



Academic Programs Department

## TEACHER RESOURCE GUIDE

### GRADE 3

## GREEN ANIMALS HISTORY ON SITE PROGRAM



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### Introduction to Green Animals History on Site Program

#### **Main Idea**

The Green Animals History on Site Program enables students to understand the art of gardens. Individual imagination and creativity of students is cultivated through lesson plans and a tour focused on the artistic evaluation of Green Animals.

#### **Objectives**

Students will:

- Learn vocabulary associated with the tour and use it appropriately
- Gain a basic understanding of topiary and gardens through imagery and story. Articulate their personal connections to and opinions of topiary and gardens.
- Create an art project or writing assignment that reflects their understanding of topiary and gardens and reinforces the concepts presented in the lesson/tour.
- Do activities that will enhance their grasp and reflection of the enduring understandings.

Teachers will:

- (At school) Prepare students for their first visit to Green Animals by having them complete one or more activities.
- (At Green Animals) Assist tour guide by encouraging student participation helping them to make connections to the classroom, and reinforcing appropriate behavior.
- (At school) Reinforce the student's experience at Green Animals by having them complete one or more activities.

Tour Guides will:

- Encourage students to look carefully at topiary and garden features, discuss what they see, and make personal connections.
- Reinforce vocabulary associated with the lesson/tour.
- Visually introduce the themes of topiary and gardens to students.



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## Rhode Island Learning Standards Addressed during the Green Animals History on Site Program

### Arts

- Students will apply knowledge of media, tools, techniques and processes to create original and interpretive works of art. (RI standard 1)
- Students will observe and experience objects and ideas through a multitude of senses and form a sophisticated, informed response. (RI standard 2)
- Students will demonstrate a connection to their personal lives through artistic expression. (RI standard 3)
- Students will demonstrate an understanding of how the arts influence society, and how society influences the arts. (RI standard 3)
- Students will apply process and knowledge from and to other content areas and across the arts. (RI standard 5)

### English Language Arts

- Students will apply information gathered from print and non-print media to achieve educational purposes. (RI standard 1)
- Students will use process strategies to compose oral and written text. (RI standard 3)
- Students will apply conventions of standard language to create clear and meaningful text. (RI standard 3)
- Students will develop the confidence and skills to communicate their ideas. (RI standard 4)
- Students will develop and apply criteria for the appreciation of text. (RI standard 5)
- Students will organize information and synthesize it in a meaningful way. (RI standard 6)
- Students will demonstrate and understanding of universal themes across content areas and how they relate to historical and cultural context. (RI standard 7)

Students will identify and explore school, community, and workplace resources and their issues. (RI standard 8)



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## **Lesson Plan: Postcards from the Hedge**

**Lesson Goal:** Students will make a personal connection to Green Animals, and Miss Alice, by describing an environment where they would like to spend the rest of their lives.

**Lesson Objective:** By learning of Miss Alice's desire to be surrounded by the topiaries, students will create and write about their own dream surroundings.

**How does this activity relate to Green Animals?** Miss Alice enjoyed being surrounded by nature. This is evident by both the location of the home on Narragansett Bay and her commitment to preserving Green Animals' many gardens.

### **Vocabulary:**

**Environment-** the natural world within which people, animals, and plants live.

**Imagination-** the ability to form images and ideas in the mind, especially of things never seen or never experienced directly.

**Nature-** the physical world including all living things.

**Topiary-** the art of trimming living plants and trees into decorative shapes (animals or geometric shapes)

**Supplies:** cardstock cut into postcard size pieces, pencils, colored pencils or other colorful medium.

### **Activity:**

1. Begin by reintroducing Miss Alice to the students. Remind them that Green Animals had been her family home and that after her father died she wanted so badly to move back to the estate to be surrounded by her beloved topiary and gardens.
2. Ask students to imagine a place, other than their current home, where they might like to live. Have students research the place and write down a description of the geography, the climate, and the natural resources. Ask them to also describe how their daily lives would differ if they lived in this fantasy location. What kind of dwelling would they live in? Are there other people also living here? What types of animals might be sharing this



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land with you? Is part of the environment in danger? How could the students be good stewards and preserve it from further destruction?

3. Explain to students that they will be writing a short postcard to a family member or friend fondly describing their new home and its location, just as Miss Alice would have. On the front of the postcard, students should draw a picture of this new place and may include themselves as well.

**Reflection:** Have students volunteer to share some of the postcards with the class.



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## Lesson Plan: Shapes in your Neighborhood

**Lesson Goal:** Students will learn that just like the topiary shapes at Green Animals, many different shapes exist in natural environment as well.

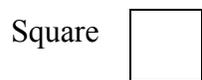
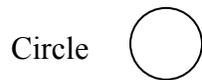
**Lesson Objective:** By discovering that the natural environment is created from various shapes, students will learn to identify shapes and gain interest in learning more about the natural environment of their neighborhoods.

**How does this activity relate to Green Animals:** The Green Animals topiary garden is full of geometric shapes as well as those of animals and people? Miss Alice enjoyed horticulture and being surrounded by her large animal topiaries.

### Vocabulary:

**Geometric**-using straight lines and simple shapes, for example circles and squares

### Shapes



**Spiral**- a flat curve or series of curves that constantly increase or decrease in size in circling around a central point.

**Topiary**- the art of trimming living plants and trees into decorative shapes (animals or geometric shapes)

**Supplies:** Digital camera, printer, pencils, notebook paper or sketchbooks, computer, Table 1 worksheet



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### **Activity:**

1. Begin by asking students to identify the different kinds of shapes that exist. Draw the shapes on the board as they are spoken. Discuss with the class about the various shapes that trees or shrubs have. For example you might say that bushes are round or when trimmed can appear to be square. Then ask students to identify what shapes exist in nature. For example: the sun is a circle, eggs are ovals. What shapes are man-made? Does a square really exist in nature? Brainstorm this list with students on the board.
2. Ask students to identify the different topiary shapes they saw at Green Animals. Had they ever seen shapes like those before? Where? The students will most likely remember the animal shapes but remind them that for instance, the teddy bear's body and limbs are made up of rectangles while its head and ears are circles. Practice this concept by showing them an image of another animal topiary.
3. Explain to students that they will be going out onto their school grounds and surrounding neighborhood to look at shapes of leaves, trees, houses etc. Again, you should brainstorm with students about the difference between natural and man-made. With adequate chaperones, divide class into small groups to look for shapes. The students can list or sketch the shapes and where they were found using the following formula: image number (photo number), location, description of object, shape, using Table 1 worksheet as a guide. If you have access to a digital camera, have students take turn photographing these shapes as well
4. When you return to class, have each group of students discuss how many shapes they found. If they have taken photos, print them for comparison with other groups' findings.

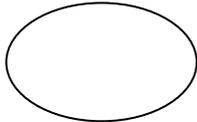
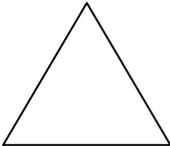
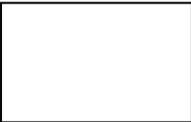
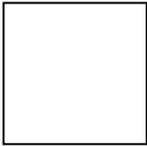
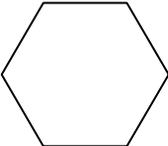
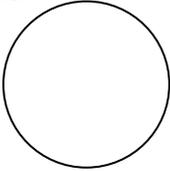
**Reflection:** Have students volunteer to share some of their findings with the class. Was it easier to identify shapes in the natural world or man-made? Why?

**Alternative Lesson:** Using the digital camera, students could photograph shapes that correspond with the letters that spell out their names. For example, a tree trunk dividing into 2 branches looks like a "Y", an orange looks like an "O", a blade of grass may look like an "I" or an "L". Upon returning to the classroom, print the photographs and arrange "letters" into the students' names in a photo-collage.



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Table 1

|           | oval  | triangle  | rectangle  | square  | pentagon  | circle  |
|-----------|---|---|--|---|---|---|
|           |  |  |  |  |  |  |
| 1.Object: |   |   |  |   |   |   |
| Location: |   |   |  |   |   |   |
| 2.Object: |   |   |  |   |   |   |
| Location: |   |   |  |   |   |   |
| 3.Object: |   |   |  |   |   |   |
| Location: |   |   |  |   |   |   |
| 4.Object: |   |   |  |   |   |   |
| Location: |   |   |  |   |   |   |



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## Green Animals History on Site

### **STOP #1: Policeman Topiary at Entrance to the Garden**

Many years ago a lady named Miss Alice Brayton spent her summers here in her family's summer house beside the Narragansett Bay. Her father, Mr. Brayton, decided to make a garden here, so he hired a gardener, Mr. Carreiro, who began planting a garden filled with bushes and trees cut into the shapes of animals. The garden of animals was so special that Miss Alice called this house and its gardens *Green Animals*. Mr. Carreiro needed help with the garden, so he hired another gardener named Mr. Mendonca. Mr. Mendonca married Mr. Carreiro's daughter, and they took care of the house and garden for Miss Alice.

Now, do most plants naturally grow in the shape of animals? Of course not! Well, how do you think the gardeners made the bushes grow that way? Interesting ideas. Well, the gardeners used a method called TOPIARY. Does anybody know what *topiary* is? Well, topiary is the art of training and cutting trees and bushes into different shapes. It's a very old idea. (We know that the Romans were making topiary over 2,000 years ago.) The shapes may be animals and people, or just odd shapes that are amusing to look at.

Making gardens is hard work. Why do you think people go to the trouble of making gardens? Well, first, people need gardens for food. People like to grow garden fresh vegetables to eat and they like to grow herbs to add flavor to their food. *Green Animals* was a self-sufficient farm. *Self-sufficient* means that the Braytons were able to grow or produce everything they needed to eat right here. So you will see that there are beds for vegetables and herbs and trees for fruit. There was a barn for the horses that



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pulled their carriages, and the small house was a kitchen for making jams and jellies, and for putting vegetables from the gardens in jars.

The next reason people have gardens is for fun. Grown-ups often get a lot of pleasure out of growing beautiful flowers and trees. They love making beautiful things grow and they enjoy sharing a garden they've created with their friends. Sometimes people who love gardens have a lot of fun experimenting with plants and flowers that look unusual. Sometimes the result can be like a fantasy or dream or a play-place that is their own special world.

Miss Brayton had a lot of fun and enjoyment making the gardens of Green Animals. When she died in 1972, she gave this garden and house to the Preservation Society so that the topiary would be saved. Our job is to preserve this garden forever. This policeman here can help us by reminding us not to touch the topiary! Touching it can hurt it or damage it.

As we walk down this path, let's see if you can name some of the topiary shapes.



**Chair Topiary**

- A Pineapple
- A Sailing Ship
- Teddy Bear
- A Rooster
- A Chair
- The Spiral



**Spiral topiary**



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**STOP #2: Formal Garden**



**Spiral topiary**

What is the shape of the topiary in the center of this garden? It is a spiral. The SPIRAL was put here just because it is an interesting formal shape.

Look at this part of the garden. Do you see how neat and exact it is? Look at how the green bushes are used to surround the flowers. And then all of these flowers surround the spiral? And the types of flowers and the colors all carefully match? This is what is called a formal garden. A formal garden has a very planned, regular structure. It is very shaped and neat. A formal garden was supposed to be like an



**Formal Garden**

outdoor living room where you could entertain your friends. Everything was supposed to be very clean and neat. The ladies and gentlemen would walk on these neatly raked paths and enjoy the different views of the garden. All of the flowers are shaped in circles, rectangles and squares that are arranged in different patterns. As people strolled slowly through the garden, there would be surprises, such as a bear shape or a pool of water or the smell of hundreds of roses. Let's go on and see what surprises lay ahead.



**Giraffe topiary**



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**STOP #3: Upper Topiary Garden**

As we turn the corner, another zoo of animals waits for us! Can you pick out some of the shapes?



Animal topiaries



Teddy Bear Topiary

Ostrich

Peacock

Swan

Teddy Bear--this is a favorite shape of many people who come here

Spot the Dog

OK. Let's take a close look at Spot the Dog to see how a gardener makes topiary. Look at Spot's legs. There are four separate bushes that grew up together to form his body. The body is clipped in this rounded shape. Then the gardener let some of branches at one end of this bush grow up here to form the neck and the head. When there was enough thickness, the neck and head were carefully clipped to make a nose and ears. Topiaries can take years of slow growing to create. The gardeners have to be very patient.



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### STOP #4: Small Pond



**Small pond**

Here we are at one of Miss Brayton's garden surprises! This small pond contains ornamental fish and some rare plants that would have interested her guests. (There are three types of fish in the pond: 1-KOI: a Japanese carp bred because of its beautiful color, 2--SHUBUNKI: another kind of Japanese fish, 3--the common familiar GOLDFISH) These fish stay in the pond all through the year, even when the water freezes. The pond is deep enough so that the fish can live through the winter.

The plants in this pond were unusual and would have interested Miss Brayton's guests. These are papyrus reeds. They come from Egypt where they were grown along the Nile River. The ancient Egyptians rolled them out and pressed them to make the world's first paper. Our word paper comes from the word papyrus.

The water lilies here have their own pads which are so light that they float on the water's surface. Frogs rest on the lily pads. The lotus flowers floating on the water are also found in Egypt.



**Water lily**



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Next to the pond is zebra grass. This has yellow striped leaves and rust colored plumes.

Do you see the two big oak trees? Miss Brayton had them planted there when she was a young woman so that eventually she could swing between them in a hammock. Underneath those trees is a little pet cemetery where Miss Brayton had her dogs buried when they died. So that part of the garden was very special for her.



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### **STOP #5: Children's Garden**

This is the Children's Garden. It is a part of the garden where you may touch the plants and explore a little. A garden is supposed to be fun.

### **STOP#6: Cutting Garden**

This is called the Cutting Garden. Many large houses had special gardens where they grew flowers just to be cut for bouquets for the house. Sometimes they also grew flowers to be dried for bouquets that would last longer.

Next are a row of fig trees, red currant bushes, gooseberries, and blueberries. All of these fruits were grown in the time of the Brayton family. They would be picked when ripe and made into jams and jellies.

### **STOP # 7: Vegetable Garden**

Green Animals always had a big vegetable garden where fresh vegetables were grown for the Braytons=dinner table. The vegetables here have won many prizes at country fairs (the awards from the Brayton's time are on the walls of the gift shop)...

The small nursery provides new bushes and trees for topiary.

The two scarecrows are called Sam and Mabel. Sam was made first to keep the birds away from the newly-planted seeds and the young vegetables. Then Miss Brayton said that Sam must be lonely, so she had her gardener make Mabel to keep him company. They were made from fallen oak trees...because Miss Brayton would never allow a healthy tree to be cut down.

WE ARE NOW WALKING THROUGH AN ARBOR. Does anyone know what an arbor is? An arbor is a walkway covered with vines. All the vines growing overhead make it a shady area.



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### **STOP # 8: Front Porch, just outside front door**

We are now looking at Narragansett Bay. Miss Brayton would sit on her porch and talk with her friends, who could enjoy the view after seeing the garden. The gardens were fun for Miss Brayton and her friends. She used her imagination to make up a fairytale world of green growing things.

We will now go in the house where Miss Brayton lived and see the rooms where she read her books and had dinners for her friends. Upstairs we have toys from children long ago.

(There are doll houses and doll carriages and doll furniture. Some of the dolls are very fancy with perfect china heads and painted faces and some have been loved by little children until they are very beat up. You will see lead soldiers all lined up and going into battle. There are soldiers from battles of centuries ago and some from battles in the Second World War There are trains and fire engines, puppets and castles, blocks and a Noah's ark. You will see lots and lots of children's games. Some of them are games you may still play today like cards and chess and pinball and roulette. There is one little room set up like a schoolroom would have been in a private house, with a desk and maps and books. There is another little room that is like a little girl's bedroom. There's a little bed and a chest of drawers with clothes inside. The table is all set for a doll's tea party. I want each of you to look carefully and think about which toys are your favorites.)

As we go through the house, we are going to be polite guests.



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### Vocabulary List

**Arbor-** a shaded place formed by the leaves and branches of trees and plants that interweaves naturally or are trained to grow around a trellis.

**Cutting garden-** gardens where flowers are grown only to be cut for bouquets for the house.

**Formal garden-** gardens where flowers and plants are arranged or laid out in an ordered or symmetrical way.

**Gardener-** someone who takes care of a garden as a profession or as a hobby.

**Geometric-** using straight lines and simple shapes, for example circles and squares

**Herb** – a plant used for cooking, used as a medicine, or in perfumes.

**Imagination-** the ability to form images and ideas in the mind, especially of things never seen or never experienced directly.

**Papyrus-** a tall aquatic plant native to southern Europe and the Nile valley that has small flowers resembling umbrellas. The stem was used to create writing material like paper. Our word paper comes from the word papyrus

**Scarecrow-** an object in the shape of a person dressed in old clothes, set up in a field to scare off birds away from the crops.

**Spiral-** a flat curve or series of curves that constantly increase or decrease in size in circling around a central point.

**Self-sufficient-** able to live independently of others and to provide what is needed for example, by making enough money or growing enough food, without having to borrow or buy from others.

**Topiary-** the art of trimming living plants and trees into decorative shapes (animals or geometric shapes)



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Interdisciplinary Extensions

### **Art History**

- Sculpture from nature  
    Andy Goldsworthy  
    Robert Smithson
- Architecture
- Portugese Folk Art

### **Science and Technology**

- The process of creating topiary
- Seed germination, growth
- Ecology

### **History**

- The Brayton Family
- US History of the 1870's  
    1871: Great Chicago Fire  
    1872: Yellowstone National Park created  
    1876: Alexander Graham Bell invents the telephone  
    1879: Thomas Edison invents the lightbulb

### **Literature**

- The Topiary Garden by Janni Howker
- The Animal Hedge by Paul Fleischman

### **Other topiary gardens...**

- Ladew Gardens in Monkton, MD  
    [www.ladewgardens.com](http://www.ladewgardens.com)
- Levens Hall & Topiary Gardens in Kendal, England  
    [www.levenshall.co.uk](http://www.levenshall.co.uk)
- The Columbus Topiary Garden in Columbus, OH  
    [www.topiarygarden.org](http://www.topiarygarden.org)
- Longwood Gardens in Kennett Square, PA  
    [www.longwoodgardens.org](http://www.longwoodgardens.org)



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## EVALUATION

Please help us in assessing this Teacher's Resource Guide by filling out this evaluation so that we may continue to improve on it. Our address may be found at the bottom of this page. Please send this to the attention of the Academic Programs Department. Thank you.

Do the lesson plans adequately meet the Rhode Island Learning Standards in Arts and English Language Arts?

If not, please indicate areas for improvement.

Does the tour, and its visuals, adequately support and reinforce the lesson plans?

If not, please indicate areas for improvement.

Continued on next page →



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Did the tour guide at Green Animals allow for student questions and interaction? Did the tour guide at Green Animals properly present the material on the tour?

If not, please indicate areas for improvement.

Do you find the information available in this guide and on the website (Green Animals information page, general reading list) to be sufficient?

If not, please indicate areas for improvement.

For use of the Teacher Resource Guide in its online format, do you find it easily accessible and clearly formatted?

If not, please indicate areas for improvement.