

EXAMPLE: "Research & References" from: EDU101 - "American Revolution - Colonial Teapot"

Art In History's Lesson Plans all feature roughly 6 thematic suggestions for research papers which are correlated to the content and artifact being studied. Also provided is a document titled "The Research Cycle", which educates students on the proper steps needed to successfully create a research paper. The last page of this section is a "Reference" page, with all correlating project lesson references listed for further research if so desired.

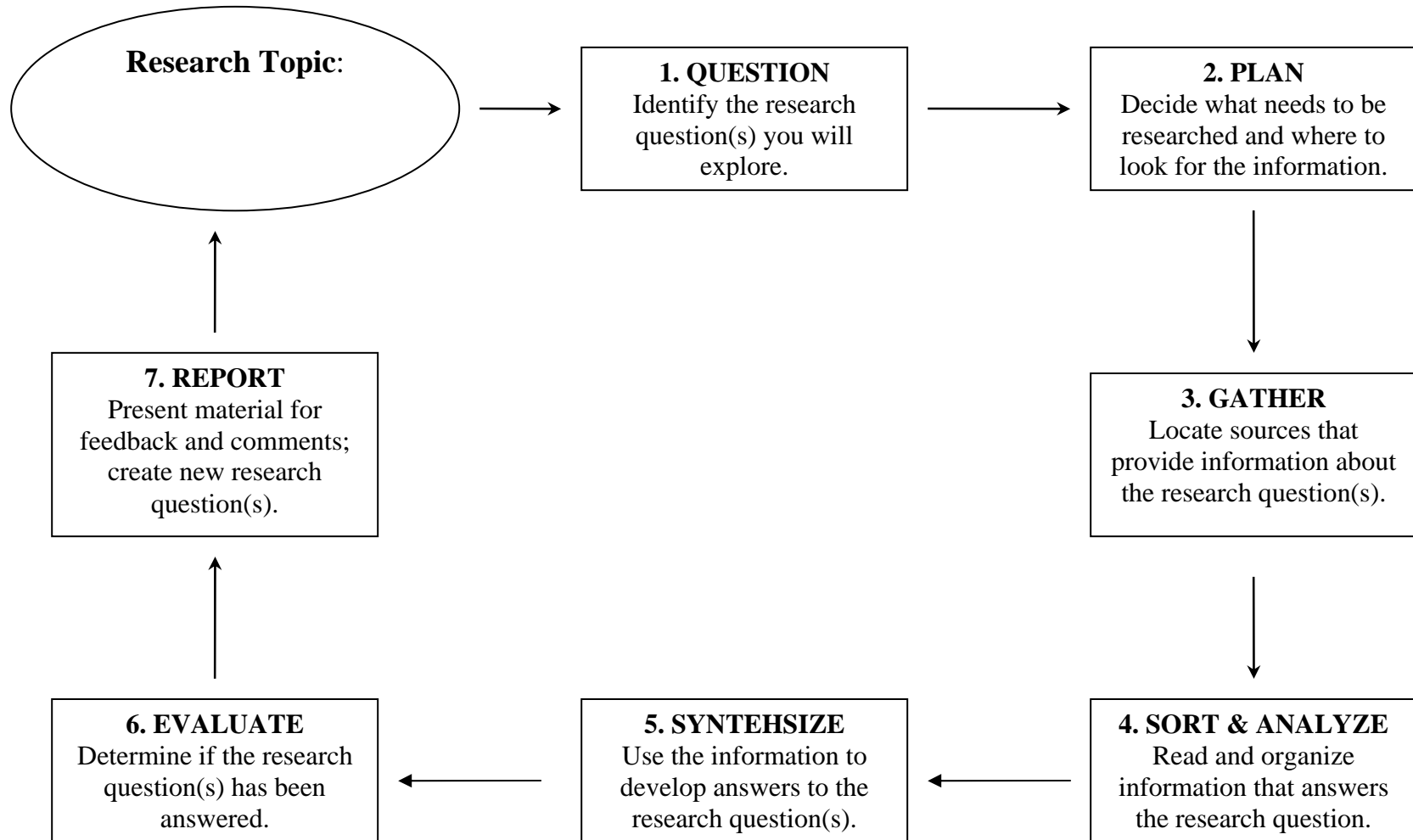
Research Art In History

1. Many different American Indian groups inhabited North America during the time of the American Revolution. Many of these groups still exist today. Research the designs used by two of these groups in creating their forms of artistic expression. In a well-developed essay, compare and contrast these designs with those used by colonial potters. Include graphics for illustration and support. (National Art Education Content Standards 3 and 4)
2. Ceramics was only one means of creative expression used by the people living during the early years of the United States. Political cartoons, leaflets, drawings, newspapers, and paintings also reflect the time period. Research another form of artistic expression from the Revolutionary period. In a well-developed essay, compare and contrast daily ceramics with other specific art objects. Examine the subject matter, symbols, and images used by the artists. Describe how the art pieces differ visually, spatially, temporally, and functionally. (National Art Education Content Standards 3 and 6)
3. Tea played a critical role in the Revolutionary War. There were many types of ceramics used in the preparation and serving of tea during the Revolutionary period. Research the types of ceramics that were popular during the late 1700s such as redware, stoneware, and creamware. In a well-developed essay, explain the similarities and differences between visual characteristics of various styles of ceramics. Explore pottery from various geographic regions of the early United States. Include graphics for illustration and support. (National Art Education Content Standards 3 and 4)
4. Compare and contrast the designs used by colonial potters with those used by potters in other geographic regions such as Europe, Africa, Asia, or South America during the same time period. In a well-developed essay, describe the similarities and differences between the designs and techniques. (National Art Education Content Standard 3)
5. Create a Venn diagram to compare and contrast the ceramics that were used as part of daily life at the end of the 18th century. Potters such as Xerxes Price and Paul Cushman created ceramics during this time period. Select two pieces of ceramics that date to the Revolutionary period. Use the information in the Venn diagram to write a well-developed essay describing similarities and differences between the designs. Include graphics for illustration and support. (National Art Education Content Standard 5)
6. “I must study politics and war that my sons may have liberty to study mathematics and philosophy, geography, natural history, naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain.” This statement by President John Adams (1735–1826) represents the link between democratic principles of government and the freedom to pursue artistic endeavors. In a well-developed essay, describe the meaning of designs included on colonial ceramic pieces, how these designs were created, and how these designs reflect the colonial time period in history. (National Art Education Content Standard 5)

Special Adaptations

1. Diverse learners can present the findings of their research using various media including posters and PowerPoint.

The Research Cycle



Revolutionary War References

Print

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Internet

www.teapots.net

www.stashtea.com/teapots.htm