

William Glackens: American Painter of Life

Teacher Resource Guide including Next Generation Sunshine State Standards and Common Core Standards

Standards Key

How to read the Standards

CCSS: Common Core Sunshine State Standards

LACC: English Language Arts Common Core

MACC: Mathematics Common Core

NGSSS: Next Generation Sunshine State Standards

MA: Mathematics

LA: Reading/Language Arts

SC: Science

SS: Social Studies

TH: Theater

VA: Visual Art

WL: World Language

ELEMENTARY SCHOOL (grades K-5)

- **Family: *Breakfast Porch, 1925***
 - Who is sitting at the table?
[SP.PK.12.US.5.8](#) : Participate effectively in small and large group discussions.
 - Which meal is being served? Describe a meal you ate yesterday.
[SP.PK.12.US.4.3](#) : Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
 - What are they eating? Discuss traditions of food in your family or culture.
[HE.K.C.2.1](#) : Name healthy behaviors that family members should practice.
- **Visual Arts: *Cape Code Pier, 1908***
 - Name and locate the shapes in the painting.
[SC.3.P.8.3](#) ; Compare materials and objects according to properties such as size, shape, color, texture, and hardness.
 - Which colors can you name? What are the two main colors?
[VA.2.S.1.4](#) : Use accurate art vocabulary to discuss art.
 - Compare the shapes and colors between *Cape Cod Pier* and *Tugboat and Lighter*.
- **Communities: *Curb Exchange, No. 3, 1907-1910***
 - This drawing was created in 1910. How can you tell it's an image of the past?
[VA.3.H.2.1](#) : Compare differences or similarities in artworks across time and culture.
 - What are the people doing in this scene?
[SS.K.G.1.1](#) : Describe the relative location of people, places, and things by using positional words.
 - Have you ever been on a street like the one in the picture? Talk about it.
[SS.2.G.1.2](#) : Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
- **Economics/Technology: *Far from the Fresh Air Farm, 1911***
 - In the drawing, people are making purchases. What are they buying and how much are they spending on those purchases? How much would those items cost today?
[SS.4.FL.2.2](#) : Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.
 - This is a busy street, do you see any cars? What types of transportation are being used instead?
[LA.FS.2.SL.1.1](#) : Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **Seasons/Environment: *Christmas Shoppers, Madison Square, 1912***
 - What makes you think this is Christmas time?
[VA.3.C.3.2](#) : Describe the connections between visual art and other contexts through observation and art criticism.
[SS.K.G.3.3](#) : Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
 - How else might you know the drawing was completed in the winter?
[VA.2.O.2.1](#) : Use personal experience to convey meaning or purpose in creating artworks.
 - How is Christmas and the winter season celebrated differently here in Florida than in this drawing?
[SS.4.G.1.3](#) : Explain how weather impacts Florida.
- **Lifestyles/Activities: *Cape Cod Pier, 1908***
 - Where is Cape Cod? Does this beach look like the one you go to?
[SS.4.G.1.1](#) : Identify physical features of Florida.
 - Look at the two ladies on the boardwalk and describe how they are dressed. Would you wear the same thing to the beach today?
[SS.4.A.4.1](#) : Explain the effects of technological advances on Florida.
 - Look at the picture and find the child with the dog. Are dogs allowed on the beaches you visit?

MIDDLE SCHOOL (grade 6-8)

- **Visual Art: *Tugboat and Lighter, 1908***
 - What information does Glackens give us about this scene? Consider location, time of day and the different types of boats.
[SC.6.E.6.2](#) : Recognize that there are a variety of different landforms on Earth's surface such as Coastlines, dunes, rivers, mountains, glaciers, deltas,

- and lakes and relate these landforms as they apply to Florida.
- Was this work painted from the artist's imagination or from real life?
[VA.68.H.3.3](#) : Create imaginative works to include background knowledge or information from other subjects.
- Where was the artist when he painted this?
[SP.PK.12.US.16.1](#) : Use spatial awareness skills and cardinal directions to orient oneself in the environment.
- Describe the sounds and smells in this painting.
[LA.FS.6.SL.2.4](#) : Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Is there an object in the distance that your eyes rest on? How did the artist accomplish this? What does this symbol mean to you?
[VA.68.S.1.4](#) : Use accurate art vocabulary to explain the creative and art-making processes.
- Economics/Technology: *Curb Exchange, No. 3, 1907-1910***
- Analyze the title of the drawing. Describe the activities. How does the title reflect the activities?
[SS.8.E.1.1](#) : Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- Research the first decade of the twentieth century (1900-1910) in American as it relates to: technology, transportation, economics and lifestyle.
[LA.FS.68.WHST.3.9](#) : Draw evidence from informational texts to support analysis reflection, and research.
- Lifestyles/Activities: *Cape Cod Pier, 1908***
- What is your impression of the scene when you look at the painting? How does this painting make you feel?
[VA.68.C.1.1](#) : Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.
- Look at this painting and note the way people are dressed. How has clothing changed in the last 100 years?
[SS.6.W.1.6](#) : Describe how history transmits culture and heritage and provides models of human character.
[SS.8.A.1.7](#) : View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- What activities typically take place at a pier? Discuss with a group.
[LA.FS.8.SL.2.4](#) : Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Using a map of the United States, locate Cape Cod. How far is it from where you live?
[SS.6.G.1.2](#) : Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- Seasons/Environment: *Christmas Shoppers, Madison Square, 1912***
- During which season was the drawing created? How can you tell? Describe.
[LA.FS.8.SL.2.4](#) : Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- If Christmas Shoppers, Madison Square was painted in Fort Lauderdale rather than New York City, how would people be dressed?
[SC.68.P.9.3](#) : Investigate and describe how temperature influences chemical changes.
- What would a scene like this sound and smell like?
[LA.FS.6.SL.2.4](#) : Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Family: *Breakfast Porch, 1925***
- Describe what comes to mind as you look at Breakfast Porch.
[LA.FS.6.SL.1.1](#) : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Discuss why it is important for families to spend time together.
[SP.PK.12.US.5.5](#) : Retell and summarize a story or event.
- Create a family tree.
[VA.68.S.1.3](#) : Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
- Communities: *Far from the Fresh Air Farm, 1911***
- The street is filled with people. What activities are they engaged in? Describe.
[LA.FS.8.SL.2.4](#) : Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Do you think the drawing is an accurate representation of a city street today?
[VA.68.C.1.2](#) : Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
- What is the general feeling of this scene? What do the facial expressions and hand gestures tell you?
[SP.PK.12.US.20.1a](#) : Identify a range of emotions and feelings of others.
- What did children do for fun in those days?
[HE.7.C.2.3](#) : Examine how the school and community may influence the health behaviors of adolescents.

HIGH SCHOOL (grades 9-12)

- Economics/Technology: *Curb Exchange, No. 3, 1907-1910***
- The title implies commercial activity. Do you see such activity taking place?
[SS.912.E.1.13](#) : Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- Compare the economic climate of the drawing to the economic climate today.
[SS.912.E.2.7](#) Identify the impact of inflation on society.
- Select a literary work from this time period and write a brief summary, including any insight into *Curb Exchange* that you gain from your selection.
[LA.FS.910.RL.3.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
[LA.FS.1112.RH.3.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- There aren't any cars in this drawing. Which company or companies first began building automobiles in America? What advances in technology made cars affordable?
[VA.912.H.1.7](#) : Research and report technological developments to identify influences on society.
- Lifestyles/Activities: *Cape Cod Pier, 1908***

- What does the clothing reveal about the moral codes of the time? How do they differ from today?
[SS.912.S.8.8](#) : Discuss both the benefits and social costs of collective behavior in society.
- What lifestyles are available on Cape Cod? Which ones would interest you the most?
[VA.912.H.1.10](#): Describe and analyze the characteristics of a culture and its people to create personal art reflecting daily life and/or the specified environment.
- **Family: *Breakfast Porch, 1925***
- Can we assume Breakfast Porch shows a mother and her children?
[SS.912.P.10.7](#) : Discuss psychological research examining gender identity.
- Conduct research into your family and local community's history and analyze how the experiences of relatives and neighbors connect to local, national and world events.
[SS.912.S.8.1](#) : Describe traditions, roles, and expectations necessary for a community to continue.
- Describe the mother's mood. How does this scene relate to your own family gatherings?
[SS.912.P.10.6](#) : Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- **Seasons/Environment: *Christmas Shoppers, Madison Square, 1912***
- The drawing depicts life nearly a century ago. Are there differences in how the winter season is celebrated in this scene in comparison to today?
[SS.912.E.1.12](#) : Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- After looking carefully at the drawing, estimate the temperature on the day William Glackens painted the *Christmas Shoppers, Madison Square*. Provide at least three visual examples supporting your findings.
[SC.912.P.10.5](#) : Relate temperature to the average molecular kinetic energy.
- What activities in this scene are positive or negative for the environment?
[SC.912.E.6.6](#) : Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.
- **Communities: *Far from the Fresh Air Farm, 1911***
- Discuss the differences between urban and rural communities.
[SS.912.A.3.6](#) : Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- Explain where and when the scene portrayed in this drawing is taking place. Discuss how you reached your conclusion.
[SS.912.A.3.8](#) : Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- Identify and discuss at least five things you see in this picture that are of interest to you.
[VA.912.F.3.2](#) : Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
- **Visual Arts: all paintings**
- Describe the differences between drawing and painting.
[VA.912.S.1.1](#) : Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.
- Sketch an everyday scene from your life. What did you include and what did you leave out? Why?
[VA.912.S.3.6](#) : Develop works with prominent personal vision revealed through mastery of art tasks and tools.