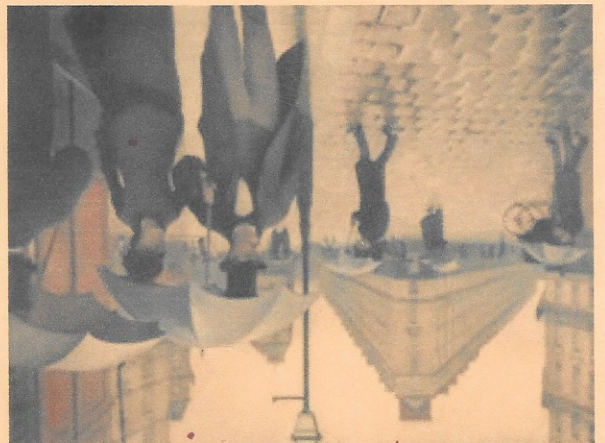


# CALLEBOTTE, GUSTAVE PARIS STREET, RAINY DAY

**Primary Focus:** Line  
**Secondary:** Setting (place and time)



## Lines: Curvy, Straight, Wavy, Zigzag.

Identify the various lines in this work. The goal is to make the children perceptive to the various names of the lines and to connect them to the letters they are learning to write.

To break up the presentation it is a good idea - after viewing this work for a little while - to go on a "line hunt" in the classroom. Tell the students to roam freely throughout the room for one minute in silence to see if they can spot all the types of lines. Have them share their findings upon returning to the carpet.

**Setting:** Especially emphasize this if you know the students have been studying their social science unit that focuses on places where people live. (city vs. country).

**Map Skills:** Identify on a classroom map or globe where France is located in relation to the U.S.

**Perspective:** Use of the art terms **Background** and **Foreground**.

**-BRING IN SAMPLES OF THE VARIOUS LINES NAMED AND DRAWN ON PAPER, SOMETHING ELSE TO MENTION IS THAT THIS WORK IS RIGHT HERE IN THE ART INSTITUTE OF CHICAGO.**  
**-DON'T FORGET TO LOOK IN THE BLACK BOOK ON THE ART FILE CABINET ON THE STAGE FOR TWO OTHER PRINTS YOU CAN ALSO SHOW BY CALLEBOTTE.**

**Some questions to pose:**

- What do you hear?
- Can you spot any patterns?
- Where are these people?
- Who are they?
- How do we know these people are not from our time?
- How did Callebotte create the background? (focus on size of the figures / buildings)
- How does this artist make it feel rainy?