The Invention of Landscape: Perspectives on Nature

Learning Outcomes

Students will...

• Understand how landscape painting has changed in Belgium over time.
• Discuss their reaction to Belgium landscape paintings.
• Learn the difference between mood and tone.
• Articulate why they like a certain work.
• Write an opinion paragraph about their favorite work with supporting reasons.

Standards

CCSS.ELA.W.3.1
Write opinion pieces on topics or texts, supporting an opinion with reasons.

CCSS.ELA.W.4-5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA.SL.3-5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led with diverse partners), building on others’ ideas and expressing their own clearly.

CCSS.ELA.SL.3.2
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA.SL.4.2
Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA.SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
**Materials**

The following documents included in the Nature’s Mirror Educator Resource Packet include:

- Vocabulary List (see below)
- Nature’s Mirror PowerPoint (1.1)
- Teacher’s Guide to the PowerPoint (as PDF and in the notes of the PowerPoint) (1.2)
- Student Question Cards (1.3)
- Student Worksheet to accompany PowerPoint (1.4)
- Student Exhibition Guide (to be used during visit to the Museum) (2.1.a)
- Landscape Guide (to be used if student can’t visit the Museum) (2.1.b)
- PEPSI Paragraph Lesson Plan (see below)
- PEPSI Paragraph Practice Activity (2.2)
- PEPSI Paragraph Worksheet (2.3)
- PEPSI paragraph grading rubric (2.4)

**Vocabulary**

- Landscape
- Printmaking
- Romanticism
- Tone
- Mood
- Perspective
- Industrial Revolution
- Smog
- Symbol
- Nostalgia

**Pre-Visit**

Go through the Nature’s Mirror PowerPoint (1.1) using the Teacher’s Guide to the PowerPoint (1.2) and the Student Worksheet (1.4). This will provide a brief overview of Belgian culture and history; landscape painting; and different eras of Belgian landscape seen in the exhibition. Vocabulary words are bolded in the Student Worksheet (1.4) and have in-text definitions.

**Visit**

During their visit, have students use the Student Exhibition Guide (2.1.a). The Guide has students choose three paintings that they are drawn to. They should make a quick sketch to remind themselves briefly of what the painting looked like and make at least three notes (using the sentence starters or their own words) to remind them of why they liked the painting. These notes will then be used after the visit to help them write a short opinion paragraph about the painting they liked using the PEPSI paragraph structure.
Without Visit

Ask the students to find three landscape paintings by artists online that they like. Using the Landscape Guide (2.1.b), students should make a quick sketch to remind themselves briefly of what each painting looks like and make at least three notes (using the sentence starters or their own words) per landscape to remind them of why they liked the painting. These notes will then be used to help them write a short opinion paragraph about one of the paintings they liked best using the PEPSI paragraph structure.

Post-Visit

Students will write an opinion paragraph about their favorite work with supporting reasons in a PEPSI paragraph structure.

PEPSI Paragraph Lesson Plan

PEPSI is a mnemonic device to remind students how to write a well constructed paragraph with reasons:

P. Point: Students will write the main idea or topic sentence as the first sentence.
  Ex: The best painting in the exhibition is Mountainous Landscape with Bridge by Eugène-Joseph Verboeckhoven.

E. Explanation: One to two sentences explaining your point.
  Ex: It is very exciting to look at.

P. Proof: Three sentences that support the explanation by giving examples.
  Ex: 1) For example, there is a very high bridge.
       2) The bridge looks very wobbly like it might not hold you.
       3) Also, there is no one around to help you if you fall.

S. Signal Word + a comma: Pick a word or phrase to show the reader your paragraph is about to end.
  Ex: Thus, so, in conclusion, therefore, clearly, truly

I. In other words: Restate your point using different words after the signal word.
  Ex: Truly, this terrifying painting is the highlight of the exhibition!

1. Tell the students that they are going to be writing opinion paragraphs about which painting they think is the best one or their favorite one. They can use their notes from their Student Exhibition Guides (2.1.a) OR Landscape Guides (2.1.b) to help them.

2. Pass out the PEPSI Paragraph Worksheets (2.3) and review the different parts of the PEPSI paragraph. Either make a whole class example on the board as you go through its different parts or compose one at the end. Make sure to brainstorm different signal words and phrases for the students to use.
3. After reviewing the parts of the PEPSI paragraph, pass out the PEPSI example sentence strips found in the PEPSI Paragraph Practice Activity (2.2). (Note: you can either cut the strips out ahead of time or have the students cut them out.) It is recommended that students complete this in groups of 2–4.

4. Tell students that there are enough strips to make 2 PEPSI paragraphs. One will be about ice cream and the other will be about dogs. They should work in teams to put the sentence strips in the correct order to make a PEPSI paragraph about each topic.

5. After the students complete the activity, tell them it is time for them to write their own PEPSI paragraphs about a painting they liked from the exhibition or from their online findings.

   • Students should use their Student Exhibition Guides (2.1.a) OR Landscape Guides (2.1.b) to select a painting they want to write about. This will become their “point.”

     *Ex: The best painting in the exhibit is Mountainous Landscape with Bridge by Eugène-Joseph Verboeckhoven.*

   If they forgot to write down the artist and title, they can describe the painting.

   • Their explanation should be one of the reasons they liked the painting OR if they are struggling, can be something as simple as “There are many reasons why I liked the painting.” The three reasons they wrote down can then become their points.

     *Ex: It is very exciting to look at.*

     OR

     *Ex: There are three reasons why this painting is so cool.*

   • Their three reasons should be either three examples that support their sentence starter OR the three things they wrote down on their guide.

     *Ex: For example, there is a very high bridge. The bridge looks very wobbly like it might not hold you. Also, there is no one around to help you if you fall.*

   • Lastly, they should choose a signal word from the class brainstorm box and reword their point.

     *Ex: Truly, this terrifying painting is the highlight of the exhibition!*

   • Students can re-draw their chosen painting and then write out their paragraph so that all of the parts are together.

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**Contacts**

Rachel Chamberlain, Manager of Education, Outreach & Digital Resources
617.552.1427, rachel.chamberlain@bc.edu

Samantha O’Neal, Graduate Program Assistant
samantha.oneal@bc.edu