



Grade Three Lesson Plan

Ontario The Arts Curriculum
Strand: Visual Arts, Heritage & Citizenship,
Canada and World Connections

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The Reuben R. Sallows Gallery,
Goderich Ontario

The Reuben R. Sallows Gallery

Hours: Tuesday to Saturday, noon to 5:00 pm

Location: Mezzanine of the Goderich Public Library

Address: 52A Montreal Street, Goderich, Ontario, N7A 2G4

Phone: 519.524.9261 | **Email:** sallowsgallery@huroncounty.ca | **Web:** www.sallowsgallery.ca



*Education Programs offered by The Reuben R. Sallows
Gallery are generously supported by TD-Canada Trust.*

Teachers' Guidelines

The Reuben R. Sallows Gallery is home to the largest public collection of this renowned photographer's work. In keeping with its mandate, the Gallery celebrates the rich artistic legacy of Reuben R. Sallows and promotes the Canadian visual art that embodies his innovative talent and spirit.

This guide encourages the use of the Reuben R. Sallows Digital Library. It is intended to help students and teachers look at Sallows' photographs and encourage group discussion. The suggested activities are designed to help students learn more about the life and times of the historical period covered by Sallows' work, and photography as an art form.

Objective:

This resource guide is designed to introduce educators and elementary students to photography as a documentary and expressive art form.

Resources:

Online materials and searchable on-line collection of photographic works by Reuben R. Sallows available from the Reuben R. Sallows Digital Library < www.sallowsgallery.ca >.

Grade Range: Grade 3 - Visual Arts, Heritage & Citizenship, Canada and World Connections

Curriculum Focus:

Links have been made to the Ontario School Curriculum, in particular the Visual Arts Stream, plus Heritage & Citizenship or Canada and World Connections as indicated below:

Visual Art Expectations:

- (Overall) describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artist has used at least one of the elements of design
- (Knowledge of elements) identify the elements of design, especially line, shape, texture, space and value; identify and label foreground, middle ground and background, and identify objects in each of these areas
- (Critical thinking) identify the similarities and differences in content between two or more works on a related theme
- (Creative work) produce two-dimensional works of art, using at least three of the elements of design (placement of objects in the foreground, middle ground, or background)

Heritage and Citizenship

- (Overall) demonstrate comprehension of historical research by identifying and defining primary and secondary sources in order to compare aspects of life in early settler communities and



present-day communities

- (Knowledge and Understanding) explain how the early settlers valued, used and looked after natural resources; describe the various roles of male and female settlers
- (Inquiry/Research and Communication Skills) ask questions to gain information and explore alternatives; use appropriate vocabulary to describe their inquiries and observations

Canada and World Connections – Urban and Rural Communities

- (Overall) describe similarities and differences between urban and rural communities; examine how communities interact with each other and the environment to meet human needs

Instructional Objectives:

1. To introduce the form of photography can be used as a documentary process
2. To demonstrate how photography can be used as a form of artistic and personal expression
3. To innovate with photography as a form of communication through which to learn about rural Southwestern Ontario history and culture

Instructional Strategies:

1. Individual, small group and group research
2. Individual, small group and group exercises
3. Written research materials
4. Group discussions

Equipment Needed:

- Computer with Internet access, Internet browser and printer
- LCD data projector
- Access to school computer lab (optional, but necessary if incorporating hands-on student activities)

Materials: Pencils and copies of the activity sheets for each student

Concept:

Photographs are a wonderful visual resource to use when learning about the past or studying basic elements of visual art. Students will learn to search the Reuben R. Sallows Digital Library for photographic images. These pictures can be used as visual primary sources, allowing the viewer to learn about rural communities and culture of a particular time period. The photographs can also be used to help students connect the past to their everyday lives, here in the present. The same photographs are used to identify the elements of design, especially line, shape, texture, space and value.

Vocabulary*:

Background	Line	Primary Source
Binder	Mangel	Scythe
Composition	Middle ground	Secondary Source
Exposure	Monochromatic	Shade
Focal Point	Perspective – linear perspective, diminishing perspective, atmospheric perspective	Shock
Foreground	Photographic print	Space
Horizon Line	Positive Space	Stook
Husk	Post card	Vanishing Point
Imprint		Windrow
Landscape		

* Definitions appear in the glossary located in the appendix.

Reuben R. Sallows - Biography

Born in Huron County, Ontario, Reuben R. Sallows (1855-1937) become known the world-over as a talented photographic pioneer. Reuben was raised and worked on the family farm until 1876 when he traveled, in search of work, to the County seat of Goderich.

He got his first job when he went to have his picture taken, in Goderich, Ontario. In fact, he sat for a photo at the studio of R.R. Thompson and, right then and there, was offered a job as a traveling salesman touring the countryside selling photograph enlargements.

In 1881 Reuben bought Mr. Thompson’s photography business and his career as an important photographer began.

Sallows quickly learned new techniques and took his camera outdoors. An 1896 advertisement in the *Goderich Signal* reads “Outdoor photography is an art. Few possess it. Sallows is one of the few. Have your dwellings, farms and farm buildings photographed while summer lasts.” In the fields and farms of Huron



County, Sallows took pictures of everyday people doing everyday things, capturing the full range of their activities – seeding, picking apples, cutting wood, and more.

Magazines all over North America and Britain became interested in his pictures and he started to sell pictures of “domestic scenes, pictures of rural life, [plus] views of nature.” During his career, Reuben R. Sallows worked for the Ontario Ministry of Agriculture, providing them with photographs of early farming practices. These photographs are his best known and most easily recognized photographs.

Peeking into the Past with Photographs

Discussion Starter - Introducing Photography as a Documentary Process

- How do we get information about what happened in the past? People living in the past left many clues about their lives. What kind of things do you make about your daily life? How could we find answers to questions about farming in rural Southwestern Ontario (Huron County)? Where can we go to see actual items that might answer questions about the past?
- After a short discussion, define the terms primary source and secondary source. **Primary sources** are actual records that have survived from the past, and were written or created by people who lived at that time. (Examples: diaries, newspaper articles, letters, articles of clothing, photographs) **Secondary sources** are accounts of the past written or created by people who were not present at the event described. (Examples: history books, essays, biographies)

Group Introduction to Reuben R. Sallows Digital Library

Introduce the Reuben R. Sallows Digital Library < www.sallowsgallery.ca > where students can see selected historic photographs taken at the turn of the last century by “Canada’s photographic genius.” This web site features a digital collection of over 900 photographs. In one Internet site, you can see photographs, from six different collections across Southwestern Ontario, which had previously been stored away and out of sight.

1. Tour the students through the website showing them the **Search the Collection** feature for viewing the photographs taken by Reuben R. Sallows.
2. Let them see the **Life & Times** section, where they can learn all about Reuben Sallows and his sixty year photographic career.
3. Ask the students to distinguish which of these areas is a primary source and which is secondary.
4. Have the students return to **Search the Collection** page. Explain that Searches within the **Basic Search** feature can be done by highlighting words from the drop-down menu which is an alphabetical listing of subject categories for the photographs; or by typing keyword(s) into the search box.

5. Using the **Basic Search** option find the photograph “Pulling onions” in the online collection. To find this image, type the words “**pulling onions**” OR the image number “**0594**” in the keyword search box. It is a picture documenting three generations of farm labourers at work in 1914.
6. Direct students to look at the photograph and to study it for 30 seconds (the average amount of time most people spend looking at an image in a gallery or museum). Then ask them to turn their backs to the screen, or block the image.
7. With the photograph now hidden, ask the students to make a list of what they can remember seeing in the picture. You can ask questions to help them remember, such as:
 - How many people are in the photograph?
 - How would you describe them?
 - How is each one dressed?
 - What kind of setting is depicted?
 - Are there animals in the image?
 - What is the subject of this photograph?
 - What kind of mood has the artist captured?

Encourage all students to share and discuss their answers. Did everyone notice the same things?

8. Let the students view the photograph again. Ask them what they see that they did not notice the first time. Guide them through a careful re-examination of the photograph.

Examining an Image

Focus Image:

Reuben R. Sallows (1855-1937) (Canada)

Pulling Onions, 1914

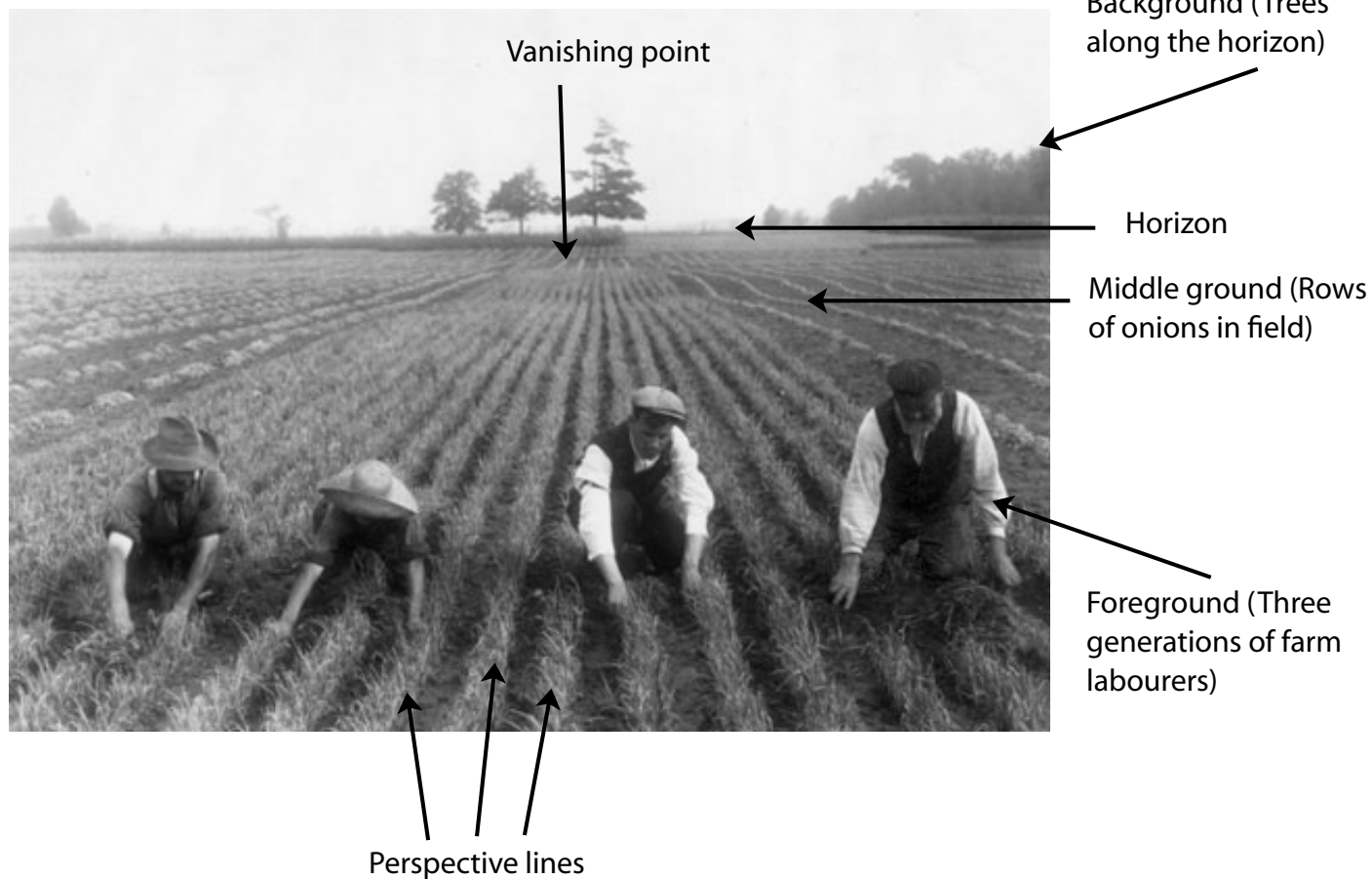
Photographic Print

In the photograph *Pulling Onions*, we see four people dressed in the clothes of their time, crouched in a field picking onions. This picture makes an excellent image for identifying the foreground, middle ground and background of a two-dimensional art work.

When the subject or main theme of an art work is natural scenery such as mountains, trees, rivers, lakes or fields it is called a landscape. Traditionally, the space depicted in a landscape is divided into three parts; the same three parts are also used when describing a photograph.

From Foreground to Background

Pulling Onions, 1914



The **foreground** is the part of the art work that appears closest to you, the viewer. Objects in the foreground are usually larger and more detailed than other objects; they overlap other objects.

Objects in the **middle ground** appear to be behind objects in the foreground.

The **background** is the part of the art work that appears farthest from the viewer. Objects in the background are usually smaller and less distinct than other objects in the work.

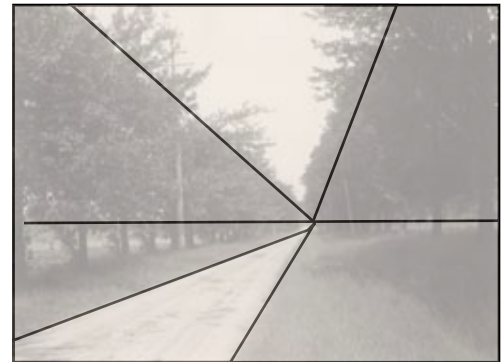
Noticing Details

Line



Maple Trees. 1917

A line is a continuous straight or curved mark. Lines can be long or short, narrow or wide. Lines can be horizontal, vertical or diagonal. A line can be light or dark and are sometimes coloured. Lines can be expressive, and lines can be used to provide texture and shadows.



Questions to think about when you are looking at LINE:

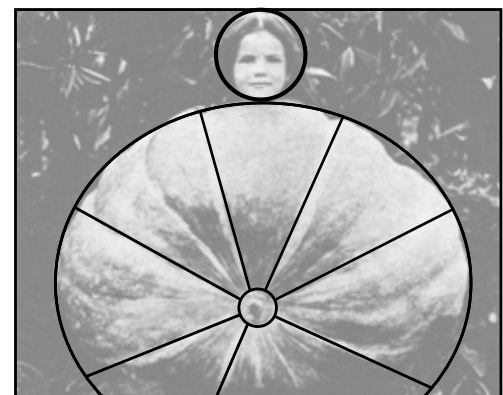
- What kind of lines are there? (curved, zig-zag, straight, thick, thin, jagged)
- In which direction do they go? (horizontal, vertical, diagonal, circular)
- Are some lines thicker than others? Where and why?
- How does a specific line make you feel?
- What message does it communicate?

Shape



Child and giant squash. 1900.

Shape is a definite or particular form that an object or image has. Rectangles, squares, and triangles are geometric shapes. Free-flowing shapes, like those you find in nature are called organic shapes.



Questions to think about when you are looking at SHAPE:

- Can you identify any geometric shapes?
- What is the biggest shape? What is the smallest?
- How many different shapes do you see?
- How does the light fall on the object? Does it change the value (lightness or darkness of a colour) of the object? Does it make the shape stand out?

Noticing Details

Space



Little Canoe River, French River. 1910.

Space is the area around, within, or between an image or sculpture. The open area around or between shapes is called negative space. The area an image or sculpture fills up is called positive space. In black and white photographs, the positive space is shown as black or dark areas and the negative space is shown as white.

Questions to think about when you are looking at SPACE:

- Is there a single vanishing point, or more than one?
- Where does the artist position the viewer's eye (on, below or above the horizon; are you looking up, straight on or down at the subject)?
- Is the space shallow or deep?
- Has Sallows used linear or atmospheric perspective to create the illusion of space?

Glossary of Terms

An additional Glossary of Terms is available on The Reuben R. Sallows Digital Library at: www.sallowsgallery.ca/gallerypages/glossary.html

Background: The part of a picture that appears to be in the distance; the scenery located far away from the viewer.

Binder: A machine that reaps and ties stalks of grain in bundles; often featured in Reuben Sallows' studies of farming in North America at the turn of the century.

Composition: The structure or organization of the elements of design in a work of art.

Exposure: The amount of light needed to expose a photographic plate or piece of film. In a camera, exposure is determined by the length of time the shutter is open and the size of the opening through which the light passes. The heavy Graphlex camera Sallows used in 1887 required long exposure times, often in excess of 20 seconds.

Focal Point: The element or object in a work of art on which the viewer's attention is focused.

Foreground: The part of a scene or picture that is closest to and in front of the viewer.

Horizon Line: The "line" at which the sky and the earth appear to meet.

Husk: The dry outer covering or shell found on some fruits or seeds and ears of corn. The act of removing the husk is commonly called husking.

Imprint: The design or seal used, like a signature, to mark the identity of a picture's creator. While signatures may be placed in many locations on works, most often they are found on the bottom or top edges of the picture or stamped on the back.

Landscape: A photograph, or work of art depicting a scene in nature.

Line: An element of design; a line may be defined as the visual path left by a moving point.

Mangel: A large coarse yellow to reddish orange beet that was primarily grown as food for cattle.

Middle ground: The area in the picture between the foreground and the background.

Monochromatic: A colour scheme in which only one hue is used, along with its tints (i.e., hue plus white) and shades (i.e., hue plus black)

Perspective: A technique for creating the illusion of depth on a two-dimensional surface. There are three types of perspective: **linear perspective**, which involves the use of parallel lines that appear to converge as their distance from the viewer increases; **diminishing perspective**, in which objects appear to diminish in size as their distance from the viewer increases; and **atmospheric perspective**, which is produced by the gradual lessening of the intensity of colour and the reducing of detail as the distance between an object and the viewer increases.

Photographic print: Opaque photographs (image or picture), usually positive, commonly produced on photosensitive paper and generally, but not always printed from a negative.

Positive space: Shapes or forms on a two-dimensional surface.

Post card: Cards on which a message may be written or printed for mailing without an envelope, usually at a lower rate than that for letters in envelopes. They have an image produced with light-sensitive materials directly on one side of the card.

Primary Source: Actual records that have survived from the past, and were written or created by people who lived at that time. (Examples: diaries, newspaper articles, letters, articles of clothing, photographs)

Scythe: A long curved single-edged blade fastened at an angle to a long handle, used for mowing or reaping.

Secondary Source: Accounts of the past written or created by people who were not present at the event described. (Examples: history books, essays, biographies)

Shade: A colour with a certain amount of black added.

Shock: A number of grain sheaves or stalks of corn stacked upright in a field for drying.

Space: An element of design. Space is the area around, within, or between images or elements. Space can be created on a two-dimensional surface by using such techniques as overlapping of objects, varying of object size or placement, varying of colour intensity and value, and use of detail and diagonal lines.

Stook: Pile of ten to twelve wheat or grain sheaves, which are stood up on end and left leaning on one another in a field. Stooking wheat in the field speeds up the drying process.

Vanishing point: In perspective drawing, the point on the horizon line where the converging parallel lines appear to meet.

Windrow: A row of hay or grain raked up in the field to dry before being hauled to the barn for storage.

Activity: Make Your Own Exhibition - 1

You are asked to create an art show about farming using pictures taken by Reuben R. Sallows.

- In the address field of your browser type: www.sallowsgallery.ca
- Click **Search the Collection**. Look for pictures about farming.
- Using the drop-down menu, choose any words about farming, such as animals, barns, cattle, crops, farm life or farming.
- Choose a picture you like and click on it; you will see a bigger copy of the picture. Click the Next link to see the pictures one at a time.
- Pick the three photographs you think go together best.

Title 1: _____

Describe this photograph. What do you see?

Title 2: _____

Describe this photograph. What do you see?

Title 3: _____

Describe this photograph. What do you see?

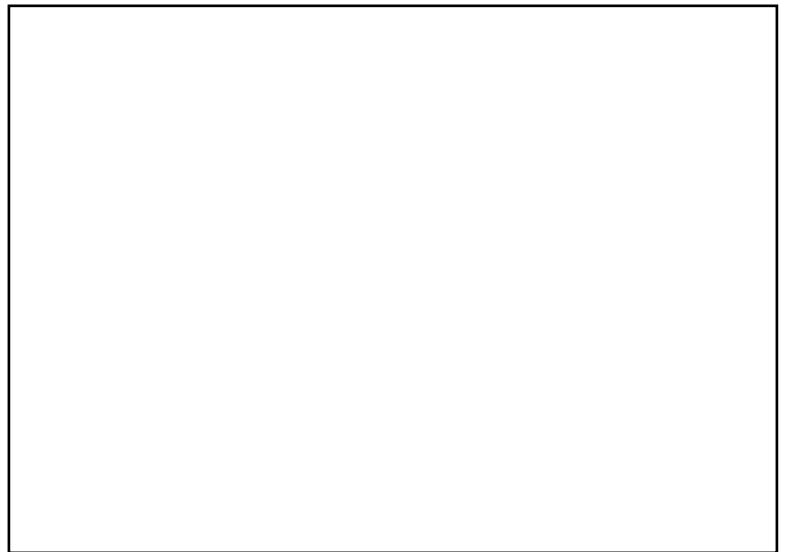
Activity: Make Your Own Exhibition - 2

What is the title of your exhibition?

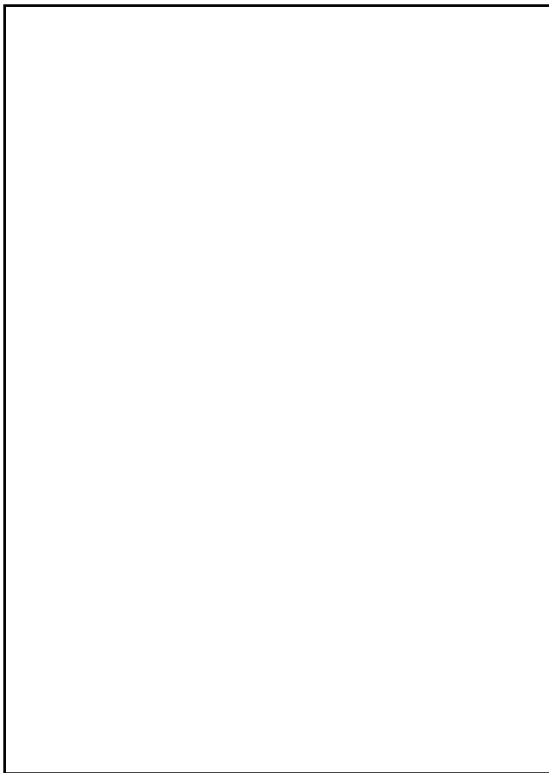
What do the photographs have in common?

Sketch the three photographs
in the following boxes.

Title: _____



Title: _____



Title: _____

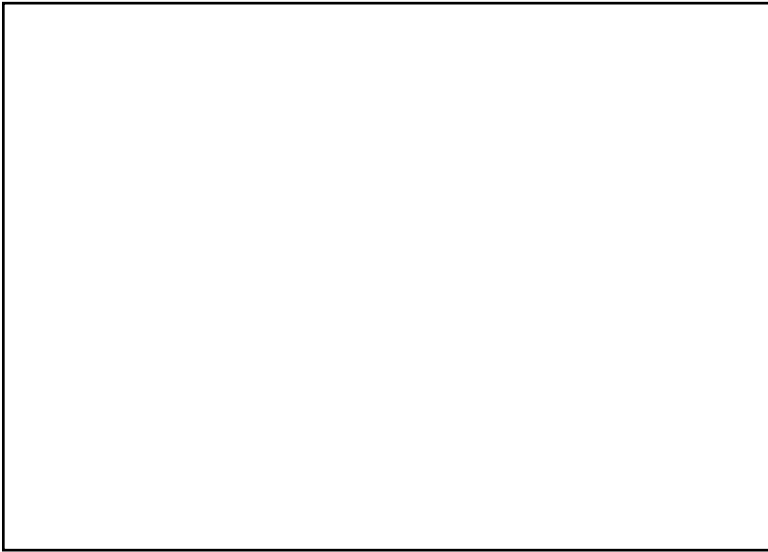


Noticing Details

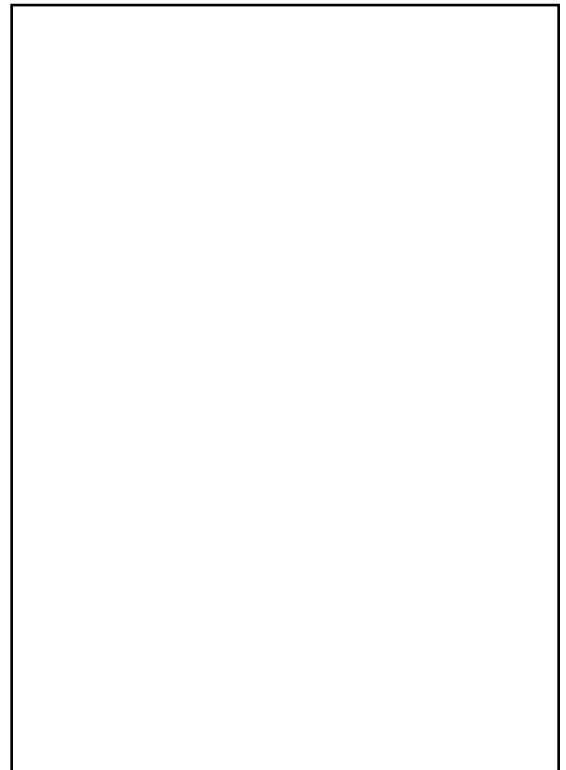
Reuben R. Sallows' photographs tell us about people and early life in Huron County, Ontario. He also shows us the lines, shapes, and patterns he saw in the world.

Find three pictures where you see strong lines, shapes, or patterns. Write down the titles and draw the pictures in the matching box.

Title: _____



Title: _____



Title: _____



My Picture is a Puzzle

Did you know that jigsaw puzzles were first used to teach geography? Puzzles were really popular in North America in the early 1900s.

In the address field of your browser type: www.sallowsgallery.ca

Go to the **Pastimes** section and select **Jigsaw Puzzles**. Read all about the history of jigsaw puzzles.

When were puzzles invented? _____



Look for the two pictures shown below:



Complete these puzzles to find the stories behind them. Read each story and answer these questions:

1. Why are the pumpkins in this picture black?

2. This picture was published in a magazine; its name was: _____