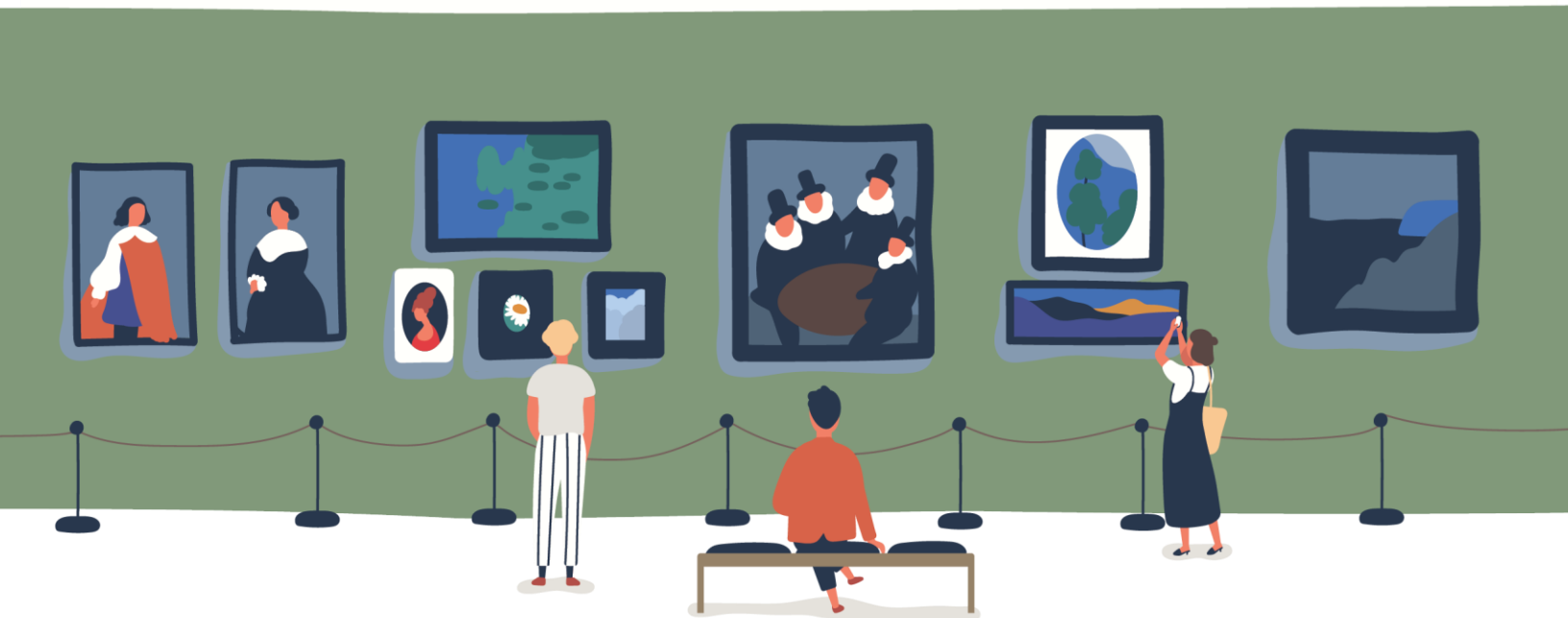


ZANESVILLE  
MUSEUM of ART

# Student Activity Guide

*A resource for fourth-grade students*



# Welcome

Welcome to *Exploring Ohio's History Through Art*. In this program you will explore the history of your state in a unique way: the works at the Zanesville Museum of Art will, in many ways, be your textbook. You will be working with your teachers, classmates, and Zanesville Museum of Art (ZMA) staff to discover, reflect, and create.

First, you will learn about art museums and how they can be used to learn about the past. Then your teacher will guide you through three social studies experiences, one in Ohio geography, one in Ohio history, and one in Ohio economics.

You will prepare for each in the classroom by discussing artwork, learning new vocabulary, and completing activities in this guide. Then you will have digital gallery experiences of the ZMA, where you will see and learn about exciting artworks that will help you understand more about Ohio and its history.

You will reflect and write; you will draw and research; you will work independently and in small groups. You will have the opportunity to study and create art. You will use your imagination to discover what life was like in your state throughout its history.

Finally, you will create an art project that explores one of the exciting topics covered in this program.

Throughout the program, this guide will offer extra learning experiences, puzzles, worksheets, and hands-on activities. We look forward to working with you and to getting to know you as you set about *Exploring Ohio's History Through Art!*



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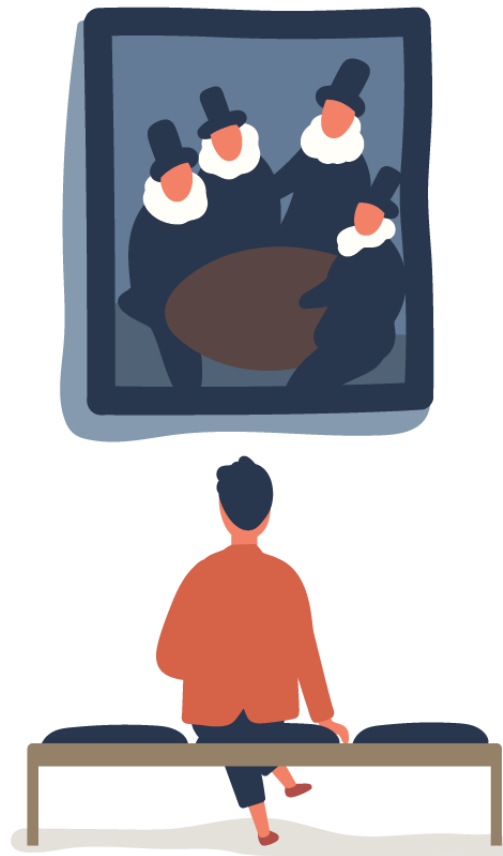
## FINAL PROJECT

# UNIT 1


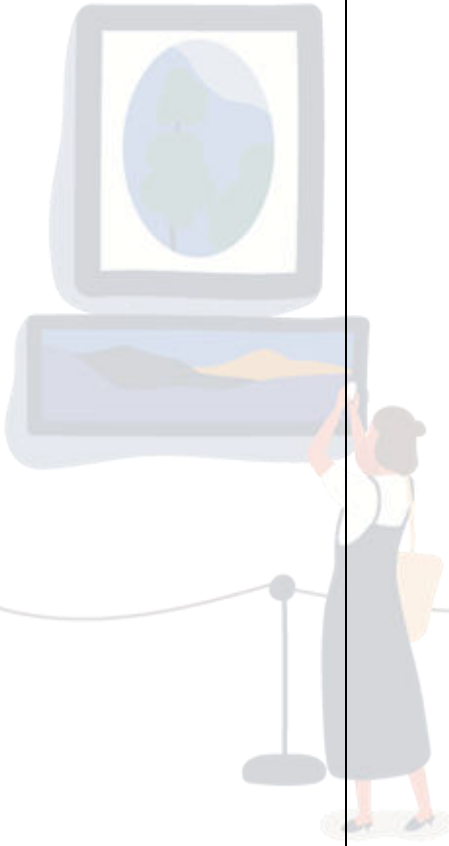

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## *Getting to know the Zanesville Museum of Art*

In this unit, you'll learn about the roles art museums play in their communities, meet a ZMA staff member, and find out what's expected of you as you explore your local art museum.



# KWL Chart

K- What I Know	W- What I Wonder	L- What I Learned
		

Use the **K** column to write what you already **KNOW** about art museums.

Use the **W** column to write what you **WONDER** about art museums. What do you **want** to know?

As you go through this program, use the **L** column to write what you **LEARNED** about art museums.

# Vocabulary

**Art:** All the things that people do and make to express their feelings about the world.

**Artist:** A person who is skillful in creating works of art.

**Art Museum:** A place where works of art are collected, preserved, and displayed for education and pleasure.

**Landscape:** A work of art that shows land or the natural environment.

**Medium:** The material used to make a work of art. Examples are paint, pencil, clay, pen and ink, and pastel.

**Portrait:** A work of art depicting a person. A self-portrait is the artist's representation of himself or herself.

**Still Life:** A painting or drawing of objects such as flowers, fruit, food, or common household items.



# Vocabulary Builder

On a plain piece of paper, draw a picture using at least four vocabulary words. *Challenge: Use all the vocabulary words. Be creative!*

When you are done, share with a partner and have them guess which vocabulary words you included in your drawing.

# Vocabulary Review Game

Work with a partner or small group. On your turn, choose a vocabulary word and give clues to your partner or teammate until they guess the vocabulary word correctly.

For example: For the word **artist** you could give clues like:

- “This is someone who can paint really well.”
- “This is someone who is good at art.”



# The History of the Zanesville Museum of Art



Edward M. Ayers (1863-1942) was a well-known and wealthy Zanesville man. He made his fortune mining and processing rich natural resources, like sand and silica, from the Zanesville area. He was the president of the Ayers Mineral Company, the Millwood Sand and Central Silica Companies, and other companies. He invested in Zanesville businesses, and he was a financial leader in the community. Mr. Ayers and his wife were able to travel; on their journeys, they collected fine works of art.

Mr. and Mrs. Edward Ayers founded the Zanesville Art Institute in 1936. The new museum was located on Adair and Maple Avenues near downtown Zanesville. The *Zanesville Signal* reported in 1944 that Mr. Ayers wanted “to foster a knowledge and love for culture...among people of his home city.” Mr. and Mrs. Ayers donated many of the great artworks they had collected to the museum between 1936 and 1942. Those donations included paintings by Peter Paul Rubens, Rembrandt van Rijn, and David Teniers the Younger. They also donated Zanesville glass and American Art Pottery.

The museum moved to Military Road in 1977. It was renamed the Zanesville Museum of Art (ZMA) in 2009. ZMA has developed a permanent collection of eight thousand paintings, sculptures, prints, drawings, and decorative arts from many eras and many cultures. The Zanesville Museum of Art honors Mr. and Mrs. Edward Ayers’ vision of a community that loves and appreciates art. ZMA welcomes and encourages guests to experience the museum’s outstanding collection of works of all kinds.



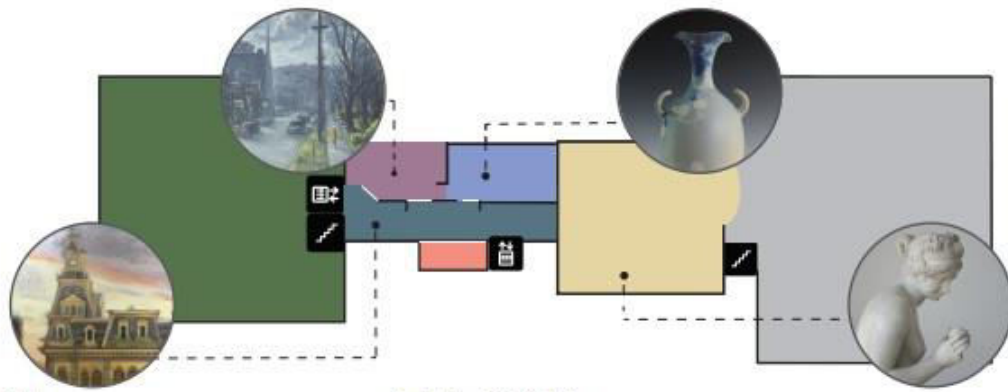
# Zanesville Museum of Art Rules and Manners

*Visits are more fun when museum guests do the following:*



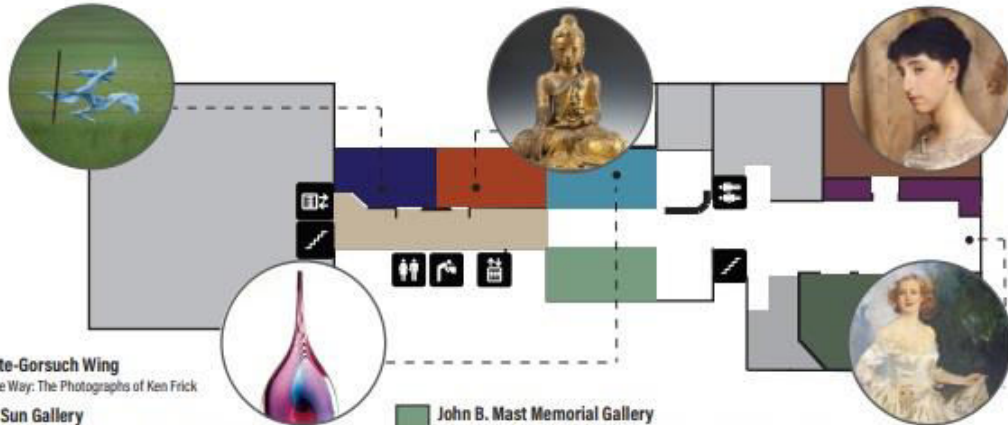
- Check backpacks, or other bags larger than 11 x 15 x 6 inches with ZMA personnel before a tour begins.
- Respect the artwork. The lightest touch can damage paintings, photographs, prints, and sculpture.
- Photograph artwork without a flash. Flash photography, video, and tripods are not allowed in the galleries. And photography shouldn't disrupt the museum's operations or limit other people's access to the works on display.
- Speak in a quiet voice, and walk through the galleries.
- Silence your cell phone; if you must take a call, please do so outside of the museum. This is respectful to other museum visitors.
- Enjoy the artwork and explore the museum. Be sure, though, that you stay with your class and with your teacher and/or ZMA representative.
- Eat and drink only in areas approved for refreshments.
- Use of colored pencils and ink pens are not allowed in the gallery.

# 3



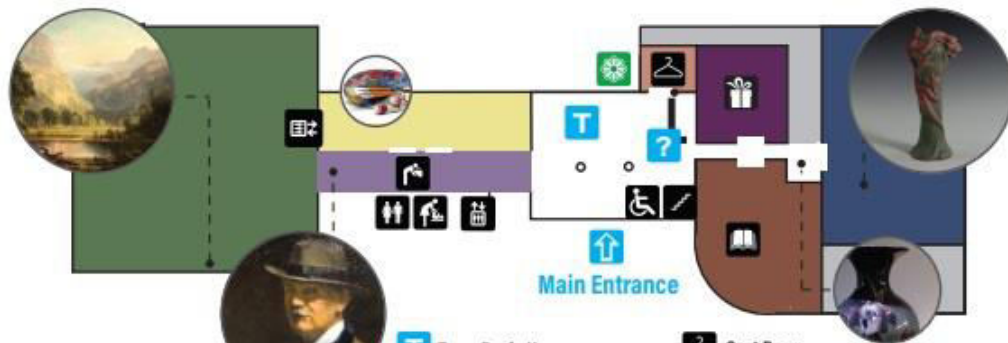
- Great Gallery**  
Temporary Exhibitions
- R. Donald Cultice Family Hallway Gallery**  
Visions of Contemporary Ohio from the Permanent Collection
- Arts of Ohio Galleries**  
Late 19th Century Art from the Permanent Collection
- Arts of Ohio Galleries**  
20th Century Art from the Permanent Collection
- Robert and Leona Fellers Student Gallery**  
Children's Art Exhibitions
- The Golden Gallery**  
Sculpture from the Permanent Collection

# 2



- White-Gorsuch Wing**  
By the Way: The Photographs of Ken Frick
- Yan Sun Gallery**  
Asian, African, and Indonesian Art from the Permanent Collection
- Dr. and Mrs. Juan Lacerda Gallery**  
American Impressionist Landscape Paintings from the Permanent Collection
- J. William and M. H. Straker Charitable Foundation Gallery**  
19th Century Landscape Paintings and Contemporary Glass
- John B. Mast Memorial Gallery**  
19th Century Landscape Paintings and 20th Century Pottery from the Permanent Collection
- R. Donald Cultice Cases**  
Temporary Decorative Arts Exhibitions
- Linn Auditorium**  
Temporary Exhibitions
- Ayers Gallery**  
Paintings and Decorative Arts from the Permanent Collection

# 1



- Shirley Gorsuch Gallery**  
Paintings and Decorative Arts from the Permanent Collection
- Dr. and Mrs. Carl A. Mining, Jr. Hallway Gallery**  
Early Paintings by Karl Kappes
- Mr. and Mrs. Stewart and Family Education Classrooms**
- Tours Begin Here**
- Huntington National Bank Lobby**  
Visitor Service Desk
- Bebe Grant Memorial Garden**
- Free Parking**
- Coat Room**
- Museum Store**
- Longaberger Art Research Library**
- American Art Pottery Gallery**  
Art Pottery from the Permanent Collection and Temporary Art Pottery Exhibitions

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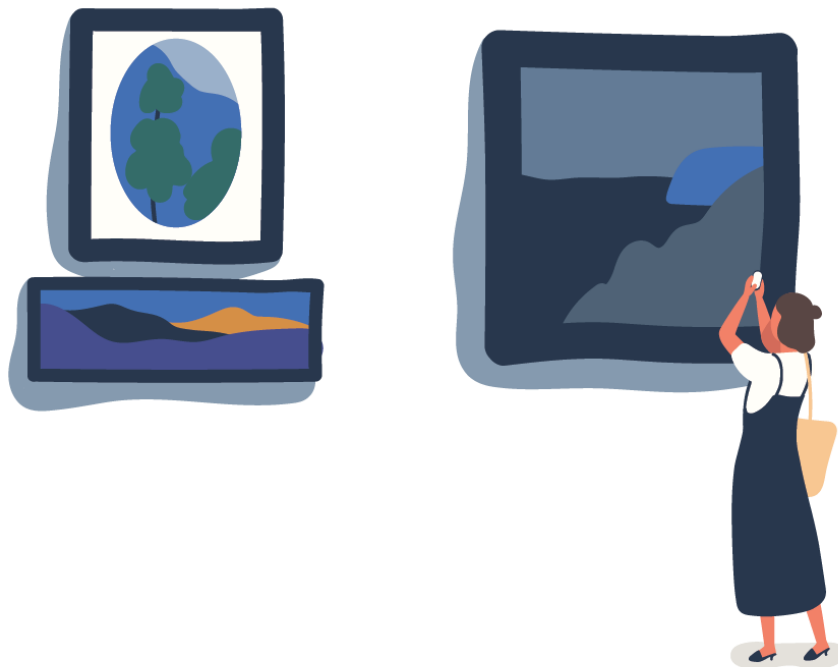
# 9

# UNIT 2

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## Ohio Geography

*In this unit, you'll see the landscapes and buildings of Ohio reflected in artworks and consider how the land and its features affected the people, and how artists chose to depict them.*



# Vocabulary

**Conservation:** The careful use of our natural resources.

**Environment:** The surroundings in which people, plants, or animals live.

**Frontier:** The edge of a settled area.

**Geography:** The study of the Earth's surface, climate, continents, and how people interact with them.

**Landform:** Any of the shapes that make up Earth's surface.

**Landscape:** A work of art depicting land or the natural environment.

**Natural Resource:** Something found in the environment that people can use.

**Nonrenewable Resource:** Something found in the environment that people can use but that cannot be replaced.

**Renewable Resource:** A natural resource that can be replaced for later use, such as a forest.

# Vocabulary Builder

Fill in the letter of the correct list of synonyms in the blank next to each vocabulary word. (A synonym is a word that means the same thing as another word) *Challenge: Can you think of any more synonyms for each word?*

1. Conservation \_\_\_\_\_

A. Border, Boundary, Edge

2. Environment \_\_\_\_\_

B. Scenery, Countryside

3. Frontier \_\_\_\_\_

C. Inexhaustible, Sustainable

4. Landform \_\_\_\_\_

D. Protection, Preservation

5. Landscape \_\_\_\_\_

E. Unsustainable, Exhaustible

6. Natural Resource \_\_\_\_\_

F. Mountain, Valley, Plateau

7. Nonrenewable \_\_\_\_\_

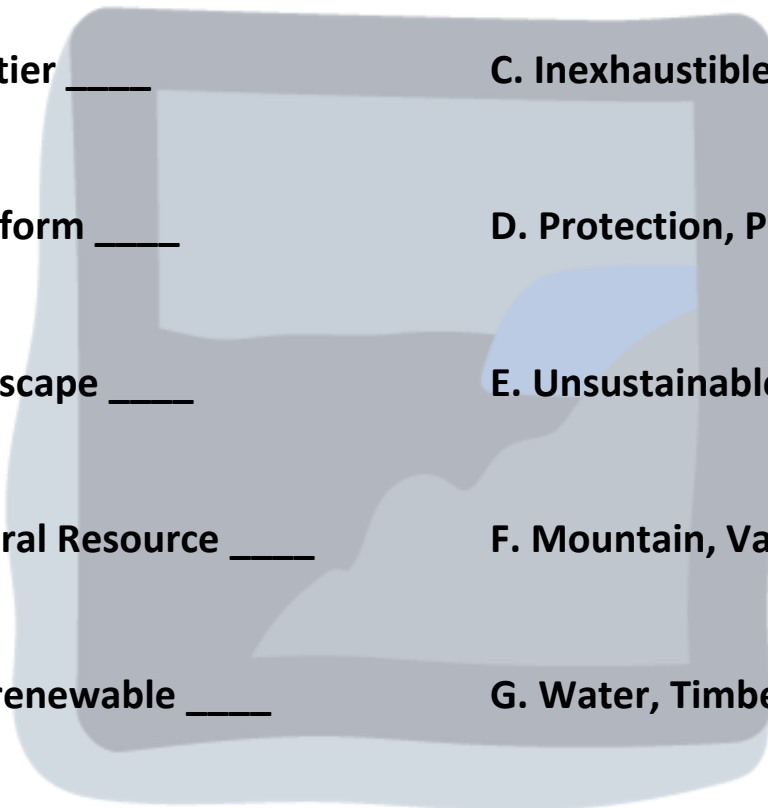
G. Water, Timber

8. Renewable \_\_\_\_\_

H. Surroundings, Setting

9. Geography \_\_\_\_\_

I. Natural Features, Topography



# Changing the Environment

Look at the artwork listed below. What changes do you see that humans made? How did these changes help people? How were they damaging to the environment?

Then, compare the historic images to current photographs of these locations to see if any more changes have occurred.

## “Y-Bridge Looking West”

Changes: \_\_\_\_\_

\_\_\_\_\_

Positive Changes: \_\_\_\_\_

\_\_\_\_\_

Negative Changes: \_\_\_\_\_

\_\_\_\_\_

Changes between historic image and current photograph: \_\_\_\_\_

\_\_\_\_\_

## “Maple Avenue”

Changes: \_\_\_\_\_

\_\_\_\_\_

Positive Changes: \_\_\_\_\_

\_\_\_\_\_

Negative Changes: \_\_\_\_\_

\_\_\_\_\_

Changes between historic image and current photograph: \_\_\_\_\_

\_\_\_\_\_



# Landforms

**Cave:** A large naturally-formed hollow underground or in the side of a mountain or cliff.

**Glacier:** A large body of ice that moves slowly over the land.

**Hill:** A raised area or mound of land. (Smaller and less steep than a mountain)

**Island:** A piece of land completely surrounded by water.

**Mountain:** A landform that rises high above the surrounding area. (Higher and steeper than a hill)

**Ocean:** A huge body of salt water.

**Peninsula:** A body of land surrounded by water on three sides.

**Plain:** A large area of flat land.

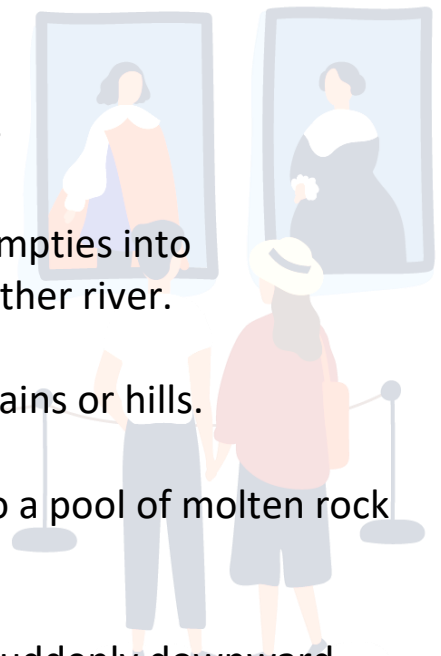
**Plateau:** A raised area of land that is flat on top.

**River:** A flowing, moving stream of water that empties into another body of water like a lake, ocean, or another river.

**Valley:** A long, low area of land between mountains or hills.

**Volcano:** A mountain that opens downward into a pool of molten rock below the Earth's surface.

**Waterfall:** A place in a river where water spills suddenly downward.





# Ohio Geography Gallery Experience Reflection

Think about the artwork you saw as you learned about Ohio Geography. Then answer the questions below.

How did the artwork from the ZMA show how Ohio's geography has changed since it has been settled?

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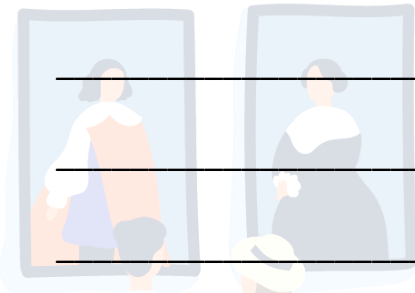
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What was your favorite work that was featured? What did it show you about Ohio geography?

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# Create Your Own Ohio Postcard

1. Design a postcard that shows:
  - Ohio Landforms **and/or**
  - Ohio Natural Resources **and/or**
  - How humans changed the natural Ohio landscape.

Sketch your ideas on plain paper and then create your final postcard on cardstock.

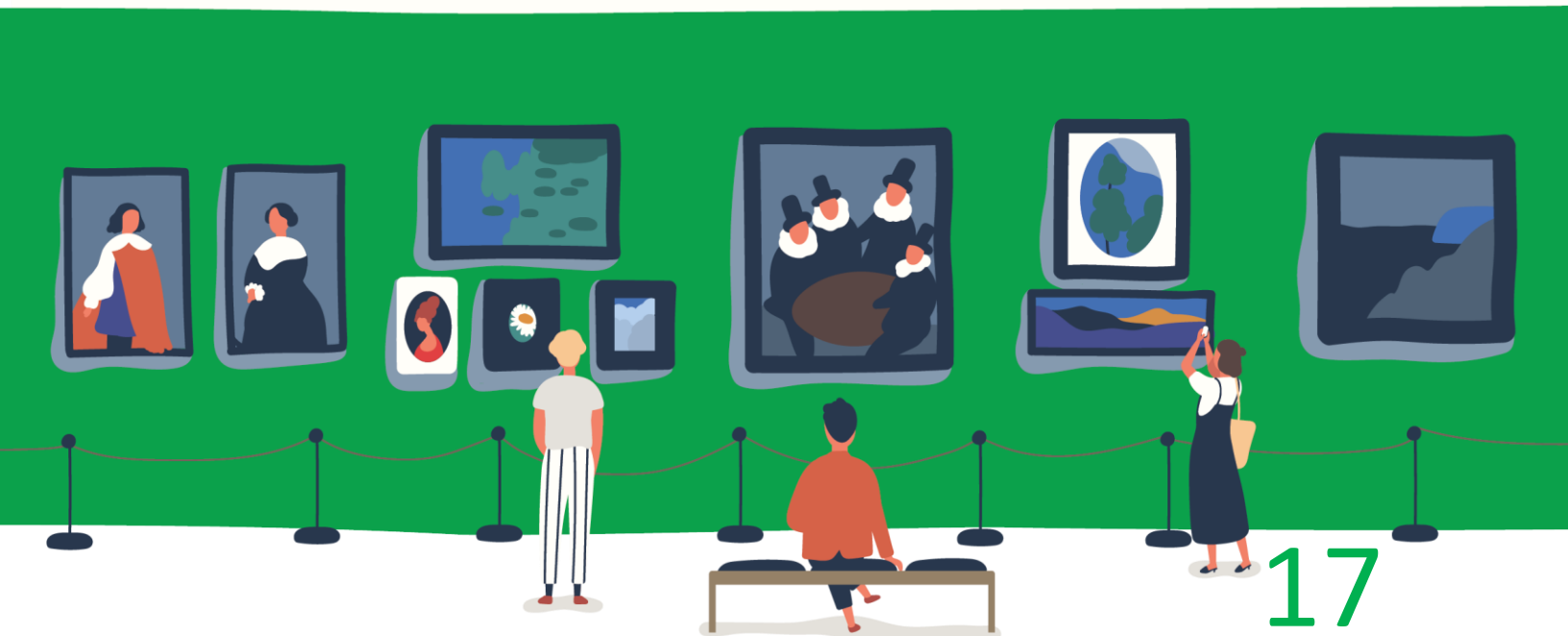
2. Tell a friend about your postcard image.
  - On the back of your postcard, write a 1-3 sentence note describing what your postcard image is showing about Ohio geography.

## Example:

Dear Friend,

Wish you could be with me here in Ohio where I have seen so many cool landforms like these two rivers in Zanesville, Ohio. To make it easier to get around, they built a Y-shaped bridge!

Sincerely,  
Your friend, Sally



# UNIT 3

## *History*

*This unit challenges you to imagine what life was like for Ohio's people in times past. You'll examine art to find out how people lived—what they wore and did and ate, and what events shaped their lives.*



# Vocabulary

**Advertisement:** Something (such as a short film, illustration, or written note) that is shown or presented to the public to help sell a product or to make an announcement.

**The Civil War:** The war in the United States between the Union states of the North and the Confederate states of the South, 1861–1865.

**The National Road:** The first passable road from east to west across Ohio; it later became U.S. Route 40.

**Primary Source:** Information that comes from someone who observed or took part in what he or she is describing.

**Roaring 20s:** A period of success, excitement, and good times for many Americans during the 1920s.

**Rural:** Of or relating to the country, country people or life, or agriculture.

**Secondary Source:** Second-hand information that has been digested, analyzed, interpreted, or reworded.

**Transportation:** Moving people or things from one place to another.

**Urban:** Of, relating to, characteristic of, or constituting a city.

**War Bond:** A written promise by the government to pay back money that has been loaned to help pay for a war.

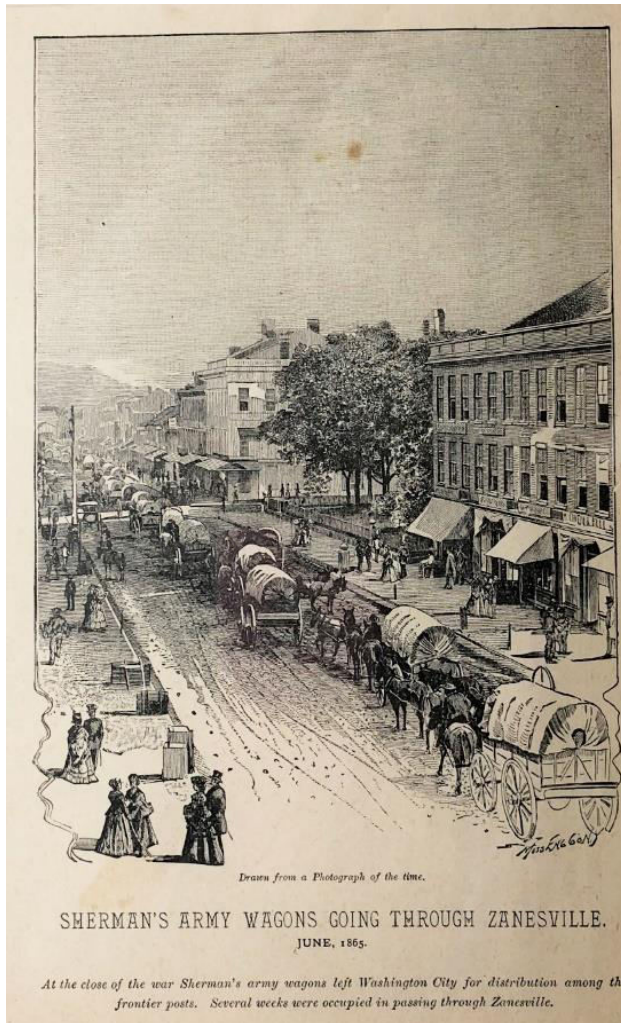
# Vocabulary Builder

Fill in the following sentences using Ohio History vocabulary words.

1. The \_\_\_\_\_ made traveling through Ohio easier.
2. We drove through an \_\_\_\_\_ area with lots of tall buildings and busy roads.
3. Many Ohioans purchased \_\_\_\_\_ to help the government pay for World War I efforts.
4. I can use artwork as a \_\_\_\_\_ to learn about the past from someone who was actually there.
5. Many Ohioans volunteered to fight for the North during \_\_\_\_\_.
6. When Ohio was first settled, they used horses for \_\_\_\_\_ instead of cars.
7. A \_\_\_\_\_, like a museum label about a work of art, can help us learn about primary sources.

# History Detectives Activity

Historians explore art to learn what life was like in the past. We are going to look for clues in *Sherman's Army Wagons Going Through Zanesville, June 1865* to learn more about the time the artist depicted. As you answer the questions below, you'll discover more about Ohio's past.



1. Who or what do you see in

*Sherman's Army Wagons Going  
Through Zanesville, June 1865?*

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2. What do you think is going on in  
this artwork?

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3. What makes you say that? \_\_\_\_\_

\_\_\_\_\_

4. What does the title *Sherman's Army Wagons Going Through Zanesville, June 1865* tell you about this artwork? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How can you tell this image is from the past? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. How is this picture different from Ohio today? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What major historical event does this image reference? \_\_\_\_\_

\_\_\_\_\_

8. What can you learn about this event from this artwork? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Ohio History Venn Diagram

Life in *Buttoning  
Down for Winter* by  
Paul Patton  
(1920s-1930s)

Life Today

Both



# Ohio History Gallery Experience Reflection

Think about the artwork you saw from the ZMA. Then answer the questions below.

How can a piece of artwork help us learn about the past?

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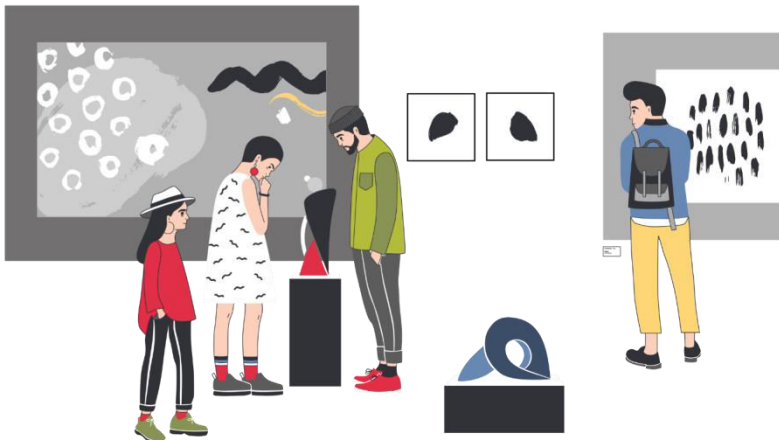
What did you learn about a major event in Ohio's history through a work of art from the Zanesville Museum of Art?

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# Ohio History Timeline Activity

Match the ZMA artwork with the correct dates and historical event. Fill in the letter of the artwork next to the historical event below.

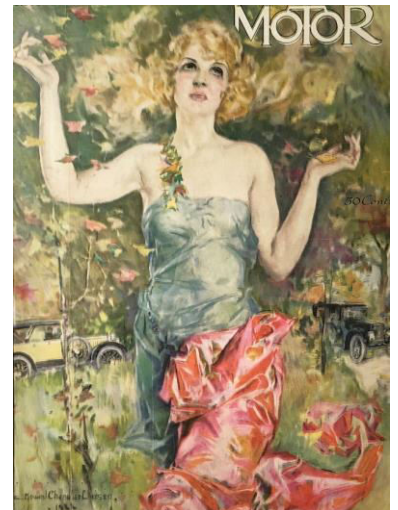
A



B



C



D



E



F

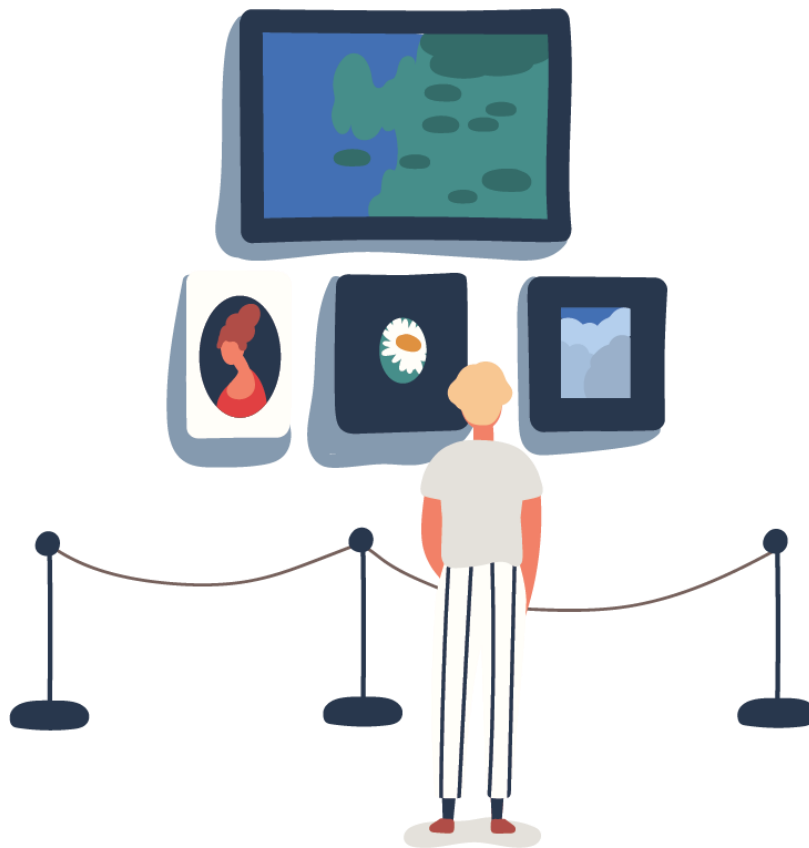


- |   |  |
|---|--|
| _____ The Transportation Revolution: <b>1800s</b> | _____ The Roaring 20s: <b>1920–1929</b>      |
| _____ The Civil War: <b>1861–1865</b>             | _____ The Great Depression: <b>1929–1939</b> |
| _____ World War I: <b>1914–1918</b>               | _____ World War II: <b>1939–1945</b>         |

# UNIT 4

## *Economics*

*This unit challenges you to look at art to find out how people lived and how they made their livings. Ohio's history combines fertile fields for agriculture with creative minds that advanced technology. Art can reflect changing transportation, technology, and tools.*



# Vocabulary

**Agriculture:** The business of growing crops and raising animals.

**Economy:** The way a country or other place produces and uses natural resources, goods, and services.

**Entrepreneur:** A person who has the skill and leadership to start a new business and to produce new products.

**Factors of Production:** The four things needed to produce goods: land, labor, capital, and entrepreneurship.

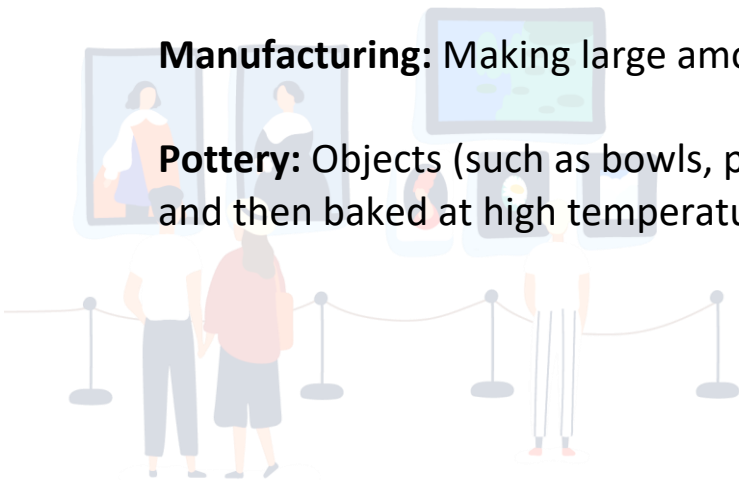
**Glass:** A hard, brittle substance, typically transparent or translucent, made by fusing sand with soda, lime, and sometimes other ingredients and cooling rapidly. It is used to make windows, drinking containers, and many other things.

**Industry:** All the businesses that make one kind of good or provide one kind of service.

**Invention:** A new product or way of doing something.

**Manufacturing:** Making large amounts of goods in factories.

**Pottery:** Objects (such as bowls, plates, etc.) that are made out of clay and then baked at high temperatures so that they become hard.

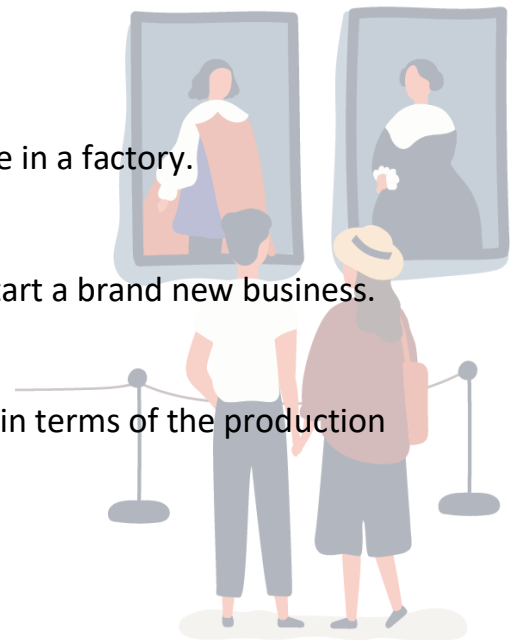


# Vocabulary Builder

## Who Am I?

Read the clues below. Write the vocabulary word that best answers “who am I?”

1. I am made from clay dug from the ground, shaped into useful and decorative objects and then baked to keep my shape for years to come.  
Who am I? \_\_\_\_\_
2. I am the growing of crops and raising of animals as a business.  
Who am I? \_\_\_\_\_
3. I am a new idea turned into a new product.  
Who am I? \_\_\_\_\_
4. I am hard, usually clear, and am made from melting sand and other ingredients. I am used for many things like window panes, tableware, marbles, and paperweights.  
Who am I? \_\_\_\_\_
5. I am everything that has to do with producing one type of product or providing one kind of service.  
Who am I? \_\_\_\_\_
6. I am what it is called when lots of something is made in a factory.  
Who am I? \_\_\_\_\_
7. I am a person who has the skills and leadership to start a brand new business.  
Who am I? \_\_\_\_\_
8. I am the wealth and resources of a place, especially in terms of the production and consumption of goods and services.  
Who am I? \_\_\_\_\_
9. I am what you need to produce goods.  
Who am I? \_\_\_\_\_



# OHIO INVENTORS

## Ohio Economics

Many Ohio inventors have made important contributions to Ohio's history. Inventors are people who come up with new ideas for products and new ways of doing things. These new products and methods are called inventions. How many inventors and inventions can you name?



Figure 1: Thomas Edison

Thomas Edison (1847-1931) was born in Milan, Ohio. He is credited with more than 1,000 inventions. Edison is most remembered for inventing the light bulb and the record player.

Orville Wright (1871-1948) and Wilbur Wright (1867-1912) grew up in Dayton. They experimented with kites and gliders for many years. On December 17, 1903, at Kitty Hawk, North Carolina, they flew the first successful engine-powered plane. Their flight lasted only 12 seconds.



Figure 2: Orville and Wilbur Wright



Figure 3: Garrett Morgan

The traffic light was one of Clevelander Garrett Morgan's (1877-1963) most important inventions. Morgan also invented the gas mask. The mask became well-known when it was used in the rescue of more than 30 workers in 1916. They were trapped in a gas-filled tunnel 250 feet beneath Lake Erie.

Charles Kettering (1876-1958) was born in Loudonville in 1876. Kettering invented the self-starter for automobiles. Until that time, engines had to be cranked, or turned, by hand to be started. This was a dirty and dangerous activity.



Figure 4: Charles Kettering

# The Next Invention

## Activity

Ohio inventors shaped Ohio's history; they touched the way our country progressed, and sometimes they made an impact felt all over the world.

Those inventors used Ohio's natural resources when they envisioned machines, tools, and processes that would make life easier and better for people. Can you imagine the next great Ohio **invention**?

What would you invent? Your invention must include at least one of Ohio's **natural resources**. Use the prompts below to brainstorm and then write a paragraph describing your invention.

- What do you call your invention?
- What does it do?
- How does it work?
- What materials do you need to create it?
- Who would use it and how would it make their life better?
- How would this invention help society?

My Invention:

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Create an **advertisement** for your invention on a blank sheet of paper. In the advertisement, include a sketch of your invention, a list of materials in the product, and a description of how it works. Show how it will help society.

# Ohio Economics Gallery Experience Reflection

Think about the artwork you saw as you learned about Ohio Economics. Then answer the questions below.

What is something you learned about an Ohio industry through a work of art from the ZMA?

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What characteristics do you think would be important to be an entrepreneur? Why?

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# How It's Made: Ohio Product

## Infographic

Ohio manufactures many products using resources found in our state and sends them all over the world.

Select an Ohio product and create a process map to show, step-by-step, what goes into making it. Please include both pictures and text. Start with harvesting the natural resources needed and end with people buying the final product. Your teacher will provide research opportunities as you work through this process. List the steps that go into the making of the product below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Draw your process map on a blank piece of paper:



# FINAL PROJECT

*GET CREATIVE!*

*You've learned about the Zanesville Museum of Art, and about how geography, history, and economics inspire art, and are reflected in it. Now it's your turn to get creative!*



# Final Project Brainstorming

You've examined the works of many artists during *Exploring Ohio's History Through Art*. You've looked at work that tells a story; you've seen work that provides insight into special historical events, and you've looked at pieces that celebrate a certain person. You've seen paintings, sculptures, art glass, and pottery.

Now it's your turn to create.

1. Choose your topic. What would you like to explore in the form of an art project? What about Ohio geography, Ohio history, or Ohio economics was most fascinating to you this year? How can you show what you learned through art?
2. Choose a kind of art you'd like to create. For example, would you like to put together a diorama, tell a story with paint, or create a mixed-media masterpiece?
3. Brainstorm your ideas below. Your teacher will guide you as you and your classmates create a creative group project that reflects your talent, imagination, and learning.

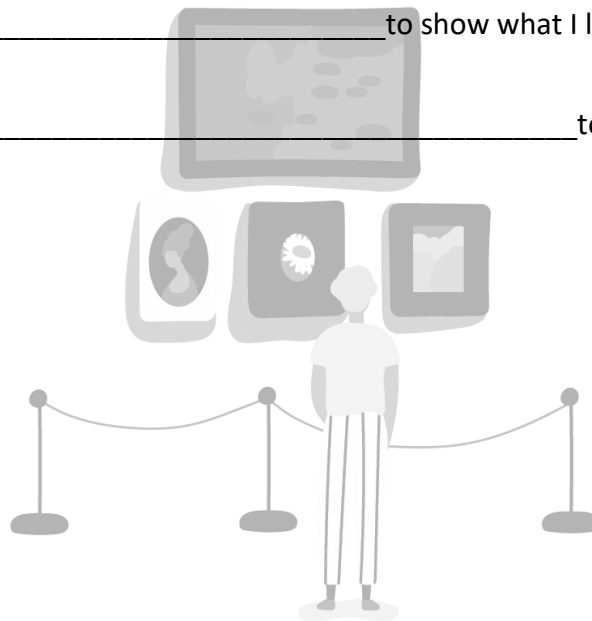
My project will reflect what I learned about \_\_\_\_\_

\_\_\_\_\_

I will include imagery of \_\_\_\_\_

\_\_\_\_\_ to show what I learned about my topic.

I want to use \_\_\_\_\_ to create my art project.



*Exploring Ohio's History through Art* is generously supported by:



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