

Madonna

Museum Connection: Art and Enlightenment

Purpose: In this lesson students will analyze several different versions of Madonna and Child in order to practice constructing generalizations.

Grade Level and Content Area: Language Arts, Social Studies, Arts Integration, Grades 3-5

Time frame: 1-3 class periods

Maryland College and Career Ready Standards for English Language Arts:

CCSS.ELA-LITERACY.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.SL.3.1.D: Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.SL.4.1.D: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.5.1.D: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

D2.His.6.3-5: Describe how people's perspectives shaped the historical sources they created.

Objectives: Students will make generalizations about a work of art using details about the setting and character.

Vocabulary and Concepts:

Word or Concept	Definition
Details	Particular facts or pieces of evidence
Character	One of the persons in a drama or novel
Setting	The time, place, and conditions in which the actions of a book or story take place
Literary Elements	setting, plot, characterization, conflict, point of view, theme, tone
Classify	To arrange things in groups based on the way in which they are alike
Generalization	The act of drawing a conclusion based on a small amount of information

Materials:

For the teacher:

- Post-it notes
- Teacher Resource Sheet 1: Artful Thinking Routines

For the student:

- Student Resource Sheet 1: Madonna by Lorenzo Ghiberti
- Student Resource Sheet 2: Madonna by Allegri Antonio
- Student Resource Sheet 3: Madonna by Elizabeth Barakah Hodges
- Student Resource Sheet 4: Madonna by Johannes Albert Neuhuys
- Student Resource Sheet 5: Madonna by Ruth Starr Rose
- Student Resource Sheet 6: Image Analysis

Historical Background:

Ruth Starr Rose (1877-1965) was a woman who enjoyed a lifestyle of financial wealth and social mobility. As she observed the lives of the African Americans in her rural Talbot County community, she was deeply inspired to celebrate and memorialize. Rose created over 250 finished works of art. Despite her many awards, and the fact that her work is held in the collections of some of the most famous museums in the world including the Metropolitan Museum of Art and the Philadelphia Museum of art, records of Rose's work and accomplishments are not as well-known as some of her contemporaries.

Rose's actions and behaviors challenged societal norms of the era (1920-1950). She openly defied segregation, recognizing racial injustices and supporting early civil rights movements. As a woman from a privileged family in Talbot County on the eastern shore of Maryland, her political views were complicated and unnoticed. Locally, she befriended the black community and depicted their lives with beauty and dignity through her art, defying the race barriers of her day.

In this lesson, students will examine *Madonna* (1934, black and white lithograph, 12" x 14", Philadelphia Museum of Art), a work of art by Ruth Starr Rose. In the lithograph, Rose's model, Elizabeth Moaney, sits quietly watching over her sleeping baby. Elizabeth Moaney, a staff member at Rose's family home, was an extended member of the family, represented by the fact that her infant sleeps in the same eighteenth-century American cradle used for members of the Starr Rose family. Students will make generalizations about the character and setting that are portrayed in the art.

Lesson Development:

Motivation:

1. Share the selected work of art with the students: Ruth Starr Rose, *Madonna*, 1934, black and white lithograph, 12” x 14” (Philadelphia Museum of Art) (Student Resource Sheet 5) as well as the other Madonna artwork (see attached images from Britannica ImageQuest). (Student Resource Sheets 1 through 4).
2. Ask students what all of the pieces of art have in common. Responses should include that they all have a mother and child. Explain that the word, Madonna means “my lady” in Italian and is often used to describe mothers. Focus only on the Ruth Starr Rose’s image to explain that Madonna is the title of this piece of art.
3. In small groups, ask students to write on post-it notes specific details they see in this work of art. Instruct the students to record one detail per post-it note.
4. Allow time for students to record and discuss their details.

Activities

1. Teacher may review and discuss the key vocabulary terms: details, character, setting, literary elements, classify, generalization. Explain that grouping (classifying details) allows us to make generalizations.
2. In their same groups, ask students to classify their details into categories of literary elements (The elements used in a class will depend on the grade level; i.e. character, setting, tone, mood, point of view). See attached graphic organizer for student use (Student Resource Sheet 6).
3. Ask groups to share their classifications and justify their answers. As groups are sharing, encourage other groups to add to the graphic organizer.
4. Pose the question, “What generalizations can you make about the characters and setting of the art based on your details and classifications?” (examples may relate to a mother’s desire to protect their young, a mother’s pride in their children, the trust between mothers and children, etc.) Generalizations can be positive or negative.
5. Extend the discussion by asking students (based on their readiness level) to make other generalizations including:

- a. What generalizations can you make about mothers and their children based on your details and classifications?
 - b. What generalizations can you make about African American women and their children during this time based on your details and classifications?
 - c. What generalization can you make about the time period based on your details and classifications?
6. Return to the other Madonna artworks and ask students to compare the details with Ruth Starr Rose's example. (see attached images from Britannica ImageQuest)
 7. Ask, "Do the generalizations we created, work for these examples too?"

Closure/Assessment:

Students will create a caption to accompany Ruth Starr Rose's, *Madonna*. Explain that captions are short and are meant to convey a message in 1-2 sentences. Captions should communicate a generalization for this art-work and a detail that supports this.

Differentiation for Advanced Learners:

- Ask students to identify a list of emotions they associate with the *Madonna* in which Elizabeth Moaney was the model. Consider how they think that Moaney would classify this information and what generalizations she meant to express by this scene. Students should include her assumed personal feelings as part of the details shared.
- Creative Questions (Teacher Resource 1): Brainstorm a list of at least 5 questions about the artwork and attempt to answer them by making inferences. Using starters
 - *Why did Ruth Starr Rose create this picture?*
 - *What do you think could be another title for this lithograph?*
 - *What makes this art different from other Madonnas?*

Differentiation for Struggling Learners:

- Students who struggle with analyzing details to make generalizations may require additional modeling prior to this lesson.
- Provide additional scaffolding as needed and limit the number of categories when students classify their details.

Extensions:

- Consider what the mom (Elizabeth Moaney) is thinking in this scene. Write a letter from the perspective of Moaney to her child to share her thoughts.
- Consider what may have happened right before or after this scene. Write a narrative story to include the events leading up to this moment and/or the events that followed. (Teacher Resource 1: Beginning, Middle, End)
- Research Rose's family home, Hope, and Talbot County in the 1930s in order to learn more about the time period that this artwork was created. Revisit the artwork with this new information and explain how your perspective may have changed.
- Claim, Support, Question (Teacher Resource 1) using any of the images included in the lesson.

Student Resource Sheet 1

Madonna by Lorenzo Ghiberti

For resource, open the hyperlink below:

<http://www.gettyimages.com/detail/illustration/madonna-from-studio-of-lorenzo-ghiberti-sculpture-stock-graphic/91545276>

Figure 1: Madonna Studio of Lorenzo Ghiberti Sculpture Hermitage Museum, St. Petersburg Painting
Details: sculpture - State Hermitage Museum, St. Petersburg, Russia Artist Details: Ghiberti, Lorenzo
(Studio of), 14th C. - 15th C., Italian

Student Resource Sheet 2

Madonna by Allegri Antonio



Figure 2: Madonna Campori (Madonna and Child) Created by Allegri Antonio known as Correggio - All. Madonna Mary veils light blue/azure pink black background Baby Jesus/Christ Child/Child Jesus - Italy, Modena, Estense Gallery

[http://www.wikigallery.org/wiki/painting_253438/Correggio-\(Antonio-Allegri\)/Madonna-Campori.-scene-Madonna](http://www.wikigallery.org/wiki/painting_253438/Correggio-(Antonio-Allegri)/Madonna-Campori.-scene-Madonna)

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Student Resource Sheet 3

Madonna by Elizabeth Barakah Hodges

For resource, open the hyperlink below:

<http://www.gettyimages.com/detail/illustration/black-madonna-vi-by-elizabeth-barakah-hodges-1998-stock-graphic/149278564>

Figure 3: Black Madonna VI (Lighthouse) by Elizabeth Barakah Hodges, 1998 Painting Details: 1998
Artist Details: Hodges, Elizabeth Barakah, 21st C., American

Student Resource Sheet 4

Mother with Child by Johannes Albert Neuhuys

For resource, open the hyperlink below:

<http://tinyurl.com/hm8n8rs>

Figure 4: Neuhuys, Johannes Albert 1844-1914. "Mother and child", undat. Oil on wood panel, 32 x 23,5 cm. Private collection, 2000

Student Resource Sheet 5

Madonna by Ruth Starr Rose



Figure 5: Ruth Starr Rose, *Madonna*, 1934, black and white lithograph, 12" x 14" (owned by the estate of Ruth Starr Rose)

<https://www.google.com/search?q=Madonna+by+Ruth+Starr+Rose+owned+by+barbara+paca&espv=2&biw=1040&bih=882&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiT47fwwbjJAhUEJiYKHWyTDcIQsAQIRA#imgrc=lp7ZzE2TH20crM%3A>

Student Resource Sheet 6

Image Analysis

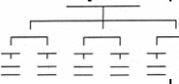
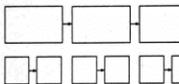
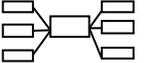
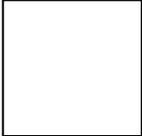
What do I see in *Madonna*?

Setting

Character

Teacher Resource Sheet 1

Artful Thinking Routines

Routine Artful Thinking	Steps/Procedure/Question	Use when you want students to:	Artwork Example	Common Core Connections Reading Gr. 4/Gr. 8	Thinking Map
I See. I Think. I Wonder. KNOWLEDGE INTERPRETATION	1. What do you see (hear)? 2. What do you think about that? 3. What does it make you wonder?	-Make careful observations and thoughtful interpretations. -Make inferences.	<i>Foxes</i> Marc Franz 1939	Key Ideas and Details: 1 & 2 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <i>Gr. 4</i> 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. <i>Gr. 4</i>	Tree Map 
Beginning. Middle. End. COMPREHENSION APPLICATION	Choose one of the 3 questions: 1. If this artwork is the <i>beginning</i> of a story, what might happen next? 2. If it this artwork is the <i>middle</i> of a story, what might have happened before? What might be about to happen? 3. If this artwork is the <i>end</i> of a story, what might the story be?	-Make observations and use their imagination to elaborate on and extend their ideas. -Look for connections, patterns, and meanings. -Develop writing or storytelling (narrative) skills and sequencing.	<i>The Gulf Stream,</i> Winslow Homer 1899	Key Ideas and Details: 1 & 2 (see above) Craft and Structure: 5 (above) Writing: 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <i>Gr. 4</i>	Flow Map  Multi-Flow Map 
Creative Questions ANALYSIS SYNTHESIS	Brainstorm a list of at least 12 questions about the artwork or topic. Using starters: <i>Why?</i> <i>What are the reasons?</i> <i>What if?</i> <i>What is the purpose of?</i> <i>How would it be different if?</i> <i>Suppose that</i> <i>What if we knew?</i> <i>What would change if?</i>	-Make inferences. -Develop good questions. -Think deeply about a topic.	<i>The Uprising</i> Honore Daumier 1860	Key Ideas and Details: 1 & 3 (see above)	Frame of Reference (Thinking Map depends on the question the students generate) 
Claim. Support. Question. COMPREHENSION ANALYSIS SYNTHESIS	1. Make a claim about the artwork or topic (An explanation or interpretation of some aspect of the art-work or topic). 2. Identify/provide support for your claim (things you see, feel, and know that support your claim.) 3. Ask a question related to your claim (What's left hanging? What isn't explained? What new	-Reason and provide evidence or support, especially with topics in the curriculum are open to interpretation. -Practice argument writing skills.	<i>A Sunday on the Grande Jatte</i> Georges-Pierre Seurat 1884	Key Ideas and Details: 1 & 3 (see above) Integration of Knowledge: 8 (see above) 8. Explain how an author uses reasons and evidence to support particular points in a text. <i>Gr. 4</i>	Tree Map  *When using this routine for answering assessment questions, choose Thinking Map that is appropriate for the question and apply the frame of reference to help students develop their question or extension.

	reasons does your claim raise?)				
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