

**The People's Art Collection**  
**Ohio Alliance for Arts Education**

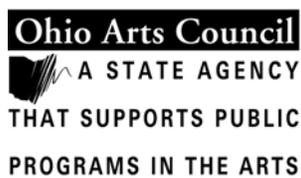


The Ohio Alliance for Arts Education, in partnership with the Ohio Arts Council and the Capitol Square Review and Advisory Board, has developed a set of teacher resources for works of art found at the Ohio Statehouse located in Columbus, Ohio. The teacher resources are individual lessons from **The People's Art Collection**.

In a world where arts education is the core to learning in other academic areas, and on its own, it is fitting that the works of art found at the Ohio Statehouse become an integral part of the visiting students' experience. These works of art are available to the public year round and are considered to be an added value to students taking a classic Statehouse tour. School age children and their teachers visit the Statehouse to discover the building's history and architecture as well as to observe state government in action. There are more than 100,000 Statehouse tour participants annually. **The People's Art Collection** provides integrated lessons for use by educators and parents to take the learning back home and to the school house!

Students who are unable to visit the Ohio Statehouse in person may now experience the arts through the lessons and virtual art exploration experience on the website of the Ohio Statehouse at: [www.ohiostatehouse.org](http://www.ohiostatehouse.org).

The Ohio Alliance for the Arts Education believes that classroom teachers will use the arts learning resources from **The People's Art Collection** as part of their integrated approach to teaching history, civics, and the arts. We acknowledge the following individuals who skillfully provided lesson content, writing, and editing for the project: Cindy Kerr, Powell; Judy Delagrang, Cleveland; Susan Wolf, Yellow Springs; Leslie Koelsch, Avon; Joseph Bell, Mount Vernon; Janelle Hallett, Columbus; and Roberta Newcomer, Worthington.



**The People's Art Collection**  
**Ohio Alliance for Arts Education**  
***Columbus, Ohio and Our Community:***  
***Yesterday and Today (Street scene photographs)***  
**GRADE 2**

**Learning Outcomes:**

The students will be able to:

1. Use photographs from the past to extract information about life in the past.
2. Create an artwork based on information extracted from historical photographs.
3. Write a brief comparison that gives a clear message, includes details, and uses expressive language.
4. Demonstrate skill in working with watercolor, scissors, and glue.

**Arts Standard: Historical, Cultural and Social Contexts:** Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical cultural, social and political contexts that influence the function and role of visual art in the lives of people.

**Grade Level Indicator:** Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past.

**Arts Standard: Creative Expression and Communication:** Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

**Grade Level Indicator:** Demonstrate increasing skill in the use of art tools and materials.

**English/Language Arts Standard: Writing Applications:** Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

**Grade Level Indicator:** Write stories to convey a clear message, including details, use vivid language and move through a logical sequence of steps and events.

**The People's Art Collection**  
**Ohio Alliance for Arts Education**

**Social Studies Standard: History:** Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

**Grade Level Indicator:** Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.

**Assessment Strategy:**

- Summative: Project Rubric

**Vocabulary:**

- **Community-** a certain area or environment where people, animals or plants live
- **Documenting-** recording an event, place or person to verify and record what has occurred
- **Photography-** an art form that utilizes a camera lens that captures images reflected through a lens onto film or a computer chip

**Time Needed:** one 50 minute classes or two 25 minute classes

**Materials:**

- Drawing paper
- Watercolor or tempera paint
- Markers
- Foam 'Dots' or tiny pieces of foam core pre-cut for students
- Pencils
- Erasers
- Glue
- Photos of Victorian dress (available on the web)
- Photos of the school's community

**Step by Step Procedure:**

***Teacher-led Activity***

- Display copies of the four photographs featured in this lesson. Guide the students through analyzing the photographs.
  - *What do you see in these photographs?*
  - *Do you think these pictures were taken recently or a long time ago?*
  - *What do you think the people in the photograph are doing?*
  - *Where do you think the people are going?*
  - *What do you see as their mode of transportation?*
  - *What do you see that is different than what we see on the streets today?*
  - *What do we see that is the same as what we see today?*
- Explain that these are photos of downtown Columbus, Ohio from the 1880s. Columbus was considered to be a busy town with lots of activity around the capital building. Ask guiding questions:

**The People’s Art Collection**  
**Ohio Alliance for Arts Education**

- *Do you think our own community would have looked the same as Columbus in the 1880s? How would it be the same or different?*
- Explain that these photos document this time period. They exhibit all that was happening at one particular moment without deleting any details. Point-out the streetcar and horse and buggy in the photographs.
- Explain that the students are going to be documenting their own community by creating a watercolor painting. Display photos of landscapes and street scenes of the school’s community from which the students can make a painting.

***Student Activity***

- Students will make a quick sketch of their community landscape or cityscape, then paint the sketch with watercolors or tempera paint.

***Teacher-led Activity***

- While the painting is drying, ask students to close their eyes and pretend they are traveling in a Time Machine. They are being whooshed away to 1880 but they will land in the same spot as their painting portrays. Ask them to open their eyes and discuss what they imagined.
  - *Are there cars around? What was their means of transportation?*
  - *Did you imagine people on the street? What are they wearing?*
- Display photos of Victorian dress.

***Student Activity***

- Using pencil and markers, students will draw one or two figures and at least one horse and carriage, streetcar or other means of transportation from the era. They cut the figures and transportation out with scissors and glue the figures on top of a stack of 1-4 small 1”x 1” pieces of foam core. Then they glue the foam core stack onto the landscape or cityscape allowing the yesterday images to be elevated from the background painting of today.
- Students will write a comparison that describes their city today and long ago. The paragraph must have at least five complete sentences with vivid description of the setting and characters, including details. The writing prompt could be: *In our town, long ago, there was..... Today there is....*

**Closure:**

***Teacher-led Activity***

- Guide the students to reflect on their learning. Ask:
  - *What did we learn by looking closely, observing and analyzing art?*
  - *How is our community different today than in the 1880s?*

**The People’s Art Collection**  
**Ohio Alliance for Arts Education**

**Making Connections:**

**Art:** Offer students the use of a camera for one day or one class period to document something in the school community. Emphasize point of view and tonal values. Print the photos in black and white and ask students to title their work. Display the work together as “A Day in Our Community.”

**English Language Arts:** Ask students to delve deeper into the use of photography as a storytelling device. Display a photograph picturing people in an activity. Ask students to write a story about what they think happened before and after the picture was taken.

**Social Studies:** Ask students to create a map of your school’s community as it was 150 years ago and today.

**Parent:** Visit the local historical society together as a family and request photos of your neighborhood. Explore the ways the businesses have changed and how the land has been used.

**The People's Art Collection  
Ohio Alliance for Arts Education**

***Columbus, Ohio and Our Community:  
Yesterday and Today (Street scene photographs)***

**Project Rubric**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Observation Skills</b>	<b>Use of Information from Photos</b>	<b>Writing Application</b>	<b>Art Skill</b>
<b>Exemplary</b>	Extracted a great amount of information about the past from photos.	Used a great amount of information from the photos in the artwork.	Included numerous details and very vivid language in written work.	Applied watercolor, scissors and glue skills with no difficulty.
<b>Satisfactory</b> (Level of achievement for ALL)	Extracted some information about the past from the photos.	Used some of the information from the photos in the artwork.	Included several details and descriptive language in written work.	Applied watercolor, scissors and glue skills with little difficulty.
<b>Progressing</b>	Extracted a little bit of information about the past from the photos.	Used a little bit of information from the photos in the artwork.	Included a few details and a little descriptive language in written work.	Applied watercolor, scissors and glue skills with some obvious difficulty.
<b>Just Beginning</b>	Was unable to extract any information about the past from the photos.	Was unable to use any information from the past in the artwork.	Included no details and/or no descriptive language in written work.	Applied watercolor, scissors and glue skills with a great deal of obvious difficulty.

*Not scorable: Did not extract and/or use information from the past. Did not complete a painting and/or did not complete the written work.*

***Columbus, Ohio and Our Community:  
Yesterday and Today (Street scene photographs)***  
Ohio Statehouse



Description: No. 210, Streetscene  
Artist: Photographer unknown  
Date of Work: 1880  
Medium: Photo/Copy  
Location: Ohio Statehouse  
Size: 11 inches x 16 inches  
Note: South High Street at Main Street  
c.1880 Columbus, the center of state  
government was also a bustling  
center of commerce.

Description: No. 211 Street Cars on Capitol  
Square  
Artist: Photographer unknown  
Date of Work: c. 1880  
Medium: Photo/Copy  
Location: Statehouse  
Size: 12 inches x 16 inches  
Note: A crowded streetcar on High  
Street with the Capitol in the  
background.



The People's Art Collection  
Ohio Alliance for Arts Education

***Columbus, Ohio and Our Community:  
Yesterday and Today (Street scene photographs)***  
Ohio Statehouse



Description: No. 212 The Ohio Capitol Building  
Artist: Photographer unknown  
Date of Work: c. 1880  
Medium: Photo/Copy  
Location: Ohio Statehouse  
Size: 11 inches x 16 inches  
Note: This building was started in 1838 and completed in 1861 even though it was occupied for governmental purposes as early as 1852. Its' official dedication was in 1859 when Salmon Chase officiated at the formal ceremony. The building was constructed using, in part, convict labor from the State Penitentiary, but in large part by the ample supply of highly skilled masons and craftsmen coming into Ohio from Germany and other parts of Europe during those years.

Description: No. 213 Carriages at the Ohio Capitol c. 1885  
Artist: Photographer unknown  
Date of Work: c. 1885  
Medium: Photo/Copy  
Location: Ohio Statehouse  
Size: 9 inches x 14 inches  
Subject: Columbus Street Scene – Capitol Building. This photo was probably taken near the corner of Third Street and State Street.



*Photographs and art work descriptions are courtesy of the  
Capitol Square Review and Advisory Board*