

**Exploring Rural Kentucky Through Documentary Art:
Creelsboro Landing, 1890s - Documentary Art Interactive
Unit 1 - Lesson Set 1 - Rafting Logs
- For the Teacher -**

SUGGESTED ACTIVITIES – Visual and Media Art, Reading and Writing, Social Studies

Visual and Media Art, Reading and Writing

1. **Responding:** Access the Powerpoint - [Creelsboro Landing, 1890s - Images for Projection](#). Project the vignette and ask students what is happening in this vignette and what they see that makes them think that. Ask what season is represented in this painting. How can they tell? What appears to be the weather and the conditions on the river? How can they tell? Why might these elements be important to accurately representing the activity?

Ask students to analyze how Dennis Thrasher uses color, line, and shape to create a sense of movement and depth in the painting.

Ask them to pretend they are standing on the raft and list the things they might see, hear, feel, taste, and smell. Ask them to be specific in terms of color, movement, and sounds. They may want to look at the painting as a whole to consider sounds within earshot coming from nearby activities.

Using the list they created, ask them to write a poem about rafting logs down the river. Haiku or cinquain would be particularly well suited to this writing activity (see below).

Visual and Media Art Standards

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Reading and Writing Standards - Composition

1. Recognize that text is anything that communicates a message.
2. Employ, develop and refine schema to understand and create text.
3. View literacy experiences as transactional, interdisciplinary and transformational.
4. Utilize receptive and expressive language arts to better understand self, others and the world.
5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Collaborate with others to create new meaning.
7. Utilize digital resources to learn and share with others.

8. Engage in specialized, discipline-specific literacy practices.
9. Apply high level cognitive processes to think deeply and critically about text.
10. Develop a literacy identity that promotes lifelong learning.

Helpful Resources for Activity 1 - Poetry

Haiku Poetry

Haiku is a Japanese tradition of poetry, most often used to paint a scene of nature with words using sensory details and figurative language. It does not have a rhyming pattern, but it does have a meter (a certain number of syllables in each line).

- Line 1 – 5 syllables
- Line 2 – 7 syllables
- Line 3 – 5 syllables

Haiku Example

Forest Snow

The Master's fine brush
Painting delicate white lines
On silent branches.

Cinquain Poetry

Cinquain poetry has five lines and a title. You cannot use the same noun, verb, adjective or adverb more than once in a cinquain. Poets often use alliteration when writing cinquain poems.

- Line 1 – One noun.
- Line 2 – Two adjectives that describe the noun in line one but do NOT end in – ing.
- Line 3 – Three adjectives that DO end in –ing and tell what the noun in the first line is doing.
- Line 4 – A **simile** (a phrase beginning with “Like a ...”) that describes the noun in Line One.
- Line 5 – Another noun.

Cinquain Example

Summer Pond

Dragonflies
Transparent blue
Glittering, gleaming, glowing,
Like ghost visitors from another world,
Magic.

2. **Create, Present, Connect**: Ask students to work individually or in small groups to create a painting or other work of art representing something they learned from their research project in Activity 3. Then, ask students to write a poem about their artwork using the strategy in Activity 1.

Working together or individually, ask them to combine a reading of their poetry with images of their artwork. They may also include sound effects, such as the whistle of a steamboat.

Determine with students how to share their multimedia projects with a wider audience. They might host an exhibit (virtual or physical) of their artwork and poetry, create a video with voice-over readings, or post their work on the class or school website.

Visual and Media Art Standards

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic technique and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Reading and Writing Standards - Composition

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Social Studies

3. **Geography, Settlement Patterns, and Economics**: As a class, develop one or more compelling questions about the ways that geography influences settlement patterns and

economic development. Develop supporting questions focused on the role of inland waterways.

Working individually or in small groups, ask students to research the history of the Cumberland River or another inland waterway and create a multimedia presentation detailing how people used the waterway to promote settlement and economic development. You may assign specific watersheds or time periods or allow free choice.

Before students begin their research and develop their presentations, create a rubric detailing what types of sources must be referenced (primary and/or secondary), what information must be included, and what types of images or documents must be included. For ideas about how to find resource materials, review the available resources at Documenting Local History Using Primary Sources (teacher version [here](#), student version [here](#)) and its short video - [Using Primary Sources](#).

Social Studies Standards

HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.

HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.

HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.

HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.