

# Compare and Contrast with Pittsburgh Works of Art

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## Grades

● 3–5

## Teacher-In-Residence

● Beth Nebiolo

## Subjects

● Writing, Social Studies, Art

Carnegie  
Museum of Art

## Goals

- Students will analyze paintings and photographs of historic Pittsburgh from Carnegie Museum of Art's online collection.
- Students will develop an understanding of Pittsburgh history by exploring art and photos.

## Objectives

- Students will examine paintings and photographs of historic Pittsburgh.
- Students will write a compare and contrast using one painting and one photograph.
- Students will compare and contrast the different elements of art and the historical representation between the artwork and the photographs.
- Students will develop an understanding of life in historic Pittsburgh through these works of art.

## Standards

- **CCSS.ELA-Literacy.RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Materials

- Prints of artwork—enough for small groups
- Graphic organizer—Compare and Contrast
- Grading Rubric

## Vocabulary

- Line
- Shape
- Form
- Value
- Space
- Color
- Texture
- Compare
- Contrast
- Photograph

## Artworks



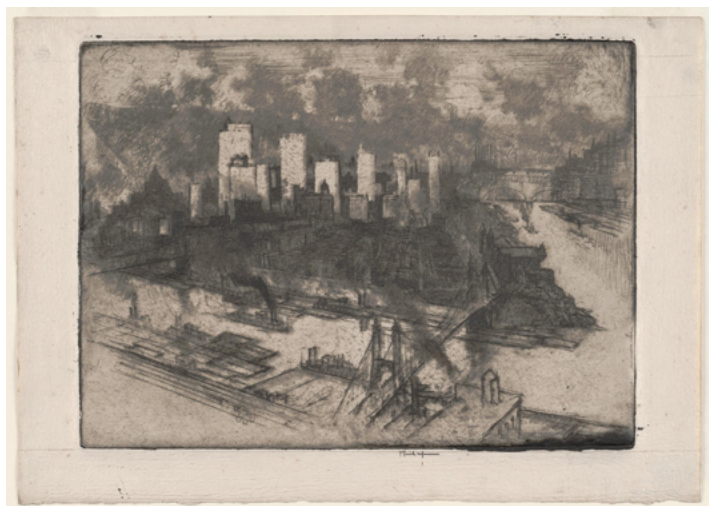
Aaron Henry Gorson, *Pittsburgh at Night*, 1926, Gift of Barbara M. Lawson in memory of Roswell Miller, Jr., 84.72



Johanna K. W. Hailman, *Jones and Laughlin Mill, Pittsburgh*, ca. 1925-1930, Bequest of Johanna K. W. Hailman, 59.5.8

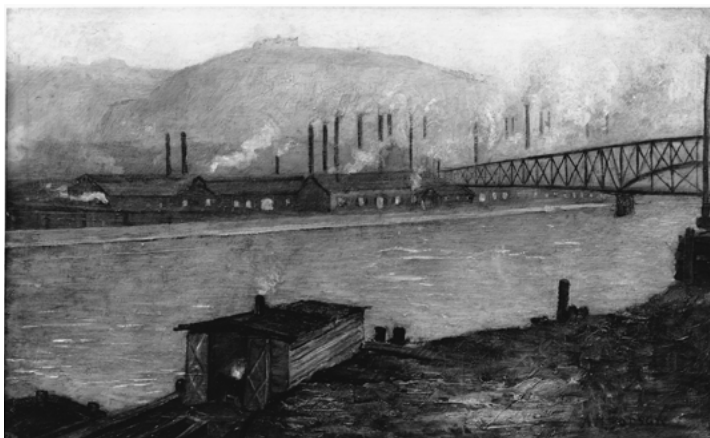


American, *View of the City of Pittsburgh in 1817, 1877*, Gift of Samuel H. Allen, 65.33

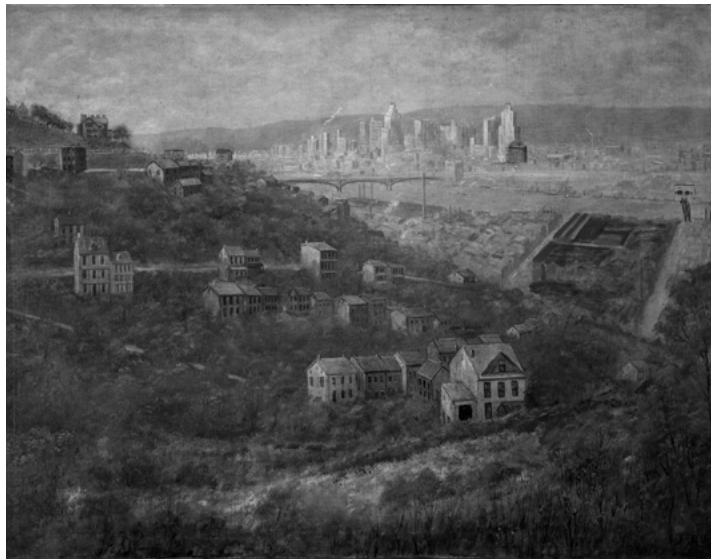


Joseph Pennell, *Pittsburgh No. 3*, 1909, Gift of Andrew Carnegie, 16.37.7

## Artworks



Aaron Henry Gorson, *Mills and River, Early Morning, Pittsburgh*, ca. 1905, Gift of Mr. R. C. Ernst, 73.18.1



Julius Ijasz Jacik, *Pittsburgh Hills, Duquesne Mills, Liberty Bridge, and Monongahela River*, 1929, Gift of the A. W. Mellon Educational and Charitable Trust, 65.24.2 © Carnegie Museum of Art, Pittsburgh



## Photographs



Charles "Teenie" Harris, *Stanley Williams throwing flowers into Monongahela River from Smithfield Street bridge*, April 1949, Heinz Family Fund, 2001.35.11114 © Carnegie Museum of Art, Pittsburgh



Charles "Teenie" Harris, *Southside of Pittsburgh with Station Square and Smithfield Street Bridge in foreground*, ca. 1950–1970, Heinz Family Fund, 1996.69.406 © Carnegie Museum of Art, Pittsburgh

# Photographs



American, (*Pittsburgh: Buildings, Pittsburgh Jail, from Street*), ca. 1900, Gift of the Carnegie Library of Pittsburgh, 84.17.36



Hew Charles Torrance, *Pittsburgh Series*, 1916, Gift of the Carnegie Library of Pittsburgh, 83.21.26



Hew Charles Torrance, *Pittsburgh Series*, 1919, Gift of the Carnegie Library of Pittsburgh, 83.21.23



# Lesson

## Day 1 Introduction

Ask students what they know about Pittsburgh history. After a brief discussion, show the video *Pittsburgh: A Short History*. Discuss the video with the students.

Explain that the class will be examining different artworks and photographs of historic Pittsburgh. They will compare and contrast an artwork and photograph of their choosing. Display or discuss the following questions with the students so they know what they should be looking for when comparing and contrasting the two pieces:

- How is Pittsburgh represented in both the painting and the photographs?
- How are the two pieces similar? Consider color, shadow, light, and subject.
- How are the two pieces different?
- What is the artist trying to show?

## Main Activity

1. Display prints of the various artworks and photographs and allow students to choose one of each. You can also assign pieces to the students.

2. Give each student a graphic organizer and have them write the title of both pieces on their organizer.

3. Students will spend about 20 minutes looking at the two pieces and filling in the organizer with their thoughts.

4. Circulate and assist or guide students as needed.

5. After 20 minutes, bring the class back together and discuss what they found. Have some student volunteers display their pieces and findings.

6. Have students place their graphic organizers and artworks into their writing folder to save until tomorrow.

## Day 2 Main Activity Continued

1. Review a compare and contrast paragraph with students. Display an example paragraph using artwork and photograph.

2. Review transition words for students to use with their paragraph, using the anchor chart included.

3. Students will write a rough draft

## Lesson

of their paragraph. Give the students 30 minutes to write. Circulate around the room to assist students as needed.

4. After 30 minutes, have students exchange papers with another student for peer review. Allow 10 minutes for this part of the activity.

5. At the end of peer review, students should return their papers to their folders to finish tomorrow.

### Day 3

#### Main Activity Continued

1. Give each student a grading rubric.

2. Review the rubric with students and discuss the expectations when writing. Students will take the rough draft from yesterday and rewrite their paragraph into a final copy.

3. Conference with students if they need assistance with writing.

4. Allow students enough time to complete their paragraph.

#### Early Finishers:

Students that finish early can complete another compare and

contrast graphic organizer with photographs from the book *Pittsburgh: Then and Now*. Walter C. Kidney, *Pittsburgh: Then and Now*, (Thunder Bay Press, 2004)

#### Extensions/Modifications:

For students that need modifications, they can highlight what is similar and what is different using different colored highlighters. This lesson can also be modified by having the teacher choose two pieces of artwork and scaffolding the activity with the class. This could be done first as a whole class assignment—then have students choose two pieces and complete the assignment independently.

# Compare and Contrast Grading Rubric

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Below Expectations
Comparison and Contrast	Thoroughly compares and contrasts the two pieces of art, identifying and explaining multiple similarities and differences.	Compares and contrasts the two pieces of art, identifying and explaining some similarities and differences.	Attempts to compare and contrast the two pieces of art, but only identifies a few similarities and differences.	Fails to adequately compare and contrast the two pieces of art or only identifies one or two superficial similarities or differences.
Evidence from Art	Provides clear, detailed, and relevant evidence from both pieces of art to support the comparison and contrast.	Provides some evidence from both pieces of art to support the comparison and contrast.	Provides limited evidence from one or both pieces of art to support the comparison and contrast.	Provides little to no evidence from the pieces of art to support the comparison and contrast.
Organization and Structure	The essay is well-organized with a clear introduction, body paragraphs that logically flow, and a conclusion that summarizes the main points.	The essay is organized with an introduction, body paragraphs, and a conclusion, but the flow or structure could be improved.	The essay lacks a clear organizational structure, with underdeveloped or disjointed paragraphs.	The essay lacks a clear organizational structure, with paragraphs that are confusing or difficult to follow.
Writing Quality	The writing is clear, concise, and free of errors. Vocabulary and sentence structure are appropriate for the 4th-grade level.	The writing is generally clear, with only minor errors. Vocabulary and sentence structure are mostly appropriate for the 4th-grade level.	The writing contains several errors that impact clarity. Vocabulary and sentence structure are sometimes inappropriate for the 4th-grade level.	The writing is unclear and contains numerous errors. Vocabulary and sentence structure are consistently inappropriate for the 4th-grade level.

# Compare and Contrast Worksheet

**Compare-Contrast Topics:**

**Compare Them! ↓**

**Contrast Them! ↓**

**They are the same because...**

**Fill in this Compare-Contrast paragraph after filling in the chart above:**

\_\_\_\_\_ and \_\_\_\_\_ are alike in several ways. Both \_\_\_\_\_ and \_\_\_\_\_ have similar \_\_\_\_\_. Both also \_\_\_\_\_ as well as \_\_\_\_\_. On the other hand, one way they differ is \_\_\_\_\_. Another difference is \_\_\_\_\_ . Although they share \_\_\_\_\_ . Only \_\_\_\_\_ is the \_\_\_\_\_-ist.