

On the Move: Sculpture and Transportation

Grade level K–2

Curricular Connections

Social Studies / Visual Arts

Artist

George Greenamyre (American, 1939)

Born in Cleveland, OH

Works in Marshfield, MA

Artwork

Mass Art Vehicle, 1970, arc welded steel, 8'3" x 20' x 2', Gift of the Artist

Mass Art Vehicle, an early, welded sculpture created when Greenamyre was Chair of the Sculpture Department at the Massachusetts College of Art, is a humorous allegory of the frustrations of the art world. A nightmarish, tank-like vehicle, *Mass Art Vehicle* sits squarely on a track leading nowhere. This sculpture is both muscular and minimal, and evokes a certain romantic nostalgia owing to an appearance rooted in forms of nineteenth-century armor plating and weaponry.



Goals

1. Students will learn to carefully view and describe *Mass Art Vehicle*.
2. Students will become more aware of transportation systems that surround them by constructing a two-dimensional city that represents various forms of transportation in their community.

Vocabulary

- **Sculpture:** A three-dimensional work of art.
- **Transportation:** The act of moving something from one location to another.
- **Vehicle:** Something used for carrying people or goods from one place to another.

Looking Questions

- What shapes do you see in this sculpture?
- What material do you think *Mass Art Vehicle* is made of?
- How do you think the artist created this sculpture?
- Does this sculpture remind you of something you know? How is it similar and different?
- Where might you expect to see something like *Mass Art Vehicle*? How does this sculpture fit into its surrounding landscape?

Discussion Questions

- What is a “vehicle”?
- How does this sculpture resemble a familiar vehicle? How is it different?
- Do you think this is a functional vehicle? Why or why not?
- What does “transportation” mean? Which modes of transportation are you familiar with?
- Which transportation systems rely on vehicles with wheels? Which transportation systems require more than wheels alone? Which transportation systems do not rely on wheels at all?

Activity: A Trip through Town

- Students will consider the various buildings, people, and modes of transportation that are part of their town or city. They will work together to create a large, two-dimensional representation of their town.

Materials

- Scissors
- Colored pencils or crayons
- Colored construction paper
- Glue sticks
- Large piece of butcher paper, roughly eight feet long, with a horizon line drawn across the width of it. The horizon line can be wavy or straight to represent hills, valleys, plains, etc.

Directions

- As a class the students will discuss plans for the two-dimensional city they will construct on the butcher paper. The plan should consider both buildings and transportation.
- Using construction paper, each student will draw and cut buildings (houses, apartment complexes, offices, stores, schools, libraries, museums, etc.) to add to the city.
- In small groups the students will draw, cut, and glue vehicle forms of transportation (trucks, buses, trains, taxis, bicycles, airplanes, etc.) to add to the city. The small groups will construct both the vehicles and their spaces (terminals, garages, airports, etc.).
- Work together with the students to build a town or city that fills the paper, keeping in mind that they will need to leave room for all the pieces, before gluing their papers down.
- Finally, have your students add people to inhabit the town, if they haven’t already done so.

Reflection Questions

- Why are vehicles important?
- What ways other than by vehicle can people move from place to place?
- How does our civilization depend on various transportation systems?
- How would our lives be different if we took away the various modes of transportation?

National Standards

- **Social Studies:** <http://www.socialstudies.org/standards/toc.html>
VIII. Science, Technology, and Society

Resources

Websites

EE Link: North American Association for Environmental Education

<http://eelink.net/eeactivities-energyandtransportation.html>

The World's Transportation Commission Photograph Collection

<http://lcweb2.loc.gov/ammem/wtc/wtchome.html>

Transportation Coloring Pages (Posters)

<http://www.dltk-kids.com/crafts/transportation/mtransposter.html>

CD-Rom

Dragon in a Wagon. DiAMAR Interactive, 1997. (Computer/CD-ROM)

Extensions

- **Science:** Explore causes and effects of air pollution on the environment, with a closer look at those caused by transportation, and discuss ways to reduce pollution.
 - Content Standard F: Science in Personal and Social Perspectives

- **English Language Arts:** Read a wide range of texts about vehicles and transportation including fiction (*Trucks Cars and Things That Go* by Richard Scarry), non-fiction (*Eyewitness: Train* by John Coiley) and poetry (*Zoomrimes: Poems About Things that Go* by Sylvia Cassedy, Michele Chessare).
 - Standard 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

- **Math:** Students choose from a variety of pre-cut construction paper shapes and glue them to a large piece of paper creating their own "vehicle" design. Standard Geometry: Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships .