

**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.



*George Washington Williams,  
Ohio's First African-American Legislator*  
GRADE 4

**Learning Outcomes:**

The students will be able to:

1. Use collaboration skills to recreate a tableau representing a painted image.
2. Use vivid language and descriptive details to write a narrative.

**Art Standard: Creative Expression and Communication:** Students improvise, create, produce and perform dramatic/theatrical works. Students experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

**Grade Level Indicator:** Use vivid language to create a script around one or more elements of theatre such as character, action, props or settings.

**Arts Standard: Connections, Relationships and Application:** Students identify similarities and differences between drama/theatre and other art forms. Students recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students recognize the benefits of lifelong learning in drama/theatre.

**Grade Level Indicators:** Use problem-solving and cooperative skills to dramatize a story, current event or a concept from another area. Use drama/theater to retell events in Ohio history.

**Social Studies Standard: People in Societies:** Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

**Grade Level Indicator:** Describe the cultural practices and products of various groups who have settled in Ohio over time: item e. African-Americans.

**English/Language Arts Standard: Writing Application:** 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.

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**Grade Level Indicator:** Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.

**Assessment Strategy:**

- Summative: Project Rubric

**Vocabulary:**

- **Character** – a person within a dramatic/theatrical work; the part or personality that an actor portrays
- **Dramatize** – to present events or actions in a dramatic manner
- **Historian** – an expert in history; a recorder of historical events
- **Investigative Journalism** - to examine in detail, to see what happened so that one can write a detailed, informed report
- **Legislator** – a lawmaker in the state or federal legislature
- **Legislature** – one of the three branches of state and federal government in the United States that is responsible for making, changing, and repealing laws
- **Orator** – a person who gives speeches and is especially skilled in giving formal, ceremonial, or persuasive public addresses
- **House of Representatives** – the lower house of State of Ohio legislature
- **Speech** - a talk given to an audience
- **Tableau** – a stage picture composed of actors in frozen dramatic poses

**Time Needed:** three 45 minute classes

**Materials:**

- Image of painting “George Washington Williams”
- Biography of George Washington Williams (attached)
- Paper to write story
- Paper for story board (Optional activity)
- Drawing pencils
- Costumes (optional)

**Internet Resources**

<http://www.georgewashingtonwilliams.org/gww.cfm> Ohio Statehouse website with video about George Washington Williams (Excellent source of information about Mr. Williams)

<http://www.answers.com/topic/george-washington-williams> Biography of Williams and explanation of his writings

ADDITIONAL INFORMATION ABOUT THE ARTIST:

<http://www.ronandersonstudio.com/publicartprojects/ruleoflaw.html> view additional moments from history painted by this artist, Ronald Anderson

**The People's Art Collection**  
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[http://paik.absolutearts.com/cgi-bin/portfolio/art/art\\_movies/view\\_movies\\_index.cgi?login=rastudio](http://paik.absolutearts.com/cgi-bin/portfolio/art/art_movies/view_movies_index.cgi?login=rastudio)  
Ron Anderson, artist, talks about his work

[http://www.columbusmuseum.org/exhibitions/aminah/aminah\\_popup.html](http://www.columbusmuseum.org/exhibitions/aminah/aminah_popup.html) Aminah  
Robinson webpage

<http://www.csc.edu/ElijahPierce/statue.htm> Elijah Pierce information

**Step by Step Procedure:**

**CLASS 1**

**Teacher-led Activity**

- List the elements/principles of art on the board (line, shape/3-d form, color, value, pattern, repetition, balance, unity, emphasis) Display the painting *George Washington Williams Speaking to the Legislature* by Ronald Anderson. Invite students to analyze the painting by asking guiding questions. Allow students to respond informally for several minutes. Ask:
  - *What do you see here? (colors, shapes, objects, people)*
  - *What elements of art do you see that the artist used to create this image?*
  - *What do you think is happening in this picture?*
  - *When do you think the action in this painting took place? (1880)*
  - *Does it look as though the crowd is listening?*
  - *How is the crowd reacting?"*
  
- After the students have analyzed and interpreted the painting, explain that the painting depicts a moment when George Washington Williams, Ohio's first African-American legislator, passionately spoke to the House of Representatives asking the others to vote for a bill that would help improve the police force in Cincinnati. Ask:
  - *What do you think was happening in Cincinnati that made Williams so upset with the police?*
  
- Share some background information about George Washington Williams:
  - *George Washington Williams was born in 1849 in Pennsylvania. At the age of 14 he enlisted in the Civil War by lying about his age. He fought there, in Mexico and in Indian Territory. Although he was already a minister at several churches in America, he moved to Cincinnati and went to law school. Once he had his degree he felt he still needed to give back to his community by additional community service. One way he felt he could help his neighborhood was to represent the people in the Ohio legislature. Therefore he ran for office and won a seat in the Ohio House of Representatives from 1880-81. He then set out to become a journalist and was applauded for his books *A History of Negro Troops in the War of Rebellion* and *The History of the Negro Race in America 1619-1880*, the first history of African-Americans. In 1889 he was given an interview with King Leopold of Belgium. The King explained how he had taken over the Congo Free State in Africa and had treated the people there wonderfully.*

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*Mr. Williams questioned this and traveled to the state of Congo to investigate. George Washington Williams wrote a scathing report of the abuse he witnessed in a letter that was published in Belgium. He asked the King to correct the situation in the Congo. The world was shocked by Williams' report and expected Belgium to correct their manner of rule in the Congo. Sadly George Washington Williams died on his way home to America in 1891. Williams is also known as the person who invented "investigative journalism."*

George Washington Williams. (2007, December 30). In *Wikipedia, The Free Encyclopedia*. Retrieved 04:35, January 2, 2008, from [http://en.wikipedia.org/w/index.php?title=George\\_Washington\\_Williams&oldid=180980527](http://en.wikipedia.org/w/index.php?title=George_Washington_Williams&oldid=180980527)

- Prepare students for writing a narrative based on the painting by asking:
  - *What words could the main character in the front of the painting, George Washington Williams, be saying?*
  - *What would make him a good orator?*
  - *What persuasive arguments might Mr. Williams utter in his speech?*
  - *How might he sway the crowd with his words, tone of voice and body language?*
  - *What do you think the man with his hand on his neck might be thinking?*
  - *What do you imagine the legislators were doing and saying before Williams spoke?*
  - *What do you think the legislators might do and say after his speech?*
- Explain that, in small groups, they will be writing a narrative script and creating tableaus that tell a story about the painting. The script should include the moment pictured in this painting plus two other scenes. Tell the students that each group will perform their script with a narrator reading the story of the scenes and the rest of the students performing tableaus. Explain that their script must have vivid description and the tableaus should show dramatic action. Suggest that they may want to use some props or set pieces, such as a podium, for the tableaus. Ask the students to imagine scenes that they may want to use in their play. Help them get started by suggesting the following scene ideas:
  - *Mr. Williams speaking with frustrated voters or with the Mayor of Cincinnati*
  - *Mr. Williams writing his speech as he considered all the problems the police had*
  - *The Cincinnati police discussing the problems*
  - *Mr. Williams asking for time to speak to the legislature*
  - *Mr. Williams practicing his speech.*
  - *A group of Cincinnati citizens reacting to the speech*
  - *Legislators discussing the merits of his proposal*
- Divide the class into groups. Ask each group to decide on three scenes having dramatic action. Give the groups the remaining time to write their narrative.

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

**CLASS 2**

- Ask students to get into their groups to write the narrative and rehearse their tableaux.

**CLASS 3**

- Ask students to perform one group at a time. At the conclusion of each, ask the performers to regroup into their Williams painting tableau. Ask the students in the audience:
  - *Does this tableau resemble the painting?*
- After the comparison, commend the audience for their great Art Detective work.

**Closure:**

The teacher will review aloud with the students the events of Mr. Williams' life and how he helped change the world.

**Making Connections:**

**Art:** Ask students to create a collage of images and words representing the contributions of George Washington Williams.

**Drama:** Choose other paintings from the Statehouse collection and ask students to create tableaux of the scenes depicted.

**English/Language Arts:** Ask students to read biographies about other famous African-American, especially those who have lived in or impacted Ohio.

**Social Studies:** Ask students to draw a timeline to indicate significant dates and individuals in African American history, i.e. George Washington Carver, Sojourner Truth, Martin Luther King, etc. Include George Washington Williams in the timeline.

**Parent:** After a visit to the Ohio Statehouse, families might go to the nearby Columbus Museum of Art to view work by Aminah Brenda Lynn Robinson and Elijah Pierce, African-American artists from Columbus. Each of these artists felt strongly about their community and incorporated images of their neighborhoods in their work.

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***George Washington Williams  
Ohio's First African-American Legislator***

**Project Rubric**

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

	<b>Narrative</b>	<b>Tableaus</b>	<b>Cooperative Skills</b>
<b>Drama Star</b>	Provided a logical sequence of scenes with insightful descriptive detail and vivid language.	Presented tableaus that showed compelling dramatic action.	Used problem-solving and cooperative skills with no noticeable difficulty.
<b>Drama Professional (Target for All)</b>	Provided a sequence of scenes with descriptive detail and lively language.	Presented tableaus that showed engaging dramatic action.	Used problem-solving and cooperative skills with little noticeable difficulty.
<b>Drama Apprentice</b>	Provided a somewhat logical sequence of scenes with some descriptive detail and lively language.	Presented tableaus that showed relevant dramatic action.	Used problem-solving and cooperative skills with some noticeable difficulty.
<b>Drama Beginner</b>	Provided an illogical sequence of scenes and/or had minimal descriptive detail and lively language.	Presented tableaus that showed general dramatic action that was not compelling, engaging or relevant.	Used problem-solving and cooperative skills, but with a lot of noticeable difficulty.

*Not scorable: Did not participate; did not provide a narrative; did not present a tableau; did not cooperate in group work*

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**Biography**

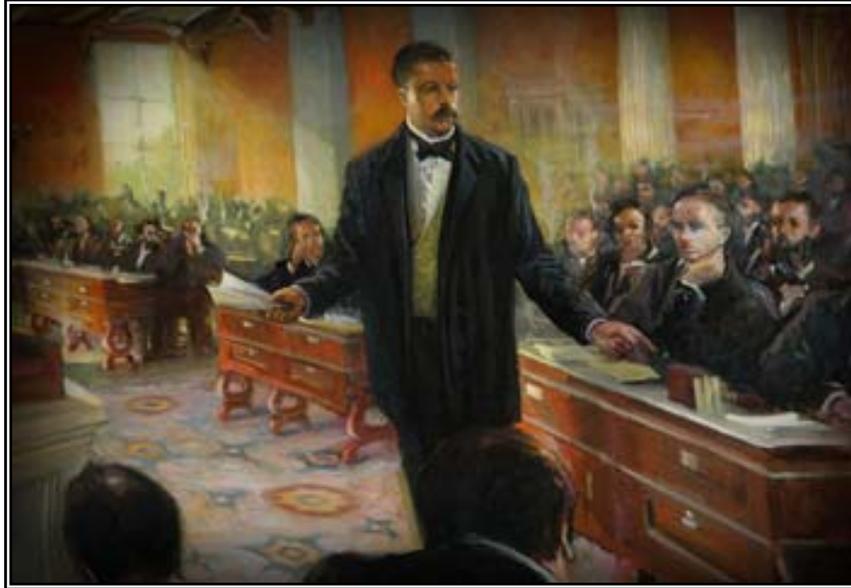
**George Washington Williams** (1849–1891), Civil War veteran, minister, politician, and historian. Born in Bedford Springs, Pennsylvania, to Thomas and Ellen Rouse Williams on 16 October 1849, George Williams was the oldest son of five siblings. Given the lack of educational opportunities for African Americans in western Pennsylvania, Williams received little formal schooling. In 1863, at the age of fourteen, he enlisted in the Union army. After leaving the army in 1868, Williams applied for admission and was accepted at Howard University in Washington, D.C., in 1869. He dropped out, however, and entered Wayland Seminary, also in Washington. In 1870 Williams entered Newton Theological Institution outside of Boston. Upon graduation from Newton, Williams was ordained and then offered the pastorate of a prominent African American congregation in Boston, the Twelfth Street Baptist Church, in 1875.

While pastor at Twelfth Street Baptist *Church*, Williams wrote a monograph, *History of the Twelfth Street Baptist Church*. He left the pastorate of Twelfth Street Baptist after a couple of months and returned to Washington to edit a journal, the *Commoner*. By December 1875 the journal was defunct. In 1876 Williams traveled to the Midwest to accept the pastorate of Union Baptist Church in Cincinnati, Ohio. In 1879 he was elected to the Ohio House of Representatives. At this juncture Williams embarked on the distinguishing task of his career—authorship of the first comprehensive history of African Americans, *History of the Negro Race in America from 1619 to 1880* (1883).

Originally published in two volumes by G. P. Putnam's Sons, Williams's *History of the Negro Race in America* offered an ably documented overview of African American history from its inception in Africa to the postbellum years following the Civil War. Favorably reviewed in both the African American and white press, these volumes established Williams as the foremost historian of the race. In 1887 he produced a monograph on African American participation in the Civil War, *History of the Negro Troops in the War of the Rebellion*. Despite these accomplishments Williams was unable to exclusively pursue one career. In 1881 he was admitted to the Ohio bar and to the Boston bar in 1883. In 1885 President Chester Arthur appointed Williams minister to Haiti. However, he was never allowed to officially assume the post by the incoming Democratic administration. Williams devoted the latter portion of his career to influencing Belgian policies in the Congo. While writing a lengthy monograph on Belgian abuses in the Congo, Williams succumbed to tuberculosis and pleurisy and died in Blackpool, England, on 2 August 1891.

Despite his varied careers, Williams's contributions to the field of historical literature were inestimable. He utilized objectivity in constructing his historical narratives and consulted with historians such as Justin Winsor and George Bancroft. A pioneer in the writing of revisionist history and oral history, the utilization of newspapers, and the collection and interpretation of primary material, William's work laid the ground, in style, presentation, and methodology for the burgeoning field of historical literature in the late nineteenth century.

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- Description: George Washington Williams  
Artist: Mr. Ronald Anderson, an instructor at the Columbus College of Art and Design  
Date of Work: 2001  
Medium: Oil on canvas  
Location: Ohio Statehouse  
Size: 36 inches x 60 inches  
Note: George Washington Williams addressing the Ohio legislature in 1880. Williams had put forth a bill to reform the Cincinnati Police force- "the wretched, partisan, and brutal conduct of the police at the last election sealed the fate of the commission". In working against legislation to set up a commission to override the local authorities, he further stated that "Mayor Charles Jacob Jr. was just the man to reform the police and rid the city of the bunko thieves, cut throats, and vile sows that are open gates through which our young men are marching down to destruction". This is the depiction of the oil work.

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