1, 6.1, 6.3, 6.5; 5-1.1, 1.2, 1.3, 1.4, 3.1, 3.4, 4.2, 4.3, 4.7, 5.3, 6.4, 6.5, 6.6

In the Classroom

Prepare students for your visit with one or more of these activities.

- Have students look at images (photographs, paintings, or objects) from various periods of American history and ask them to put them in order. Discuss what elements give them clues about the dates of the images.
- As a class, have students analyze a political cartoon from the era they're studying. Discuss how symbols and metaphors are used to convey ideas.
- Have students create posters depicting the era of history they're studying (e.g. war bonds posters during WWII, advertisements to move West in the 19th century, WPA posters during the Depression). Look at examples for reference, noting how elements like color are used purposefully.
- Examine examples of landscape from various regions of the U.S. and ask students to compare them. Relate them to time period, and include vocabulary such as urban, rural, and suburban.