

The World Celebrates!



focus artwork

Joseph Henry Sharp (1859–1953),
United States (Cincinnati)
Fountain Square Pantomime, 1892
The Edwin and Virginia Irwin Memorial and Gift of
the Cincinnati Art Museum Docent Organization in
celebration of its 40th anniversary, 2000.68

focus book

Elaine Landau
Mardi Gras: Parades, Costumes, and Parties.
Berkeley Heights, New Jersey: Enslow
Publishers, 2002

teacher information

unit overview

Communities around the world celebrate, be it for births, weddings, holidays, or deaths. In this interactive unit on global celebrations, students will closely examine the yearly celebration of Carnival and how it is observed in counties around the world. This celebration will also be studied to give students a greater understanding of the similarities and differences among communities across the globe.

In This unit, students will closely examine and discuss the Focus Artwork *Fountain Square Pantomime* and the ways in which people celebrate in their communities. A class reading of the Focus Book *Mardi Gras: Parades, Costumes, and Parties* will follow this focused looking and will introduce students to the celebration of Carnival. In doing so, students will also compare and contrast this celebration to the one in the Focus Artwork. In a continuation of their study of Carnival, students will learn and understand that this celebration is observed around the world. As a culminating art-making experience, students create a Carnival mask and celebrate their own version of this global holiday.

Teacher Note: This lesson will discuss the Christian celebration of Carnival and the observance of Lent. These topics should be approached as a study of how diverse communities celebrate the same holiday in different ways. It is the student understanding of how communities around the world celebrate that is the focus of the unit. The study of Carnival is purely an example of a worldwide celebration that is being used to reach this understanding.

grade level: third

unit objectives

- Students closely examine Focus Artwork *Fountain Square Pantomime* by Joseph Henry Sharp and discuss the celebration depicted.
- Students explore and discuss the ways in which people celebrate in their communities.
- Students closely examine the yearly celebration of Carnival and how it is observed in countries around the world.
- Students gain a greater understanding of the similarities and differences among communities across the globe.

about the artist

Joseph Henry Sharp's art and teaching have made significant contributions to the city of Cincinnati. He was born on September 27, 1859, in Bridgeport, Ohio, and was raised by his father, William Henry Sharp, a merchant. Although Sharp and his brother, Avery, were brought up in Ironton, Ohio, by 1873, Joseph sought art instruction in Cincinnati. Upon arrival in Cincinnati, He needed to earn money for the tuition costs to attend the university. Working as a water boy in the stockyards, He was able to raise enough money to enroll in the School of Design of the University of Cincinnati in 1874.

During his three-year attendance at the university, he managed to establish himself as a credible portrait artist. In 1879 and 1880, Cincinnati hosted the Industrial Expositions where Sharp had the opportunity to exhibit some of his crayon portraits. By the summer of 1881, he had moved to Antwerp, Belgium, to study under artist Charles Verlat for one year. During the year Sharp worked for Verlat, he took a trip to France to visit artist S. Jerome Uhl. This visit proved to be very beneficial for Sharp as he confided in a letter to his hometown paper, the Ironton Register: "Antwerp don't agree with me. Paris is clearly the great art center of the world. I have been lost about forty times. I don't care though, I have no place particular to go, until my money is gone, then I will be in America."

Sharp's travels took a different turn upon his arrival back in America. As a child, he was fascinated with American Indian lore, and in 1883, he visited several Native American reservations in New Mexico, Arizona, and the Pacific Northwest. He chose to visit these specific reservations at the suggestion of fellow artist Henry Farny. Upon his return to Cincinnati he continued to work on his crayon portraits.

During the next nine years that Sharp lived in Cincinnati, he traveled to Europe twice, in 1886 and 1889, to study at the Academy in Munich. There, he continued to develop his oil painting under the instruction of Carl von Moor and Gysis. In 1892, Sharp was asked to take a position drawing and painting at the Art Academy of Cincinnati. he met and married his wife, Addie Josephine Byram. with Sharp a love for Native American culture. She summer to live alongside the Crow, Sioux, Cheyenne, tribes.

at the Art Academy of Cincinnati, Sharp was able to of absence from teaching, during the spring of 1894, Spain, Italy, and France with Frank Duveneck. During Sharp spent the majority of his time in Paris studying at Academy Julian. In 1896, he entered a pastel drawing of a nude entitled *La Paresseuse* into the Salon in Paris, France. After this exhibition, he spent the next ten years in Cincinnati working out of his new studio at 118 East Fourth



Street. Sharp and his wife continued their summer travels, which included stops in Montana and the Dakotas.

During these years in Cincinnati, Sharp showed his work at the Art Institute of Chicago, the National Academy of Design, the Pennsylvania Academy of the Fine Arts, and the Society of Western Artists. By all accounts, he developed a solid reputation as a painter of Native American subjects. Because of his success in depicting Native Americans, Sharp was honored by the Cincinnati Art Museum with a solo exhibition. He felt such a connection with Native American culture that he acquired a plot of land at the Crow Indian Agency, near the Custer battlefield in Montana, in order to build a cabin and studio.

After resigning from the Art Academy in 1902, Sharp moved to Taos, New Mexico, permanently and split his time between there and Pasadena, California, where he died on August 29, 1953.

about the art

Fountain Square Pantomime is considered Joseph Henry Sharp's most ambitious early painting. In 1892, this oil painting was commissioned by downtown Cincinnati retail owners C.R. Mabley and J.T. Carew, of Mabley & Carew Department Store, to be displayed in their store window. The painting shows the faces of a crowd watching a pantomime staged annually by Mabley & Carew to attract more customers to the store. These performances were often based on Mother Goose rhymes or fairy tales. One writer who had the opportunity to see Sharp's painting in progress commented, "A notable oil painting now being finished is called 'Watching the Pantomime,' and there is no doubt but that it will create a sensation."

Fountain Square Pantomime is large, measuring five feet across. What adds to the painting's sense of scale is the multitude of figures covering the canvas from end to end, creating a crowded composition. In his painting, Sharp shows a mass of people, approximately sixty-five figures, standing curbside behind a rope with their bodies and eyes shifted to the right. Not only does Sharp suggest the closeness of the figures huddled together, he also includes people from various social classes. Among the figures represented in this painting are his fiancée, Addie Byram, and local painters Leon Van Loo, Lewis Henry Meakin, John Rettig, and Lewis Lutz. The architect of the Cincinnati Art Museum, James McLaughlin, is depicted. Sharp also includes a couple of small children sitting or standing in the foreground and a policeman controlling the crowd to the right. It is evident in Sharp's painting that he encompasses a mastery of drawing the human form and a tight painting style that allows no evidence of brushwork. This painting was made during his first year as an instructor at the Art Academy of Cincinnati.

information on focus book

Elaine Landau, *Mardi Gras: Parades, Costumes, and Parties*

In *Mardi Gras: Parades, Costumes, and Parties*, author Elaine Landau explores Mardi Gras from its early customs to today's celebrations. It focuses on the Carnival celebration in New Orleans and makes reference to Carnival celebrations around the world. This book was chosen because of its all-inclusive look at Mardi Gras, and it will be used as an introduction to this unit on global celebrations, with a specific emphasis on Carnival.

Lesson #1

Learning to Look

How Do You Celebrate?

materials

large reproduction of Focus Artwork *Fountain Square Pantomime* or class set of laminated copies
paper pencils

procedure

1. Give each student his or her own copy, or use the large reproduction of the Focus Artwork *Fountain Square Pantomime* to explore. Encourage silent/quiet looking, followed by the use of guiding questions to elicit their responses to what they see.

Questions should include the following:

- What do you see?
- What is happening in this picture?
- What time of year is it? How can you tell?
- Who are the people in the painting?
- Is this picture from now or a long time ago? How can you tell?

2. After a brief discussion of the questions above, explain to the students that the Focus Artwork was painted by Cincinnati artist Joseph Henry Sharp in 1892. It depicts a group of people gathered on Fountain Square to see a pantomime or puppet show in a local department store window during the winter holiday season.
3. Further explain the term pantomime. In many celebrations around the world, people play act and put on dramatic performances to express the purpose of their joy for the holiday. Ask students if they have ever participated in a play at school. You may wish to have students put on a small performance in class to give an example of a play.
4. Next, open a discussion on the ways in which students in class celebrate the winter holidays (Christmas, Hanukkah, Kwanzaa, Diwali, etc.). Ask each student to give a favorite holiday tradition. Students may be encouraged to act out their favorite tradition in a pantomime. Record each student's response on the chalkboard or a large writing tablet. You may wish to review the different winter holidays listed and discuss that people from all faiths may have watched the pantomime shows as depicted in the Focus Artwork.
5. After each student has shared or acted out his or her favorite tradition, review the list with the class and ask students to find similarities and differences among their traditions and those of their classmates. Students should understand that their classmates and people around the world celebrate in different ways.
6. Break students into pairs. Ask student teams to write a short paper comparing and contrasting the holiday traditions of each student on the team. Students should be encouraged to use descriptive words in the writing of their papers. Students will present papers to class.

objectives

- Students closely examine Focus Artwork *Fountain Square Pantomime*.
- Students explore and discuss the ways in which people celebrate in their communities.
- Students write a short descriptive paper about their favorite holiday traditions.

vocabulary

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

celebrate: *observe a holiday, perform a religious ceremony, or take part in a festival*

Christmas: *Christian feast on December 25 that commemorates the birth of Christ and is usually observed as a legal holiday*

Diwali: *Hindu festival of lights, an important four-day celebration that commemorates the beginning of winter*

Hanukkah: *eight-day Jewish holiday commemorating the victory in 165 B.C. of the Maccabees and the rededication of the Temple of Jerusalem*

holiday: *day marked by a general suspension of work in commemoration of an event*

Kwanzaa: *African American festival held in late December*

pantomime: *any of various dramatic or dancing performances in which a story is told by expressive bodily or facial movements of the performers*

tradition: *inherited, established, or customary pattern of thought, action, or behavior*

national standards

GEOGRAPHY

Standard 10: Understands the nature and complexity of Earth's cultural mosaics.

HISTORY

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

Standard 2: Understands the history of a local community and how communities in North America varied long ago.

LANGUAGE ARTS

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

Standard 2: Uses the stylistic and rhetorical aspects of writing.

Standard 3: Uses grammatical and mechanical conventions in written compositions.

THEATER

Standard 2: Uses acting skills.

Standard 6: Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past.

VISUAL ART

Standard 4: Understands the 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 #2 What Is Mardi Gras?

objectives

- Students closely examine the yearly celebration of Carnival in New Orleans through the reading of the Focus Book *Mardi Gras: Parades, Costumes, and Parties*.
- Students compare and contrast the celebration taking place in the Focus Artwork and the Focus Book.
- Students understand that this occasion is celebrated around the world.

vocabulary

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

Ash Wednesday: first day of Lent

Carnival: *season or festival of merrymaking before Lent; comes from the Latin meaning "farewell to meat"*

captain: *leader of a Carnival club or krewe*

krewe: *several groups whose members organize and participate as costumed paraders in the annual carnival*

Lent: *40 weekdays from Ash Wednesday to Easter observed by the Roman Catholic and some Protestant churches as a period of fasting*

Mardi Gras: *Shrove Tuesday (or Fat Tuesday in French) often observed with parades and festivities*

maskers: *one who wears a mask, especially a participant in a masquerade or masque*

throws: *small objects that are thrown to the crowd during Mardi Gras parades*



materials

4 to 6 copies of the Focus Book *Mardi Gras: Parades, Costumes, and Parties*

procedure

1. Tell students that they are now going to learn about another holiday/celebration that takes place in the winter and is celebrated by people all over the world: Carnival.
2. Share the Focus Book with students. Ask students what they think the story might be about from looking at the front cover.
3. Break students into six collaborative teams. Give each team a copy of the Focus Book and assign them a chapter to read.
4. Give students time in class to read their chapter and discuss it; Each student should be given a chance to read aloud. Students should also be encouraged to write notes on important facts while they read. If you are unable to obtain several copies of the book, you may read the entire book over several days.
5. Upon completion of the team reading, discuss Carnival and Mardi Gras with students.
6. Ask students to brainstorm ways in which the celebration of Mardi Gras is similar or different to that depicted in the Focus Artwork. Tell them that a large part of the Carnival celebration is about people watching parades in which the participants put on a performance or pantomime, just like in the Focus Artwork.
7. Next, have each collaborative team come up with a play based on their reading of the Focus Book. Each team should create a short play about what they learned in their chapter. Students will perform plays for each other.

national standards

HISTORY

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

LANGUAGE ARTS

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

Standard 2: Uses the stylistic and rhetorical aspects of writing.

Standard 3: Uses grammatical and mechanical conventions in written compositions.

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

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.

THEATER

Standard 2: Uses acting skills.

Standard 3: Designs and produces informal and formal productions.

Standard 6: Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past.

WORKING WITH OTHERS

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





Lesson #3 Carnival Around the World

procedure

1. Ask students to brainstorm how they think other countries might celebrate Carnival. Students should understand that this celebration is observed not just in New Orleans, but also in countries all over the world.
2. Tell students that as a class they are going to look at five other countries that celebrate Carnival: Greece, Germany, Brazil, Italy, and Trinidad/Tobago. Locate these countries on a class world map and have students locate same countries on each of their maps.
3. Discuss with students that each of these countries celebrates in a different way, and while they research and learn about each country, they are going to compare that country's celebration to the celebration observed in New Orleans. You may wish to either spread this activity over several days, studying one country a day, or break students into teams by country.
4. After each country has been introduced, explored, and discussed, ask students to compare and contrast the celebration with the celebration that takes place in New Orleans. Create a class list of similarities and differences between the New Orleans Carnival celebration and the celebrations in other parts of the world.
5. Next, look again at the Focus Artwork and ask students to compare the celebration in each country to the celebration depicted in the Focus Artwork. Does each of these countries have some sort of performance (play, pantomime, dance) in their celebration? What is it?
6. Tell students that they are now going to write and illustrate a story based on their knowledge of Carnival. Stories should include information on each country, the way in which they celebrate Carnival, and how their celebrations differ from New Orleans. To include acting, you may wish to have students act out parts of their story for the class.

time/setting

Collect images and books on Carnival. You may also wish to bookmark select websites for students' exploration.

objectives

- Students closely examine and research the yearly celebration of Carnival and how it is observed in countries around the world.
- Students gain a greater understanding and acceptance of the similarities and differences among communities across the globe.
- Students understand that they are part of the global community.
- Students research, create and enact a story based on their knowledge of the global celebration of Carnival.

materials

Focus Artwork *Fountain Square Pantomime*

Focus Book *Mardi Gras: Parades, Costumes, and Parties*

Internet access

world map

supporting books on Carnival

images of Carnival celebrations in each of the five focus countries

black line copy of world map, one for each student



national standards

GEOGRAPHY

Standard 10: Understands the nature and complexity of Earth's cultural mosaics.

HISTORY

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

Standard 2: Understands the history of a local community and how communities in North America varied long ago.

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THEATER

Standard 2: Uses acting skills.

Standard 3: Designs and produces informal and formal productions.

Standard 6: Understands the context in which theatre, film, television, and electronic media are performed today as well as in the past.

WORKING WITH OTHERS

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

resources

TEACHERS

Background on Carnival
<http://en.wikipedia.org/wiki/Carnival>

Greece
gogreece.about.com/od/carnivaltime/a/carnivaldates.htm

Germany
german.about.com/library/weekly/aa020501a.htm
www.german-embassy.org.uk/carnival_dusseldorf.html

Brazil
www.braziltravelinformation.com/brazil_carnival.htm

Italy (Venice)
www.invenicetoday.com/carnival/

Trinidad/Tobago
www.visittrn.com/carnival.html or
www.trinisoca.com/carnival/

Gulevich, Tanya. *Encyclopedia of Easter, Carnival, and Lent*. Detroit, Michigan: Omnigraphics, 2002.

STUDENTS

Ancona, George. *Carnaval*. San Diego: Harcourt Brace, 1999.

Dorros, Arthur. *Tonight Is Carnival*. New York: Dutton Children's Books, 1991.

Flanagan, Alice K. *Carnival*. Minneapolis, Minnesota: Compass Point Books, 2004.

Joseph, Lynn. *Jump Up Time: A Trinidad Carnival Story*. New York: Clarion Books, 1998.

Landau, Elaine. *Mardi Gras: Parades, Costumes, and Parties*. Berkeley Heights, New Jersey: Enslow Publishers, 2002.

Shaik, Fatima. *On Mardi Gras Day*. New York: Dial Books for Young Readers, 1999.



Art-Making Experience Mardi Gras Masks

procedure

1. Review Carnival with students, with emphasis on the costumes worn. Share images and examples of Mardi Gras masks with students. Ask them to describe what they see. What does each mask have in common? How do they differ?
2. Inform students they are now going to create their own Carnival masks for a class Mardi Gras parade.
3. Demonstrate the materials available and possible uses for them. Discuss possible shapes (wide, tall, sharp, rounded) and possible color schemes (Mardi Gras colors, warm colors, cool colors) for the student masks.
4. Distribute pencils and paper to students. Ask students to sketch their ideas for their masks. Look at the expressive faces in *Fountain Square Pantomime* for inspiration.
5. Tell students that once they have completed their sketches and are aware of the shapes, colors, and materials they will need, they may begin.
6. Allow students to choose materials from a central table. First, students will choose a sheet of foam as a base. They will then trace the shape of the half mask on the back, then draw the shape of their own mask around this reference and cut it out.
7. Once the masks are cut out, have students add ornamentation to their masks using a variety of materials.
8. Have students (with your help) staple a half mask onto the back of the mask. The half masks help provide structure and its built-in elastic band is an easy way to make the masks wearable.
9. Once all masks are complete, have a Mardi Gras parade around school. Students should be encouraged to wear their masks, dance, perform a pantomime, and sing in the Carnival style. This activity may be done on their way to lunch or outside for recess.

teacher preparation

Create templates of the mask shape for students to trace onto their foam sheets as a reference. The actual masks may be difficult for the students to trace.

objectives

- Students will apply their knowledge of Carnival to the creation of their own works of art.
- Students will create a Carnival mask that reflects their understanding of this global celebration.
- Students will perform in a Carnival parade in which they wear their masks and display their knowledge of this celebration.

materials

images of Carnival masks (examples from each country studied desirable)

examples of Carnival masks

plastic or paper half masks

mask templates (half masks traced onto poster board and cut out)

foam sheets	Mardi Gras beads	stapler
glue	scissors	paper
pencils	newspaper	feathers
beads	pom-poms	stickers
collage materials		glitter paint
glittery pipe cleaners		

national standards

VISUAL ARTS

Standard 1: Understands and applies media, techniques, and processes related to the visual arts.

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.

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

ART CONNECTIONS

Standard 1: Understands connections among the various art forms and other disciplines.



Joseph Henry Sharp, *Fountain Square Pantomime*, 1892, The Edwin and Virginia Irwin Memorial and Gift of the Cincinnati Art Museum Docent Organization in celebration of its 40th anniversary, 2000.68

Dear Adult Friends and Caregivers,

As you know, your child recently participated in an art-integrated curriculum created by the Cincinnati Art Museum that explored community celebrations. During this series of lessons, your child had the opportunity to discover this painting by famed American artist Joseph Henry Sharp. The painting, entitled *Fountain Square Pantomime*, inspired a variety of responses and conversations.

We hope that you will look at *Fountain Square Pantomime*, 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. Make a list of all the events your family celebrates. Are there many or only a few? Invent a new one just for you.
2. Celebrate Poisson D'Avril (fish of April) with your family. Draw colorful fish on paper and cut them out. Then try to tape them on other family member's backs without them knowing. (This holiday is much like April Fools in this country.)
3. Pick a country anywhere in the world that interests you, then research it on the Internet to see what its holidays are and celebrate one or two.
4. Food is often a very important part of celebrations. Why do you think that is? Name some foods that are very particular to certain holidays/celebrations and say why.
5. Play the song "Celebration" by Kool and the Gang and have a good dance!
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 *Fountain Square Pantomime* while here.

Not from Cincinnati? Visit your local museum and look for images of celebrations. Have an art party at your museum.

through a
child's
eyes



Joseph Henry Sharp (1859–1953)

United States (Cincinnati)

Fountain Square Pantomime, 1892

The Edwin and Virginia Irwin Memorial and Gift of the Cincinnati Art Museum Docent Organization in celebration of its 40th anniversary, 2000.68