

**Curriculum Guide for  
Greystone  
Home of Olive Freeman Arms and Wilford Paddock Arms**  
Object-Based Activities  
(or, different ways to look at Things)

When visiting the Arms Family Museum of Local History, children have the opportunity to explore the Arts & Crafts movement and see how it was interpreted locally in high-style architecture. They can also learn about the people who built and lived in *Greystone*, and discover what wealthy people in Youngstown valued at the beginning of the twentieth century.

While this tour teaches some history of the house *Greystone*, it focuses on more important lessons about *how* to learn. Students will retain more information when they are actively involved in a process of observing and understanding what they see.

**Tour Goals:**

- Through the exploration of history outside the classroom, students will see history as an existing and continuing process.
- Through artifact interpretation, they will identify and analyze the components of Arts & Crafts architecture and interiors.
- They will begin to grasp the thought processes and ideas that inspired creation of those objects intrinsic to the Arts & Crafts movement.
- An appreciation for the past, for architecture, and for fine arts and skilled craftsmanship will be fostered in young visitors.
- Students will gain skill in careful observation, making comparisons, classifying, summarizing, interpreting their findings, and drawing conclusions.

**Objectives for understanding:**

- awareness of the value of things created in the past;
- appreciation of skilled handcrafting;
- knowledge of preservation of images from the past;
- understanding the importance of the preservation of the material evidence of the past;
- realization that people before them have kept and valued the physical evidence of the past.

**A visit to *Greystone* meets these cross-curriculum objectives from Ohio's Model Competency-Based Program—students will:**

- examine a variety of historic artifacts and portraits and raise questions about them;
- practice effective listening skills and follow directions;
- expand vocabulary through listening;
- gather relevant information while engaged in active listening;
- engage in problem solving using varied strategies including observing, questioning, and discussing.

**The tour will tie into the following disciplines:**

- **Science:** observation, classification
- **Social Studies:** explore historical information through examination of artifacts and photographs
- **Arts Education:** explore the historical, cultural, and social contexts of art; value the arts through understanding the nature and meaning of the arts
- **Language Arts:** pre-writing skills, write in response to a given prompt, use descriptive words and phrases, focus on the topic, participate in discussion, gather information, listen actively

## EXTEND THE LEARNING EXPERIENCE BEFORE OR AFTER YOUR VISIT

**Compare and contrast:** Have students discuss what is similar to or different from *Greystone* in their homes. How is today's version of specific things (pictures, furniture, room size, windows, etc.) the same as or different from a century ago? How is the house itself like or unlike theirs (size, materials, construction, colors, ornament, use)? Do they have things in their homes that belonged to other family members (grandmother's bureau, uncle's desk, etc.)?

Expand this activity by having your students visit the MVHS web site and study the photographs of *Greystone* before their visit. How do their conceptions of the house from the photographs compare with their impressions afterward their visit? What does this suggest about the necessity of actually experiencing a three-dimensional object?

**Argue:** Have students individually or in small groups take a position on the value of preserving the things of the past. Why keep old stuff? What value is it? Does it really tell us anything important about the times or people who used it? Have one student present each group's position to the class, or stage a debate between two groups with strong opposing views. While older students may argue philosophical or technical positions, younger ones may justify their position with simpler statements such as: it's pretty; I never saw another one, it's falling apart, etc. Students could also compile a pro and con (or save and don't save) list with the best arguments on each side.

**Take-home work:** Have students ask one or more people outside the classroom what that person would save for the future. Try to determine what things have most value to a variety of people, and why. This question can also be answered by the students, with explanations.

**Family Portraits:** During a visit to *Greystone*, students view a number of family portraits and photographs. (Paintings of parents, older sister, and grandmother; photographs of four sisters, another sister, parents; a number of miniatures).

- What pictures are on the walls of your house?
- In your room? Posters?
- How many are images of people?
- Why have portraits done?
- Research different kinds of early photography: glass-plate negatives, ambrotypes, daguerreotypes.
- Look at different styles of portraits. Compare portraits that show the subject looking away from or toward the viewer. What does this say about the person portrayed? What objects are included in the portrait?

**Photo interpretation:** Students who visit *Greystone* learn rudimentary photo interpretation. Use other photos or paintings to extend their abilities.

- What is the central focus of the image?
- What are the surroundings?
- What activities are going on?

If the picture is a landscape or place, have the students write a postcard as if they were visiting there. What do you see, smell, hear? Why would you visit there? Describe the action around you.

**Poetry:** Haiku is a form of poetry that uses three lines, 17 syllables (5/7/5), and images from the natural world.

A cinquain is a stanza of 5 lines that is descriptive of a person, place, thing. It's lines are: a 2-syllable title (the subject), a 4-syllable description of the title, 6 syllables stating an action, 8 syllables expressing a feeling, and a 2-syllable synonym for the title. For example:

Kenya  
Hot, tropical  
Teeming with huge wildlife  
So fascinating just to watch  
Beauty

Lizard  
Stiff, unyielding  
Moves only up and down  
Reminds me of hot fast movement  
Door latch

Have your students write either a haiku or a cinquain about something they saw on their *Greystone* tour. They could then design a setting for their poem similar to the windows which hang in the Butler's Pantry at *Greystone*, or use another motif they saw in the house.

**Sketchbook:** Three of Olive Arms' sketches hang in the butler's pantry of Greystone. Most artists keep sketchbooks with them to draw scenes or capture impressions of activity around them. Make a sketchbook following the instructions on the web site (see web resource list\*—if the site will not open, call MVHS for a hard copy of the directions). Use the ideas in "Keeping Sketchbooks" for inspiration in filling the books. These could also be used to write and draw the poetry project, or for a journal.

**Journaling:** The closest we can come to knowing persons from the past is by reading diaries, journals, letters, and other writing that they left behind. From the Arms family, we have an essay Olive Arms wrote for her literary club about building the perfect house, and the last diary Hannah Wick Arms wrote.

Olive Arms' essay is available online at [www.mahoninghistory.org/armmyhse.stm](http://www.mahoninghistory.org/armmyhse.stm), or go to the main page and click on "Arms Museum" and then "My House." What personal experience could your students write about and present to the class as a talk?

Students could follow the sketchbook directions to make their own journal, or use other paper or a notebook as a diary or journal. See bibliography for several excellent books that suggest topics or triggers for writing. One effective tool is to write a journal as a series of letters to a specific or imaginary person, as in the fictional book *Dear Mr. Henshaw*.

## ANNOTATED BIBLIOGRAPHY

*Children Reading Pictures: Interpreting Visual Texts* by Morag Styles and Evelyn Arizpe. Available December 2002.

*Sketching and Drawing for Children* by Genevieve Vaughan-Jackson. The fundamentals of art: basic shapes, proportion, etc., with 350 illustrations. Ages 4 and up.

*My Museum Journal: a Writing and Sketching Book* by Shelly Kale, from the J. Paul Getty Museum. Combines fine art with writing and sketching activities. Themes vary from 'Who Am I?' to heroes, family, friends, dreams. Ages 9-12.

*Doing the Days: a Year's Worth of Creative Journaling, Drawing, Listening, Reading, Thinking, Arts & Crafts Activities for Children* edited by Lorraine M. Dahlstrom and Rosemary Wallner. 1,164 activities linked to the calendar year. Ages 8-12.

*Making and Keeping Creative Journals* by Suzanne J. E. Tourtillott. Focuses on hand-crafting journals for specific purposes (nature, quilting, dream, etc), includes book binding and other sophisticated techniques.

*My Nature Journal* by Adrienne Olmstead. Encourages observation and note taking skills with fill-in worksheets. Ages 8-14.

*Keeping a Nature Journal: Discover a Whole New Way of Seeing the World Around You* by Clair Walker Leslie and Charles E. Roth. How to capture the natural world in words and pictures with writing, science, art, history, music, and math projects. Includes step-by-step drawing instructions and simple techniques to start and maintain a journal. Young adult.

*Writing Down the Days: 365 Creative Journaling Ideas for Young People* by Lorraine M. Dahlstrom. Jumpstart writing with creative assignments featuring a person, fact, or event linked to the calendar. Young adult.

*Dear Mr. Henshaw* by Beverly Cleary. Second grader Leigh Bolton, new kid with recently divorced parents, begins a four-year one-way correspondence with an author that helps him deal with being lonely and picked-on.

*Using Dear Mr. Henshaw in the Classroom* by Angela Bolton. Cross-curriculum lessons to use before, during, and after reading the book that include vocabulary building skills, activities, quizzes, and unit tests.

**Arts & Crafts**—most books about the Arts & Crafts movement are written for adults and especially for the collector. Many of the exhibit catalogues begin with excellent simple introductions to the philosophy and major figures in the development of design reform.

*Toward a Simpler Way of Life: the Arts & Crafts Architects of California* edited by Robert Winter. Discusses the architects, builders, and craftsman who promoted "simple living and high thinking;" their philosophy, the sources they drew on, and various styles. Lots of illustrations and photographs.

*The Art That is Life: the Arts & Crafts Movement in America, 1875-1920* by Wendy Kaplan. Clear concise documentation of Arts & Crafts in America: comprehensive, well-documented, many photographs.

*The Arts & Crafts Movement in America, 1876-1916* edited by Robert Judson Clark. An updated catalogue from the first exhibit of Arts & Crafts artifacts in 1972, almost 300 illustrations presenting household objects as art.

## WEB RESOURCES

For more Arts & Crafts web sites, do a search with Arts & Crafts, history, timelines, or names of prominent figures such as William Morris or Gustave Stickley. Photography search terms include specific processes (ambrotype, daguerreotype, etc.) or kinds of photos (stereoscope, cabinet photos, carte viste, etc.).

<http://anc.gray-cells.com/Timeline.html> has a series of Arts & Crafts timelines by decade that is footnoted and set in the context of other major events. It includes information on many of the major figures of the movement.

[www.afaweb.org/education/dow1.asp](http://www.afaweb.org/education/dow1.asp) has brief timelines, biographies, and background information about many artists including Arthur Wesley Dow, a print maker and teacher in the Arts & Crafts tradition. The site includes curriculum connections to social studies, arts, language arts, and science, and visual images of Arts & Crafts prints with discussion guides.

<http://db.education-world.com/perl/browse> is a terrific site for links to many kinds of educational information: lesson plans, art projects, resources, educational magazines and journals, directories, and organizations.

\*[http://www.arts.ufl.edu/art/rt\\_room/sketchbk/make\\_a\\_sketchbook/html](http://www.arts.ufl.edu/art/rt_room/sketchbk/make_a_sketchbook/html) instructions to make a sketchbook and suggestions for how to use it

[http://www.eastman.com/Technical\\_Solutions/FunZone/ChemistryForKids.asp](http://www.eastman.com/Technical_Solutions/FunZone/ChemistryForKids.asp) has a list of great links to kids' science and chemistry sites, periodic table sites, and on-line conversions sites

<http://www.library.unisa.edu.au/internet/pathfind/photo.htm> links to sites about taking pictures, and the processing of photographs

<http://www.nmsi.ac.uk/nmpft/> is the web site for the British National Museum of Photography, Film, and Television. The education page is divided by age group into appropriate activities and resources for teachers.

[http://www.directory.google.com/Top/Reference/Museums/Arts\\_and\\_Entertainment/Photography](http://www.directory.google.com/Top/Reference/Museums/Arts_and_Entertainment/Photography)

<http://www.photantiquities.org/index.html>

<http://www.photoantiquities.org/education.html> These two pages come from the Photoantiquities Museum of Photographic History in Pittsburgh. They have several outreach programs based on local photography and history.

\*Also available as a hard copy from MVHS on request. Call 330-743-2589 and we will mail it to you.