

Heather, Sarah, Laura,
Marlena, Colleen, Kelly

Thomas Prichard Rossiter Lesson plan

NYS LEARNING STANDARDS

- Social Studies: standard 1—History of the United States and New York
- The Arts: standards 1 & 3—Creating, Performing and Participating in the Arts; Responding to and Analyzing Works of Art
- English: standard 4—Language for Social Interaction

GRADE LEVEL: 6th-7th, adaptable 5th – 8th

MATERIALS

- Paper and pens for notetaking
- Copy of Rossiter’s “Pic-Nic on the Hudson”

LEARNING STYLES

- Visual/Spatial
- Bodily/Kinesthetic
- Verbal/Linguistic

OBJECTIVES

- For students to better appreciate art through Rossiter’s works and understand why and how he painted this picture the way he did
- To understand the people involved in the painting and the importance they hold
- To develop visual literacy and artistic appreciation
- To show history’s interdisciplinary connections

PROCEDURE

1. **Pre-Lesson:** Students will take note of the important dates in Rossiter’s life and from there construct their own timelines to which each child can refer
2. **During field trip to Cold Spring:** Students will sit by the Hudson and take note of its beauty. They will write down anything they find important, interesting, or beautiful about the surrounding scene. They will then be shown “Pic-Nic on the Hudson” and will study the painting.
3. The class will be split into 4 groups and each group will discuss and write down important information about the painting (location, who’s in the painting, etc.).
4. Students will be asked to construct a dialogue for the people in the painting. They will make a conversation of what they think those people would be talking about.
5. Once the whole class has finished, each group should put on a play for their class on the dialogue they made (either at Cold Springs or back at school, whichever time allots).
6. **Post-Lesson/Homework:** The students will be asked to find another painting by Rossiter with their group, and then they will write on what they think the painting is about.

ASSESSMENT

Mostly informal, students will hand in their post-lesson work and be observed for participation and creativity.