

The Four Seasons of Pittsburgh

Grades

● 1–8

Teacher-In-Residence

● Allison Ackerman

Subjects

● History, Art, English
Language Arts

Carnegie
Museum of Art

Goals

- Promote extended and strategic thinking.
- Acquaint students with the basic tools of interpretation.
- Interpret the effects of humans interacting with their environment.

Objectives

- Students will give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.
- Students will explain how people positively and negatively affect the environment.
- Students will demonstrate an understanding of the ways in which a given location influences how people live.
- Students will demonstrate an understanding of the relationship between the past and present.
- Students will compare and contrast the ways in which various communities provide for the needs of their people.

Standards

PA History Standards

Four Standard Statements within the Academic Standards for History:

- Political and Cultural Contributions of Individuals and Groups
- How Continuity and Change Have Influenced History
- Primary Documents, Material Artifacts and Historical Places
- Conflict and Cooperation Among Social Groups and Organizations
- **8.1.3.A.** Understand chronological thinking and distinguish between past, present, and future time.
- **8.1.3.C** Understand fundamentals of historical interpretation.
- **8.1.3.D.** Understand historical research.
- **8.2.3.A.** Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- **8.2.3.C.** Identify and describe how continuity and change have influenced Pennsylvania history.

- **8.2.3.D.** Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.

PA Academic Standards for the Arts and Humanities

- Application of problem-solving skills
- Comprehension and application of the creative process
- Development and practice of creative thinking skills
- Development of verbal and nonverbal communication skills
- Respond to life experiences through images, structures and tactile works.
- **9.2.** Historical and Cultural Contexts
- **9.2.3.A.** Explain the historical, cultural and social context of an individual work in the arts.
- **9.3.3.D.** Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response of critical response.

Materials

- Large paper
- One or a combination: colored pencils, pastels, acrylic paint
- Glue
- Scissors
- Magazines/old picture books
- Printed pictures or photographs of Pittsburgh scenes

Vocabulary

- Shawnee
- Lenape (Delaware)
- Indigenous
- Allegheny
- Ohio
- Monongahela
- Guyasuta
- Colony
- William Penn
- George Washington
- William Pitt the Elder
- Fort Pitt
- Fort Duquesne
- Keelboat
- Flatboat
- Steel
- Steel Mill
- Pig iron
- Smelting
- Blast furnace
- Coke
- Coal
- Andrew Carnegie
- Henry Clay Frick
- Bessemer Converter
- Pennsylvania Railroad
- Jones and Laughlin Steel
- H. J. Heinz
- Industry
- Renaissance

Art Resources from the Carnegie Museum of Art Collection:

- [Hew Charles Torrance Photographs](#)
- [Aaron Henry Gorson paintings/photographs](#)
- [Todd Webb Photographs](#)
- [Russell Smith Paintings](#)

Web Resources on Pittsburgh History:

- [Visit Pittsburgh](#)
- [A Very Short History of Pittsburgh](#)
- [Timeline of Pittsburgh](#)
- [Pittsburgh Becomes the City of Steel](#)
- [Britannica Entry](#)
- [Britannica Kids: Pittsburgh Economy](#)

Resources

- [The City of Pittsburgh: About Pittsburgh](#)
- [The Changing Face of Pittsburgh: A Historical Perspective](#)
- [Pittsburgh facts for kids](#)
- [Pittsburgh Facts & Trivia](#)
- [Who lived here first? A look at Pittsburgh's Native American history](#)
- [A Journey into Pittsburgh's Early Years](#)

Artworks



Johanna K. W. Hailman, *Jones and Laughlin Mill, Pittsburgh*, ca. 1925–1930, Bequest of Johanna K. W. Hailman, 59.5.11



Julius Ijasz Jacik, *Pittsburgh Mills, South Side, Jones and Laughlin Mills, Pittsburgh Bridge and River*, 1929, Gift of the A. W. Mellon Educational and Charitable Trust, 65.24.3



Raymond Simboli, *Allegheny-Ludlum Steel Mill, Pittsburgh*, 1948, Gift of Daniel McFadden and Beverlee Tito Simboli McFadden, 2008.74.4

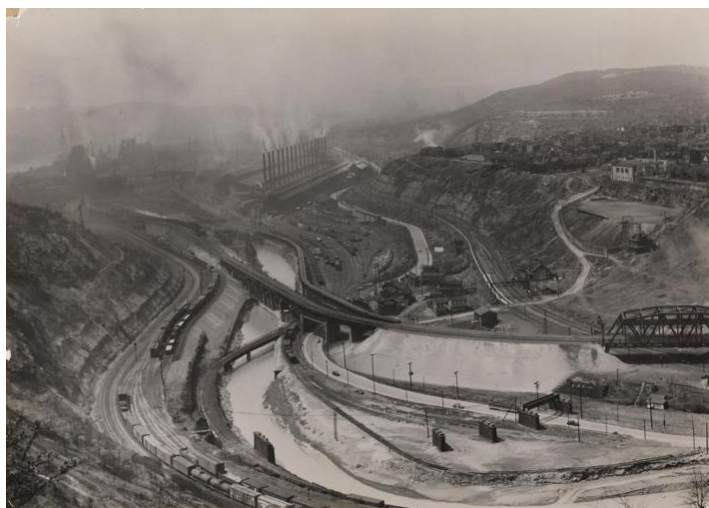


Hew Charles Torrance, *Pittsburgh Series*, 1929, Gift of the Carnegie Library of Pittsburgh, 83.21.22

Artworks



Aaron Henry Gorson, *Pittsburgh at Night*, 1926, Gift of Barbara M. Lawson in memory of Roswell Miller, Jr., 84.72



Todd Webb, *Pittsburgh Mills*, ca. 1948, Gift of the Carnegie Library of Pittsburgh, 83.6.42



Todd Webb, *(Industry: Pittsburgh Steel Mills)*, 1947, Gift of the Carnegie Library of Pittsburgh, 84.41.108

Lesson

The Four Seasons of Pittsburgh— An Examination of Change

- This lesson is intended to examine the evolution of Pittsburgh from the Indigenous settlements to Pittsburgh as we know it today.

- It can be an all-inclusive unit or done in segments throughout the school year.

- The final product will be a 4-part (or as many or few as you choose) Pittsburgh timeline represented by pictures/paintings/images from a period in the history of the city.

A. Introduction

- Ask the question “How has Pittsburgh changed into the city we know today?”
- Chart answers to confirm ideas and address misconceptions.

B. Main Activity

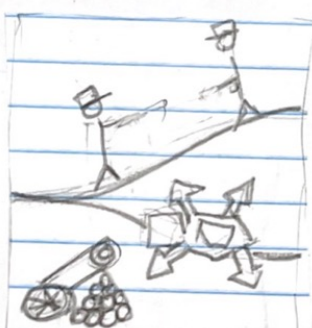
Part I: Introduce the painting *Jones and Laughlin Mill, Pittsburgh* in Scaife Gallery 17 and discuss what students observe. Chart observations.

- Follow up with examining, comparing, and contrasting other artists’ paintings and photographs representing the landscape of Pittsburgh during the height of the steel industry. Chart observations. (Artworks are included above in the lesson plan and in the provided artwork links in the Additional Resources section.)

- Present information about the history of the steel industry in Pittsburgh included in the Web Resources about Pittsburgh History. This can be modified by grade level. Chart information for future reference.



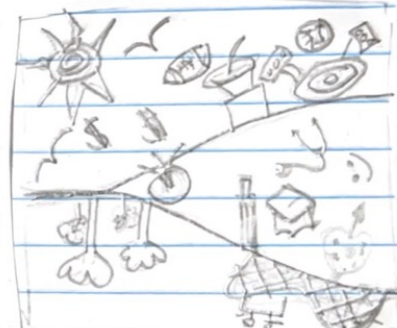
INDIGENOUS
SETTLEMENTS



COLONIZATION



STEEL INDUSTRY



MODERN DAY

Lesson

PART II: Discuss and describe what Pittsburgh looks like today.

- Show current pictures of Pittsburgh businesses, parks, universities—emphasize the change that has occurred since the steel industry.

- Compare and contrast differences in landscape, air quality, businesses.

PART III: Brainstorm and chart ideas that will represent the industrial times and modern day Pittsburgh.

Steel Industry

- Railroads
- Smokestacks
- Bessemer converters
- Smog
- Barges on the river

Modern Day

- Clean Air
- Wildlife
- Sports stadiums
- Medical centers
- Universities
- Museums

- Group students to create then-and-now art panels of the Steel Industry and Modern Day Pittsburgh.

- Provide large chart-sized paper for each group.

- Allow students to brainstorm what they will represent in their panel.

- Use a variety of supplies to create panels—printed pictures, magazine cutouts, paints, crayons, markers, etc.

C. Questions e.g (Can use Art Engagement Methodology (AEM)—See /Think/Wonder)

- What do you see happening in the painting?
- What does Pittsburgh look like today?
- What scenery do artists include in the painting? Do you recognize some places?

Assessment

- Groups should be able to present to their panel and discuss what and why they chose the images to represent their time period.

- Students should ask questions and make comments on other groups' representations.

Lesson

Lesson Extensions/Modifications:

- Research and represent other periods of time in Pittsburgh history, including but not limited to indigenous settlements and colonial times.
- Compare and contrast additional time periods to the steel industry and modern-day period.
- Add to the chart that compares the time periods.
- Add a written component describing a chosen time period.
- Add a written compare and contrast piece.
- Choose a person, geographic element, or other element of historic significance and do additional research—make a representation of the student's choice.
- Research the history of the name of a neighborhood or street you are familiar with and try to find the connection to Pittsburgh history.