

Educator's Guide

Art of the City Teaching Kit

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**THE PHILLIPS
COLLECTION**
EDUCATION OFFICE

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The Art of the City Teaching Kit was created by the Education Office of The Phillips Collection.

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Contents

Acknowledgments	9	
Foreword	11	
About The Phillips Collection	13	
What's in the Kit and Some Helpful Tips	15	
Meeting National Standards of Learning	17	
Tab 1	Works of Art	19
	1. Berenice Abbott, <i>Canyon: Broadway and Exchange Place</i>	21
	2. Gifford Beal, <i>Little Circus Ring (Center Ring)</i>	25
	3. Pierre Bonnard, <i>Circus Rider</i>	31
	4. Pierre Bonnard, <i>Boulevard</i>	31
	5. Allan Rohan Crite, <i>Parade on Hammond Street</i>	39
	6. Honoré Daumier, <i>The Uprising</i>	45
	7. Honoré Daumier, <i>The Strong Man</i>	45
	8. Stuart Davis, <i>Corner Café</i>	53
	9. Raoul Dufy, <i>The Opera, Paris</i>	59
	10. Vincent van Gogh, <i>The Road Menders</i>	63
	11. Childe Hassam, <i>Washington Arch, Spring</i>	71
	12. Edward Hopper, <i>Approaching a City</i>	75
	13. Lois Mailou Jones, <i>Coin de la Rue Médard, Paris</i>	79
	14. John Kane, <i>Across the Strip</i>	83
	15. Paul Klee, <i>Arrival of the Jugglers</i>	87
	16. Paul Klee, <i>The Way to the Citadel</i>	87

17.-20. Jacob Lawrence, <i>The Migration Series</i>	93
Panel No. 1: "During World War I there was a great migration north by southern African Americans."	
Panel No. 17: "Tenant farmers received harsh treatment at the hands of planters."	
Panel No. 45: "The migrants arrived in Pittsburgh, one of the great industrial centers of the North."	
Panel No. 47: "As the migrant population grew, good housing became scarce. Workers were forced to live in overcrowded and dilapidated tenement houses."	
21. John Marin, <i>Pertaining to Fifth Avenue and Forty-second Street</i>	101
22. Marjorie Phillips, <i>Night Baseball</i>	107
23. Maurice Prendergast, <i>Ponte della Paglia</i>	113
24. Henri Rousseau, <i>Notre Dame</i>	119
25. Charles Sheeler, <i>Skyscrapers</i>	125
26. Everett Shinn, <i>Tenements at Hester Street</i>	129
27. John Sloan, <i>The Wake of the Ferry II</i>	135
28. John Sloan, <i>Six O'Clock, Winter</i>	135
29. Alfred Stieglitz, <i>City of Ambition</i>	143
30. Alfred Stieglitz, <i>Old and New New York</i>	143
Reference List	149

Tab 2	Themes—Curriculum Connections	153
	Buildings, Bridges, and Monuments	155
	Transportation	159
	Technology and Transformations	163
	Identity—The Individual in the City	167
	Neighborhood and Community	169
	Social Change—Push/Pull	173
	Work	177
	Pastimes and Performance	179
	New York	181
	Paris	185

Line	189
Shape	191
Pattern	193
Color	195
Gesture and Expression	197
Movement	199
Mood	201
Storytelling and Narrative	203
Realism and Abstraction	205
Symbolism	207

Tab 3	Worksheets	209
	City Word Search	211
	City Vocabulary	213
	Let's Go!	215
	Community Interview	217
	Power of the Press	219
	Map of the United States	221
	Map of Europe	223
	The Heart of Paris	225
	Travel Math	227
	Baseball Math	229
	DiMaggio Math	231
	Seeing the City through the Artist's Eyes	233
	Make the City Come Alive	235
	Shapes in the City	237
	Art Word Search	239
	Art Vocabulary	241
	The Poetry of Art	243
	Answer Key for Worksheets	245

Tab 4	Primary Sources	247
	Historical Sources and Literary Selections	251
	Figures	287
Tab 5	Resources	357
	Books	357
	For Students	361
	Web sites	362
	Credits	369
Tab 6	Slides and Transparencies	371
	Thirty slides, corresponding to Tab I—Works of Art	
	Transparency 1. John Kane, <i>Across the Strip</i> and Paul Klee, <i>The Way to the Citadel</i>	
	Transparency 2. John Sloan, <i>Six O’Clock, Winter</i> and Edward Hopper, <i>Approaching a City</i>	
	Transparency 3. Alfred Stieglitz, <i>City of Ambition</i> and Everett Shinn, <i>Tenements at Hester Street</i>	
	Transparency 4. Gifford Beal, <i>Little Circus Ring (Center Ring)</i> and Marjorie Phillips, <i>Night Baseball</i>	
	Transparency 5. Alfred Stieglitz, <i>Old and New New York</i> and Berenice Abbott, <i>Canyon: Broadway and Exchange Place</i>	

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Suzanne Wright
Director of Education
The Phillips Collection

Foreword

Museum founder Duncan Phillips did not set out to collect “art of the city” images when he began purchasing paintings for The Phillips Memorial Gallery. Yet, as Phillips and his wife Marjorie traveled frequently to New York and Paris—the two most sophisticated art cities in the world—they met with artists and dealers, and purchased many works by contemporary painters living in these cities. Duncan Phillips had a strong desire to create a museum of modern art, which coincided with the city focus of many contemporary artists. The result was a wide-ranging collection that included many realistic and abstract views of cities and city life, from John Marin’s *Pertaining to Fifth Avenue and Forty-second Street* to Paul Klee’s *The Way to the Citadel*.

The *Art of the City Teaching Kit* utilizes these urban works of art from The Phillips Collection to effectively teach art across the curriculum in ways that are accessible and relevant to today’s youth. From the train station to the sports stadium, the kit features thirty city images including paintings by Edward Hopper and Honoré Daumier. Focusing primarily on twentieth-century American artists, *Art of the City* developed out of the museum’s long history of educational resources about the art and life of Jacob Lawrence.

To serve the needs of teachers, the *Art of the City Teaching Kit* makes connections between curriculum areas and meets national standards of learning. Through these thirty key urban images, teachers and students can explore a variety of relevant educational subjects and themes, including community, transportation, technology, and such social issues as race, ethnicity, and social standing. To ensure that the kit was pertinent for teaching a wide

range of subjects and grade levels, the Education Office worked in collaboration with a team of ten educators (K-12) of social studies, language arts, visual arts, elementary classroom, and English as a second language.

At The Phillips Collection, we greatly value our relationships with teachers. We hope that the new *Art of the City Teaching Kit* provides a stimulating array of resources and educational approaches that will support classroom learning for years to come.

Jay Gates
Director
The Phillips Collection

About The Phillips Collection

The Phillips Collection, America's first museum of modern art, opened in 1921 in the home of Duncan Phillips (1886-1966). Duncan Phillips conceived of his museum as a memorial, "a beneficent force in the community where I live, a joy-giving, life-enhancing influence, assisting people to see beautifully as true artists see" (Phillips 1926, 4).

Born in Pittsburgh, in 1886, Duncan Phillips was the grandson of James Laughlin, a banker and cofounder of the Jones and Laughlin Steel Company. At the age of ten, his family moved to Washington, D.C., settling in the Dupont Circle neighborhood (see figure 2, Tab 4—Primary Sources). In 1918, after the untimely deaths of his father and brother, Duncan Phillips and his mother decided to open two rooms in their 1897 Georgian Revival home as The Phillips Memorial Gallery.

With the help of his wife Marjorie Acker Phillips (see Marjorie Phillips, *Night Baseball*, Tab 1—Works of Art), Phillips went on to create an intimate and comfortable setting in which to view some of the world's finest paintings. The collection continued to grow, and in 1930 the Phillips family relocated and officially turned their house into a museum.

Duncan Phillips believed strongly in the continuum of art, with artists influencing their successors through the centuries. Calling it a museum of modern art and its sources, he exhibited van Gogh as well as El Greco, the baroque master whom Phillips considered the "first great expressionist" (Phillips 1926, 16). The Phillips Collection is noted for its impressionist and post-

impressionist paintings. Duncan Phillips acquired Pierre-Auguste Renoir's dazzling icon of impressionism, *Luncheon of the Boating Party* in 1923, as well as celebrated works by van Gogh, Monet, Degas, Gauguin, and Cézanne.

Duncan and Marjorie Phillips collected more than two thousand works over a period of fifty years, creating one of the finest small museums in the world. Phillips's intention was to present a museum of modern art and its sources in a domestic setting where he believed "people would be inclined to return once they have found it and to linger as long as they can for art's special sort of pleasure" (Phillips 1926, 6).

Throughout his lifetime, Duncan Phillips had the foresight and courage to collect works by many artists who were not yet fully recognized, among them Georgia O'Keeffe, Arthur Dove, and Pierre Bonnard. Mid-century artists such as Jacob Lawrence, Mark Rothko, and Richard Diebenkorn are also popular with visitors to the museum. The abstract color studies of Augustus Vincent Tack are said to have inspired the artists of the famous Washington Color school.

Today, The Phillips Collection is a publicly supported, non-government museum, continuing to serve as the inviting place to enjoy art that Duncan Phillips envisioned. It has grown to support a rich program of special exhibitions, lectures, family activities, and teacher training materials and workshops.

What's in the Kit and Some Helpful Tips

The *Art of the City Teaching Kit* was designed to meet teachers' needs. We hope that the kit is a useful resource for teaching urban subjects and themes and their relationship to art.

Educator's Guide This three-ring binder includes: thirty color prints, extensive background information on works of art, primary sources (literature selections, historical photographs), teaching themes with classroom applications for curriculum connections, resources, thirty slides, and five teaching transparencies.

Posters Berenice Abbott, *Canyon: Broadway and Exchange Place*
Allan Rohan Crite, *Parade on Hammond Street*
Jacob Lawrence, *The Migration Series, Panel No. 1*
John Sloan, *Six O'Clock, Winter*
"Changing Times, Art of the City Timeline"

CD-ROM PDF edition of the *Art of the City Teaching Kit*
Educator's Guide
PDF of "Changing Times,
Art of the City Timeline" poster
30 JPEG electronic scans of all works of art in the kit

Some Helpful Tips:

- ◆ We selected thirty works of art. To give teachers ultimate flexibility, we have included color reproductions of all thirty images in a variety of formats including slides, color prints, and JPEG electronic scans. Some images are also included as teaching transparencies and/or posters.
- ◆ All slides, color prints, and JPEGs are numbered. These numbers correspond to the thirty painting entries in "Tab I—Works of Art," which are organized alphabetically for easy reference.
- ◆ All painting and photograph reproductions have been formatted to be as large as possible in the hopes that teachers might display them in their classrooms.
- ◆ Pages from the Educator's Guide have been formatted to be photocopied. Please feel free to reproduce any part of these materials for educational purposes.

Meeting National Standards of Learning

The *Art of the City Teaching Kit* includes “Curriculum Connections” for all thirty works of art (Tab 1) and twenty themes (Tab 2). These teaching ideas include suggested classroom exercises, reading assignments, activities, and discussion questions. All Curriculum Connections have been designed to meet national standards of learning. National standards were gathered from several national education associations for dance, foreign language studies, language arts/English, English as a second language, math, music, science, social studies, theater, and visual arts. After each Curriculum Connection, the national standard is noted. The following key lists the abbreviations used for each curriculum area and the education association that provided the standards. See Tab 5—Resources for national education association Web sites that cite national standards.

Key to National Standards

D	Dance	National Dance Association
FL	Foreign Language Studies	American Council on the Teaching of Foreign Languages
LA	Language Arts/English, English as a Second Language	National Council of Teachers of English and International Reading Association
MA	Math	National Council of Teachers of Mathematics
MA–Num	Number and Operations	
MA–Alg	Algebra	
MA–Mea	Measurement	
MA–Geo	Geometry	
MA–Data	Data analysis and probability	
MA–Prob	Problem Solving	
MU	Music	National Association for Music Education
SC	Science	National Academies of Science
SS	Social Studies	National Council for the Social Studies
TH	Theater	American Alliance for Theatre and Education
VA	Visual Art	National Art Education Association