Community and Nature
Third and Fourth Grades: Gardens and Landscape
School Tour Packet
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INTRODUCTION

With its riverfront campus on the St. John’s River and formal gardens, The Cummer Museum of Art & Gardens includes the integration of art and science in its mission. Students will explore the Cummer Gardens through hands on activities, then examine and discuss select artwork that raises awareness about the importance of the St. John’s River in the community and its connection to the history and living art of the Cummer Gardens. Second to Fourth grade students will learn about how people can affect the environment or be affected by it. This tour is designed in line with NGSSS.

SCIENCE:
- SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.
- SC.2.N.1.2 Compare the observations made by different groups using the same tools.
- SC.3.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.
- SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
- SC.2.N.1.6 Distinguish between empirical observation (what you see, hear, feel, small or taste) and ideas or inferences (what you think.)
- SC.3.N.1.6 Infer based on observations.
- SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

VISUAL ART:
- VA.2.S.1.1 Explore art processes and media to produce artworks.
- VA.3.C.1.1 Use the art-making process to develop ideas for self-expression.
- VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art.
- VA.3.C.2.1 Assess personal artworks for completeness and success in meeting intended objectives.
• VA.2.C.3.1 Use accurate art vocabulary to identify connections among visual art and other contexts.
• VA.2.C.3.2 Compare artworks with utilitarian objects and use accurate art vocabulary to describe how they are the same and how they are different.
• VA.3.C.3.3 Explain the similarities and differences between artworks and utilitarian objects.
• VA.2.S.1.1 Experiment with tools and techniques as part of the art-making process.
• VA.3.S.1.1 Manipulate tools and media to enhance communication in personal artworks.
• VA.2.S.1.2 Use diverse resources to inspire expression of personal ideas and experiences in works of art.
• VA.3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.
• VA.2.H.2.2 Identify objects from everyday life that have been designed and created using artistic skills.
• VA.3.O.1.1 Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal artwork.
• VA.3.O.2.1 Use creative and innovative ideas to complete personal artworks.
• VA.3.H.2.2 Examine artworks and utilitarian objects, and describe their significance in the school and or community.
• VA.3.H.2.3 Describe various venues in which artwork is on display for public viewing.
• VA.3.F.2.1 Identify places where artists or designers have made an impact on the community.

SOCIAL STUDIES:
• SS.3.G.2.2 Identify the five regions of the United States.
• SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

LANGUAGE ARTS:
• LACC.2.W.3.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record scientific observations).
• LACC.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
• LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
VOCABULARY

Advertisement
Something shown to the public that is used to sell a product or to make an announcement.

Animal
A living thing that gets food by eating plants or other animals.

Art
Objects created specifically to look at because of their beauty.

Banner
A large piece of cloth or paper with words written on it often used for celebrations or for advertising; may be used as a standard or a flag. Banners are made to be hung.

Biological Community
A group of interdependent organisms that live and interact with each other in a common area.

Community
People interacting with each other, associated in a common location or interest; an interacting group of various species (plants and animals) in a common location.

Ecosystem
The combination of living (biotic) organisms (e.g., plants or animals) interacting with each other and the non-living (abiotic) surroundings (e.g., soil, water, air) and sometimes influenced by human action (anthropogenic); short for ecological system.

Flower
The purpose of the flower is to produce seeds so that there will be more plants; it can produce fruit with seeds inside.

Garden
A piece of ground, often near a house, used for growing flowers, fruit, or vegetables.

Habitat
The area or neighborhood where a plant or animal lives. It provides food, a place to live, water and all thing a plant or animal needs to stay alive.
Kinetic
Relating the movement of objects.

Kinetic sculpture
Sculpture that moves or has moving parts.

Life cycle
The series of stages that an organism passes through during its lifetime.

Model
A copy or representation of something or some idea.

Nature
The physical world and everything in it that is not made by people.

Neighborhood
A neighborhood is a geographic location with distinctive characteristics; there may be many neighborhoods in a town or a city.

Organism
A living thing.

Plant
A living, growing thing this is different from animals. Plants are usually green and make their own food from sunlight, water and air.

River
A large natural flow of water that crosses an area of land and goes into an ocean, a lake, etc.

Roots
The part of a plant that holds the plant into the ground and sucks up water and minerals.

Sculpture
A piece of artwork that has height, width and depth.

Seed
A part of a plant formed in the flower and found inside fruit. Seeds grow into new plants.

Sustainability
The result of taking responsible care of our world today, so our great grandchildren can do the same (Practices which recognize resources are finite,
imitate or restore natural systems and cycles, and act locally with a community.)

**Tree**
Large plant with a hard stem.

**Trunk**
The stem of a tree.
The Tudor Room

About the Gallery

This gallery incorporates paneling, flooring, a fireplace, and a selection of art and furnishings from the Cummers’ home to recreate the domestic sphere in which their collection was originally displayed.
The Parking Lot
About the Lot

The Cummer Museum is committed to being a careful steward of our natural resources. This commitment is exemplified in the design of our parking lot and has been recognized by the St. Johns River Keeper as being “River Friendly”. The parking lot uses sustainable practices which reduce stormwater runoff and contributes to the improvement of the air quality.
The J. Wayne and Delores Barr Weaver Community Sculpture Garden & Plaza

The Sculpture Garden
About the Garden

In 2013, the Cummer Museum completed a major campus-wide landscape and beautification project that culminated in the creation of the J. Wayne and Delores Barr Weaver Community Sculpture Garden, located in the front lawn of the Art Connections building. The Sculpture Garden features four permanent installations from the Cummer Museum’s Permanent Collection: William Zorach’s *Spirit of the Dance*; Sir Jacob Epstein’s *Seventh Portrait of Kathleen*; Archie Held’s *Lovers*; and Takashi Soga’s *Sea of the Ear Rings*. In addition to these permanent pieces, the Sculpture Garden hosts one temporary exhibition each year.
ACTIVITIES

ACTIVITY 1  Parts of a Plant

In their science notebook, have students draw a plant. Using the vocabulary from the image above have students define what each part of a plant does. Next have student identify and label the parts on their drawing.

Higher Level Thinking:
- Predict what would happen if the plant did not have either a flower, leaf, stem, or root?
- Explain how the different jobs relate to one another.
- Have students compare and contrast the roots of two different plants that can be found on your schoolyard. Specifically look at the length, color, size, and smell of each root. The records can be written in their science notebooks in the form of a Venn diagram or T-chart.

ACTIVITY 2  Plant a Seed

Using a bean, radish or any available seed, have students plant the seed in a baggie with a wet paper towel (no need for soil). Have students record the date and time they planted their seeds.
Find a sunny area for students to keep their seeds and have the students’ water their plants when necessary. Be sure that student’s record when their plant first sprouts. Also have them keep a record by sketching their plant as it grows, labeling the parts.

Different amounts of water, heat, light, and substrate can have an impact on how a plant grows. Have students place their plants in different conditions and record the changes. What happens to the plant if it is placed in the shade as opposed to the sun? What happens when the plant is not watered?

**Higher Level Thinking:**
- Explain what happens (and why) when water is not given to a plant.
- Explain what happens (and why) when a plant sunlight does not receive sunlight.
- How might temperature change the plant?
- Seeds are produced by flowers. Different flowers appear at different times of the year. Have students record the different types of flowers they see in their own neighborhood, and have them share with the class. Repeat this activity again in three months, noting the changes in types of flowers.

**ACTIVITY 3Life Cycles**

Using the Activity Sheet: Life Cycle of a Bird (pg 13) cut out the squares and have students glue them in the order of a bird’s life cycle. This can be glued directly into their science notebooks. On the opposite page students can write the sequence using temporal words (first, next, last, etc.).

**Answers:**

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Once students have completed the lifecycle of the bird, have them compare it to the lifecycle of the butterfly (pg 14) using a Venn diagram (pg 14).

**Higher Level Thinking:**
- Tell and explain what unique features the bird and butterfly have that help in their life cycle.
Activity Sheet: Life Cycle of a Bird

Life Cycle of a Bird
Cut out (or number) the stages of a bird’s life cycle and put them in order.

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Life Cycle of A Butterfly

Caterpillar

Eggs

Pupa or chrysalis

Adult emerging from chrysalis

Butterfly
ACTIVITY 4 Colors of Nature

Using the color wheel and value chart (pg 16), take the students on a nature walk to see how many colors they can find in the natural world around them. Paint chip cards from a paint store or a Pantone color book can also be used. Have them record their findings in their science notebook.

**Higher Level Thinking:**
- Are things in nature a certain color for a reason?
- Describe the benefits an object has with its color.
**ACTIVITY 5 Vocabulary**

Using the Frayer model (see example below), students will define two important words from our vocabulary list: community and garden. The models that are provided may be cut out and glued into science notebooks.

This activity can also serve as an assessment for students to demonstrate their understanding of the vocabulary terms.

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RESOURCES

Reading Resources:
- *Keeping a Nature Journal* by Clare Walker Leslie and Charles E. Ross
- *Sharing Nature with Children* by Joseph Cornell
- *Nature for the Very Young: A Handbook of Indoor & Outdoor Activities* by Marcia Bowden
- *Play Lightly on the Earth: Nature Activities for Children 3 to 9 years old* by Jacqueline Horsfall
- *Handbook of Schoolyard Plants and Animals of North Central Florida* by Peter Feinsinger and Maria Minno
- *Sky Tree: Seeing Science Through Art* by Thomas Locker
- *Greening School Grounds: Creating Habitats for Learning* by Tim Grant and Gail Littlejohn
- *The Nature of Florida’s Neighborhoods Including Bats, Scrub jays, Lizards and Wildflowers*
- *A Guide to Observing Insect Lives* by Donald W. Stokes
- *Peterson’s First Guide to Insects of North America*
- *The Scoop of Soil* by Natalie Rosinsky
- *A Mirror to Nature: Poems About Reflection* by Jane Yolen

Music Resources:
- *Forest Sounds* by Tracks of Nature
- *The Pines of Rome* by Ottorino Respighi
- *Ancient Airs and Dances* by Ottorino Respighi
- *Appalachian Spring* by Aaron Copland
- *Carnival of the Animals* by Camille Saint-Saens
- *Around the Campfire* by Peter, Paul and Mary

Internet Resources:
- NGA (National Gardening Association) Youth Gardening - [www.kidsgardening.org](http://www.kidsgardening.org)
- Children and Nature Network - [www.childrenandnature.org](http://www.childrenandnature.org)
- Introduction to the Nature Journal, Smithsonian in Your Classroom - [www.SmithsonianEducation.org](http://www.SmithsonianEducation.org)
- North American Association of Environmental Educators - [www.naaee.org](http://www.naaee.org)
- Project Learning Tree - [www.plt.org](http://www.plt.org)
- Project WET - [www.projectwet.org](http://www.projectwet.org)
- Acorn Naturalists - [www.acornnaturalists.com](http://www.acornnaturalists.com)
• Flower parts and pollination - makemegenius.com/video_play.php?id=8&type=0
• Sorting and categorizing flower parts - www.sciencekids.co.nz/gamesactivities/lifecycles.html
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