

**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.

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.



Ohio Inventors Take the Stage
GRADE 2

Learning Outcomes:

The students will be able to:

1. Identify the subjects of the painting as famous Ohio inventors.
2. Summarize how the inventions of Edison and the Wright Brothers have changed the world.
3. Write and perform a song or rap music about Edison, Orville and Wilbur Wright or other inventor and how their invention(s) changed the world.

Music Standard: Creative Expression and Communication: Students sing, play instruments, improvise, compose, read and notate music.

Grade Level Indicator: Improvise and compose simple rhythmic and melodic phrases.

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. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: a) Explorers, inventors and scientists (e.g. George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong).

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: Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

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Assessment Strategy:

- Formative: Guidelines to Create a Rap
- Summative: Rap/Song Self-Assessment

Vocabulary:

- **Inventor** – person who is the first to think of or make something.
- **Invention** - a creation of a new device or process resulting from study and experimentation.
- **Portrait** - a likeness of a person.
- **Rhythm** - the arrangement of spoken words or sounds alternating stressed and unstressed elements.

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

Materials:

- Images of each painting
- Pencils
- Paper
- CD player
- Recording of “Abraham, Martin and John” by Dion or Marvin Gaye

Internet Resources:

<http://edtech.kennesaw.edu/web/inventor.html>

- Excellent website with links to information on inventors and inventions throughout history

http://www.time.com/time/specials/2007/article/0,28804,1677329_1677708_167786,00.html

- A timeline of inventions

Step by Step Procedure:

Teacher-led Activity:

- Display images of the paintings of Edison and the Wright Brothers.
- Choose one of the paintings to discuss first. Lead students through a discussion by asking guiding questions:
 - *What do you see in the portrait?*
 - *How many people are in the painting?*
 - *What is the setting of the painting?*
 - *Is this a painting of people working today? How do you know?*
 - *What do you think this painting is about?*
 - *What clues tell you about these people?*
 - *Would you be able to write a story about these people by using visual clues given in the painting?*
- View and discuss the second painting using similar questions.

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- Lead students to compare the two paintings:
 - *What is different about these two paintings?*
 - *What is the same about these two paintings?*
 - *What did the two artists do that is similar?*
 - *What is the same about the men shown in the painting?”*
 - *What is different about the men shown in the painting?”*
 - *What is the same about the places shown in the painting?”*
 - *What is different about the places shown in the painting?”*

- Identify the inventors and list the inventions these men made (Edison – light bulb, phonograph, camera for motion pictures; Wright brothers – airplane). Lead a discussion about the inventions:
 - *Who has turned on a light?*
 - *Who has listened to recorded music?*
 - *Who has seen a movie?*
 - *Who has flown in an airplane?*
 - *How did these inventions change the way we live?*
 - *Would your life be different if you did not have the electric light?*
 - *What if you could only listen to music at a live performance?*

- Play a song such as “Abraham, Martin and John” by Dion or Marvin Gaye that portrays the attributes of important people. Lead a short discussion asking:
 - *What did these people (Abraham, Martin and John) do?*

- Note that the lines in the song sound very much like a poem with some lines that end in rhyme. Play the song again.

- Explain that Rap songs might rhyme, but the rhythm is quite important. Clap some rhythm patterns and ask students to echo clap the patterns. Vary the rhythms. Ask students to create their own rhythms by patting on their legs or clapping their hands.

- Distribute copies of the “Guidelines to Create Lyrics or a Rap”.

Student Activity:

- Students will write lyrics or a rap about Thomas Edison or the Wright Brothers and their inventions. Lyrics may be written to any familiar songs such as “Frere Jacques” (Are You Sleeping?), “Row, Row, Row Your Boat,” or “Twinkle, Twinkle, Little Star.” Students may work individually or collaboratively in pairs or small groups.
- Students will perform their songs for the class. Remind students in the audience to display appropriate behavior.

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Closure:

Review what the students learned about these inventors and their inventions. Ask students to complete the "Rap/Song Self-Assessment" page that is attached.

MAKING CONNECTIONS:

Art: Ask students to develop a list of forms of communication (newspapers, books, telephones, cell phones, televisions, radios, iPod, etc.), then ask the students to design a better form of communication using found objects such as foil, boxes, popsicles, wood scraps, air-dry clay, etc. Ask them to use paint, construction paper and markers to add color and pattern.

Language Arts: Use the paintings as a storytelling device. Look closely at the paintings. List all the objects that are in the painting. Ask the students, "*Why did the artist include all of these objects?*" Look at the setting in the painting. "*Where are the inventors? Is there more than one setting within the painting? Can you imagine what was happening right before or after these men sat down to have their portraits painted? Can you imagine the story of these men's lives and how they might have experimented to create their invention?*" Divide students into groups of 5-6 children. Give them paper and pencils and ask them to write a short skit that would describe an event in the inventor's life.

Parent: Encourage your child to re-imagine a product or tool in your home. Together you might want to look on the web at drawings of kid inventions at http://inventors.about.com/od/kidinventions/ss/kid_inventors_U.htm. Ask your child to make some drawings of products or machines that could be improved. Include images and words to help explain the products purpose. Go to the Smithsonian website related to the Lemelson Center for Study of Invention and Innovation. There is a wealth of information including games. <http://invention.smithsonian.org/home/>

Science: Students can study the lives of inventors.

Social Studies: Read about inventors and inventions by era, country or type on this timeline: <http://www.enchantedlearning.com/inventors/indexa.shtml>

Ohio Inventors Take the Stage

Guidelines to Create Lyrics or a Rap

For this lesson, you will write lyrics or a rap that tells a story about Thomas Edison and Orville and Wilbur Wright and how their inventions changed the world. Then you will perform it for the class. Your lyrics may be written to any familiar songs such as “Frere Jacques” (Are You Sleeping?), “Row, Row, Row Your Boat,” or “Twinkle, Twinkle, Little Star.” A rap should be based on a repeated rhythm pattern. You may work alone, in pairs, or in a small group.

Follow these steps:

STEP 1

- Make a list of important words about the inventors and how their inventions changed daily life.
- Choose a familiar song or create a rhythm pattern.

STEP 2

- Write your story as a poem with rhyming words at the ends of the phrases. Include two facts about the inventors.
- Sing your song or say your rap.
- Make changes if the rhythm of the words do not fit your song or rap.

STEP 3

- Practice your song or rap.

STEP 4

- Perform your song or rap for the class.

Ohio Inventors Take the Stage

Rap/Song Self-Assessment

Student Name _____ Date _____

Think about when you were writing your song or rap and when you performed it. Then complete these sentences:

A. The best part of my rap/song is:

B. One part I would change if I could write the song again is:

C. Two facts about inventors I included in my song/rap are:

1.

2.

D. Two ways that these Ohio inventions have made a difference in the lives of people are:

1.

2.

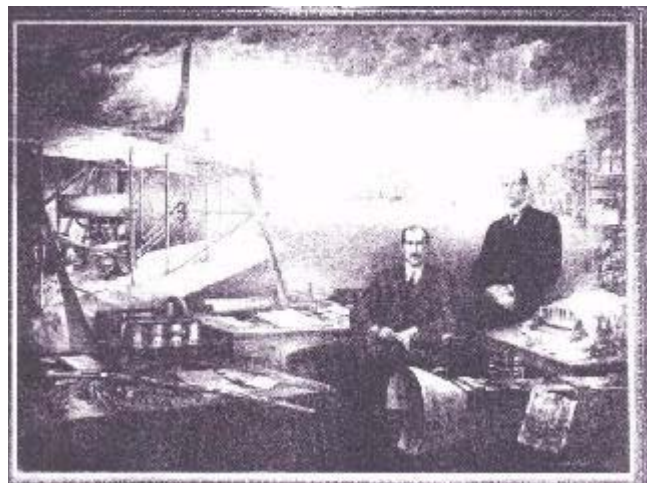
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Ohio Inventors Take the Stage
Ohio Statehouse



Description: Painting of Edison at his desk
Artist: Howard Chandler Christy
Date of Work: 1930
Medium: Oil on Canvas
Location: Statehouse Rotunda
Size: 9 feet x 12 feet

Description: "Orville and Wilber Wright
and their accomplishments
Artist: Dwight Mutchler
Date of Work: 1959
Medium: Oil on Canvas
Location: Statehouse
Size: 9 feet x 12 feet



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