



MORSE
MUSEUM

EVERYTHING'S COMING UP DAFFODILS



GRADES/LEVEL:

Kindergarten–5th grade/Elementary

TIME REQUIRED:

30 minutes

LESSON OBJECTIVES:

Students will:

- compare an artist's rendering of a flower to an image of an actual flower.
- create their own flower using everyday materials to represent scientific processes.
- learn about Louis Comfort Tiffany's Daffodil Terrace.

MATERIALS:

- Blue (1 sheet per student), brown (1/3 sheet per student), and green (1/8 sheet per student) construction paper
- School glue and/or glue stick
- Scissors
- Kitchen sponges cut into thin strips (approximately 6 per student)
- Drinking straw (1 per student)
- Yellow cupcake liner (1 per student)
- Yellow mini-cupcake liner (1 per student)
- Old magazines
- Daffodil seeds (optional)

VOCABULARY:

Collage: an artistic composition of materials and objects pasted over a surface, often with unifying lines and colors.

Color: the reflection or absorption of light from a given surface.

Favrile: trademark Tiffany used for his glass, pottery, and metalwork (including enamel); its root is from 'fabricate,' and Tiffany applied Favrile to his artwork to suggest its handmade quality.

Flowers: make the seeds to make new plants.

Leaves: make food for plants.

Line: a mark with length and direction.

Observation: a statement based on what one has noticed or observed.

Organism: any living plant, animal, or fungus that maintains the vital processes necessary for life.

Roots: hold plants in the ground and absorb water and nutrients from the soil.

Shape: a two-dimensional area or plane.

Stems: carry the water and nutrients to the plant; they also help support the plant and direct its leaves toward the sun so food may be produced.

Texture: how the surface of something looks or feels.

ACTIVITY DESCRIPTION:

Louis Comfort Tiffany (1848–1933) was an artist inspired by the natural world. When he began building his Long Island Estate, Laurelton Hall, in 1902, he included elements of nature throughout his 84-room house. One addition that Tiffany made to the house in late 1915 or early 1916 exemplifies the artist’s love of nature—the addition is known as the Daffodil Terrace. This large (18-by-32-foot) covered porch had a live pear tree growing in its center. It features eight 11-foot marble columns topped with bouquets of glass daffodils (*right: Daffodil Terrace at the Morse Museum*).



<https://www.morsemuseum.org/collection-highlights/architectural-ornament/daffodil-capital>
https://www.morsemuseum.org/assets/uploads/pdfs/DaffodilTerrace_2017_Update.pdf

INSTRUCTIONS:

- 1) Have students compare the images of Tiffany’s daffodil column capital and the picture of the bouquet of daffodils (see images at the end of lesson). Have students brainstorm in groups how the artistic rendering (the column capital) is similar and different to the real object (the daffodil bouquet image). As a class, create a list of similarities and differences.
- 2) With the same visuals, have students identify the plant parts they see. What parts of the plant are and are not visible in Tiffany’s daffodil column capital? What parts of the plant are and are not visible in the photo of a real bouquet of daffodils?
- 3) Pass out pieces of construction paper. Have students glue the brown paper across the bottom of the blue paper. Students may create grass by cutting a zigzag line across the piece of green construction paper. Glue the green paper over the line between the blue and brown pieces.
- 4) Have students create a daffodil collage. Pieces of a sponge become the roots for the absorption of water and nutrients from the soil. A straw becomes the stem for the delivery of water and nutrients. Have students continue with a search for greenery in magazines; cut out the long, green leaves of the daffodil that are used for the production of food for the plant. The regular cupcake liner becomes the tepal (or 6 petals of the outer flower) while the mini-cupcake liner is glued to the middle of the larger liner becoming the corona. The flower is where the seeds are produced; to demonstrate where seeds come from, actual daffodil seeds may be added to the flower.

ACTIVITY EXTENSION:

Read William Wordsworth's poem "Daffodils" (see poem at the end of lesson). How does the poem make students feel? Ask students to think about why Tiffany chose daffodils to decorate his column capitals?

ASSESSMENT:**Students should:**

- list the four principle parts of a plant (flowers, leaves, roots, and stems) and their roles in the plant's survival.
- make a representation of a flower using basic art principles.



Daffodil capital, c. 1915
South façade, Laurelton Hall, Long Island, New York, 1902–57
Cast and cut glass, concrete
Tiffany Studios, New York City, 1902–32 (57-023:L)



Daffodil Bouquet
Photograph from flowerfoto.com

“DAFFODILS” BY WILLIAM WORDSWORTH

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling leaves in glee;
A poet could not be but gay,
In such ajocund company!
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.