

# PICTURING HISTORY:

## American History: 18th and 19th Centuries

A Teacher's Resource Guide for Using Art  
to Teach 8th Grade Social Studies and ELA

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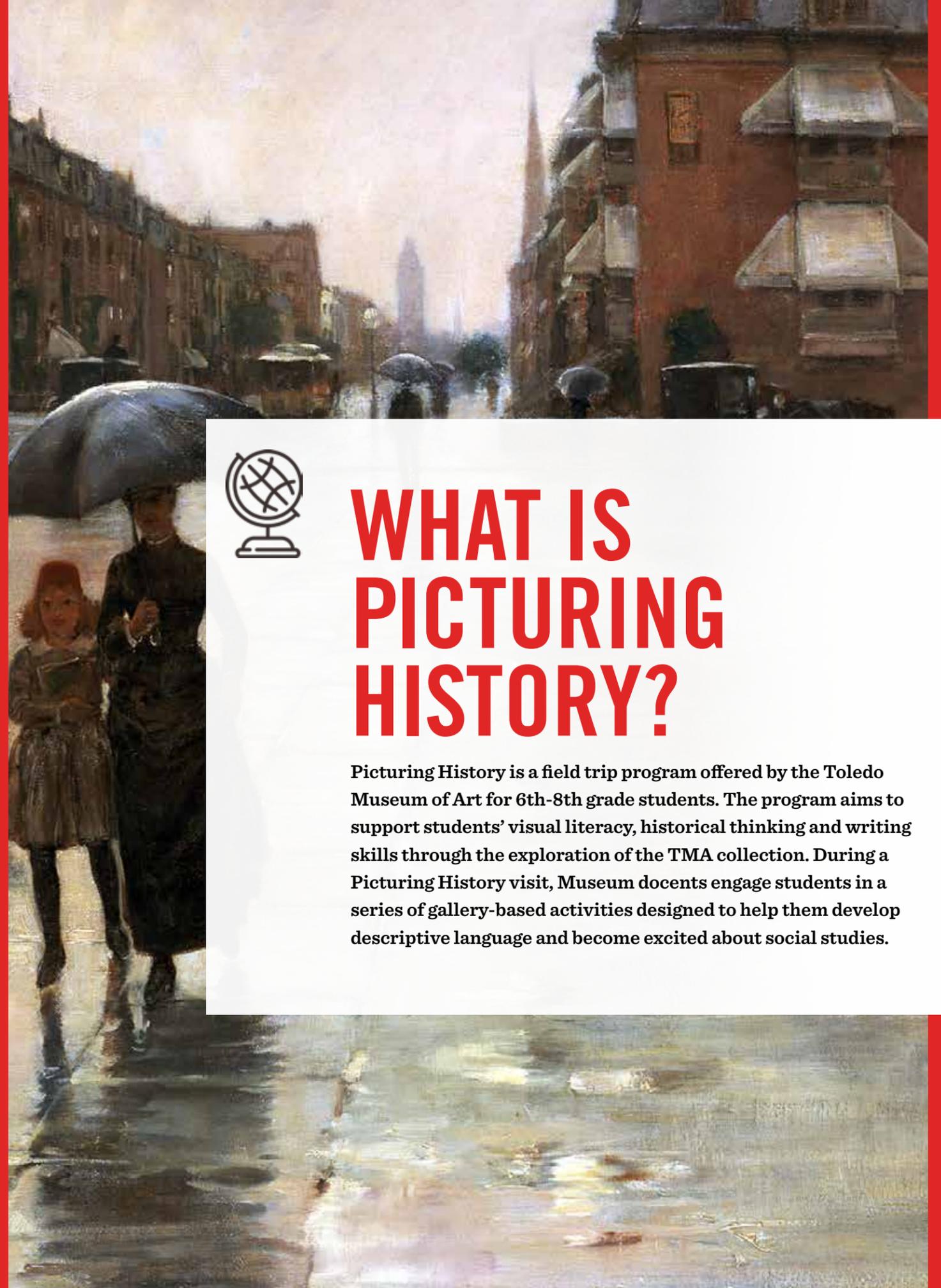
## How to Use These Materials

The materials presented here are developed with the middle school student in mind. The focus is on social studies, English language arts (ELA) and visual arts content. All lesson plans are aligned to the Ohio Common Core Standards.

## Tips for Using This Guide

- Review the guide and lesson plans. Some of the lesson plans require you to select an image for discussion. Images of art from the collection of the Toledo Museum of Art can be viewed online at <http://emuseum.toledomuseum.org/collections>. Consider showing these works of art on a smart board in your classroom.
- To make the most of this guide, we recommend completing the pre-visit lesson plan before your visit to TMA. You can customize these lessons with the suggested extension activities to enhance students' connections with social studies, ELA and visual arts content.
- Take your tour experience back to the classroom by completing the post-visit lesson plan after your TMA field trip. Use the post-visit lessons to help stretch your student's critical thinking and descriptive writing skills.

*This resource is made possible in part by the generous support of the Martha Holden Jennings Foundation.*



# WHAT IS PICTURING HISTORY?

**Picturing History is a field trip program offered by the Toledo Museum of Art for 6th-8th grade students. The program aims to support students' visual literacy, historical thinking and writing skills through the exploration of the TMA collection. During a Picturing History visit, Museum docents engage students in a series of gallery-based activities designed to help them develop descriptive language and become excited about social studies.**

## How were these resources developed?

The materials presented here are the result of the Teacher Leaders program, a year-long collaboration between the Toledo Museum of Art and social studies, ELA and visual arts middle school teachers from the Northwest Ohio area.

## Why use works of art to support social studies and ELA?

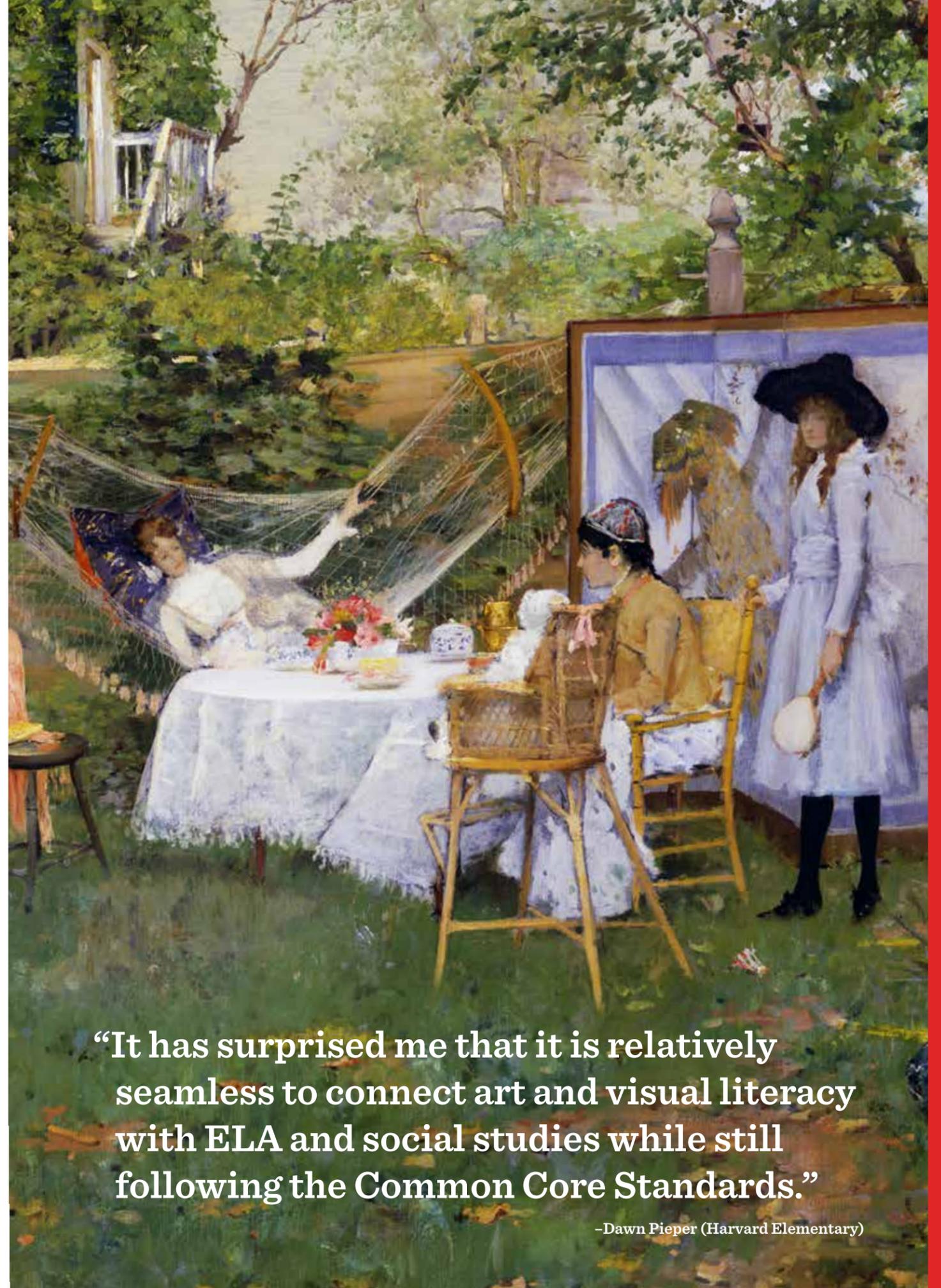
Research has shown that when works of art are a part of arts-integrated efforts to teach social studies and ELA content, students develop new connections to the material by absorbing the visual content and translating it into new knowledge. In this way, the visual arts offer students a unique window to other places and times. Arts exposure cultivates students' reflective and multi-sensory thinking, allowing for insightful connections to previous knowledge (schema) while stimulating students' creative and analytical thinking.

*Benefits include:*

- **Excitement and motivation:**  
Museum objects motivate students to learn about the past.
- **Active participation in the learning process:** Participating in hands-on guided experiences in the Museum allows students to take full ownership of their learning experience.
- **Construction of historical knowledge:** Students develop historical thinking skills connecting social studies content to a larger framework of knowledge.
- **Improved student writing:** Research has shown that pre-writing experiences can foster critical thinking and lead to more precise vocabulary use.

## What are the benefits of looking closely at art?

Taking the time to observe works of art develops the imagination while improving visual and reading aptitudes through visual literacy. It allows for a different way of learning about the past and making knowledge relevant in a tangible fashion.



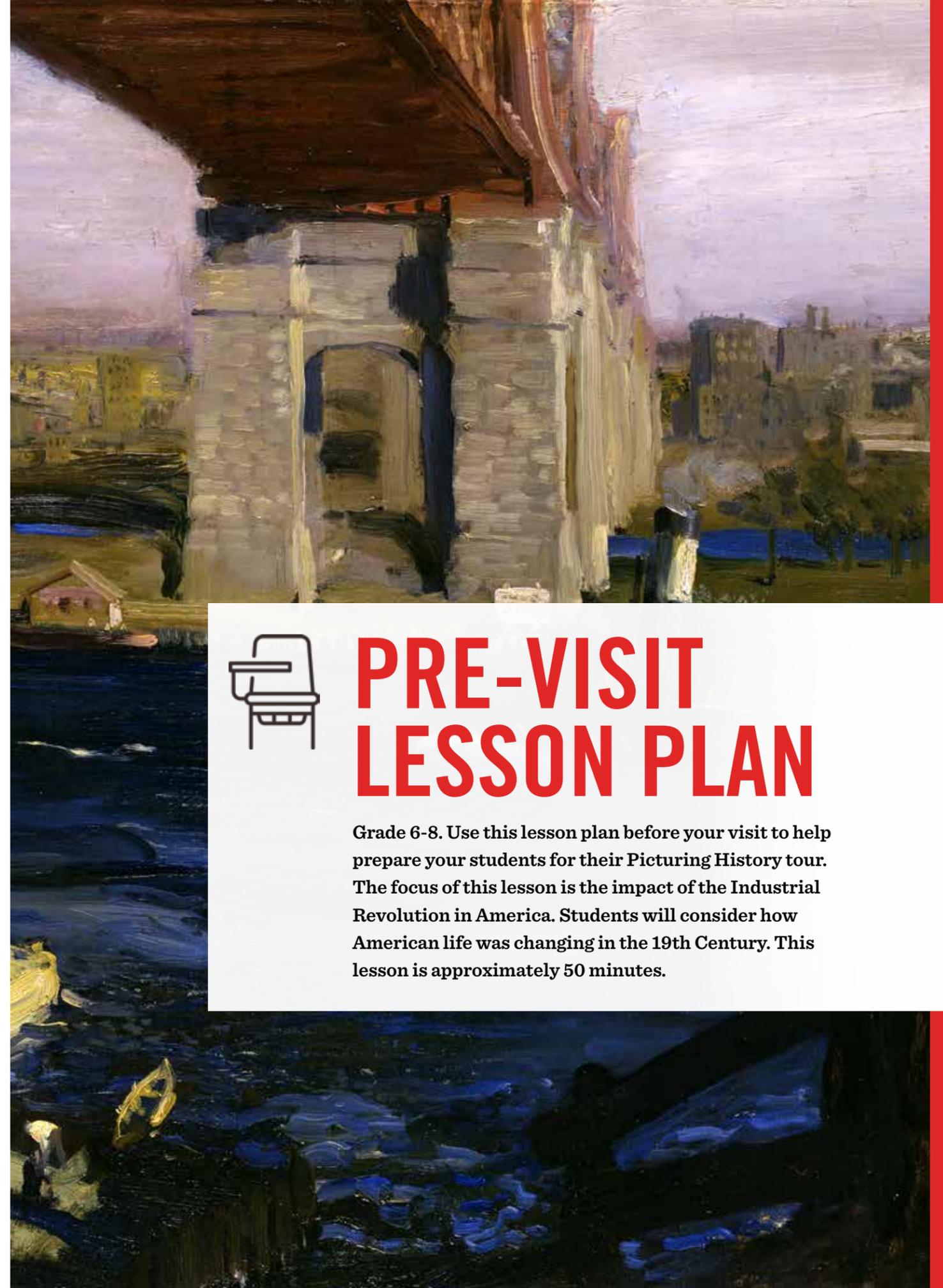
“It has surprised me that it is relatively seamless to connect art and visual literacy with ELA and social studies while still following the Common Core Standards.”

—Dawn Pieper (Harvard Elementary)

## Where can I learn more about the benefits of arts-integrated approaches to teaching ELA and social studies?

Here are some additional resources you may wish to review:

- Brouillette, L. R., Burge, K., Fitzgerald, W., Walker, P. (2018) *Teaching Writing Through the Arts in Urban Secondary Schools: A Case Study*. *Journal for Learning Through the Arts*, vol.4.
- Burstein, J.H. & Knotts, G. (2010) *Creating Connections: Integrating the Visual Arts with Social Studies*. *Social Studies and the Young Learner* 23(1).
- Cutsforth K., Jennifer. (2014) *Museum Visits in Social Studies: The Role of a Methods Course*. *Social Studies Research and Practice*, vol. 9.
- Field, Sherry L., Linda D. Labbo, Ron W. Wilhelm, and Alan W. Garrett. (1996) *To Touch, To Feel, To See: Artifact Inquiry in the Social Science Classroom*. *Social Education* 60 (3):141-43.
- Gullatt, David E. *Enhancing Student Learning through Arts Integration: Implications for the Profession*. *The High School Journal*, vol. 91, no. 4, 2008, pp. 12-25. JSTOR, [www.jstor.org/stable/40364094](http://www.jstor.org/stable/40364094).
- Lorimer, Maureen R. (2011) *Arts-Infused Learning in Middle Level Classrooms*. *Journal for Learning through the Arts*, vol. 7.
- Murawski, Mike. (2014) *8 Lessons About Teaching From the Canadian Museum of Human Rights*. *Art Museum Teaching* <https://artmuseumteaching.com/2014/12/23/8-lessons-about-teaching-from-the-canadian-museum-of-human-rights/>
- Sizemore, Judy. (2017) *Integrating Social Studies and the Arts: Why, When, and How*. Kentucky Educational Television. <http://www.kentuckyteacher.org/wp-content/uploads/2011/06/Integrating-Social-Studies-Arts.pdf>
- Toledo Museum of Art School Partnerships website, [schoolpartnerships.toledomuseum.org](http://schoolpartnerships.toledomuseum.org)
- Youngs, Suzette. (2012) *Understanding History Through the Visual Images in Historical Fiction*. *Language Arts Journal*, Vol. 89. No. 6.



# PRE-VISIT LESSON PLAN

**Grade 6-8. Use this lesson plan before your visit to help prepare your students for their Picturing History tour. The focus of this lesson is the impact of the Industrial Revolution in America. Students will consider how American life was changing in the 19th Century. This lesson is approximately 50 minutes.**

## A Changing Landscape: Close reading through poetry and pictures

### About this Lesson:

*This lesson was developed by:*

- Luke Fannin (Jefferson Junior High School)
- Nancy Garand (Harvard Elementary)
- Joni Klopfenstein (Wayne Trace Jr./Sr. High School)
- Sharon Morrin (Fassett Junior High School)

### Goals:

Using a famous American poem combined with images from the TMA collection, students will be able to use close looking and reading skills to creatively demonstrate a deep understanding of how the changes in technology impact society, specifically, America during the mid-1800's.

### Objectives:

- The student will read the poem and use pieces of the poem to discuss 19th century tools.
- The student will discuss the significance of the Industrial Revolution and the impact of it on America.

### Common Core Standards Addressed:

- **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-LITERACY.W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Materials:

A copy of the poem “I Hear America Singing” by Walt Whitman for each student, pencils, pictures of tools of the jobs referenced on the poem, “I Hear America Singing” worksheet, and the image of *Starruca Viaduct, Pennsylvania* by Jasper Francis Cropsey from the TMA collection at <http://emuseum.toledomuseum.org/collections>.

- Step 1:** Ask students to think of examples of new tools or technology which replaced old ones. (If needed prompt them with examples such as tablets and smart phones.) Lead them in a discussion of both the benefits and problems associated with these new technologies. Explain that America was facing similar challenges as new technologies emerged during the Industrial Revolution.
- Step 2:** Have the students read the poem “I Hear America Singing” by Walt Whitman.
- Step 3:** Display the image of *Starruca Viaduct, Pennsylvania* so that all students can easily view it. Ask students to look closely for tools and activities referenced in the poem.
- Step 4:** After allowing students observation time, ask the students:
- What do you see in the painting?
  - Describe the place depicted in the painting.
  - Describe the people you see.
  - What signs of the new America’s changing landscape can you find?
- Step 5:** Pass out the worksheets and have the students complete them.
- Step 6:** Ask the students to share their responses from the worksheet.

### Discussion Questions:

- What is the primary message in the poem?
- How does the painting compare with the poem? similarities? differences?
- How do you think these tools changed life in America?
- Did the invention of these tools simply make life easier or did it lead to something else?

# *I Hear America Singing*

Walt Whitman (1860)

I hear America singing, the varied carols I hear,

Those of mechanics, each one singing his as it should be blithe and strong,

The carpenter singing his as he measures his plank or beam,

The mason singing his as he makes ready for work, or leaves off work,

The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,

The shoemaker singing as he sits on his bench, the hatter singing as he stands,

The wood-cutter's song, the ploughboy's on his way in the morning, or at noon intermission or at sundown,

The delicious singing of the mother, or of the young wife at work, or of the girl sewing and washing,

Each singing what belongs to him or her and to none else,

The day what belongs to the day—at night the party of young fellows, robust, friendly,

Singing with open mouths their strong melodious songs.



# *I Hear America Singing*

Worksheet

What kinds of people did Whitman choose to portray? \_\_\_\_\_

Why does Whitman say they are singing, not working? \_\_\_\_\_

List some of the workers and what they are doing while they sing:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

How do you think the author and the artist feel about the changes in America at this time? What evidence can you find in the image or the text to support your ideas? \_\_\_\_\_

How does this poem compare and contrast with the painting by Jasper Francis Cropsey?

Choose one person from the poem or the painting and the specific tool being used. Explain how this person and their tool(s) contributes the changing American landscape:

# TOUR SUMMARY

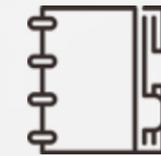


Thank you for choosing the Toledo Museum of Art's Picturing History program for your class field trip! Your Museum experience will be more fun from the start if you remember to do the following:

- Visit [toledomuseum.org/visit/tours/school-tours/](https://toledomuseum.org/visit/tours/school-tours/) to request your tour.
- If you have any children with special needs, please share any necessary accommodations when you make your tour request.
- Divide your class into groups of 12-15 students, and assign one adult chaperone to each group.
- Have each student wear a name tag with her/his first name in large print.
- Arrive on time.

## What to expect during your visit?

This tour explores the impact of the Industrial Revolution on America during the mid-1800's. Artists of the time were eager to describe the changes of America's landscape in their work. These changes and romanticism about the countryside left behind are themes revisited through different activities in this tour. Students will explore this theme through compare and contrast activities, close looking and group discussion.



# POST-VISIT LESSON PLAN

**Grade 6-8. Use this lesson plan after your visit to help your students connect their Picturing History field trip experience with the classroom and extend the learning. This lesson addresses the changes in America during the mid-1800's. The new landscape presented transformations in the workforce and industry often represented in paintings and other decorative objects. This lesson is approximately 50 minutes.**



## Cinquain Poem

### About this Lesson:

*This lesson plan was developed by:*

- Luke Fannin (Jefferson Junior High School)
- Nancy Garand (Harvard Elementary)
- Joni Klopfenstein (Wayne Trace Jr./Sr. High School)
- Sharon Morrin (Fassett Junior High School)

### Goals:

Students will create an original cinquain poem inspired by the American art viewed during their visit to the TMA. This activity will lead students to a better understanding of the changes in America during that time.

### Objectives:

- The student will formulate a cinquain poem.
- The student will increase interest in how art connects to various subjects.

### Common Core Standards Addressed:

- **CCSS.ELA-LITERACY.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-LITERACY.W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Materials:

Paper, pencils and printed copies of images from the TMA collection.

### Suggested

- Images:**
1. John Sloan, *Movies*, 1913 (1940.16)
  2. Childe Hassam, *Rainy Day, Boston*, 1885 (1956.53)
  3. William Merritt Chase, *The Open Air Breakfast*, about 1888 (1953.136)
  4. Winslow Homer, *Sunlight on the Coast*, 1890 (1912.507)
  5. George Wesley Bellows, *The Bridge at Blackwell's Island*, 1909 (1912.506)

**Images can be found at <http://emuseum.toledomuseum.org/collections>**

**Step 1:** Spread the images out on the table where all students can easily view them. Have the students look for common signs of industrialization.

**Step 2:** Ask the students what these signs mean to them. Ask them:

- How is society affected by advances in technology?
- Where does the impact of industrialization is most evident?
- Who benefited from the changes of America's landscape during the 1800's?

**Step 3:** Pass out the worksheets with the cinquain poem template. Explain to students that the cinquain poem is a five-line descriptive poem that expresses ideas about a person, place or thing. Tell the students to use the signs of industrialization they found in the images and their thoughts about them to complete a poem.

**Step 4:** Ask the students to share their poems.

### Discussion Questions:

- How do literature and artwork depict what is occurring in an ever-changing society?
- What are the implications of the advancements in science in a society?
- What are some technologies in our society today that reflect our growth?



### Extension Activity

Have the students create a collage with magazine pages and recyclable materials.

## Cinquain Poem

A cinquain is a five-line poem that describes a person, place or thing. Here's an example:

*Oak*

A one-word title, a noun

*Majestic, gigantic*

Two adjectives

*Standing, shading, growing*

Three -ing verbs

*In need of a tire swing*

A phrase

*Tree*

Synonym, another noun

NAME: \_\_\_\_\_

## *Write Your Own Cinquain* Worksheet

\_\_\_\_\_  
A one-word title, a noun that tells what your poem is about

\_\_\_\_\_, \_\_\_\_\_  
Two adjectives that describe what you are writing about

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
Three -ing verbs that describe what your poem is about

\_\_\_\_\_  
A phrase that tells more about what you're writing about

\_\_\_\_\_  
A synonym for your title, another noun that tells what your poem is about



# VISUAL ART LESSON PLAN

Grade 6-8. Do this activity after your visit to help your students connect their Picturing History field trip experience with the classroom and extend the learning through book making. This lesson is approximately 30 minutes.

## Accordion Books

### About this Activity:

*This lesson was developed by:*

- Isabel Trujillo-Isaza (TMA Art Educator)

This activity will allow students to explore book making.

### Goal:

To have students interpret and illustrate a cinquain poem through the creation of an accordion book.

### Materials:

Large sheets of white paper, diverse assortment of color papers, pencils, markers, paint, brushes, and glue.

- Step 1:** Have the students identify a section from their cinquain poem created in the post-visit lesson to use for their book. Tell them to count the number of words, explain to them that they will have one page for each word of the text.
- Step 2:** Ask the students to cut the large sheets of paper into 6" x 24" strips. Measure 4" increments along the strip and make accordion-style folds every 4" to create six pages. If more pages are needed, tell the students to create another strip of pages in the same manner and join by overlapping and gluing pages together to increase length.
- Step 3:** Tell the students to mark the paper lightly at 4" intervals along the length.
- Step 4:** Ask the students to fold the paper back and forth at the markings, applying pressure with the help of a bone folder or craft stick.
- Step 5:** Tell the students to place each word of the poem section in each page. Ask students to think about the text placement in relationship with the page and any decorative elements they choose to add.
- Step 6:** Have the students decorate each page using colored papers, markers, and/or paint. Ask students to reflect on the elements of art (color, form, line, shape, space, texture and value) and principles of design (balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity) as they arrange the different elements on each page.
- Step 7:** Have the students share their books with the class.



## ADDITIONAL RESOURCES

- US History.org resource on the rise of industry: <http://www.ushistory.org/us/25.asp>
- 1800s America: How the Industrial Revolution affected the life of the Americans: <https://joannhillwordsmith.com/2016/10/05/1800s-america/>
- History, Trade and Art: <http://historytradeart.blogspot.com/2010/05/art-and-artistic-reactions-to.html>
- Khan Academy resources: <https://www.khanacademy.org/humanities/ap-us-history/period-6/apush-gilded-age/a/america-moves-to-the-city>
- Immigrants: America's Industrial Growth Depended on Them: <http://www.manythings.org/voa/history/135.html>
- Cliffs Notes resources on American History: <https://www.cliffsnotes.com/study-guides/history/us-history-ii/american-society-and-culture-18651900/the-rise-of-urban-america>
- TMA Reference Library: <http://www.toledomuseum.org/education/reference-library>



## GLOSSARY

- **Agrarian:** A social system in which agriculture is the sustaining foundation.
- **Economy:** The way a society organizes to produce, distribute and consume goods and services.
- **Industrial Revolution:** A period of rapid growth in the use of machines in manufacturing production.
- **Landscape:** The visible features of an area of land.
- **Migration:** The movement of people from one region to another with the intent of staying in that place for long period of time.
- **Rural:** Country or farmland.
- **Technology:** Machinery and equipment developed from the application of scientific knowledge.
- **Tool:** A device or implement use to carry out a particular function.
- **Urban:** Relates to the city or town.
- **Urbanization:** The movement of population from farms to the city.



## Museum Hours of Operation

### Tuesday and Wednesday

10 a.m. – 4 p.m.

### Thursday and Friday

10 a.m. – 9 p.m.

### Saturday

10 a.m. – 5 p.m.

### Sunday

Noon – 5 p.m.

*Closed Mondays, Independence Day, Thanksgiving Day, and Christmas Day*

## Admission

**Admission to the Museum is always free.** Special exhibitions or events may require purchased tickets. Members are admitted free to all exhibitions and receive free admission and discounts for special programs, events, and Museum Store purchases.

## Location

The Museum is just west of Toledo's downtown business district, directly off Interstate 75, at 2445 Monroe Street at Scottwood Avenue.

📞 419.255.8000

👉 [toledomuseum.org](http://toledomuseum.org)

## Our Mission

We believe in the power of art to ignite the imagination, stimulate thought, and provide enjoyment. Through our collection and programs, we strive to integrate art into the lives of people.

## Thank You

This resource is made possible in part by a grant from the Martha Holden Jennings Foundation.



More teacher resources from the Toledo Museum of Art are available online at [toledomuseum.org](http://toledomuseum.org)

