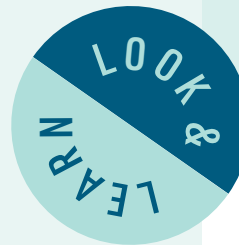


SHARING A SENSE OF SPACE

PMA CLASSROOM
BEST FOR
Elementary
School

THIS PMA CLASSROOM LESSON WAS DEVELOPED IN COLLABORATION WITH THE MAINE MARITIME MUSEUM.



THEMES

- COMMODITIES
GIFTS
SOUVENIRS
- DESIGN
- SENSE OF PLACE:
HOW A PLACE BRINGS
MEANING TO
DIFFERENT PEOPLE

HOW PEOPLE USE
OBJECTS TO CONNECT
TO SPECIFIC PLACES

Liverpool Type (England, circa 1790–1840), Pitcher: Signals at Portland Observatory, after 1807, creamware with transfer-printed decoration, 9 x 8 1/2 inches. Gift of Mrs. James McKinley Rose in memory of her father, William B. Goodwin, 1976.12. Image courtesy Luc Demers

Wheelock Company (Germany), Portland Head Light Souvenir Vase, white porcelain transferware, 2 1/4-inch diameter, 3 1/4-inch height. Charles E. Burden Collection, 95.091.26.29. Maine Maritime Museum

OBJECTIVES

Students will:

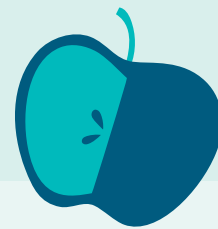
- Think about how places are important components of the identity of the communities and individuals.
- Think about how a sense of place can change among different communities.
- Explore what personally makes their hometown special and how to visually capture a sense of place.

ESSENTIAL QUESTIONS

How do we define a sense of place?

How can a place mean different things to different people?

How can visual communication help to develop a sense of place?



CONTENT AREAS AND STANDARDS MET

<https://www.maine.gov/doe/learning/content>

VISUAL ARTS

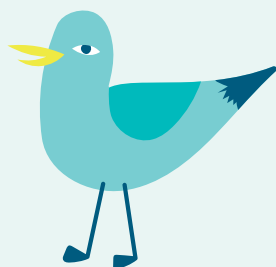
D.A1.K-5.a-b

D.A2.K-5.a-c

D.C1.K-5.a-b

D.C2.K-5

D.D2.K-5



SOCIAL STUDIES

CIVICS AND GOVERNMENT

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

GEOGRAPHY

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

SOCIAL-EMOTIONAL LEARNING COMPETENCIES

SELF-AWARENESS

Integrating personal and social identities; developing interests and a sense of purpose

SOCIAL AWARENESS

Taking others' perspectives

RELATIONSHIP SKILLS

Communicating effectively

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

MATERIALS NEEDED

PMA CLASSROOM
BEST FOR
Elementary
School

3" X 5" NOTECARD OR PAPER

(or any size paper if you are not planning to send this card)

GLUE STICK OR TAPE

DRAWING MATERIALS

(pencils, colored pencils, markers, etc.)

COLLAGE MATERIALS

(magazines, brochures, photos, drawings, newspapers, etc.)

SCISSORS

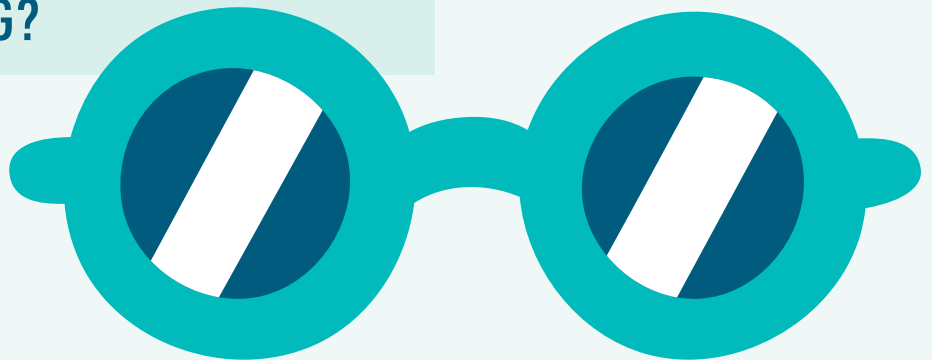
(optional, if not using scissors you can tear or rip paper)



INSTRUCTIONS

LOOK

1. LOOK CLOSELY AT BOTH OBJECTS.
2. NOTICE THE DETAILS ON EACH.
3. WHAT ARE YOU SEEING?



INSTRUCTIONS

PMA CLASSROOM
BEST FOR
Elementary
School

RESPOND

Write down your responses, share them with someone in your house or classroom, or discuss.

**WHAT DO THESE TWO OBJECTS HAVE IN COMMON?
WHAT ARE THEIR DIFFERENCES?**



**WHAT DO YOU THINK THESE OBJECTS WERE USED FOR?
WHO DO YOU THINK THEY WERE MADE FOR?**

**DO YOU RECOGNIZE THE LANDMARKS OR BUILDINGS ON THESE OBJECTS?
IF SO, WHAT DO THEY MEAN TO YOU?
IF NOT, WHY DO YOU THINK THESE LANDMARKS ARE REPRESENTED?**

LEARN

Use this section to learn more about the artist, subject, and context of the artworks & objects.

LIVERPOOL TYPE, PITCHER: SIGNALS AT PORTLAND OBSERVATORY, 1807

This pitcher, or container that typically holds and pours liquids, has an image of the Portland Observatory on the surface. The Portland Observatory was a commonly recognized landmark, or place that is easily seen and recognized from a distance, of Portland, Maine, and we can still visit it on Munjoy Hill today. Red, yellow, and blue signal flags with different patterns surround the red tower of the Observatory.

BEGINNING IN 1807, CAPTAIN LEMUEL MOODY, the tower's builder, chose one of the highest hills in Portland to construct the 86-foot-tall tower. The Observatory operators flew signal flags at the top of the tower to signal which ships were leaving and arriving in Portland Harbor. At the time it was built and for many years afterwards, the Observatory helped people on the shore prepare for incoming ships. Today, the Observatory is a recognizable landmark to many people who live in Portland and those who visit.

THIS LIVERPOOL PITCHER AT THE PORTLAND MUSEUM OF ART is likely one of 75 nearly identical pitchers that Moody had made for the dedication, or event celebrating the opening of the Observatory. These pitchers were commemorative, or created to honor or celebrate something, and made in Liverpool, England. Factories that made these pitchers popularized the transfer-print technique for decorating ceramics, or objects typically made from clay and baked in heat. The transfer-print technique is a process that uses a copperplate (plate made of copper, a metal) with the design carved and inked to make a print on paper that is pressed against a ceramic surface while the ink is still wet, leaving behind the design. Artists then colored

the designs by hand. This printing technique allowed ceramics to be decorated quickly and allowed for faster production on a large scale. Most ceramics of this type had images of important historical events or people. We believe that Moody created the drawing of the Observatory tower and flags and sent it over to Liverpool to have it put onto the pitchers. This was an early form of customizing products or objects that are produced widely, similar to today, when we might upload a personal image to a mug or calendar template on popular photo gift websites.



LEARN

Use this section to learn more about the artist, subject, and context of the artworks & objects.

WHEELOCK SOUVENIR, CERAMIC VASE, BETWEEN 1894-1906

This vase depicts a scene of Portland Head Light, an important landmark in Cape Elizabeth, Maine. This lighthouse marks the main entrance that ships take into Portland Harbor, meaning it would likely be the first lighthouse ships would see as they approach Portland. Portland Head Light is also the oldest lighthouse in Maine. George Washington, the first American president, ordered the lighthouse to be constructed in 1787 to improve the young nation's navigation systems. Combining the lighthouse's important history and location, Portland Head Light became a popular landmark and tourist attraction in Portland, Maine.

SIMILAR TO THE LIVERPOOL PITCHER, THIS WHEELOCK VASE IS A CERAMIC VESSEL

decorated with the transfer-print technique. The Wheelock company, based in Indiana, imported these mass-produced ceramics and sold them to store owners across the United States between the 1877-1909. When ordering from the Wheelock company, the store owner could choose an image to be printed on the object. For example, this vase depicts Portland Head Light; the storeowner supplied the image to the Wheelock company, who then sent it to the European factories to complete the order. The rise in popularity of these ceramics during the 1890s came at the same time that Americans began to travel more.

NEW TECHNOLOGIES such as steamships and railroads made it easier and safer to travel long distances. Many stores across Maine, hoping to make some money from this rise in tourism, sold these souvenir ceramics featuring local landmarks. Today, stores continue to sell many different types of souvenirs featuring popular destinations in the state. The Portland Head Light remains one of Maine's most recognizable landmarks visited by tourists from around the world.



ACT

POSTCARD



Souvenirs are objects that people collect or make to help them remember an important place. A place can be important to someone for many different reasons. It can be a place a person travels to often or only once, a place they live or work, or a place connected to important memories. What makes a place special can be different to each person or shared by many people. The Liverpool pitcher

is a souvenir made for a small group of people to celebrate the importance of the Portland Observatory in their daily lives. The Wheelock vase is a souvenir made for many people to purchase in order to remember their travels to Portland Head Light.



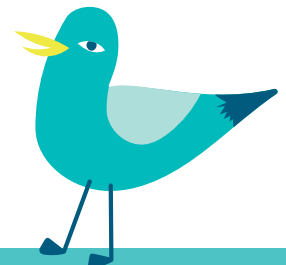
HOW MIGHT A PERSON WHO LIVES IN A PLACE:

EXPERIENCE IT **DIFFERENTLY** THAN SOMEONE WHO HAS ONLY VISITED ONCE?

THINK ABOUT THE TOWN OR CITY YOU LIVE IN. WHAT ARE SOME PLACES IN YOUR TOWN OR CITY THAT ARE IMPORTANT TO YOU?

HOW WOULD YOU DESCRIBE **WHAT MAKES THIS PLACE SPECIAL TO YOU** TO A PERSON WHO HAS NEVER BEEN BEFORE?

HOW ARE THE PLACES THAT ARE IMPORTANT TO YOU **DIFFERENT OR SIMILAR** TO THE PLACES THAT VISITORS TO YOUR HOMETOWN SEEM TO ENJOY?



Postcards are a type of souvenir that people use to share with friends and family something about a place they feel is important. In this activity, you will design your own postcard souvenir to share why the town or city you call home is special to you.

ACT

1. GATHER YOUR MATERIALS.

2. THINK OF A PLACE THAT IS IMPORTANT TO YOU IN THE TOWN OR CITY YOU CALL HOME.

Think of a landmark, building, park, or any other physical location that reminds you of why this place is special.

WHY IS THAT PLACE SPECIAL TO YOU?

Is it a place you visit often or do you have memories that make this place special?

3. CREATE A DRAWING OR COLLAGE THAT REPRESENTS WHY THIS PLACE IS SPECIAL TO YOU ON YOUR PAPER.

Add details that help you share why this place is personally important.

4. DECIDE WHO YOU WANT TO SEND YOUR POSTCARD TO.

To a friend or family member that lives in the same town? To someone that lives far away? To someone who has never visited this place before? Write a message about what you would want to share with this person about this place.



A large rectangular area with a dashed teal border, intended for drawing or creating a collage.

ACT

EDUCATOR NOTE:

You can extend the lesson, or replace the postcard activity with the following, depending on your students (this extension would be a great way to use this lesson with older students):

Once students think of a place that is important to them in the city or town they call home, ask that they do some research on that place.

WHAT IS THE HISTORY OF THAT PLACE?

WHAT IS THE PLACE NOW USED OR KNOWN FOR?

WHOSE NATIVE LAND IS THIS PLACE A PART OF? (NATIVE-LAND.CA/)

YOU CAN ASK STUDENTS TO CONSIDER THE FOLLOWING:

- Why and how does a place become popular or a “tourist destination?”
- How are the elements of a place utilized to make money or generate income?
- What effect could this have on the local community?
- In thinking about the history of a place, what types of labor contributed to the story of this place?
- How does a history of a place become known? What types of stories and whose stories become part of history? Who do these histories benefit? Who do these histories harm?

INSTEAD OF CREATING A DRAWING OR COLLAGE ON A POSTCARD, YOU CAN ASK STUDENTS TO CREATE A SOUVENIR MADE FROM 3-D MATERIALS SUCH AS CLAY, MODEL MAGIC, ASSEMBLAGE SCULPTURE, OR ANYTHING ELSE THEY CAN THINK OF.

Students should decide who their audience is for the souvenir they create, and keep their audience in mind when making the souvenir. Ask students to write a description about their souvenir that would help market it to their intended audience.

PMA CLASSROOM

REFLECT AND SHARE

REFLECT AND SHARE

Let's reflect on what we just did and the experience we just had engaging with this artwork. Ask that students share their postcard (or souvenir) with others. You can either share in a large group setting or have them share in small groups.

WHAT do you want people to know about the postcard (or souvenir) that you made?

HOW do you think other people would represent the place you chose to feature on your postcard?

DID YOU LEARN SOMETHING NEW about a familiar place or something new about a friend from their postcard?

WHY do you think Maine was becoming such a popular tourist destination in the 1800s and beyond?

WHAT types of systems and structures make it possible for people to travel to new places?

*EDUCATOR NOTE:

if desired, you can talk about hotels, food places, travel systems, money and wealth, etc.

THE LAST STEP

The last step in interacting with art is to share your experience with others. Share your experience with the PMA! Or, share your experience or writing with others in your home or class.

RESOURCES

PortlandHeadLight.com

PortlandLandmarks.org/observatory

AtlanticBlackBox.com

