

verizon CocoCast Myself and My Community User Guide

[Home](#) » [Verizon](#) » verizon CocoCast Myself and My Community User Guide 

Contents

- 1 verizon CocoCast Myself and My Community
- 2 Product Information
- 3 Product Usage Instructions
- 4 Grade level 2
- 5 Materials and Preparation
 - 5.1 Vocabulary
 - 5.2 Background
- 6 Step-by-step classroom guide
- 7 Extensions and projects
- 8 Documents / Resources
 - 8.1 References



verizon CocoCast Myself and My Community



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Product Information

Specifications

- Product Name: CocoCast
- Lesson Plan: Myself and My Community – Observation in theMuseum (Lesson 2 of 4)
- Grade Level: 2
- Subject Areas & Learning Standards:
 - ENGLISH LANGUAGE ARTS: CCSS.ELA-LITERACY.RI.2.1,CCSS.ELA-LITERACY.RI.2.6, CCSS.ELA-LITERACY.SL.2.1,CCSS.ELA-LITERACY.SL.2.2, CCSS.ELA-LITERACY.SL.2.3,CCSS.ELA-LITERACY.SL.2.4, CCSS.ELA-LITERACY.SL.2.5
 - MATH: CCSS.MATH.CONTENT.2.G.A.1
 - VISUAL ARTS: Anchor Standards 1, 2, 7, 8, 9, 10, 11

Product Usage Instructions

Accessing the App

To access the CocoCast app, visit Verizon Innovative Learning HQ at [here](#).

Viewing Artwork

Use the CocoCast app to view the 3D model and carousel of the oil painting titled “Sunday Morning” by Jerome

Myers.

Educational Engagement

- Engage students with the artwork virtually in the classroom before visiting the art museum in person.
- Encourage students to share their prior knowledge, use critical thinking skills, and describe and interpret details of the artwork.

Collaborative Learning

- Encourage collaborative conversations among students about grade 2 topics and texts related to the artwork.
- Ask questions to deepen understanding and clarify comprehension of the artwork.

Frequently Asked Questions (FAQ)

Q: How can I access images of the artwork used in this series?

A: Images of the artwork can be accessed through the CocoCast app.

Q: Can I use this module for an in-person visit to a museum if I am based around Rochester, NY?

A: Yes, if you are based around Rochester, NY, this module can be used as part of an in-person visit to our museum.

CocoCast: Myself and My Community

Lesson 2 of 4: Observation in the Museum

This content introduces students to new digital technology and skills. Students will learn the basics of augmented reality. Bridging the digital divide is a problem that requires solutions. This solution is accessible, affordable, and provides your students the opportunity to collaborate, adapt to new technology and become familiar with common platforms (iPads, iOS).

By engaging with and exploring a work of art, first virtually via CocoCast in the classroom, then in person in the art museum, young students are empowered to share their own prior knowledge, use critical thinking skills like prediction, comparison, and sequencing, and better notice, describe, and interpret details of an artwork.

Images of the artwork used in this series can be accessed through the app CocoCast and if you are based around Rochester, NY, this module can be used as part of an in-person visit to our museum.

Grade level 2

App tie-in CocoCast

Subject areas & Learning standards

ENGLISH LANGUAGE ARTS

- CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- CCSS.ELA-LITERACY.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SOCIAL STUDIES

- Gathering, Interpreting, and Using Evidence

1. Develop questions about the community.
2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

- Chronological Reasoning and Causation

1. Identify change over time in his/her/their community.
2. Identify events of the past, present, and future in his/her/their community.
3. Recognize and identify patterns of continuity and change in his/her/their community.

- Comparison and Contextualization

1. Identify similarities and differences between communities.
2. Identify similarities and differences between his/her/their community and other communities.

- Geographic Reasoning

1. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).

- Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.

MATH

CCSS.MATH.CONTENT.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

VISUAL ARTS

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret intent and meaning in artistic work.

- Anchor Standard 9: Apply criteria to evaluate artistic work.
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Access

Access the CocoCast app via Verizon Innovative Learning HQ at: <https://www.verizon.com/learning/ar-vr-apps/CocoCast/22>. Use the CocoCast app to view the 3D model and carousel of the oil painting titled Sunday Morning by Jerome Myers.

Overview

This is the second of four lessons in the module “Myself and My Community”. Students will engage with and explore the painting Sunday Morning by Jerome Myers, first in their own classroom and then in person at the Memorial Art Gallery. They will also create an original work of art based on their interpretation of the painting which then will be scanned for inclusion in a CocoCast ‘cast’. In this second lesson, the class will travel to the Memorial Art Gallery to view the painting in person.

- In Segment 1, the class will travel to the Memorial Art Gallery to see the artwork in person.
- In Segment 2, the class will be greeted by the museum educators who will give them a tour through the gallery to view Sunday Morning.
- In Segment 3, the students will sit down in front of the painting. They will describe and interpret details of the paintings and relate them to their own lives and communities.

Objectives

- In Segment 1, n/a.
- In Segment 2, the students will experience immersion in art.
- In Segment 3, noticing, describing, and interpreting the details observed in the painting transfers to noticing these elements in their own present-day lives and communities. These details include architecture (door, window, steps, stories, balcony), building use (shops, apartments) and community members and their activities.

Essential questions

- In Segment 1, n/a.
- In Segment 2, Do you have any questions about the museum?
- In Segment 3, What did you notice first? What is going on? Where is this place? What goes into forming a community? What does community mean to you? How is my community the same/different than the one in the painting? How can an artist depict a community? What can we learn from art about life in a community?

Materials and Preparation

Segment 1:

- Teachers will collaborate with the museum educators to arrange for the class to travel to the Memorial Art Gallery in Rochester, NY.

Segment 2:

- N/A.

Segment 3:

- The chosen artwork from the museum collection on display:
 - Jerome Myers, American (Petersburg, VA 1867 – 1940, New York, NY)
 - Sunday Morning, 1907
 - Oil on canvas
 - Marion Stratton Gould Fund, 1998
 - Accession Number: 1998.74

Vocabulary

- **Community:**
 1. The people living in a certain place (as a village or city): the area itself.
 2. A natural group (as of kinds of plants and animals) living together and depending on one another for various necessities of life (as food or shelter).
 3. A group of people with common interests: the business community or a community of artists.
 4. A feeling of caring about others in a group: the school fosters a sense of community.
- **Place:**
 1. An available seat or space: Let's make a place for the newcomer. There's no place to sit.
 2. A region or space not specified: There's dust all over the place.
 3. A particular portion of a surface: a spot
 4. A point in a speech or a piece of writing: I lost my place.
 5. A building or area used for a special purpose: a place of worship
 6. A certain area or region of the world: It's a nice place to visit.
 7. A piece of land with a house on it: We own a place in the country.
- **Comparison:** The act of examining things to see if they are similar or different: The condition of being examined to find similarity or difference.
- **Interpretation:**
 1. The way something is explained or understood: What's your interpretation of the results?
 2. A particular way of performing something (as a dramatic role)

Background

This content is for teachers to prepare for the lesson.

About the artist¹

Jerome Myers (1867-1940) was personally familiar with poverty. One of five children in an essentially fatherless household, he dropped out of school at 12 years of age to help support his family by working in a fruit market and later as a sign painter. The family moved often in search of steady employment. Finally, in New York City, Myers designed advertising for a brother's business and worked briefly as a scene designer. In 1886 he began to study art seriously at the Cooper Union and the Art Students League and managed two trips to Paris to see the latest works there.

Myers was among the country's most progressive artists when he painted *Sunday Morning* in 1907. He helped organize—and participated in—the Armory Show in 1913 but was disappointed that the introduction of abstract art to America seemed to diminish American realist painting. After 1913 Myers refrained from participation in the New York art world but continued to paint the Lower East Side in his realistic style until his death in 1940.

<https://mag.oncell.com/en/jerome-myers-89549.html>.

The Ashcan School²

The Ashcan School was not a literal school or even a building. It was a term used retroactively to describe a group of urban realist painters working in New York during the early decades of the 1900s. At the core of the Ashcan School were the artists of The Eight. The Ashcan School artists were known for painting the commonplace and familiar everyday life of the city. At the time, critics thought the subject matter both too vulgar and too insignificant, but later the Ashcan School was hailed for producing realistic depictions of the city experience.”

Jerome Myers loved his adopted city of New York, saying, “others saw ugliness and degradation there, I saw poetry and beauty.” The “gentle poet of the slums,” Jerome Myers became best known for his warmly compassionate scenes of tenement life. Like the New York artists of the Ashcan School, he depicted the people and places of everyday urban life, although Myers chose to emphasize the positive aspects—parks, religious festivals, and vibrant street life of the local ethnic communities. This painting is actually a composite of scenes and people he knew, New York’s Lower East Side from Bleeker Street to Canal Street in Lower Manhattan.

New York in the 1900s³

New York City was the destination of generations of immigrants to America. Between 1900 and 1920, 14.5 million people arrived in the United States, bringing traditional languages, foods, clothing, festivals, and holidays to their new home. America was not a melting pot so much as a collection of tightly knit ethnic neighbourhoods such as Little Italy and Chinatown in New York’s Lower East Side.

Further Reading

- MAG Explore: <https://mag.oncell.com/en/sunday-morning-89505.html>
- Charlotte Whitney Allen Library at the Memorial Art Gallery also holds
 - Myers, Jerome, Barry. Downes, Linda. Marmelstein, and David Wayne. *Artist in Manhattan: the Art of Jerome Myers / One to One Communications*; [a Film by Barry Downes, Linda Marmelstein]. United States: Sonic Solutions, 2001.
 - Gambone, Robert L. *Jerome Myers: The Ash Can Artist of the Lower East Side*. Xlibris Corp, 2017. Print.
 - Robert A. Slayton. *Beauty in the City: The Ashcan School*. Albany, NY: State University of New York Press, 2017.

Step-by-step classroom guide

Segment 1:

- **Access:**

Teachers are in contact with museum educators at the Memorial Art Gallery, Rochester NY. This module is part of the Expanded Learning Collaboration (ELC) offered by the Memorial Art Gallery in conjunction with the Rochester City School District.

- **Objective:** N/A

- **Pacing:** 30 minutes

- **Essential Question:** N/A

Segment 2: (led by museum educators)

- **Access:**

Teachers are in contact with museum educators at the Memorial Art Gallery, Rochester NY. This module is part of the Expanded Learning Collaboration (ELC) offered by the Memorial Art Gallery in conjunction with the Rochester City School District.

- **Objective:** Experience and immersion in art.

Pacing: 10 minutes

Essential Question: Do you have any questions about the museum? (as the students walk through the gallery towards the painting Sunday Morning)

1. **Engage: 1 minutes**

Students arrive at the museum and are greeted by the educators at the museum entrance.

2. **Explore: 8 minutes**

The museum educator leads the class through the museum towards the painting Sunday Morning. As they pass other artwork, they give the students the opportunity to ask questions about the museum.

3. **Wrap Up: 1 minutes**

The class arrives at the artwork on display and students are seated in front of the painting Sunday Morning.

Segment 3:

- **Access:** The chosen artwork from the museum collection on display: Jerome Myers, Sunday Morning, 1907.

- **Objective:**

Noticing, describing, and interpreting the details observed in the painting transfers to noticing these elements in their own present-day lives and communities. These details include architecture (door, window, steps, stories, balcony), building use (shops, apartments) and community members and their activities.

- **Pacing:** 20 minutes

- **Essential Questions:**

What did you notice first? What is going on? Where is this place? What goes into forming a community? What does community mean to you? How is my community the same / different than the one in the painting? How can an artist depict a community? What can we learn from art about life in a community?

1. Engage: 2 minutes

Students are seated in front of the painting they saw in the classroom (which they usually excitedly recognize). The museum educator guides the discussion, introducing vocabulary along the way. The teaching artist, classroom teacher, and other adults accompany and may participate in the discussion as well.

2. Explore: 16 minutes

Teachers/museum educators pose these questions to guide students to explore the artwork:

- What did you notice first?
- What is going on?
- Where is this place?

Teachers add these observations to the discussion:

- A cityscape: an urban scene with sidewalks, buildings, a tree, and people
- Varied ages of people, maybe family groups?

- No particular action, simply people standing around talking
- Some people looking out windows or on balconies
- A few children racing a wagon or go-cart along the street
- Laundry hanging out to dry on clotheslines
- Flowers growing in window boxes
- Fruit for sale in a shop, under an awning

Teacher reveals:

- “This is a community, where people lived and worked and played 115 years ago when this painting was made—and still do today: New York City!”

Teachers pose these questions:

- Does the place look a little bit like areas in Rochester, the city where we live?
- How is it the same?
- How is it different?
- How do you know this isn’t Rochester/your city today?
- What clues do you see?

Teacher points out the horizontal and vertical lines formed by sides and tops of buildings, especially at the skyline, where the sky and the buildings meet and asks students to trace them in the air with their finger.

Teachers encourage description of the details of the buildings, introducing vocabulary: door, window, steps, balcony, awning, chimney, shutters. They pose these questions:

- What else do you notice?
- How can you tell how many floors or stories a building has from the outside?
- What clues do you see that tell what kind of building it is (like apartment vs. store)?

Wrap Up: 2 minutes

Teachers ask students to think about what makes up their community. They transition to the studio art workshop.

Extensions and projects

“Myself and My Community” Module – Lesson 3 and 4:

In lesson 3 of 4, the students will attend the Creative Workshop at the museum and in lesson 4, they will digitize their own art using the app CocoCast. Access the detailed lesson plans for the remainder of this module at <https://www.verizon.com/learning>.

“Life in a Community” Module:

In this module, students preview Summer Street Scene in Harlem as “sneak peek”. For the Creative Workshop, they will create community member stick puppets.

For each puppet, choose a large craft stick, and glue on a woodsie shape or two for head and/or body. Create clothing and limbs with scrap papers and draw face details with colored pencils. Encourage students to experiment with shapes and colors.

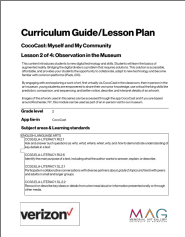
“What kind of place is your city? Who lives there?”

Materials:




- Large craft sticks (self-adhesive if available)
- Woodsies wood craft shapes, especially circles and rectangles, varied sizes
- Scrap patterned and solid color papers
- Scissors
- Glue sticks
- Colored pencils

Access the detailed lesson plans for the remainder of this module at <https://www.verizon.com/learning>.

Documents / Resources

	<p>verizon CocoCast Myself and My Community [pdf] User Guide CocoCast Myself and My Community, Myself and My Community, My Community</p>
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References

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