

Family First

My Place in a Community



focus artwork

Horace Pippin (1888–1946), United States
Christmas Morning, Breakfast, 1945
The Edwin and Virginia Irwin Memorial, 1959.47

focus book

Ann Morris
Loving
New York: Lothrop,
Lee & Shepard Books, 1990

teacher information

unit overview

Through the study of their own families, the families of their classmates, and families from around the world, students gain an understanding of their roles within their families and, by extension, understand their place in their local and global community. Through close examination of the Focus Artwork *Christmas Morning, Breakfast* and Focus Book *Loving*, by Ann Morris, students will explore families from around the world and draw conclusions about how families are similar and different to their own.

grade level: kindergarten

unit objectives

- Students gain an understanding of their roles within their families and by extension understand their places in their local and global community.
- Students closely examine several works of art from the Cincinnati Art Museum's permanent collection, including Focus Artwork *Christmas Morning, Breakfast* by Horace Pippin.
- Students explore families from around the world through close examination of Focus Artwork *Christmas Morning, Breakfast* and Focus Book *Loving* and draw conclusions about how families around the world are similar and different.
- Students use art to share their own family experience.

about the artist

Horace Pippin was born in West Chester, Pennsylvania, in 1888. Shortly after his birth, his family moved to Goshen, New York, where Pippin grew up. He left school after the eighth grade and began work on a local farm to help support his family. His other early jobs included working as a hotel porter, a mover at a storage company, and an ironworker.

Pippin enlisted in the 15th regiment of the New York National Guard in 1917, during the midst of World War I. That brigade, which was made up entirely of African American soldiers, later became known as the Army's 369th Infantry Regiment and fought closely with the French army. In 1918, Pippin was shot in his right arm by a sniper. The injury left him unable to raise his arm to shoulder height. Pippin received an honorable discharge and was given a disability pension. In addition, he was awarded the Croix de Guerre by the French government, for acts of heroism in battle.

After settling back in Pennsylvania, Pippin soon married and began to work at various odd jobs to supplement the income he received from his disability pension. He also began to undergo various forms of therapy to regain the use of his right arm. To try to increase his range of motion, he began to decorate wooden cigar boxes. He also began to experiment with burning images on wooden panels with a hot poker. Although Pippin had kept a sketchbook with him while he was fighting overseas, his first paintings were not created until the late 1920s. As a result of his injury, Pippin had to use his left hand to prop up his right arm while he painted.

Although Pippin never received any formal art training, he would soon become one of the most important artists of his time. His work was discovered by Christian Brinton, an art critic, who encouraged Pippin to participate in an exhibition at the Chester County Art Association. Two of Pippin's works were included, and they were viewed by another local artist, N.C. Wyeth. Soon after, Wyeth and Brinton arranged for Pippin to have a solo exhibition at the West Chester Community Center. Pippin's work was soon noticed in New York City, and in 1938, four of his paintings were included in an exhibition at the Museum of Modern Art.

Pippin's career as a professional artist continued to grow through the early 1940s. His work was exhibited in numerous galleries and art museums throughout the country, and he received many awards and prizes for his paintings. Additionally, his works were reproduced in *Time*, *Life*, *Vogue*, and *Newsweek*. However, his career was cut short by his death in 1946 of a stroke.



about the art

Christmas Morning, Breakfast belongs to a series of works based on Pippin's childhood memories. The painting depicts a very modest room, including exposed wallboards where chunks of plaster have fallen off. The room is very tidy, but rather bare, with only a few sturdy, wooden furnishings and three striped rag rugs on the floor. By looking closely at the mother in the painting, her life of unrelenting work becomes apparent through her bowed back.

In spite of the humble surroundings, the image is also full of love and warmth. A young boy sits at the table, with his hands folded in prayer, waiting to eat breakfast, while his mother is preparing to serve him a plate of pancakes. As this scene takes place on Christmas morning, to the right is a large Christmas tree, decorated with ornaments, candy canes, and garland. There are also some wrapped gifts beneath the tree and more evergreen decorations along the wall behind the young boy.

Although Pippin considered himself a realist, his paintings, including *Christmas Morning, Breakfast*, were not rendered completely realistically. He developed an abstract manner of painting based on the stylization of natural shapes that are arranged in flat patterns. This technique is seen in this painting, in the placement of the rag rugs and the planks of the wood floors.

Christmas Morning, Breakfast is a warm, nostalgic image based on Pippin's own childhood. Although the painting was created only a year before his death, the details in the work illustrate his fond memories of his youth, and the happiness that he experienced as a child.

information on focus book

Ann Morris, *Loving*

Loving by Ann Morris, with photographs by Ken Heyman, tells the story of how families around the world live, love, help, and work together. Through her travels, Morris, has developed an appreciation of people of different cultures and has expressed this interest in *Loving*. Through the use of this book and Pippin's painting *Christmas Morning, Breakfast*, students will gain an understanding and appreciation for the similarities and differences amongst families around the world.



Lesson #1

One Family, Many Families

cousin: *child of one's aunt or uncle*

stepmother: *wife of one's father and not one's natural mother*

stepfather: *husband of one's father
and not one's natural mother*

stepsister: *daughter of one's step parent*

stepbrother: *son of one's step parent*

materials

paper

crayons

chart paper

procedure

1. Introduce and discuss the concept of family with students.
2. Introduce/review family vocabulary with students. You may wish to bring in images of your own family to illustrate family relationships. Questions to facilitate discussion may include the following:
 - Who are the members of a family?
 - Who are the members of your family?
 - What do you do with your family? (Church, school, chores, etc.)
3. Using family pictures from home, ask children to introduce their pictures and talk about their families. As the students discuss their families, write down the family words on chart paper. After this discussion, review the words. Upon conclusion of this discussion, students will understand the similarities and differences amongst families represented in the class.
4. Once the students have introduced their pictures, place the students into pairs. Allow them time to share their picture with their partner. Ask them to find similarities and differences between the two families.
5. After sharing with their partner, give students an opportunity to share with the class at least one thing that was the same or different about their families.

time/setting

Group time. Prior to this lesson, ask students to bring in a family picture to share with the class. If students are unable to bring in a family picture, you may choose to have students draw a picture of their families.

objectives

- Students understand and correctly identify family members by their correct title and role (mother, father, sister, brother, etc.).
- Students identify how families are similar and different.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

wife: *woman joined to a man in marriage*

husband: *man joined to a woman in marriage*

mother: *woman who raises and nurtures a child*

father: *man who raises and nurtures a child*

son: *male child*

daughter: *female child*

sister: *female that has the same parents as another person*

brother: *male that has the same parents as another person*

grandmother: *mother of one's father or mother*

grandfather: *father of one's father or mother*

uncle: *brother of one's mother or father*

aunt: *sister of one's mother or father*

niece: *daughter of one's sister or brother*

nephew: *son of one's sister or brother*

national standards

BEHAVIORAL STUDIES

Standard 1: Understands that group and cultural influences contribute to human development, identity, and behavior.

WORKING WITH OTHERS

Standard 4: Displays effective interpersonal communication skills.

HISTORY

Standard 1: Understands family life now and in the past and family life in various places long ago.



Lesson #2

Learning to Look It's Time for Christmas Breakfast

materials

large reproduction of Focus Artwork *Christmas Morning, Breakfast* or class set of laminated copies for each student

Focus Book *Loving* by Ann Morris

paper

crayons

procedure

1. Begin by reviewing earlier discussions of families. Review family vocabulary.
2. Give each student his or her own copy, or use large reproduction, of the Focus Artwork *Christmas Morning, Breakfast* to explore. Encourage silent/quiet looking, followed by the use of guiding questions to elicit their responses to what they see. Questions should include:
 - What do you see?
 - What is happening in this picture?
 - What time of year is represented in this picture? How can you tell?
 - Who are the people in the painting? Do you think they are related? How?
 - How are they taking care of each other?
 - Is this picture from now or a long time ago? How can you tell?

Be careful to repeat to the group what each child has observed and to avoid any judgments or right/wrong answers. It is also very helpful to have another staff member available to record responses for future documentation. You may choose to share information on Focus Artwork at this point in the lesson.

3. Ask students to brainstorm how the family in the Focus Artwork are the same or different from their families. Each student should be encouraged to identify one similarity and one difference.

time/setting

Large Group Time

objectives

- Students identify different cultures through the study of customs and traditions.
- Students draw conclusions about what they see in the Focus Artwork *Christmas Morning, Breakfast*.
- Students act out ways that their family members help each other at mealtime.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

family words from previous lesson

apron: *garment usually of cloth, plastic, or leather, usually tied around the waist and used to protect clothing*

decoration: *something that adorns, enriches, or beautifies*

help: *give assistance or support*

rug: *piece of thick, heavy fabric that usually has a nap or pile and is used as a floor covering*

tradition: *passing down of elements of a culture from generation to generation*

wood stove: *short rounded stove in which wood or coal is burned*

national standards

ARTS AND COMMUNICATION

Standard 4: Understands ways in which the human experience is transmitted and reflected in the arts and communication.

VISUAL ARTS

Standard 4: Understands visual arts in relation to history and cultures.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.



Lesson #3

How Do You Help?

procedure

1. Share Focus Book *Loving* with students. Ask students what they think the story might be about from looking at the front cover.
2. Read the book and allow time for questions and discussion of each page. On each page, ask students to identify family members using correct family vocabulary.
3. Discuss the story with students and point out the similarities and differences between the people in the book and students in class. Students should understand that although the people in the story are from around the world and may be very different from them, they are alike in the manner in which they help their families.

Questions may include the following:

- What did the families in the book do with each other?
 - Are the families in the book like your family? How are they different?
 - How did the people in the book help each other?
 - Do you help your family in similar or different ways?
4. Ask students to draw a picture of or write a short paragraph about their favorite parts of the Focus Book or Focus Artwork. Upon completion, students will share work with their classmates and discuss their choices.
 5. Make the Focus Artwork and Focus Book available in classroom reading area so that students may choose to revisit the book during the length of the unit.

time/setting

Large Group Time

objectives

- Students participate in a reading of the Focus Book *Loving*.
- Students compare and contrast families represented in the Focus Book and the family in the Focus Artwork.
- Students identify ways in which families of different cultures help each other.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

family words from previous lesson

culture: *customary beliefs, social forms, and material traits of a racial, religious, or social group*

materials

large reproduction of Focus Artwork *Christmas Morning, Breakfast* or class set of laminated copies

Focus Book *Loving* by Ann Morris

national standards

LANGUAGE ARTS

Standard 5: Uses the general skills and strategies of the reading process.

Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts.

Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

HISTORY

Standard 1: Understands family life now and in the past and family life in various places long ago.





Lesson #4

Up, Down, Around— Where Is It?

procedure

1. Introduce/review position words with students. Using items in class, ask students to correctly identify each item's location in reference to the items around it. Example: The ceiling is over the desk.
2. Give each student his or her own copy, or use large reproduction, of the Focus Artwork to explore. Using position words, ask students to give the location of each of the items found in the painting. Example: The presents are under the tree.
3. Tell students that as a class, they are going to recreate *Christmas Morning, Breakfast*. On a poster board or large sheet of paper, draw the lines that show the floor, walls, and ceiling for points of reference.
4. Ask a student, using position words, to say where something in the painting would be located on the class recreation. Next, ask student to draw the object where he or she thinks it goes on the recreation. Include as many objects from the painting as possible. Try to give each child a turn to contribute something to the poster. As a challenge and to build memory skills, you may choose to not use the reproduction as reference for this activity.
5. Compare the poster that the students made as a group with the original artwork. What is the same? Different?

time/setting

Large Group Time

objectives

- Students understand and appropriately use position words in a discussion and recreation of the Focus Artwork *Christmas Morning, Breakfast*.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

position words:

above: *over or higher than*

under: *in a lower position or place than*

behind: *in, to, or toward the rear*

in front: *area, location, or position directly before or ahead*

center: *point or place that is equally distant from the sides or outer boundaries of something*

over: *in or at a position above or higher than*

below: *in or to a lower place; beneath*

materials

large paper

pencil

markers

large reproduction of Focus Artwork *Christmas Morning, Breakfast* or class set of laminated copies

national standards

LANGUAGE ARTS

Standard 8: Uses listening and speaking strategies for different purposes.

MATHEMATICS

Standard 5: Understands and applies basic and advanced properties of the concepts of geometry.

VISUAL ARTS

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

WORKING WITH OTHERS

Standard 1: Contributes to the overall effort of a group.

Standard 4: Displays effective interpersonal communication skills.

Lesson #5

My Family Story

procedure

1. Direct students to create their own artwork that will tell the story of their families, just like Horace Pippin did in his painting *Christmas Morning, Breakfast*.
2. Distribute My Family Story worksheets to students.
3. Ask students to complete each page of their Family Story. Students will write (or dictate) about the different things they do with their families and how they help each other. Students should include family picture (from home or self-created) from Lesson #1.
4. Collect the Family Story worksheets from each student and compile them into a class book. You may wish to make copies of the book for each student to take home.
5. Once the book is complete, read it to class and discuss with students how each family in the class is both similar and different. You may choose to have each child introduce and read his or her pages to the class.
6. Make the Focus Artwork and the class Family Story book available in classroom reading area so that students may choose to revisit either during the unit.

time/setting

This activity should take 30 to 40 minutes.

objectives

- Students discuss how members of their families help each other.
- Students discuss one way that they help someone in their families.
- Students demonstrate understanding by creating pictures of their families and roles of its individual members.

materials

My Family Story worksheets crayons

national standards

LANGUAGE ARTS

Standard 1: Uses the general skills and strategies of the writing process.

Standard 5: Uses the general skills and strategies of the reading process.

WORKING WITH OTHERS

Standard 1: Contributes to the overall effort of a group.

HISTORY

Standard 1: Understands family life now and in the past and family life in various places long ago.

resources

- Bridges, Shirin Yim. *Ruby's Wish*. San Francisco: Chronicle Books, 2002.
- Greenfield, Eloise. *Grandpa's Face*. New York: Philomel Books, 1988.
- Hoffman, Mary. *Amazing Grace*. Prince Frederick, Maryland: Recorded Books, 2000.
- Houston, Gloria. *My Great Aunt Arizona*. New York: Harper Collins Publishers, 1992.
- Joose, Barbara M. *Ghost Wings*. San Francisco: Chronicle Books, 2001.
- Jeunesse, Gallimard and Delafosse, Claude. *Houses*. New York: Scholastic Inc., 1998.
- Kendall, Russ. *Eskimo Boy, Life in an Inupiaq Eskimo Village*. New York: Scholastic Inc., 1992.
- LeSieg, Theo. *Come Over to My House*. New York: Beginner Books, 1966.
- Morris, Ann. *Loving*. New York: Lothrop, Lee & Shepard Books, 1990.
- Morris, Ann. *Families*. New York: Harper Collins, 2000.
- Morris, Ann. *Houses and Homes*. New York: Lothrop, Lee & Shepard Books, 1992.
- Rylant, Cynthia. *The Relatives Came*. New York: Bradbury Press, 1985.
- Senisi, Ellen. *Brothers and Sisters*. New York: Scholastic Inc., 1993.
- Williams, Vera. *A Chair for My Mother*. New York: Mulberry Books, 1993.



Art-Making Experience

A Family Collage

procedure

1. Tell students that they are going to create a visual recording of a family event. Just like Pippin recorded his childhood Christmas celebration, students are going to record a family event that is special to them.
2. Have students take turns taking home a disposable camera. Send a letter to parents explaining that they are to take three or four pictures of a family event (dinner, playing a game, visit to church, trip to the park, etc.). Once cameras are returned, have them developed and distribute pictures to the appropriate students.
3. Set up the class for the art-making experience. Each student will have glue, scissors, a piece of poster board, and collage materials in order to create a visual story of the family event depicted in their pictures. Students should be encouraged to use words, pictures from magazines, and their own pictures to tell the story of their family event. Example: If the family event is a trip to the park, a student may cut out grass from green paper, flowers from magazines, or draw images of what they saw and did.
4. Once each student's collage is complete, have them share their work with the class. Discuss each student's family event and place their artwork on display for closer student investigation. You may wish to create a small art show in which students from other classes are invited to view the collages. Students could be "docents" for their own artwork.

time/setting

Prepare art materials for students prior to lesson.

objectives

- Students identify members of their families by taking their pictures.
- Students create a collage of family pictures in order to tell a visual story of a family event.
- Students compare portraits and discuss how families are unique and the same.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

camera: *tool used for taking photographs*

photograph: *image, especially a positive print, recorded by a camera*

portrait: *likeness of a person, especially one showing the face, that is created by a painter or photographer*

materials

- 4 to 5 disposable cameras
- poster board for each child
- glue
- scissors
- collage materials (magazines, colored paper, etc.)

national standards

VISUAL ARTS

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

LANGUAGE ARTS

Standard 1: Uses the general skills and strategies of the writing process.

Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

ARTS AND COMMUNICATION

Standard 4: Understands ways in which the human experience is transmitted and reflected in the arts and communication.



Horace Pippin, *Christmas Morning, Breakfast*, 1945, The Edwin and Virginia Irwin Memorial, 1959.47

Dear Adult Friends and Caregivers,

As you know, your child recently participated in an art-integrated curriculum created by the Cincinnati Art Museum which explored the family community. During this series of lessons, your child had the opportunity to discover this painting by famed American artist Horace Pippin. The painting, *Christmas Morning, Breakfast*, inspired a variety of responses and conversations.

We hope that you will look at *Christmas Morning, Breakfast* together with your child and talk about it. Below please find a variety of extension activities that you and your child may wish to try to expand the learning they have begun in class.

1. Draw a family tree with the help of some adults. See how far back in time you can go.
2. Make badges for members of your family who have specific important duties, such as Official Boo-Boo Kisser or Official Snuggle Bunny. Talk about the importance of these duties
3. Adults, tell children how your childhood duties may or may not have differed from theirs now
4. Make a list of all the things your child would like to be when he or she grows up, and talk about how those jobs fit into a community (ex. teacher)
5. Create a coat of arms for your family with symbols for each person's role/interests within the family.
6. Visit the Cincinnati Art Museum. Call (513) 721-ARTS for more information, or go online at www.cincinnatiartmuseum.org. You can see the original *Christmas Morning, Breakfast* while here!

Not from Cincinnati? Visit your local museum and look for images of other families. Talk about how the families you see are the same or different than your family.

through a
child's
eyes



Horace Pippin (1888–1946)

United States

Christmas Morning, Breakfast, 1945

The Edwin and Virginia Irwin Memorial, 1959.47

My Family Story

By _____

My family plays together.

My family eats together.

My family works together.

My family _____ together.

My _____ helps me _____ .

I help my _____.