



STAINED GLASS DESIGN & WOMEN’S EQUALITY IN THE 1800’S
Grade Band: 4-5
Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

The long-standing tradition of making stained glass became popular again during the 1800’s with the Tiffany lamps. During this period, female artists, including Clara Driscoll and the “Tiffany Girls”, designed beautiful Tiffany Lamps, such as the famous “Dragonflies” and “Wisteria”, but never received credit or recognition for their work. In this lesson, students will apply their knowledge of art and active literacy skills to showcase their creative expression by designing and creating their own stained glass. Students will then write an opinion piece responding to whether the women who created stained glass should have received credit for their work.

LEARNING TARGETS

Essential Questions	“I Can” Statements
How can I use the Elements of Art, shape, line, color and space, to create an original stained-glass design?	I can identify and apply the Elements of Art, shape, line, color, and space to create an original stained-glass design.
How can the process of art-making help us identify and empathize with others?	I can write an opinion piece that answers a prompt and meets grade level writing standards.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 4: ELAGSE4W1 Write opinion pieces on topics or	Grade 4: VA4.CR.1 Engage in the creative process to



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texts, supporting a point of view with reasons.
 a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.

Grade 5:

ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
 a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.

generate and visualize ideas by using subject matter and symbols to communicate meaning.

VA4.CR.2 Create works of art based on selected themes.

VA4.CR.3 Understand and apply media, techniques, processes, and concepts of two dimensional art.

Grade 5:

VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

VA5.CR.2 Create works of art based on selected themes.

VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two dimensional art.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 4: COMMUNICATION - Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s views while respecting diverse perspectives.</p> <p>WRITING - Meaning, Context, and Craft Standard 1: Write arguments to support claims with clear reasons and relevant evidence. 1.1 Write opinion pieces that: a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose; b. use information from multiple print and multimedia sources; c. provide reasons supported by facts and details; d. use</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p>



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transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the opinion presented.

Grade 5:

COMMUNICATION - Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s views while respecting diverse perspectives.

WRITING - Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Write arguments that: a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the claim presented.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Composition</u> - The structure of a piece of writing using words and sentences to produce coherent work ● <u>Persuasive writing</u> - A piece of writing that convinces or persuades others 	<ul style="list-style-type: none"> ● <u>Color</u> - A way to describe an object based on how it reflects or emits light ● <u>Complementary colors</u> - Colors that are across from each other on the color wheel ● <u>Line</u> - A mark connecting two points



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- Opinion writing - A piece of writing that expresses personal thoughts or feelings about something

- Shape - An enclosed line; it is two dimensional and can be organic or geometric
- Stained-Glass - Colored glass used to form decorative or pictorial designs by painting and setting contrasting pieces of glass in a lead framework like a mosaic
- Space - The area around, between, within, or surrounding components of an artistic piece

MATERIALS

- Clear transparency sheets
- Wax Sticks (Wiki-Sticks)
- Washable Markers
- [Elements of Art handout](#)

Alternative material choices:

- *Watercolor paper and watercolor paints can be substituted for transparencies sheets and markers*

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Project an image of a stained glass window, such as [Wisteria](#), (or, if available, show students a physical example).
- Ask students to work collaboratively to engage in the [See, Think, Wonder](#) Artful Thinking Routine.
 - First, students will identify what they see in the stained glass. Emphasize that they should make objective observations about the image (i.e. colors, lines, shapes, if there are images they recognize, etc.).
 - Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the image.
 - Finally, ask students what they wonder about the image.
- Facilitate a class-wide discussion around students' observations, inferences, and questions.
- Discuss the seven Elements of Art using the [Elements of Art handout](#) provided.
- Have students partner with one or two neighbors. Assign different sections of the room the following Elements of Art: Line, shape, space and color. Ask students to work with their partner(s) to identify where they see these elements. Use communication strategies such as "Turn and Talk" or "Think, Pair, Share".
- Explain to students that they will use the Elements of Art of shape, line, color and space to create a unique stained-glass design.

Work Session



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BACKGROUND:

- Share a brief video of making a stained-glass design, such as [The Art of Stained Glass - BBC](#) (start at 1:40).
- Show students images of different stained-glass window designs (see “Additional Resources”). Highlight a [window design by French artist, Henri Matisse](#), and his use of organic shapes.
- Provide a brief history of the Tiffany Company from the 1800's. Show the photo of Clara Driscoll and the “Tiffany Girls” famous Tiffany Lamps that they designed but received no credit or recognition for.
- Discuss with students the history of female artists from the 1800's who were not given the same credit or recognition as their male counterparts for their artistic contributions.
- Discuss the inequalities between men and women of the 1800's and gather opinions about how students would feel if they were in Clara's or the Tiffany Girls' shoes.
- Tell students that they will be writing an opinion piece responding to the following question: Given the historical context, do you think that the Tiffany Girls and Clara Driscoll should have received credit for their work? Why or why not.
- Tell students that they will be creating a unique stained-glass design to explore the Elements of Art and to connect with these women as artists before beginning their writing.
- Explain to students that they will create an original stained-glass design inspired by Clara Driscoll or Henri Matisse.

STAINED GLASS DESIGNS:

- Pass out white paper the size of the transparencies.
- First, students will draw their design for their stained glass on the white paper. Show them the wax sticks so that they understand how they move and bend before creating their designs. If the designs are too complex, they will not be able to create their stained glass with the wax sticks.
- Model the process using wax sticks (Wiki) and different colored markers to create a stained glass.
- Distribute the materials and explain the purpose of the wax and transparencies (represents the shine of light coming through a window). Show students how to place their transparency over their design, which will be their guide for where to place their wax sticks. *Tip: It is helpful to tape the design to the table and tape the transparency on top of the design.*
- Allow students to take a few minutes to familiarize themselves with the texture of the wax sticks and to practice bending, folding, and firmly pressing them on the transparency to create unique shapes. When ready, the students may begin to create their designs.
- Tell students that they may have to press on the wax sticks to keep it secure to the paper and that the closer the color is to the wax stick, the cleaner the line. Ask students to select complementary (colors across from each other on the color wheel) and vibrant colors for a more dynamic outcome.
- Explain to students that after their design has been neatly colored, the wax sticks will be removed to reveal a white space (negative space).
- Remove the wax sticks to reveal lines and ask students to color the white space with black markers to represent the dark color of the lead in authentic stained-glass designs.

Optional: *The wax sticks can be used on the back of their designs to hang the finished product near/on a window.*

PERSUASIVE WRITING



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- Now that students have learned about the Tiffany Girls and Clara Driscoll and have explored the process of designing their own stained glass, students should respond to the following prompt: Given the historical context, do you think that the Tiffany Girls should have received credit for their work? Why or why not.
- Students' writing should meet grade level standards criteria.
- Provide time for students to engage in peer review, editing and revising.

Closing/Reflection

- Allow students to share their stained-glass designs and justified reasons for the posed question from above.
- Close the lesson by reviewing the Elements of Art and the importance of recognizing unique creations that provide opportunities for creative expression.

ASSESSMENTS

Formative

Teachers will assess student learning by observing students' responses to the activator, identification of the Elements of Art, discussion of women's rights and the Tiffany Girls and Clara Driscoll, creativity when designing and creating their stained glass, and conferencing with students during the writing process.

Summative

CHECKLIST

- Students can identify and apply the Elements of Art such as shape, line, color and space for artistic expression through their stained glass designs.
- Students can apply strategies of writing by incorporating justified reasons for their opinions.
- Students can write an opinion piece that answers the prompt and meets grade level writing standards.

DIFFERENTIATION

Acceleration:

- Vary the number of shapes/lines required for the stained-glass design.
- Add complexity by challenging students to use only organic shapes/lines for stained-glass design.
- Have students write two opinion pieces—one arguing for one side and the other arguing for the other side of the prompt. Or, assign students a side for their compositions.

Remediation:

- Pair students to work on their designs and writing.
- Decrease the number of reasons students must provide for the opinion writing.

ADDITIONAL RESOURCES



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- [Elements of Art handout](#)
- [Color wheel](#)
- Examples of stained glass:
 - [Google Arts and Culture](#)
 - [Khan Academy](#)
 - [Victoria and Albert Museum](#)

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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