

ZANESVILLE
MUSEUM of ART

EXPLORING OHIO'S HISTORY THROUGH ART

With the Zanesville Museum of Art

A resource for fourth-grade educators and students



WELCOME

Dear Fourth-Grade Instructor,

Exploring Ohio's History Through Art is a collaborative initiative between the Zanesville Museum of Art, Zanesville City Schools, and the Ohio Arts Council. This Teacher Resource Kit and the accompanying Student Activity Guide are tools that I hope will inspire and engage you and your students to learn about history through art. I also hope that this exciting resource provides you both enhanced access to the Zanesville Museum of Art and all the wonderful resources we offer educators and students, including our unique 9,000-object collection of two- and three-dimensional art that spans the ages and bridges continents. Our incredible museum staff are here to assist you along the way.

This Teacher Resource Kit, which uses art from the museum's permanent collection to illustrate key concepts, is intended to supplement and enhance fourth-grade curriculum and meets Ohio fourth-grade curriculum standards. Unique in-class activities and field trip experiences meet state curriculum requirements and foster a greater appreciation for art.

Exploring Ohio's History Through Art curriculum includes:

Teacher Resource Kit

Images of the art the students will explore, background information on those artworks, field trip experience summaries, and activity examples. Each unit comes with an *additional resources* section.

Student Activity Guide

Students can use the guide to journal, complete activities, and brainstorm project ideas.

Digital Resources Webpage

A user-friendly webpage containing all the digital resources needed for this program.

<https://www.zanesvilleart.org/exploring-ohios-history-through-art-online-resources->

Exploring Ohio's History Through Art curriculum units include:

- Unit 1 **Getting to Know the Zanesville Museum of Art**
- Unit 2 **Ohio Geography**
- Unit 3 **Ohio History**
- Unit 4 **Ohio Economics**
- Unit 5 **Final Project**

How to use the Teacher Resource Kit

The unit *Getting to Know the Zanesville Museum of Art* provides context for the program, and we recommend presenting this unit first, while the social studies units—Ohio geography, history, and economics—can be presented in any order.

We are excited to be your educational partners on your journey through Ohio history!

Sincerely,
Laine Snyder
Executive Director
Zanesville Museum of Art

Table of Contents

UNIT 1

Getting to Know the Zanesville Museum of Art

Objectives.....	6
Lesson Plan.....	7
▪ Vocabulary Definitions.....	10
▪ ZMA History.....	11
▪ ZMA Rules and Manners.....	12
▪ ZMA Map.....	13
Arts of Ohio Galleries Information and Timeline.....	14
Curriculum Connections.....	19

UNIT 2

Ohio Geography

Objectives.....	21
Pre-Gallery Experience Lesson Plan.....	22
▪ Vocabulary Definitions.....	25
▪ Artwork Information.....	26
Field Trip Experience Summary.....	27
Post-Gallery Experience Lesson Plan.....	29
▪ Artwork Information.....	31
Curriculum Connections.....	36

UNIT 3

Ohio History

Objectives.....	39
Pre-Gallery Experience Lesson Plan.....	40
▪ Vocabulary Definitions.....	43
▪ Artwork Information.....	44
▪ Art as a Primary Resource.....	45
Online Gallery Experience Summary.....	47
Post-Gallery Experience Lesson Plan.....	50
▪ Artwork Information.....	51
Curriculum Connections.....	53

UNIT 4

Ohio Economics

Objectives.....	57
Pre-Gallery Experience Lesson Plan.....	58
▪ Vocabulary Definitions.....	61
▪ Artwork Information.....	62
▪ Ohio Inventors & Inventions Infographic.....	63
Online Gallery Experience Summary.....	65
Post-Gallery Experience Lesson Plan.....	68
▪ “How It’s Made” Resources.....	70
▪ Artwork Information.....	71
Curriculum Connections.....	76

FINAL PROJECT

Objectives.....	80
Outline.....	81
Curriculum Connections.....	83

APPENDIX

The Importance of Field Trips/Tips and Resources
Source Materials list

UNIT 1

Getting to know the Zanesville Museum of Art

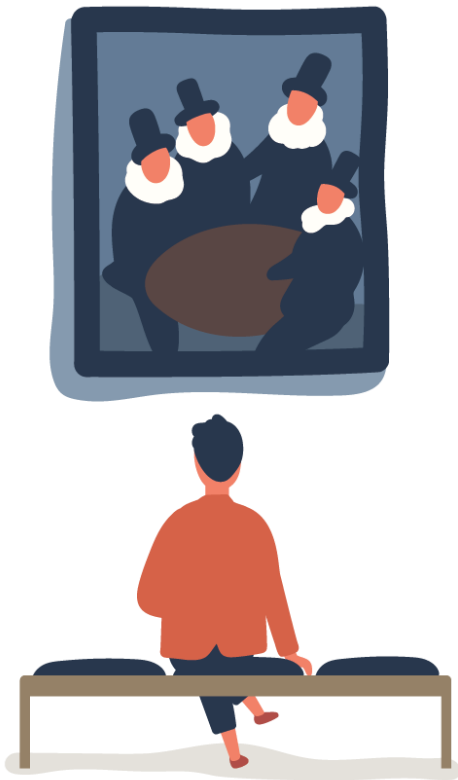


UNIT OBJECTIVES

Getting to Know the Zanesville Museum of Art

This unit will:

- Engage students with Zanesville Museum of Art (ZMA) staff.
- Introduce students to the museum's history and rules.
- Prepare students to engage with museum artworks by introducing/reviewing vocabulary and social studies concepts.
- Allow teachers and ZMA staff to discern what the students already know about art museums in general and ZMA in particular.
- Give students the opportunity to articulate what they are excited about learning during the *Exploring Ohio's History Through Art* program.
- Demonstrate the connections the curriculum will make between fourth-grade Visual Arts, English Language Arts, and Social Studies standards.



LESSON PLAN

Getting to Know the Zanesville Museum of Art

All digital resources for Exploring Ohio's History through art can be found at: <https://www.zanesvilleart.org/exploring-ohios-history-through-art-online-resources->

All digital resources for this unit can be found at: <https://www.zanesvilleart.org/eohta-unit-1>

Materials

- Pre-curriculum Assessment (Fillable PDF)
- *Exploring Ohio's History Through Art* digital Student Activity Guide (SAG)
- Vocabulary Slide Show
- Paper
- Pencils
- Getting to Know the ZMA introductory videos
 - Exploring Ohio's History through Art
 - The Role of Museums in a Community
 - The History of the ZMA
 - Museum Rules

Vocabulary

Art	Medium	Landscape
Artist	Portrait	
Art Museum	Still Life	

Additional Unit Resources

- Definitions: Getting to Know The ZMA Vocabulary
- Zanesville Museum of Art History
- Zanesville Museum of Art Rules and Manners
- Zanesville Museum of Art Map
- *Arts of Ohio* Galleries Information

Activity One: Pre-curriculum Assessment

- Have students complete the pre-curriculum assessment to gauge what they already know. Results will be compared to a post-curriculum assessment. This can be printed and filled out, filled out on the fillable pdf, or students can fill out the google form version.

Activity Two: Preparing for ZMA Staff Member's Visit

- Introduce *Exploring Ohio's History Through Art*.
 - An exciting partnership with the Zanesville Museum of Art (ZMA)
 - Will take place throughout the school year
 - Students will get to virtually experience the museum through videos and virtual visits
 - Students will explore Ohio Geography, Ohio History, and Ohio economics through artwork at the ZMA.
 - After the three social studies units, students will complete a final art project.
- Have students open their *Exploring Ohio's History through Art* digital Student Activity Guide (SAG) to *Getting to Know the Zanesville Museum of Art*. Complete KWL chart on pg. 4.
 - Have students fill out the K section: *What I Know About the ZMA and Art Museums*.
 - Discuss their comments.
 - Have students fill out the W section of the chart: *What I Want to Know About the ZMA and Art Museums*.
 - Note* Students will complete the L section (*What I Learned About the ZMA and Art Museums*), after the ZMA staff member visit.
 - Email a list of the students' questions to your ZMA contact person.

Activity three: ZMA Staff Member Visit

- A ZMA staff member will visit the classroom to meet the students.
 - Topics include:
 - The role of museums
 - ZMA history
 - Museum rules
- The ZMA staff member will answer the questions from the students' KWL charts.

Activity Four: Art Vocabulary

- Tell the students that art, like any subject, has its own language or jargon. You will review special vocabulary words that students should be familiar with to increase their understanding of the images they will see from the ZMA.
- Ask the students to open their SAG and open to the *Getting to Know the Zanesville Museum of Art* Vocabulary on page 5.
 - Go over the vocabulary PowerPoint for this unit with the students.
- Complete the Vocabulary Builder Activity on pg. 6 of the SAG.
- Vocabulary Review Game: **Guess My Word**
 - Have students work in pairs or small groups.
 - Have one student at a time choose a word from the list and give their partner or team members clues about that word.

- For example: Artist: “This is what you call someone who paints” “This is what you call someone who is good at art”
- Have student give clues until their partner or team member guesses correctly.
- Have students take turns until all the words are used as time allows.

VOCABULARY DEFINITIONS

Getting to Know the Zanesville Museum of Art

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.

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 8,000 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. The ZMA welcomes and encourages guests to experience the museum’s outstanding collection of works of all kinds.

RULES AND CONDUCT

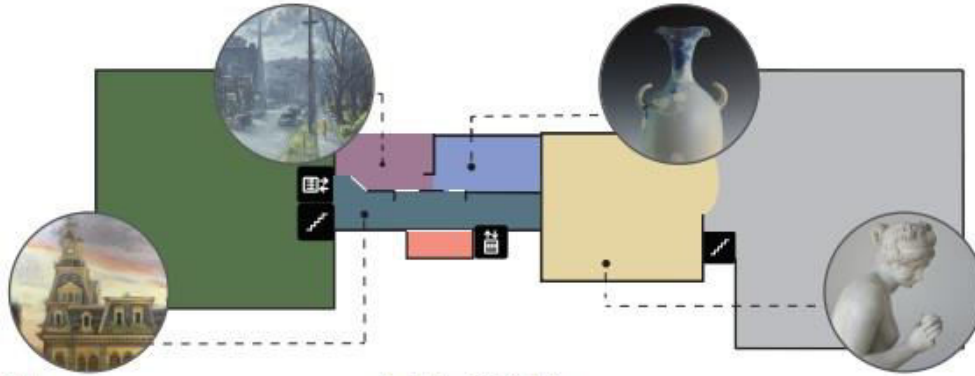
Zanesville Museum of Art

Visits are smooth and engaging when Museum guests do the following:



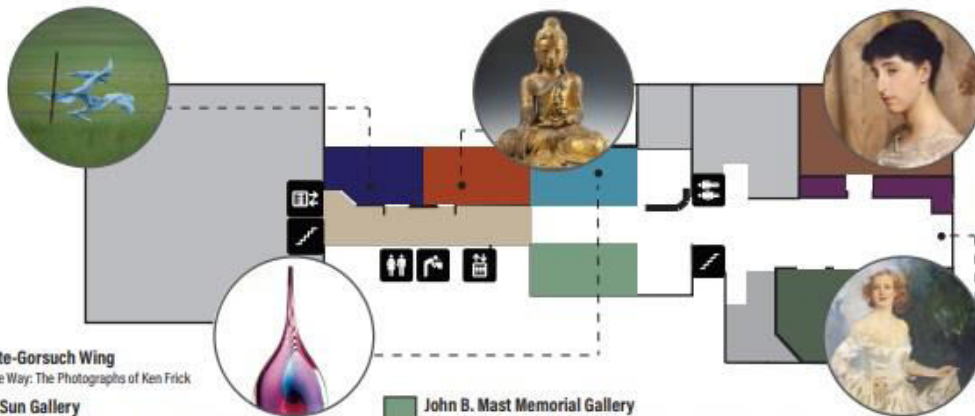
- Check backpacks, shopping bags, or other bags larger than 11 x 15 x 6 inches with ZMA personnel before the gallery experience begins.
- Respect the artwork. The lightest touch can damage paintings, photographs, prints, and sculpture.
- Check before taking photographs. Photography without flash, and for personal use, is permitted unless signs state otherwise. Flash photography, videography, and the use of tripods and selfie sticks are not allowed in the galleries. Photography shouldn't disrupt the museum's operations or limit other people's access to exhibitions.
- 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 a ZMA staff member.
- Eat and drink only in areas approved for refreshments.
- Regular pencils only are permitted in the galleries.

3



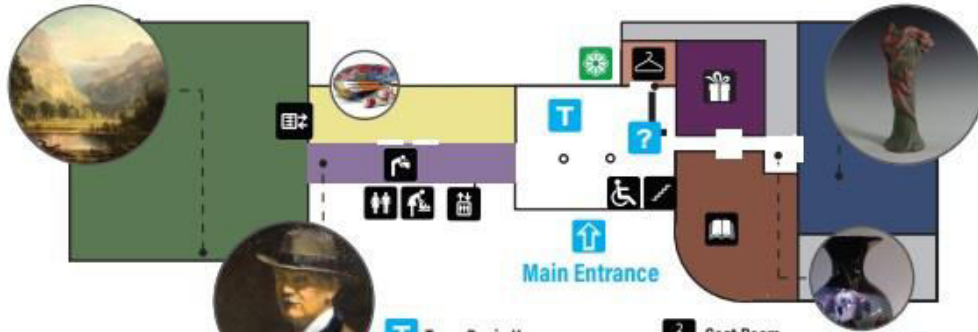
- Great Gallery**
Temporary Exhibitions
- R. Donald Cultice Family Hallway Gallery**
Visions of Contemporary Ohio from the Permanent Collection
- Arts of Ohio Galleries**
Late 19th Century Art from the Permanent Collection
- Arts of Ohio Galleries**
20th Century Art from the Permanent Collection
- Robert 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

ZANESVILLE
MUSEUM of ART

620 Military Road, Zanesville, Ohio 43701 | (740) 452-0741 | zanesvilleart.org

Zanesville Museum of Art Exploring Ohio's History Through Art
Getting to Know the Zanesville Museum of Art

GALLERY INFORMATION

Arts of Ohio Galleries

The Arts of Ohio Galleries are the specific areas of the Zanesville Museum of Art that the students will visit; the visuals they'll use are pulled from these galleries. ZMA will make digital images from the Arts of Ohio Galleries available to teachers for use in their classrooms.



Ohioans, since the days of the first pioneers, have creatively tackled complex challenges. Their ingenuity triumphed on the frontier and in the cities. They built industries and added innovations. Creative Ohioans developed visions, and then they brought them to life.

Ohio settlers established successful agriculture in frontier days; with established communities, industry followed. The state had the natural resources to support both. Roads, rails, and canals built during this period helped produced and manufactured goods travel to markets far beyond Ohio's borders. Many Ohioans prospered, and they could afford to commission portraits and purchase works of art.

There were jobs for hard workers in both agriculture and industry. Immigrants from Europe and emigrants from the Eastern states arrived. Some became successful in business, industry, or agriculture. Others formed a laboring class, which helped to build Ohio.

Still others, with trade backgrounds in sculpting, design, engineering, and chemistry, transformed Ohio's natural resources into art pottery and glass of international renown. During Ohio's early statehood, when glass production focused on the practical, glass blowers found whimsy in their trade. Much Ohio glass came from companies that produced bottles and flasks. Tableware and other beautiful forms emerged. Potters' wares were both functional and decorative.

Ohio artists traveled to Europe, often France, to study the finest arts of the day. Each artist returned to share new skills and theories. Influences ranged from the dark, somber tones of Germany's Munich School of the mid-late 1800s to France's bright, vibrant Impressionism imported by Abel Warshawsky in the early twentieth century.

Through the Roaring Twenties, Prohibition, and the Great Depression, Ohioans painted, sculpted, and created. During the economic boom of the 1920s, Art Deco reigned supreme with triangular compositions and rounded corners as the nation spent on luxury goods. A few years later, unemployment hit record highs during the Great Depression. Works Progress Administration programs put people back to work, including artists who helped to make art available to all. They created illustrated books for libraries and murals in post offices. Native Ohioans with knowledge of contemporary art designed modern, thought-provoking works. Industrial

arts from Rookwood Pottery to Cambridge Glass survived by adapting to the times. Companies that survived materials rationing during World War II discovered new challenges in the postwar era.

Ohio's glass and ceramic industry declined after World War II, in favor of cheaper goods produced overseas, but veterans who studied art under the GI Bill began the studio craft movement. The Ohio State University began offering degrees in Ceramic Design and Engineering, and other Ohio colleges and universities followed suit. By 1960, Harvey Littleton was teaching glass-forming workshops in Toledo, giving birth to the studio glass movement, which continues to flourish today.

Since the 1950s, many Ohioans' work followed the trend toward abstraction. Others continued to depict the landscape or scenes that portray a sense of time and place. Art styles are increasingly varied and diverse; they explore social movements, politics, history, and experience. Some offer visions of the future, others depict a time long past, and yet others address issues of the day.

Ohio's industries evolved since the days of its early statehood. While steel mills may be mostly quiet, new industries such as healthcare and computer technology have emerged. Ohioans continue to innovate, developing new ways of doing business, producing goods, and creating art.

Today the Arts of Ohio are as diverse as the traditions, industries, and people who live here.

Artistic Overviews

Arts of Ohio Gallery

1820s – 1880s

- “During the 19th century, Ohio art and architecture often recreated the style of imported English or European models, like Greek Revival or Gothic Revival. Similarly, Ohio’s fine arts and crafts of the late 1880s were often imitative, rather than innovative. Much early portraiture embodies the dark, directly painted naturalism taught at the Royal Academy of Munich, Germany.”
- “A specifically American, then Ohioan, identity first began to appear in what we now call Folk Art. Folk Art began as innovative or experimental designs and decorations appeared in functional goods including hand-painted immigrant chests, salt-glazed stoneware, quilts, needlework, samples, hand-made toys, and more complex work, such as carved wooden mastheads, even sculpture.”

1880s – 1900s

- “The 1876 Centennial International Exhibition, held in Philadelphia, was another important influence on both Ohio’s and America’s emerging self-consciousness. Here, the iconic painting *Spirit of ’76* by Cleveland artist Archibald Willard won acclaim. These overtly American works, inspired by the centennial theme, received national press. Yet, it was French underglaze-decorated ceramics from Havilland that inspired a group of Cincinnati women at the world’s fair. Already adept at china painting, they returned home to Cincinnati and quickly began experiments with ceramics. In 1880, Maria Longworth Nichols founded the Rookwood Pottery in Cincinnati and began the American art pottery movement.”
- “In 1882 Oscar Wilde’s American lectures popularized certain principles of the Arts and Crafts Movement and argued that design schools in every major city would contribute most to a strong national art consciousness. With the establishment of art and technical schools came more opportunity to explore and invent new processes.”

1900s-1920s

- “Radical experiments in fine art, involving new approaches to color, perspective, and paint application, were first brought to Cleveland by artist Abel Warshawsky. Upon his return from Europe, he began painting in innovative ways, which inspired numerous Cleveland artists to take classes from him and begin experimenting too. Some of these ideas were then popularized in the colorful posters that promoted silent films, vaudeville acts, and magicians in theaters throughout the United States. Before long, Ohio artists were not only witnessing but participating in a succession of art movements and styles now collectively known as Modernism, which unsettled many of the assumptions of 19th century academic training in fine art.”

1900s-1920s (Pottery and Glass)

- “By the early 20th century, Ohioans broke ground in artistic developments from art pottery and art glass to leading art movements. Artistic movements spread from somber, Munich School realism to colorful modern art styles such as Impressionism. Technology and the social changes that came with technology also inspired Ohioans to innovate in painting, photography, and glass and ceramic styles.”
- “The many World’s Fairs that promoted industrial arts like Libby Glass and Rookwood, Roseville, and Weller pottery companies brought international attention to the design and craftsmanship of Ohio. Companies like Rookwood, Weller, and Roseville hired skilled artists from eastern states as well as immigrants from Japan, Sweden, England and Germany for their design and glass chemistry backgrounds.”
- “Many artists brought their skills to Ohio. Frederick Hurten Rhead imported the reserved and controlled decorative styles of the Arts & Crafts period. He demonstrated that the technically sophisticated wares could be taught to young women who recently graduated from high school. Monochromatic glossy matte glazes were also developed, in homage to Asian ceramics. At the suggestion of John Herold, Roseville introduced the marketing of groups of ware featuring closely related motifs.”

1920s-1940s

- “The 1920s and 1930s brought with them Jazz, Art Deco, and the Great Depression. The liveliness of the cities saw the birth of movements such as the Famous Ashcan School that depicted the dirt of city streets. Photographers, like Jane Reece also became increasingly interested in light and movement.” “The Great Depression of the 1930s dealt a serious blow to several of Ohio’s potteries, notably Cowan Pottery, which had just begun featuring fine limited-edition ceramic sculptures a few years earlier. Closed in 1931 due to bankruptcy, Cowan’s last two years were enhanced by Viktor Schreckengost’s innovative design and decorative techniques. Notably he used a glazed-over sgraffito method to create his *Fish Vases*. Rockwood’s bankruptcy in 1941 was also due to the Depression.”
- “Several government-financed Works Progress Administration projects kept the arts alive. One group, under the direction of Edris Eckhardt created a series of multi-color ceramic sculptures based on classic and contemporary children’s books or on American history. These were placed in public libraries and schools across the country. Several 1930s projects also focused on printmaking, a democratic means of creating affordable artwork in small editions. “

1950s-1970s (Pottery and Glass)

- “A side-effect of post-WWII consumerism was the introduction of cheap imports from Japan – and then more recently, from China. In the Zanesville area, where art potteries had already begun to decline or had closed during the Depression or World War II, the 1950s and 1960s saw most remaining survivors finally close their doors.”
- “Meanwhile, also during the second half of the 20th century came the growth of the studio pottery and studio glass movement. Universities and Art Institutes offered strong academic and continuing education programs in art. Do-it-yourself publications promoted education in many craft fields. In the 1960s, Harvey Littleton began experimenting with glass in Toledo. His workshops attracted Dominic

Labino and others who began the studio glass movement. Today Ohio is well known for its numerous accomplished and innovative artists in clay.”

1950s-1990s

- “Since World War II, beginning with the advent of television and the Cold War, international art trends have dominated the American and Ohioan art scene more fully than in previous generations. During the early years of the Cold War, a rising interest in abstract art was investigated against the social realist art of Communist nations, like the U.S.S.R., to signal the success of the American value of freedom of expression. As a result, Ohio artists who continued to work in representational forms declined in popularity, both in the U.S. and in the international art ventures.”
- “In the 1960s, Pop Art emerged as a consumer-movement to abstractions. Meanwhile, in Cleveland, Ohio several artists began creating works that explored the science of optics, a quasi-movement that was nicknamed “Op Art” in the press. With the arrival of social movements centered in race and then gender equality came artistic works that adopted alternative perspectives and media to depict their feelings, experience, and dreams. As environmentalists began calling for national and global attention to basics of ecology and stewardship, Ohio artists found intriguing ways to address these subjects in clay, painting, or photography. Themes of postmodernism and deconstruction arrived, along with revisionist approaches to history, complicating the role of art and enriching the possibilities of artists in Ohio and in the world at large.”

Today

- “Today Ohio’s artists in two- and three-dimensional formats continue to explore new materials and reimagine the possibilities of art, expressing a personal and societal engagement that reflects our mutual heritage, documents our present circumstance, and yet asks us to envision a vibrant future.”

All material on this timeline is quoted directly from ZMA sources.

CURRICULUM CONNECTIONS

Getting to Know the Zanesville Museum of Art

Visual Arts Standards¹

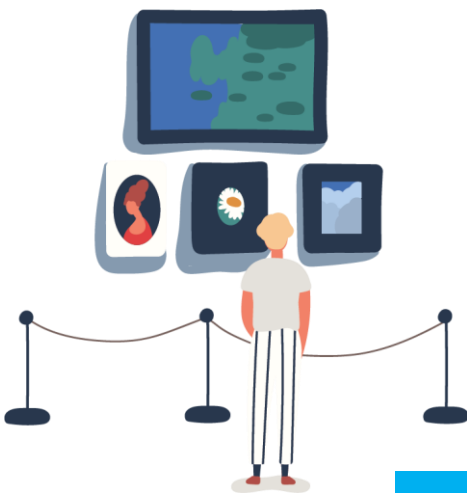
- Perceiving/Knowing, 1PE - Use sensory details and descriptive language to identify and describe universal themes, subject matter, and new ideas expressed across arts disciplines.
- Enduring Understandings, Literacy - As consumers, critics, and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

English Language Arts Standards²

- Language, Vocabulary Acquisition and Use - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- Speaking and Listening, Comprehension and Collaboration – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Social Studies Standards³

- Heritage: Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.



UNIT 2

Ohio Geography



UNIT OBJECTIVES

Ohio Geography

This unit will...

- Help students develop confidence in talking about art by guiding their discussions and encouraging their use of descriptive language and art vocabulary.
- Review vocabulary and concepts that relate to the artwork and social studies concepts explored in the lessons.
- Discuss and examine how humans have changed their environment, and the positive and negative effects these changes have brought.
- Show that art can help us understand how the world around us has changed.
- Discuss Ohio landforms and natural resources by visually engaging with ZMA artworks.
- Allow students to reflect on ZMA artworks in relation to Ohio geography.
- Facilitate a hands-on art activity, encouraging students to demonstrate their understanding of Ohio geography and new knowledge of representations of Ohio.

LESSON PLAN (Pre-Gallery Experience)

Ohio Geography

All digital resources for this unit can be found at <https://www.zanesvilleart.org/eohta-unit-2>

Materials

- SAG
- Vocabulary Slide Show
- Paper
- Pencils
- Artwork images: *Cows Beside a Stream; Views of Industrial Sites, Roads, Rails, and Canals; Ohio Landscape; Ideal Pastures*
- Images of Zanesville Today (Digital)

Vocabulary

Conservation	Geography	Natural Resource
Environment	Landform	Nonrenewable Resource
Frontier	Landscape	Renewable Resource

Additional Unit Resources

- Vocabulary Definitions
- Additional Artist and Artwork Information

Activity One: Vocabulary

- Ask the students to open their SAG to *Ohio Geography*. Open to the *Ohio Geography Vocabulary* on page 11.
 - Go over the vocabulary PowerPoint for this unit with students.
- Complete the Vocabulary Builder Activity on pg. 12 of the SAG.
- Vocabulary Review Game: **Vocabulary Bingo**
 - Have students draw a 3 x 3 grid on a piece of paper. In the center square, have them write FREE.
 - Have students fill in the rest of the squares with vocabulary words.
 - Read a definition one at a time and have students circle the corresponding word on their paper.
 - First one to get 3 in a row wins.
 - For a more challenging vocabulary review, have students draw larger grids and include vocabulary from *Getting to Know the ZMA*.

Activity Two: Practice Looking: Geography

- Project the digital artwork: *Cows Beside a Stream* by John Jay Barber
- Discuss *Cows Beside a Stream* with students.
 - We can learn a lot about Ohio Geography by looking at Ohio artwork.
 - What is geography?
 - How would you describe the geography of this scene? What makes you say that?
 - What is a landform?
 - What landforms do you see in this image?
 - What is an environment? What type of environment is this?
 - Does this look like it could be in Ohio? How can you tell?
- Provide the students with some of the information about this painting and its artist from pg. 26 in this TRK. Let students know they will see a video from the museum on this artwork later.

Activity Three: Humans and the Environment

- Artwork: *Views of Industrial Sites, Roads, Rails, and Canals*
- Explain to the students that humans have been changing their natural environments since prehistoric times. Note that those changes, including things like using fertilizers and building towns, can have both positive and negative consequences.
- Ask the students to open their SAG and find the “Changing the Environment” activity on page 13. Display one postcard image at a time from *Views of Industrial Sites, Roads, Rails, and Canals*. Have the students discuss the questions listed below and fill out the chart.
 - What does modify mean?

- How did humans modify the environment in this image?
 - What positive consequences do you think this change had?
 - What negative consequences might have occurred because of this change?
- Show the students images of these locations today, and ask them to consider these questions.
 - How have humans changed the environment in this photo? What new changes were not in the 1920s postcard?
 - What are some of the positive consequences related to these changes?
 - What are some of the negative consequences of these changes?
 - Why do you think these new modifications were made?
- Comparing the 1910s postcards with current photographs demonstrates that humans continually change their environment. This comparison also shows that art can be a resource to help us learn how the world around us has changed.

VOCABULARY DEFINITIONS

Ohio Geography

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.

ADDITIONAL INFORMATION

Artist and Artwork: Ohio Geography



***Cows Beside a Stream* by John Jay Barber (1840–1910)** (see digital images)

- Date: late 19th century
- Medium: Oil on canvas
- ZMA museum label information: “Would it surprise you that dairy farming was so important in the lives of many nineteenth-century Ohioans that the Western Reserve region was referred to as ‘Cheesedom?’ For Sandusky, Ohio-native John Jay Barber, who specialized in this genre, dairy cattle were a common and admired feature of the Ohio landscape.”
- Additional information:

Barber was born in Sandusky, Ohio, in 1840. He was a self-taught artist who pursued painting after attending law school and serving briefly in the American Civil war. He specialized in landscape scenes, often set in Ohio and featuring cattle. The cattle Barber painted were often well known individuals, such as a Jersey cow named “Fannie” featured in one of his works. Barber won several awards for his work and gained recognition across the nation. Former president Rutherford B. Hayes purchased one of Barber’s signature cow paintings in 1882.¹

FIELD TRIP EXPERIENCE

Ohio Geography

Activity One: Environmental Changes

- A trained ZMA docent will discuss human modifications to Ohio's natural environment such as clearing land, planting crops, and cutting down trees using a ZMA painting of a newly built town from the 1850s, *Ohio Landscape* by unknown artist or using the memory paintings of Paul Patton.
- Discussion questions include:
 - What did you find most surprising?
 - What is going on in this piece? What makes you say that?
 - What did Ohio look like before it was settled by colonists?
 - How have humans changed the environment in this image?
 - Why did they make those changes?
 - What natural resources were used?
 - What is a natural resource?
 - What were the good results of these changes?
 - Are there any bad consequences to these environmental changes?
 - What does this piece tell us about Ohio's geography?

Activity Two: Ohio Landforms

- A trained ZMA docent will discuss Ohio landforms using artworks on view in the Shirley Gorsuch Gallery or the Dr. & Mrs. Juan Lacerda Hallway Gallery.
- Discussion questions include:
 - What is a landform?
 - Can you name some?
 - What landforms do you see in the artworks in this gallery?
 - How were a lot of landforms formed in Ohio?
 - Glaciers
 - What other landforms can you name?
 - Can you describe that landform?
- Provide a copy of the list of landforms and their definitions on pg. 15 of the SAG.
- Review Game: **Landform Pictionary**
 - Have students work in pairs or small groups.
 - Have one student at a time choose a landform and draw it.
 - Partner or team member will guess which landform is being drawn.

- Have students take turns until all the landforms are used as time allows.

Activity Three: Natural Resources

- A trained docent will discuss renewable and nonrenewable resources using works on view in the Linn Auditorium and the American Art Pottery Gallery.
 - Renewable: Timber, Water, Livestock, Sun, Wind
 - Nonrenewable: Clay, Silica, Coal
- Discussion questions include:
 - What is a natural resource?
 - Can you name some?
 - What natural resources do you see in the artworks around you?
 - What is the difference between a renewable and nonrenewable natural resource?
 - Nonrenewable Resource: A natural resource that cannot be replaced.
 - Renewable Resource: A natural resource that can be replaced for later use, such as a forest.
- Review Game: **This or That?**
 - Assign opposite gallery walls as Renewable and Nonrenewable
 - Randomly choose a natural resource from the natural resources list* below and read it out loud to the students.
 - Instruct students to choose whether they think the natural resource is renewable or nonrenewable and move to the corresponding wall.
 - Choose a few students from each side to explain their choice. (Students are allowed to change sides after each explanation.)
 - Continue discussion until all students are on the correct side.
 - Repeat as time allows

*Natural Resources List

Renewable: sun, wind, plants, trees, animals, water, soil

Nonrenewable: oil, natural gas, coal, minerals, metal, fossil fuels, clay, nuclear energy

LESSON PLAN (Post-Gallery Experience)

Ohio Geography

Materials

- SAG
- Digital Artwork: *Views of Industrial Sites, Roads, and Canals; The Old “Y” Bridge, Zanesville; Courthouse and Pigeon; Winter Party; 4-H Club Meeting; and Buttoning Down for Winter*
- 3x5 pieces of cardstock
- Pencils
- Colored pencils or markers

Additional Unit Resources:

- Additional Artist and Artwork Information

Activity One: Journal Reflection

- Ask the students to open their SAG to page 16.
- Have students respond to the following journal prompts:
 - How did the artwork from the ZMA show how Ohio’s geography has changed since it has been settled?
 - What was your favorite work that was featured? How did it relate to Ohio geography?
 - Did the artwork remind you of a favorite place, person, or thing?
- Have the students share their responses in pairs. Then select volunteers to share their responses with the class.

Activity Two: Create Your Own Ohio Postcard

- Artwork Connection: *Views of Industrial Sites, Roads, Rails, and Canals, Zanesville Art Company; The Old “Y” Bridge, Zanesville, Anthony Dunlavy; Courthouse and Pigeon, Paul Emory; and Memory Paintings: Winter Party, 4-H Club Meeting, Buttoning Down for Winter, Paul Patton*
- Ask the students to open their SAG to page 17.
- Have the students discuss the artworks they saw from ZMA that present images of Ohio. The artworks mentioned above are great examples, and the artworks the students saw at the ZMA.
- Display one or two of the examples listed above. Provide some background information on the artwork and the artist.

- Challenge the students to create their own Ohio postcard that highlights Ohio landforms, natural resources, or human modifications to the environment.
 - Rivers, Hills, Lakes, Plains, Valleys
 - Forests, Water, Clay, Silica, Coal
 - Land cleared for farming, roads, buildings, bridges
- Have students use a 3x5 piece of cardstock to create their postcard.
- On the back of their postcard, have them write a 1-3 sentence note to a friend describing their image.
 - “Dear friend, Ohio has a lot of exciting landforms like rivers. This postcard shows two rivers that meet in Zanesville, Ohio that you can cross on a Y-shaped bridge! It makes it a lot easier to travel though the area.”

ADDITIONAL INFORMATION

Artist and Artwork: Ohio Geography



Views of Industrial Sites, Roads, Rails, and Canals by Zanesville Art Company

- Date: Circa 1910
- Medium: Postcards
- ZMA museum label information: “Postcards depict scenic views, or points of pride in a community. These views of Zanesville’s industry and transportation routes highlight the cities growth during the late 1800s and early 1900s. At its peak, The American Encaustic Tile Factory was the largest tile producer in the United States. Another postcard shows the interurban rail line that moved people around the city and to neighboring towns. Later, the interurban rail lines will lose popularity as automobiles become increasingly prevalent.”



The Old Y Bridge, Zanesville by Anthony Dunlavy (1874–1933)

- Date: 1901
- Medium: Watercolor on paper
- ZMA museum label information: “The Y-Bridge spans both the Licking and Muskingum Rivers. It is part of the original National Road, Route 40, and has been rebuilt numerous times since the 1850s. The first Zanesville Y-Bridge was constructed in 1814.”
- Additional information: The covered bridge featured in Dunlavy’s watercolor painting is the third version of the Zanesville Y-bridge built in 1832 that stood until 1900. The current bridge is the fifth to be built on the same location and it opened in November of 1984.



Courthouse with Pigeon by Paul Emory (1958–)

- Date: 2010
- Medium: Oil on canvas
- Additional Information: Emory uses his paintings to tell stories. He starts with a real place, person, or animal, and then he transforms and reconstructs these elements through the creative act of painting. Emory grew up in a small town near Zanesville, and now lives in a farmhouse on the outskirts of town. He studied at the Ringling School of Art and Design in Florida, the Pratt Institute in Brooklyn, and Ohio University, Athens, Ohio.¹



Left

Winter Party by Paul Patton (1921–1999)

- Date: 1988
- Medium: Oil on canvas

Right

4-H Club Meeting by Paul Patton (1921–1999)

- Date: 1989
- Medium: Acrylic on Masonite
- Additional information: Patton was born in 1921 and grew up in Rix Mills, Ohio, a tiny village in Muskingum County. During World War II, Patton was a B-17 pilot. He went on to have a career in education. When he came back to Rix Mills in 1985, Patton discovered that strip mining had changed the countryside he loved as a child. He feared that the way of life he knew as a child would be forgotten, and he began putting his memories of Rix Mills on canvas. Patton, who had no formal art training, produced more than 500 paintings that capture a time and place that are now gone. He died in 1999.²

CURRICULUM CONNECTIONS

Ohio Geography

Visual Arts Standards¹

- Perceiving/Knowing, 1PE - Use sensory details and descriptive language to identify and describe universal themes, subject matter and new ideas expressed across arts disciplines.
- Perceiving/Knowing, 2PE - Notice and describe different visual effects resulting from artmaking techniques.
- Responding/Reflecting, 2RE - Develop and share their ideas, beliefs, and values about art.
- Responding/Reflecting, 5RE - Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.
- Producing/Performing, 5PR - Combine the elements and principles of art and design to create visually effective compositions in original works of art.
- Enduring Understandings, Literacy: As consumers, critics, and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
- Enduring Understandings, Personal Choice and Vision - Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
- Progress Points - Express personal responses to artistic works giving reasons for their interpretations and preferences.
- Progress Points – Examine a range of artistic works to gain insight into the historical and cultural traditions of local and global communities.

English Language Arts Standards²

- Language, Vocabulary Acquisition and Use - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- Reading, Craft and Structure - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person. (literature)
- Reading, Integration of Knowledge and Ideas - Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures. (literature)
- Reading, Integration of Knowledge and Ideas - Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or

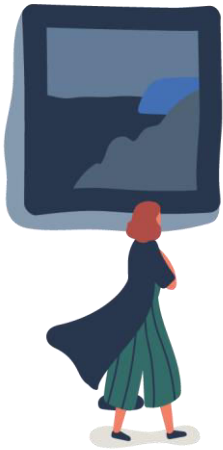
interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (informational text)

- Reading, Key Ideas and Details – Determine a theme of a story, drama, or poem from details in the text; summarize the text. (literature)
- Reading, Text Types and Purposes - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Writing, Text Types and Purposes – Write arguments that support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Writing, Text Types and Purposes - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally; use dialogue and description to develop experiences and events or show the responses of characters to situations; use a variety of transitional words and phrases to manage the sequence of events; use concrete words and phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from the narrated experiences or events).
- Speaking and Listening, Presentation of Knowledge and Ideas - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Speaking and Listening, Comprehension and Collaboration - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies Standards³

- Places and Regions - A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas.
Regions and places are human constructions.
 - Content Statement 10 - The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources of Ohio. Expectations for Learning – Explain how Ohio’s agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.
 - Content Statement 11 - The regions which became known as the North, South, and West of the United States developed in the early 1800s largely based on their physical environments and economies. Expectations for Learning – Describe physical and economic characteristics of the northern, southern, and western regions of the United States in the early 1800s.

- Human Systems - Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events.
 - Content Statement 12 - People have modified the environment since prehistoric times. There are both positive and negative consequences for modifying the environment in Ohio and the United States. Expectations for Learning – Describe ways humans have modified the environment and explain the positive and negative consequences resulting from those modifications.
 - Content Statement 13 - The population of the United States has changed over time, becoming more diverse. Ohio's population has become increasingly reflective of the cultural diversity of the United States. Expectations for Learning – Explain how Ohio's population is increasingly reflective of the cultural diversity of the United States.
 - Content Statement 14 - Ohio's location in the United States and its transportation systems continue to influence the movement of people, products, and ideas. Expectations for Learning – Explain how Ohio's location and its transportation systems have influenced the movement of people, products, and ideas.



UNIT 3

Ohio History



UNIT OBJECTIVES

Ohio History

This unit will:

- Encourage students to use descriptive language and art vocabulary as they talk about art.
- Review terms and concepts to prepare students for their ZMA gallery experience.
- Show students how art can be a primary resource in discussing history by examining a piece of artwork and engaging them in a *history detectives* activity.
- Show students how art can help us learn about major events in Ohio history.
- Guide students to create an artwork timeline, using their knowledge of Ohio history and works from the Zanesville Museum of Art's collection.
- Allow students to reflect on their experiences with the artwork from the Zanesville Museum of Art.
- Connect unit learning to fourth grade Visual Arts, English Language Arts, and Social Studies Standards.

LESSON PLAN (Pre-Gallery Experience)

Ohio History

All digital resources for this unit can be found at <https://www.zanesvilleart.org/eohta-unit-3>

Materials:

- SAG
- Vocabulary Slide Show
- Artwork Images: *Sherman's Army Wagons Going Through Zanesville; June 1865, Battle of Mill Spring, KY., Jan 19th, 1862; Buttoning Down for Winter; Ohio Landscape; Morgan's Raid; Delaware Water Gap; Fight or Buy Bonds; Motor Magazine; Solving their Drought Problems; and World War II Poster: "Work On A Farm This Summer, Join the U.S. Crop Corps"*
- *What Came First* Slide Show
- Paper
- Pencils

Vocabulary

Advertisement	Roaring 20s	Urban
The Civil War	Rural	War Bond
The National Road	Secondary Source	
Primary Source	Transportation	

Additional Unit Resources

- Vocabulary Definitions
- Ohio History Vocabulary Definitions
- Additional Artist and Artwork Information
- Art as a Primary Resource

Activity One: Vocabulary

- Ask the students to open their SAG to the *Ohio History* Vocabulary on page 19.
 - Go over the vocabulary PowerPoint for this unit with the students.
- Complete the Vocabulary Builder Activity on pg. 20 of the SAG.
- Vocabulary Review Game: **Vocabulary Bingo**
 - Have students draw a 3 x 3 grid on a piece of paper. In the center square, have them write FREE.
 - Have students fill in the rest of the squares with vocabulary words.
 - Read a definition one at a time and have students circle the corresponding word on their paper.
 - First one to get 3 in a row wins.
 - For a more challenging vocabulary review, have students draw larger grids and include vocabulary from *Getting to Know the ZMA* and *Ohio Geography*.

Activity Two: Art as a Primary Source: Art Detectives Activity

- Explain to students that, before photography, before television, and before the Internet, humans used art to record the world around them. Historians learn about life in times past by examining art – paintings, posters, architecture, photography, sculpture, even graffiti and doodles.³

We can use art to unlock the past. (Please see “Art as a Primary Source” in the Unit Resources).
- Go over the difference between Primary and Secondary sources.
 - See the Ohio History additional resources section for videos on Primary and Secondary Sources.
- Since becoming a state in 1803, Ohio has experienced many important historical events. We can learn more about these events by studying the artwork that was made at the time.
- Project the digital image of *Sherman’s Army Wagons Going Through Zanesville, June 1865*, Unknown Artist.
- Tell students they are going to look for clues to the past in this artwork. Have them turn to the History Detectives Activity in their SAG on page 21. Give the students time to examine the image and answer the questions on the History Detectives Activity page.
- After giving students time to work through the questions on their own, discuss them as a group.
 - Who or what do you see in *Sherman’s Army Wagons Going Through Zanesville, June 1865*?
 - What do you think is going on in this artwork?
 - What makes you say that?
 - What does the title tell you about the picture?
 - What is most surprising about this image?

- How can you tell this image is from the past?
 - How is this picture different from Ohio Today?
- What major historical event does this image reference?
 - What can you learn about this event from this artwork?

Activity Three: What Came First?

- Project the *What Came First* PowerPoint.
 - Each slide shows two works of art with a related Ohio history statement.
- Ask students to guess which historical statement happened first in Ohio's history based on clues they see in the artworks. Tell students that they will once again be using their art detective skills.
 - Ask what in the image helped them to decide which came first.
- Show the dates of each artwork/historical statement.
 - Ask students based on the dates, which one happened first?
 - Were you right?
 - Anyone surprised that this one came first? Why/why not?

VOCABULARY DEFINITIONS

Ohio History

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:

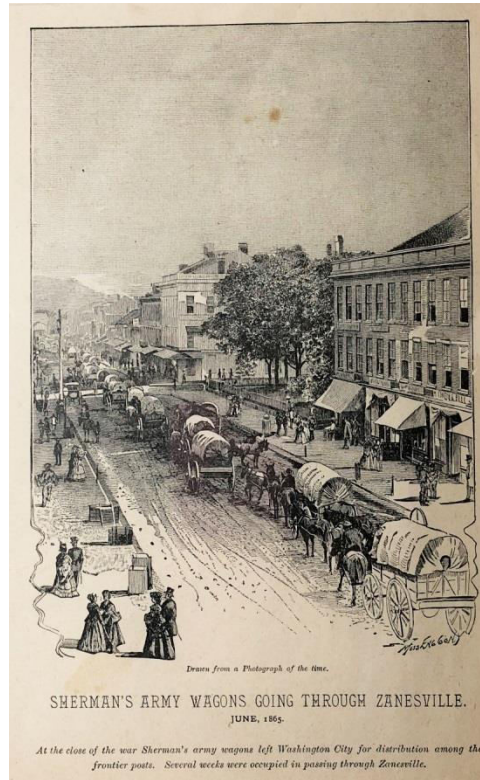
Of, relating to, characteristic of, or constituting a city.

War Bond:

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

ADDITIONAL INFORMATION

Artist and Artwork: Ohio History



Sherman's Army Wagons Going Through Zanesville by Unknown Artist

- Date: June, 1865
- Medium: Woodcut Print
- ZMA museum label information: "Ohioan, General William T. Sherman led his army back home after his famous march to the sea."

ART AS A PRIMARY SOURCE

Ohio History

General Information

- Primary source material comes from someone who took part in what they are describing. A quotation or a poem can be a primary source. A primary source can make us feel as though we are there at the event.
- A secondary source is written by people who were not present at the events they describe. A secondary source may help us to see a broader view of events.¹
- Using primary sources can tap into your students' curiosity and interest about a topic. Examining primary sources gives students a powerful sense of history and the complexity of the past and helps them develop the questions they need to ask about a topic. Students draw on background knowledge they already have and engage with the material.²
- Guiding questions help students learn more about the topic and source. Who created this primary source? When was it created? Where does your eye go first? What questions do you have about the work and what it depicts? What was the creator's purpose in making this primary source? Who was the primary source's audience?
- After answering more surface questions, help students to dig deeper by identifying their own questions for further investigation and developing strategies to answer them. The activities in *Exploring Ohio's History through Art* challenge students to answer and ask questions about various pieces of art. Students can use this process when they examine other types of primary sources.³

Using Art as a Primary Source

- Before photography, before television, and before the Internet, humans used art to record the world around them. Historians imagine life in times past by examining art – paintings, posters, architecture, photography, sculpture, even graffiti and doodles.³
- Using art in history lessons engages students and helps them develop critical thinking skills. Research shows that using art as historical evidence can reveal the spirit of an age, show how ordinary people lived, and demonstrate that writing history requires many different sources and perspectives.³

Strategies for Using Art as a Primary Source

The *Describe*, *Analyze*, and *Interpret* method gives students tools to examine a primary source.

- When they *Describe*, students state WHAT they see in an artwork: people, places, objects, colors, and writing. HOW are each of these elements placed in the work? Have students consider angles, proportions, size, front on view or profile, genre.
- Students *Analyze* by figuring out WHY the artist chose to make this painting, sculpture, etc. Was it commissioned, made for a special occasion or event, or targeted at a specific audience?
- Students should think about when and where the work was created and how this helps us to understand the time period as they *Interpret*.³

These questions will help students figure out the purpose, time period, and subject of the primary source artwork:

1. What type of art is it?
2. Who or what is in the art? Count the number of men and women, children and adults. Try to identify the people in the art and consider physical characteristics that tell us about them.
3. What are the people wearing?
4. Where are the people?
5. Are the people posed or has the artist caught them in action?
6. Is anyone holding or carrying something that tells us something about their occupation or social class or the event that's depicted?
7. Is there anything unusual about the setting of the artwork? Is there anything in the setting that happens more than once?
8. What do the man-made structures in the artwork tell you?
9. Are there animals? What could this tell you?³

By using questions to help the students identify visual elements, you encourage them to learn more about the artwork, the artist, and the history they represent.³

FIELD TRIP EXPERIENCE

Ohio History

Activity One: Art as a Primary Source

- A trained ZMA docent will discuss art as a primary resource using ZMA lithograph *Battle of Mill Spring, KY., Jan. 19th, 1862* by Currier and Ives or *Work On A Farm... This Summer, Join the U.S. Crop Corps* poster.
 - Topics include:
 - Primary vs. secondary sources
 - The Civil War and Ohio's role during the Civil War
 - World War II
 - Discussion questions include:
 - What major historical event was being shown in this work?
 - How can you tell?
 - What could you learn about the Civil War/World War II from this primary source?
 - What makes this a primary source?
 - What are some other examples of primary sources?
 - What are some examples of secondary sources?
 - Review Game: **This or That**
 - Review definitions of primary and secondary sources. Have all students stand. Tell them that you are going to name a source and if they think it is a primary source, stay standing and if they think it is a secondary source, sit down.
 - After each example is read and students decide, ask for a volunteer to explain what makes it primary or secondary. Students are allowed to change their mind as explanations are given. Keep discussing until all students are sitting or standing depending on the correct answer.
 - Some examples include but are not limited to:
 - Primary Sources:
 - Diary
 - Letter
 - Original artwork
 - Copy of a Shakespeare play
 - Historical Newspaper
 - Photography
 - Speeches
 - Autobiography
 - Secondary Sources
 - Museum labels
 - Textbooks

- Book Review
- An interpretation of an artwork
- Biography

Activity Two: Then vs. Now

- A trained ZMA docent will discuss what you can learn about the past using a projection of ZMA painting *Buttoning Down for Winter* by Paul Patton in the Linn Auditorium.
 - Topics include:
 - What can you learn about the past through art?
 - Fashion
 - Jobs
 - Transportation
 - Historical Events
- Have students fill out the Venn diagram on page 23 of their SAG comparing life today with the lifestyle presented in the painting. After having time to work independently, have students share their answers and complete large Venn diagram as a class.
 - Discussion questions include:
 - How is life today different than life depicted in this painting?
 - What is the same?
 - Why do you think Paul Patton painted this painting?
 - Paul Patton used his artwork to preserve his memories of his hometown and way of life growing up in the 1920s-30s.

Activity Three: Artwork Timeline Activity

- A trained ZMA docent will show students various works of art that were created during major events in Ohio's history. Students will discuss what events are being depicted using contextual clues and knowledge learned throughout trip.
 - Topics include:
 - Settling the Ohio frontier
 - The Transportation Revolution
 - The Civil War
 - World War I
 - The Roaring 20s
 - The Great Depression
 - World War II
- Students will be divided into groups of three to four. Each group will be given reproductions of the works of art depicting the major events in Ohio history.
 - Students will be instructed to try and put them in chronological order to create an artwork timeline.
 - Ask students which event is featured in the artwork.
 - Ask how they know.

- What clues from the image helped you to determine which historical event is featured?
- What event do you think happened first?
- What makes you think so?
- When students think they have the order correct, the ZMA docent will confirm or encourage them to keep working.

LESSON PLAN (Post-Gallery Experience)

Ohio History

Materials

- SAG
- Pencils
- Paper

Unit Resources:

- Additional Artist and Artwork Information

Activity One: Journal Reflection

- Ask the students to take out their SAG and turn to page 24.
- Have students respond to the following journal prompts:
 - How can a piece of artwork help us learn about the past?
 - What did you learn about a major event in Ohio's history through a work of art from the Zanesville Museum of Art?
- Have the students share their responses in pairs. Then select volunteers to share their responses with the class.

Activity Two: Ohio History Timeline Activity

- Have students complete the Ohio History Timeline activity on pg. 25
 - Have students compare answers with a neighbor.
 - Go over answers as a class.
- Have students use the events and dates from the Timeline activity to create an Ohio history timeline on a blank piece of paper.

Final Project Introduction

- This is a good time to let students know what they'll be doing for the final project. For information on this topic see the Final Project Content section of this Teacher Resource Kit on page 78. Final Projects may be done in collaboration with your students' art teacher.
- Students can find information on the final project on pg. 33 of their SAG.

ADDITIONAL INFORMATION

Artists and Artworks: Ohio History



Battle of Mill Spring, KY., Jan. 19th, 1862 by Currier and Ives

- Date: 1862
- Medium: Hand colored lithograph
- ZMA museum label Information: "Currier and Ives produced artwork for the masses. Here they celebrate the Ohioan's bravery with, 'Terrifying bayonet charge of the 9th Ohio Volunteers (Col. McCook) and total defeat of Rebel army under Gen. Zollicoffer by the Gallant Soldiers of the West.'"

Ohioans not only fought in the Civil War; their role as a leading industrial and agricultural state also fed and provided supplies for the Union army."



Solving Their Drought Problems by Acme News Pictures, Inc., American

- Date: 1934
- Medium: Gelatin silver print
- ZMA museum label information: "Saving their drought-stricken crops presented no easy problem to Ohio truck farmers who had no irrigation facilities. Buckets of water were carried through the fields and used in an attempt to save the water-starved crops. A typical scene is shown here, this group of children using water pails to save tomato plants.' – Acme. In addition to the stock market crash that caused the Great Depression, a drought during the 1930s challenged farmers desperate to grow crops."

CURRICULUM CONNECTIONS

Ohio History

Visual Arts Standards¹

- Perceiving/Knowing, 1PE - Use sensory details and descriptive language to identify and describe universal themes, subject matter, and new ideas expressed across arts disciplines.
- Perceiving/Knowing, 2PE - Notice and describe different visual effects resulting from artmaking techniques.
- Perceiving/Knowing, 3PE – Compare and contrast art forms, techniques, and functions and artistic styles from a variety of cultures and historical periods.
- Perceiving/Knowing, 5PE - Link ideas in and design of works of art to the emotions and moods expressed in them.
- Responding/Reflecting, 2RE - Develop and share their ideas, beliefs, and values about art.
- Responding/Reflecting, 3RE - Recognize and describe the relationship of artworks to the social and cultural contexts.
- Responding/Reflecting, 5RE - Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.
- Enduring Understandings, Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
- Enduring Understandings, Personal Choice and Vision – Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.
- Progress Points - Express personal responses to artistic works giving reasons for their interpretations and preferences.

English Language Arts Standards²

- Language, Vocabulary Acquisition and Use - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- Reading, Craft and Structure - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person. (literature)
- Reading, Craft and Structure – Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (informational text)

- Reading, Integration of Knowledge and Ideas - Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures. (literature)
- Reading, Integration of Knowledge and Ideas - Make connections between the text of story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (literature)
- Reading, Integration of Knowledge and Ideas - Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (informational text)
- Reading, Text Types and Purposes - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Reading, Key Ideas and Details - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions). (literature)
- Reading, Key Ideas and Details - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (informational text)
- Speaking and Listening, Presentation of Knowledge and Ideas - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Speaking and Listening, Comprehension and Collaboration – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- Speaking and Listening, Comprehension and Collaboration – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Writing, Text Types and Purposes – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.
- Writing, Text Types and Purposes - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally; use dialogue and description to develop experiences and events or show the responses of characters to situations; use a variety of transitional words and phrases to manage the sequence of events; use concrete words and phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from the narrated experiences or events).

Social Studies Standards³

- Historical Thinking Skills: Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical

thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

- Content Statement 1 - The order and significant events in Ohio and the United States can be shown on a timeline. Expectations for Learning – Construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.
- Content Statement 2 - Primary and secondary sources can be used to create historical narratives. Expectations for Learning – Research, organize and evaluate information from primary and secondary sources to create a historical narrative.
- Heritage - Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
 - Content Statement 7 - Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad. Expectations for Learning – Describe the sectional issues that divided the United States after the War of 1812. Explain the role Ohio played with the anti-slavery movement and the Underground Railroad.
 - Content Statement 8 - Many technological innovations that originated in Ohio benefitted the United States. Expectations for Learning – Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.



UNIT 4

Ohio Economics



UNIT OBJECTIVES

Ohio Economics

This unit will:

- Help students develop confidence in talking about art by guiding their discussions and encouraging their use of descriptive language and art vocabulary.
- Review vocabulary and concepts that relate to the artwork explored in the lessons.
- Encourage hands-on, creative participation in designing an invention, considering the use of some of Ohio's natural resources.
- Guide students in a hands-on research activity that will demonstrate what they have learned about producing and using Ohio products.
- Connect fourth grade Visual Arts, English Language Arts, and Social Studies Standards through various pre-visit activities and discussions.

LESSON PLAN (Pre-Gallery Experience)

Ohio Economics

All digital resources for this unit can be found at: <https://www.zanesvilleart.org/eohta-unit-4>

Materials

- SAG
- Artwork Image: *Amberina Candlestick Holders*
- Paper
- Pencils
- Colored Pencils or Crayons

Vocabulary

Agriculture

Factors of Production

Invention

Economy

Glass

Manufacturing

Entrepreneur

Industry

Pottery

Additional Unit Resources:

- Vocabulary with Definitions
- Vocabulary PowerPoint
- Additional Artist and Artwork Information
- Ohio Inventors and Inventions Infographic

Activity One: Art Vocabulary

- Ask the students to open their SAG to *Ohio Economics*. Open to the *Ohio Economics* Vocabulary on page 27.
 - Go over the vocabulary PowerPoint for this unit with the students.
- Complete the Vocabulary Builder Activity on pg. 28 of the SAG.
- Vocabulary Review Game: **Vocabulary Bingo**
 - Have students draw a 3 x 3 grid on a piece of paper. In the center square, have them write FREE.
 - Have students fill in the rest of the squares with vocabulary words.
 - Read a definition one at a time and have students circle the corresponding word on their paper.

- First one to get 3 in a row wins.
 - For a more challenging vocabulary review, have students draw larger grids and include vocabulary from *Getting to Know the ZMA, Ohio Geography*, and *Ohio History*.

Activity Two: Close Looking

- Explain to students that the pottery and glass industries were a big part of Ohio’s economy in the late 1800s and early 1900s.
 - What does **economy** mean?
 - The way a country or other place produces and uses natural resources, goods, and services.
 - Producers vs. Consumers
 - Show producers/consumers video in the Ohio Economics additional resources section of the webpage.
 - Producers: make and provide things that people need.
 - What is made in an area depends on what resources are available.
 - Consumers: Purchase/use things
 - We are going to look at something that was produced in Ohio in the early 1900s.

Artwork: *Amberina Candlestick Holders*, United States Glass Company (Tiffin Glass) This exercise provides students with the opportunity to examine a three-dimensional object and to think more critically about what they consider art.

- Project the digital image of *Amberina Candlestick Holders*.
- Discuss some of the questions below.
 - What do you think these objects are?
 - Do you have anything that looks like this in your home? If so, what is the same and what is different?
 - What do you think this object is made of?
 - Why do you think this object was created?
 - How do you think this object was used by the people who produced it/made it?
 - Is this object a piece of art? Why or why not?
- Do you know how glass is made?
 - Show “How Glass is Made” YouTube videos in the Ohio Economics additional resources section of the webpage.
 - What natural resources are needed to make glass?

Activity Three: The Next Invention

Many Ohio inventors have made important contributions to Ohio’s history and society overall.

- Have students open their SAG to page 30. With the Ohio inventors and inventions infographic on page 29, discuss the inventions. Ask the students to think about what natural resources the inventors needed to create the products.

- Challenge the students to create their own invention. Ask them to describe how it works and what it's for. Have the students consider these questions: How will this invention help society? Is it a new object or an improvement on something we already have? Who will most benefit from this invention?
- Challenge the students to make sure their invention includes at least one of Ohio's many natural resources.
- Have students design an advertisement for their invention including a sketch or drawing of their invention and how it will help society. This can be done with regular pencils or colored pencils.
- Have the students share their invention with the class.

VOCABULARY DEFINITIONS

Ohio Economics

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.

ADDITIONAL INFORMATION

Artist and Artwork: Ohio Economics



Amberina Candlestick Holders by the United State Glass Company (Tiffin Glass), Tiffin (1888-1984)

- Date: Circa 1920
- Medium: Amberina is a type of Art Glass that varies in color from amber to ruby or purple on the same object. This is due to the presence of gold in the batch. The object is amber when it emerges from a temperature controlled kiln. Then the object is partially reheated. That reheated portion turns color, becoming ruby or purple. Amberina, developed by Joseph Locke (1846-1936) at the New England Glass Company in East Cambridge, Massachusetts, was patented in 1883.¹
- ZMA museum label information: “In 1889, the A.J. Beatty and Sons glass factory of Steubenville relocated to Tiffin, Ohio, after the city offered five years of natural gas, cash and land. The company merged with United States Glass Company in 1892. Tiffin continued to produce glassware through the Great Depression, while other factories closed their doors. The company was sold several times since World War II, finally closing the factory in 1980.”

OHIO INVENTORS

Ohio Economics

Infographic: Ohio Inventors!

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

OHIO INVENTORS

Source Information-Ohio Economics

James A. Banks, et. al., *Ohio*, (New York: Macmillan/McGraw-Hill, 1995), 214-215.

Figure 1: "Thomas Alva Edison," *National Inventors Hall of Fame*, Accessed April 04, 2018, <http://www.invent.org/honor/inductees/inductee-detail/?IID=50>

Figure 2: "The Dream of Flight: The Achievement, The Wrights," Library of Congress, Accessed April 04, 2018, <https://www.loc.gov/exhibits/dreamofflight/dream-achieve.html>

Figure 3: "Garrett Morgan," *The National Inventors Hall of Fame*, Accessed April 04, 2018, <http://www.invent.org/honor/inductees/inductee-detail/?IID=224>

Figure 4: "Charles Franklin Kettering," *The National Inventors Hall of Fame*, Accessed April 04, 2018, <http://www.invent.org/honor/inductees/inductee-detail/?IID=86>

FIELD TRIP EXPERIENCE

Ohio Economics

Activity One: Pottery Industry in Ohio

- A trained ZMA docent will discuss the pottery industry in Ohio and how pottery is made
- Topics include:
 - History of the pottery industry
 - Why pottery was a major industry in Zanesville and the surrounding areas
 - How the industry changed over time
 - Handmade vs. Manufactured
- ZMA docent will explain all the steps used to produce a piece of pottery with a facilitated hands-on activity where students will view and handle raw clay, slip, bisque fired clay, glaze, and finished pottery pieces.
 - What natural resources are needed to produce a piece of pottery?
 - What steps are used to produce a piece of pottery?

Activity Two: Factors of Production

- A trained ZMA docent will discuss the factors of production in relation to The Weller Pottery Company.
 - Topics include:
 - Discussion of each factor of production
 - Land, Labor, Capital, and Entrepreneurship
 - Innovation and competition in the pottery industry
- Discussion questions include:
 - What is an economy?
 - What are producers and consumers?
 - Producers make things.
 - One of the major producers in this area was the Weller Pottery Company.
 - Producers need certain things to be able to make their products. These are called the **factors of production**. They are: Land, labor, capital, and Entrepreneurship.
 - What all did the Weller Pottery Company need to produce their wares?
 - Land: Any natural resource used to produce goods and services
 - Clay, silica, water, natural gas
 - Labor: The effort that people contribute to producing goods
 - Artists, mold-makers, kiln operators

- Capital: Money, machinery and tools used to produce goods
 - Start-up cash, pottery wheels, kilns, forklifts, factory machinery
 - Entrepreneurship
 - Samuel Weller’s knack for business, innovations, and shrewdness
- **Review Game: Factors of Production**
 - Give each student a set of factors of productions cards.
 - Give examples of factors of production in the pottery, glass, and agriculture industry, and ask students to hold up their card with the correct factor of production.
 - Examples:
 - Land:** clay, silica, water, natural gas, coal, pasture, farmland, Limestone, wood
 - Labor:** Farmers, artists, glass blowers, mold-makers, designers
 - Capital:** Tractor, Plow, Kiln, glass furnace, kilns
 - Entrepreneurship:** opening a new factory, innovating new ways to produce goods, combining land, labor, and capital to create a product.
 - Ask students to give other examples of factors of production.

Activity Three: Agriculture Industry

- A trained docent will discuss the agriculture industry in Ohio using *Haying* by Rogers D. Rusk or *Cows Beside a Stream* by John Jay Barber.
- Topics include:
 - Overview of agriculture in Ohio historically and today
 - Examples of agriculture in action
- Discussion questions include:
 - What is agriculture?
 - The business of growing crops and raising animals.
 - Does anyone know anyone who grows crops or raises animals? Has anyone helped out on a farm?
 - What are some examples of crops grown in Ohio?
 - Soybeans, corn, pumpkins
 - What kind of animals are raised in Ohio? What are they used for?
 - Cows, sheep, pigs, chickens
 - Milk, wool, food, eggs
 - Ohio is one of the largest egg farming states in the nation, producing 9.5 billion eggs a year.
- **Review Game: Scategories**
 - Give students a piece of paper and a pencil and allow them 2 minutes to list as many things that they use or consume in their life that is provided by agriculture.
 - Have students share their lists. As things are listed, have students cross off items on their list that are the same as their classmates.
 - After all the lists have been shared, the student with the most unique answers is the winner.

- Examples:
 - Milk, eggs, meat, cereal, flour, vegetables, cotton clothing

LESSON PLAN (Post-Gallery Experience)

Ohio Economics

Materials

- SAG
- Pencils
- Colored pencils or markers
- Post-curriculum Assessment (Fillable PDF)

Unit Resources:

- “How It’s Made” Resources
- Additional Artist and Artwork Information

Activity One: Journal Reflection

- Ask the students to take out their *Exploring Ohio’s History Through Art* Student Activity Guides and turn to page 31.
- Have student respond to the following journal prompts:
 - What is something you learned about an Ohio industry though a work of art from the ZMA?
 - What characteristics do you think would be important to be an entrepreneur? Why?
- Have the students share their responses in pairs. Then select volunteers to share their responses with the class.

Activity Two: “How It’s Made” Ohio Product Infographic

- Artwork Connection: *Double Dome Blue Sugar Bowl*, attributed to Zanesville Glass; *Cobalt and Salt Glazed Stoneware Jug*, W.P. Harris Pottery, Symmes Creek, Edward Hall; *Ohio Tires Arrive in Britain*, Worldwide (press photo); Photograph of lumber yard; *Ohio Landscape*, Unknown Artist.
- Have students open their SAG to page 32.
- Remind the students that they have discussed Ohio’s natural resources and the products they make. Show the students the artwork listed above, explaining that these are some examples of Ohio products. Products like these are used around the world and are made from natural resources found in Ohio.

- Introduce the students to the idea of creating an infographic, or process map, about one Ohio product. They will describe the steps in its production from natural resource to consumable good. The infographic should include both pictures and text. It should show the steps a product undergoes, going from natural resource, to production, and ready to be used.
- The students should do some research on their own to complete the project. The *How It's Made* resources at the end of this unit provide direction. There are also How it's made videos to share with students in the Ohio Economics additional resources section of the webpage.

Activity Three: Post-curriculum Assessment

- Have students complete the post-curriculum assessment to gauge what they have learned. Results will be compared to the pre-curriculum assessment.

RESOURCES

How it's Made-Ohio History

Glass

- “How is Glass Made? – Lesson for Kids” <https://study.com/academy/lesson/how-is-glass-made-lessonfor-kids.html> :Website that describes the process of how glass is made in easy-to-understand terms.
- “How is Glass Made” <http://mocomi.com/how-is-glass-made/> : Video and website that describes the process of glass being made for students ages seven to ten years old.
- “How is Glass Made” <https://www.discoveryexpresskids.com/blog/how-glass-is-made>: Article on how glass is made as well as the various ways it is used.

Tires

- “Michelin’s Video on How Tires Are Made” <https://www.youtube.com/watch?v=nFLQU17e31M> :Video by Michelin on the materials used to make tires as well as the various steps in the tire-making process.
- “How is a tire made” <https://www.michelinman.com/US/en/help/how-is-a-tire-made.html> :Website that describes the process of how tires are made and includes an infographic on the tire-making process
- “How a Tire is Made” <http://www.maxxis.com/other-automotive-information/how-a-tire-is-made> :Website that describes the process of how tires are made. Material is a little more advanced than a fourth-grade level but includes good information.

Pottery and Ceramics

- “How is Pottery Made?” <https://www.youtube.com/watch?v=vo8L08KVMxM>: Video on the process of making pottery. Focuses on the forming and firing processes.
- “What are ceramics?” <https://www.sciencelearn.org.nz/resources/1769-what-are-ceramics> :Website that describes the chemistry of pottery and ceramics. Describes the materials used to make different types of pottery.
- “Pottery” <http://www.madehow.com/Volume-4/Pottery.html> :Website that describes the process of making pottery. Focuses on the steps before forming and firing.

Paper

- “Ever wonder how paper is made?” <https://www.youtube.com/watch?v=2MUGbe6vRpo> :Video that describes the process of paper being made. More detailed than the video below.

ADDITIONAL INFORMATION

Artists and Artworks: Ohio Economics



Double Dome Blue Sugar Bowl attributed to Zanesville Glass

- Date: Circa 1825
- Medium: Glass
- ZMA museum label information: “Joseph Sheppard, an English immigrant, ran a glass works known for exquisite craftsmanship. The majority of glass produced in the early 19th century was bottles, flasks and other utilitarian ware. This rare, cobalt blue sugar bowl shows the skill and craftsmanship of early glass blowers.”



Cobalt and Salt Glazed Stoneware Jug by E. Hall, W.P. Harris Pottery, Symmes Creek

- Date: 1858
- Medium: Cobalt and salt glazed stoneware
- ZMA museum label information: This remarkably well-preserved early Ohio stoneware jug is one of several unique examples that bear both applied and incised decoration. Inscribed "E. Hall Ohio To Josiah Defenbaugh Dated 1858," does this remarkable jug commemorate a special event perhaps the wedding of Muskingum County resident J. Defenbaugh to Elizabeth McDonald in 1847? Sadly, during the Civil War, Defenbaugh died in Virginia in 1864 from pneumonia.



Ohio Tires Arrive in Britain...Lease Lend Supplies by Worldwide (press photo), American

- Date: December 21, 1941
- Medium: Gelatin silver print
- ZMA museum label information: "The beginning of World War II created in Europe a need for military supplies, which immediately ended the Great Depression."



Top View of Lumberyard, Zanesville, Ohio 1936 by Dr. Harry W. Taylor (1921–)

- Date: 1936
- Medium: Photograph
- Information: Dr. Taylor was born in Zanesville, Ohio in 1921. After medical school, he practiced obstetrics and gynecology in and around Philadelphia from the early 1950s until his retirement in 1990. His passion for photography began as a teen. Later he reflected being part of the “candid camera” craze as 35mm film transformed the photography scene.



Ohio Landscape by unknown artist

- Date: Circa 1850
- Medium: Oil on panel
- ZMA museum label information: “This painting depicts the establishment and development of new towns being built through Ohio. Major roadways such as the National Road (Route 40) began as early as 1825. These roads, combined with the new canals and railroad lines, made transportation easier and more efficient for Ohioans able to buy and sell goods in ever distant markets.”

CURRICULUM CONNECTIONS

Ohio Economics

Visual Arts Standards¹

- Perceiving/Knowing, 1PE - Use sensory details and descriptive language to identify and describe universal themes, subject matter, and new ideas expressed across arts disciplines.
- Perceiving/Knowing, 2PE - Notice and describe different visual effects resulting from artmaking techniques.
- Perceiving/Knowing, 3PE – Compare and contrast art forms, techniques, and functions and artistic styles from a variety of cultures and historical periods.
- Perceiving/Knowing, 5PE – Link ideas in design of works of art to the emotions and moods expressed in them.
- Responding/Reflecting, 2RE - Develop and share their ideas, beliefs, and values about art.
- Responding/Reflecting, 5RE - Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.
- Producing/Performing, 3PR - Generate ideas and employ a variety of strategies to solve visual problems.
- Producing/Performing, 5PR - Combine the elements and principles of art and design to create visually effective compositions in original works of art.
- Enduring Understandings, Literacy: As consumers, critics, and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
- Enduring Understandings, Critical and Creative Thinking - Students combine and apply artistic and reasoning skills to imagine, create, realize, and refine artworks in conventional and innovative ways.
- Enduring Understandings, Authentic Application and Collaboration - Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
- Progress Points - Express personal responses to artistic works giving reasons for their interpretations and preferences.

English Language Arts Standards²

- Language, Vocabulary Acquisition and Use - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- Speaking and Listening, Presentation of Knowledge and Ideas - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning

and the organization, development, and style are appropriate to task, purpose, and audience.

- Reading, Integration of Knowledge and Ideas - Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures. (literature)
- Reading, Integration of Knowledge and Ideas - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. (informational text)
- Reading, Text Types and Purposes - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Reading, Craft and Structure - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person. (literature)
- Reading, Key Ideas and Details - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (informational text)
- Reading, Key Ideas and Details – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions). (literature)
- Writing, Text Types and Purposes - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (orient the reader by establishing a situation and introducing a narrator and/or characters, organize an event sequence that unfolds naturally; use dialogue and description to develop experiences and events or show the responses of characters to situations; use a variety of transitional words and phrases to manage the sequence of events; use concrete words and phrases and sensory details to convey experiences and events precisely; provide a conclusion that follows from the narrated experiences or events).
- Writing, Text Types and Purposes - Write informative/explanatory texts to examine a topic and convey ideas and information clearly (introduce a topic clearly and group related information in paragraphs and sections, include formatting, illustrations, and multimedia when useful to aiding comprehension; develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; link ideas within categories of information using words and phrases; use precise language and domain-specific vocabulary to inform about or explain the topic; provide a concluding statement or section related to the information or explanation presented).
- Writing, Research to Build and Present Knowledge - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Social Studies Standards³

- Production and Consumption - Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.
 - Content Statement 23 - Entrepreneurs in Ohio and the United States organize productive resources and take risks to make a profit and compete with other producers. Expectations for Learning – Explain characteristics of entrepreneurship including the risks and benefits.
- Heritage - Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.
 - Content Statement 8 - Many technological innovations that originated in Ohio benefitted the United States. Expectations for Learning – Explain how technological innovations of inventors from Ohio or that originated in Ohio benefitted the United States.
- Places and Regions - A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructions.
 - Content Statement 10 - The economic development of the United States continues to influence and be influenced by agriculture, industry, and natural resources of Ohio. Expectations for Learning – Explain how Ohio’s agriculture, industry and natural resources continue to both influence and be influenced by the economic development of the United States.



FINAL PROJECT

Exploring Ohio's History Through Art



UNIT OBJECTIVES

Final Project

This project will:

- Give students a chance to create their own artwork, demonstrating what they learned during the *Exploring Ohio's History Through Art* program.
- Let students work through the creative process of collaborating, drafting, editing, problem solving, and exhibiting a project in a small group.
- Connect the capstone project to fourth grade Visual Arts, English Language Arts, and Social Studies Standards.

LESSON PLAN

Final Project

Goal: Students will work in small groups—two to four students--to create an original work of art. The group should decide on a favorite topic from the *Exploring Ohio's History Through Art* program. Students may choose any concept from the social studies units such as a favorite historical event, physical characteristics of Ohio, or an impactful Ohio industry. That choice will focus the art project.

Materials

- *Exploring Ohio's History Through Art* Student Activity Guide
- Pencils
- Cardstock (for labels)
- Digital Artwork: *Airplane in Flight*, *LaSa Vase*, *Men of Clay*, and *Untitled*
- Colored pencils, crayons, paint, or markers
- Various art supplies including canvas, construction paper, cardboard, glue, tape, yarn, etc.
- Access to computer, library, and/or textbook for research on topic.

ACTIVITY

Final Project

- Assign students to small groups. Review the *Exploring Ohio's History Through Art* sessions, and ask students to brainstorm their favorite lessons, artworks, time periods, and events. Let each group work collaboratively to decide on a focus.
- Ask groups to explore different ways of interpreting their topic. They could construct a diorama, paint, compile a scrapbook, write poems, create a collage, or work on a mixed-media work. The group should discuss their plan with the teacher and determine what materials will be needed.
- Guide students through the steps of the creative process, including drafting, editing, revising, receiving feedback, and project completion to develop their project/group work skills.
- Have students label the final project with a title, an explanation of the medium, information on the artists, and a description of the work. They can find examples throughout the *Arts of Ohio Galleries* as well as in the Artwork Information & Digital Images.
- Provide project time throughout the year, allowing students to gain experience not only in group work, creativity, and completing hands-on projects, but also in independent research.



CURRICULUM CONNECTIONS

Final Project

Visual Arts Standards¹

- Responding/Reflecting, 5RE - Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.
- Responding/Reflecting, 6RE – Give and use constructive feedback to produce artworks that achieve learning goals.
- Producing/Performing, 1PR – Identify, select, and vary art materials, tools and processes to achieve desired results in their artwork.
- Producing/Performing, 3PR - Generate ideas and employ a variety of strategies to solve visual problems.
- Producing/Performing, 5PR – Combine the elements and principles of art and design to create visually effective compositions in original works of art.
- Enduring Understanding, Literacy - As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.
- Enduring Understandings, Critical and Creative Thinking - Students combine and apply artistic and reasoning skills to imagine, create, realize, and refine artworks in conventional and innovative ways.
- Enduring Understandings, Authentic Application and Collaboration – Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
- Progress Points - Demonstrate technical skills, craftsmanship, and reasoning abilities in solving visual art problems using appropriate tools, media, and technologies.
- Progress Points - Identify and apply universal themes and processes to communicate meanings, moods, and visual effects in personal and collaborative artwork.

English Language Arts Standards²

- Reading, Key Ideas and Details – Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (informational text)
- Writing, Text Types and Purposes – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Writing, Production and Distribution of Writing – Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (this process is similar to the creative process.)
- Writing, Production and Distribution of Writing – With guidance and support from peers and adults develop and strengthen writing needed by planning, revising, and editing.
- Writing, Research to Build and Present Knowledge – Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- Speaking and Listening, Comprehension and Collaboration – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Speaking and Listening, Comprehension and Collaboration – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Speaking and Listening, Comprehension and Collaboration – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly (come to discussions prepared, having read or studied required material, explicitly draw on that presentation and other information known about the topic to explore ideas under discussion; follow agreed-upon rules for discussions and carry out assigned roles; pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; review the key ideas expressed and explain their own ideas and understanding in light of the discussion).
- Speaking and Listening, Presentation of Knowledge and Ideas – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Speaking and Listening, Presentation Knowledge and Ideas – Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Social Studies Standards³

- Spatial Thinking Skills - Spatial thinking examines the relationship among people, places, and environments by mapping and graphing geographic data. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.
- Places and Regions - A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.
- Human Systems - Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events.
- Historical Thinking Skills - Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
- Heritage – Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

ADDITIONAL RESOURCES

The Importance of Field Trips and Field Trip Resources

“An Unexpectedly Positive Result from Arts-Focused Field Trips”

- <https://www.brookings.edu/blog/brown-center-chalkboard/2018/02/16/an-unexpectedly-positive-result-from-arts-focused-field-trips-in-school/>
- This is an article about some of the benefits of arts-focused field trips. The study is going into its second year and will have updates on new results sporadically.

“Leave No Child Inside – The Importance of Field Trips”

- <https://blog.americansforthearts.org/2011/03/17/leave-no-child-inside-the-importance-of-field-trips>
- Article about the benefits of project-based and outside the classroom learning experiences.

“The Importance of Taking Children to Museums”

- <https://www.arts.gov/art-works/2014/importance-taking-children-museums>
- Article from the National Endowment for the Arts on the importance of museum experiences for students.

“5 Tips for Successful Class Field Trips”

- <https://www.neamb.com/professional-resources/field-trip-tips.htm>
- Website by the National Education Association that describes tips for a rewarding experience.

“10 Tips for Field Trips”

- <https://www.scholastic.com/teachers/articles/teaching-content/10-tips-field-trips/>
- Website by Scholastic that outlines some tips for a successful field trip.

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- Figure 9: John Jay Barber, *Delaware Water Gap*, Zanesville Museum of Art
- Figure 10: Rogers Rusk, *Haying*, Zanesville Museum of Art
- Figure 11: Samples of pottery and glass from the Zanesville Museum of Art’s collection.
- Figure 12: Mary Ann Tipple, *Men of Clay*, Zanesville Museum of Art
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