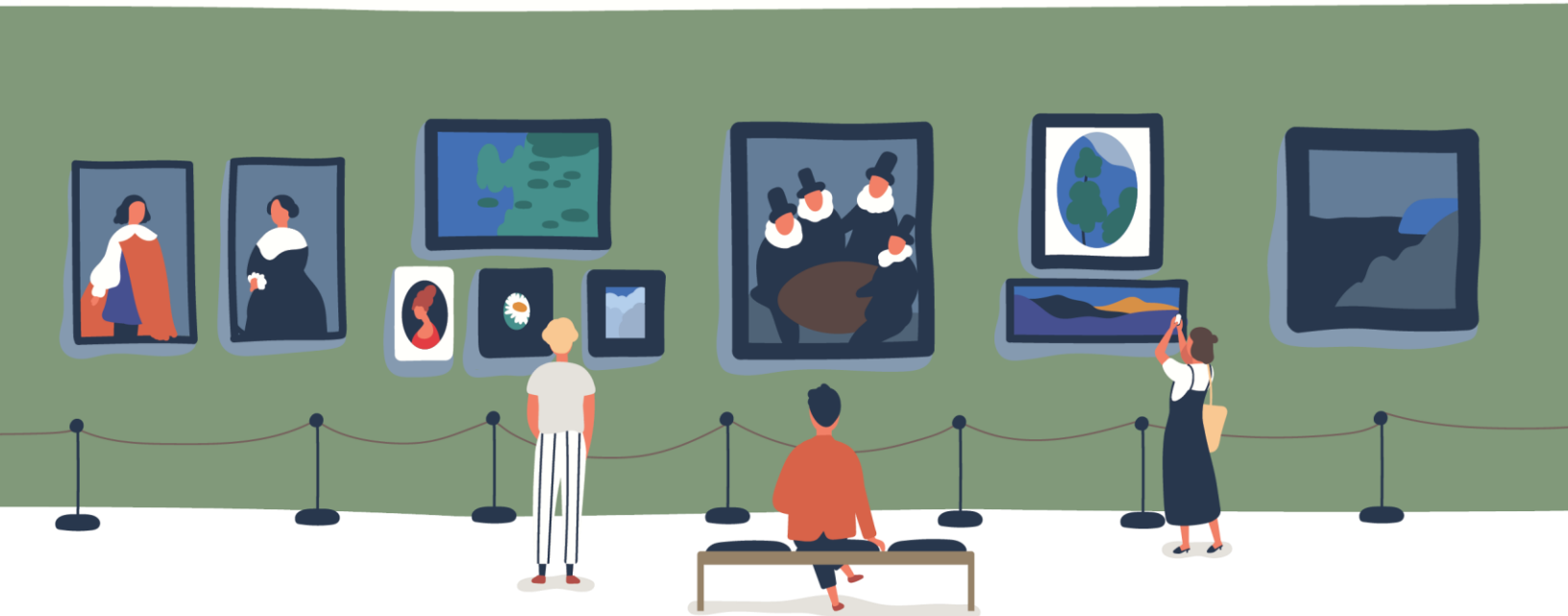


ZANESVILLE
MUSEUM of ART

Student Activity Guide

A resource for fourth-grade students



Welcome

Welcome to *Exploring Ohio's History Through Art*. In this program you will explore the history of your state in a unique way: the works at the Zanesville Museum of Art will, in many ways, be your textbook. You will be working with your teachers, classmates, and Zanesville Museum of Art (ZMA) staff to discover, reflect, and create.

First, you will learn about art museums and how they can be used to learn about the past. Then your teacher will guide you through three social studies experiences, one in Ohio geography, one in Ohio history, and one in Ohio economics.

You will prepare for each in the classroom by discussing artwork, learning new vocabulary, and completing activities in this guide. Then you will take a field trip to ZMA, where you will experience the artworks firsthand through guided tours, hands-on activities, and scavenger hunts.

Back in the classroom, you will reflect and write; you will draw and research; you will work independently and in small groups. You will have the opportunity to study and create art. You will use your imagination to discover what life was like in your state throughout its history.

Finally, you will create an art project that may be submitted to ZMA for display in its annual *Muskingum County Student Art Exhibition*.

Throughout the program, this guide will offer extra learning experiences, puzzles, worksheets, and hands-on activities. We look forward to working with you and to getting to know you as you set about *Exploring Ohio's History Through Art!*

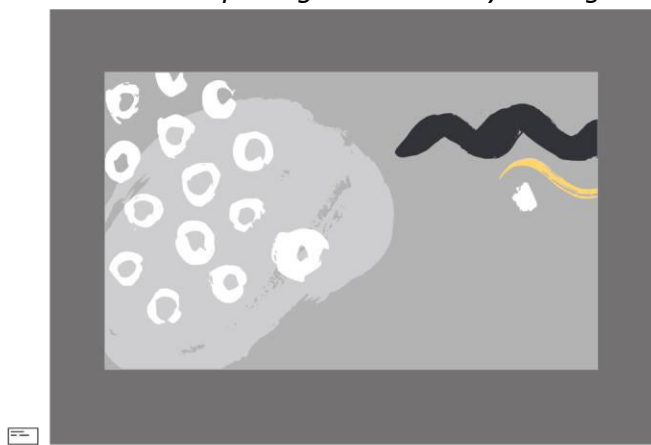


Table of Contents

UNIT 1

Getting to Know the Zanesville Museum of Art

KWL Sheet.....	4
Vocabulary.....	5
Vocabulary Builder.....	6
ZMA History.....	7
ZMA Rules and Manners.....	8
ZMA Map.....	9

UNIT 2

Ohio Geography

Geography Vocabulary.....	11
Geography Vocabulary Builder.....	12
Changing the Environment Activity.....	13
Geography Scavenger Hunt.....	15
Describe the Environment Activity.....	16
Geography Field Trip Reflection.....	17
Create Your Own Zanesville Postcard.....	18

UNIT 3

Ohio History

History Vocabulary.....	20
History Vocabulary Builder.....	22
History Detectives Activity.....	23
History Field Trip Reflection.....	25
History Narrative Activity.....	26

UNIT 4

Ohio Economics

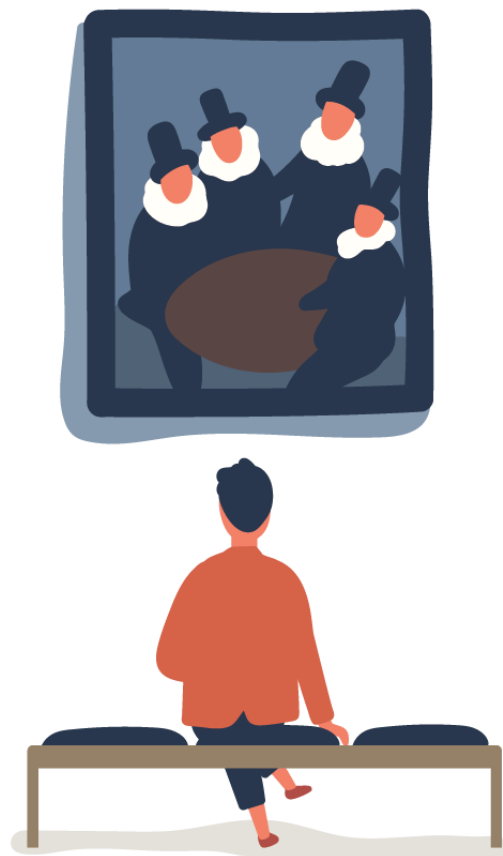
Economics Vocabulary.....	29
Economics Vocabulary Builder.....	30
Close Looking Activity.....	31
Ohio Inventors.....	32
The Next Invention Activity.....	33
A Hands-On Look at Pottery.....	35
A Hands-On Look at Glass.....	37
Economics Field Trip Reflection.....	39
How It's Made: Ohio Product Infographic.....	40

FINAL PROJECT


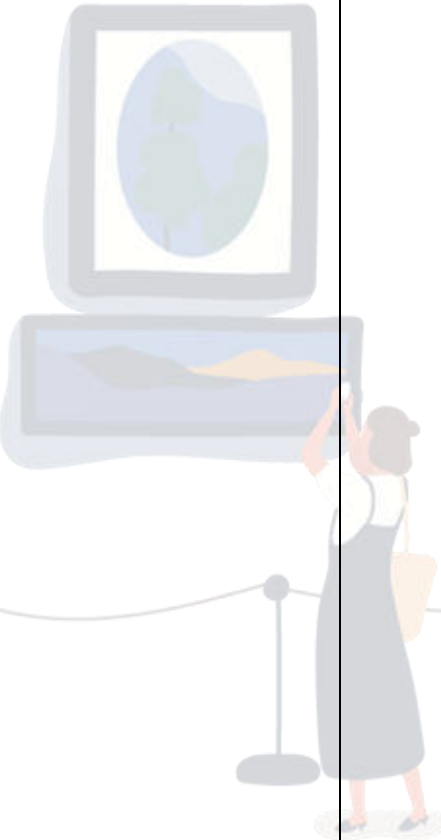

UNIT 1

Getting to know the Zanesville Museum of Art

In this unit, you'll learn about the roles art museums play in their communities, meet a ZMA staff member, and find out what's expected of you as you explore your local art museum.



KWL Chart

K- What I Know	W- What I Wonder	L- What I Learned
		

Use the **K** column to write what you already **KNOW** about art museums.

Use the **W** column to write what you **WONDER** about art museums. What do you **want** to know?

After visiting the ZMA, use the **L** column to write what you **LEARNED** about art museums.

Challenge: Add more after each visit.

There is always something new to learn!

Vocabulary

Write the definition for each word.

Art: _____

Artist: _____

Art Museum: _____

Landscape: _____

Medium: _____

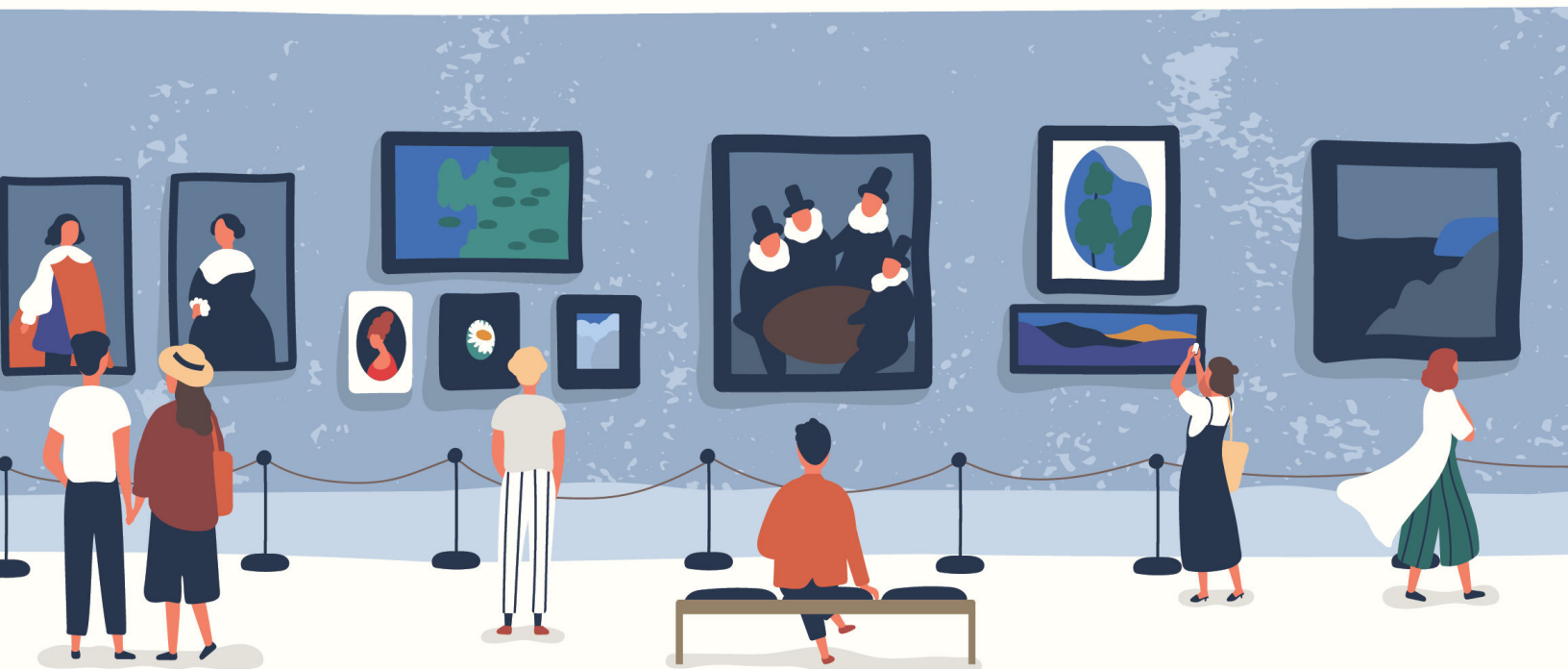
Portrait: _____

Still Life: _____



Vocabulary Builder

In the space below, draw a picture using at least four vocabulary words. *Challenge: Use all the vocabulary words. Be creative!*



The 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 eight thousand 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. ZMA welcomes and encourages guests to experience the museum’s outstanding collection of works of all kinds.

Zanesville Museum of Art Rules and Manners

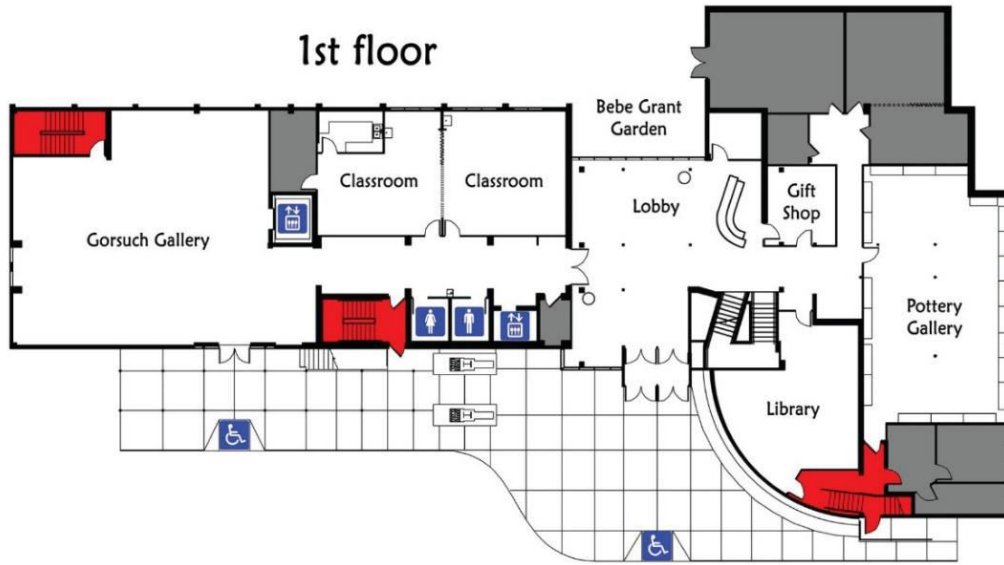
Visits are more fun when museum guests do the following:



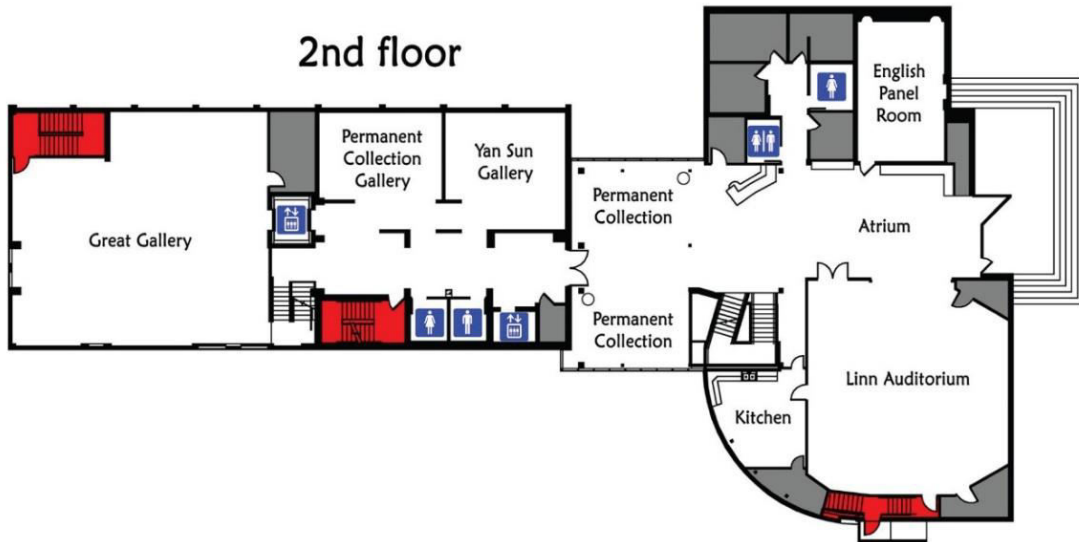
- Check backpacks, or other bags larger than 11 x 15 x 6 inches with ZMA personnel before a tour begins.
- Respect the artwork. The lightest touch can damage paintings, photographs, prints, and sculpture.
- Photograph artwork without a flash. Flash photography, video, and tripods are not allowed in the galleries. And photography shouldn't disrupt the museum's operations or limit other people's access to the works on display.
- 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 ZMA representative.
- Eat and drink only in areas approved for refreshments.
- Use of pencils, colored pencils, and ink pens are not allowed in the gallery.

ZANESVILLE MUSEUM of ART

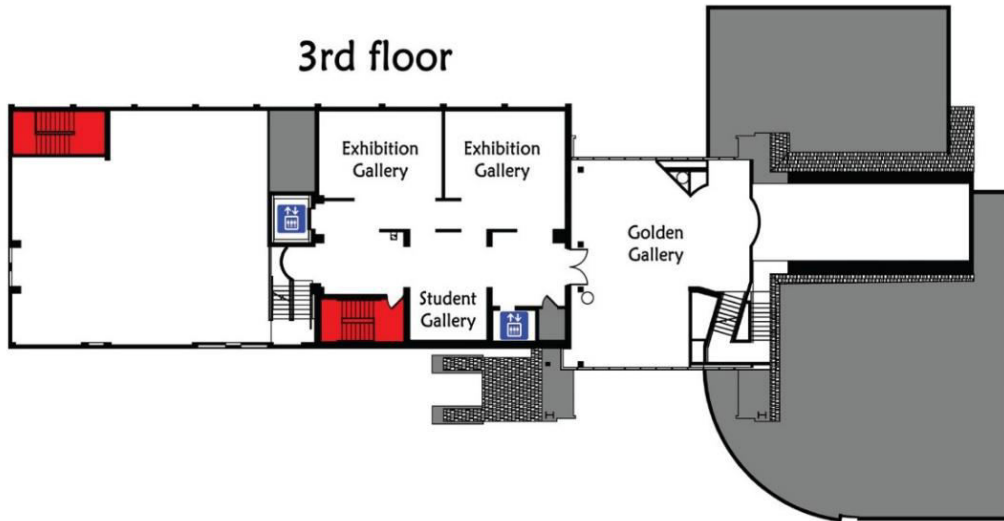
1st floor



2nd floor



3rd floor

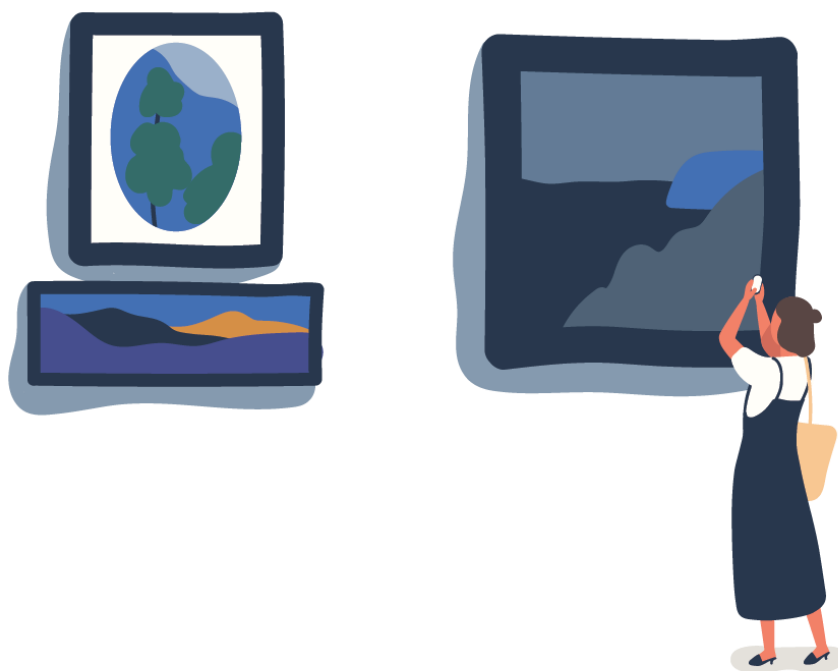


■ Fire Exits

UNIT 2

Ohio Geography

In this unit, you'll see the landscapes and buildings of Ohio reflected in artworks and consider how the land and its features affected the people, and how artists chose to depict them.



Vocabulary

Write the definition for each word.

Conservation: _____

Environment: _____

Frontier: _____

Landform: _____

Landscape: _____

Natural Resource: _____

Nonrenewable Resource: _____

Renewable Resource: _____

Vocabulary Builder

Draw a line from each vocabulary word to its synonyms.

Challenge: Can you think of any more synonyms for each word?

1. Conservation

A. Border, Boundary, Edge

2. Environment

B. Scenery, Countryside

3. Frontier

C. Inexhaustible, Sustainable

4. Landform

D. Protection, Preservation

5. Landscape

E. Unsustainable, Exhaustible

6. Natural Resource

F. Mountain, Valley, Plateau

7. Nonrenewable

G. Water, Timber

8. Renewable

H. Surroundings, Setting

Changing the Environment

Look at the artwork listed below. What modifications do you see that humans made? How did these changes help people? How were they damaging to the environment?

Then, compare the historic images to current photographs of these locations to see if any more changes have occurred.

“Y-Bridge Looking West”

Modifications: _____

Positive Changes: _____

Negative Changes: _____

Changes between historic image and current photograph: _____

“Maple Avenue”

Modifications: _____

Positive Changes: _____

Negative Changes: _____

Changes between historic image and current photograph: _____



Geography

Scavenger Hunt

Instructions

Explore the gallery to find geography-related artworks.

1. What is the name of this gallery? _____

2. How many **landscapes** are in this gallery? _____

3. List all the **landforms** you can find in this gallery. _____

4. Can you find an artwork showing a **natural resource**? What is the title of the artwork? _____

What is the **natural resource**? _____

Is it **renewable** or **nonrenewable**? _____

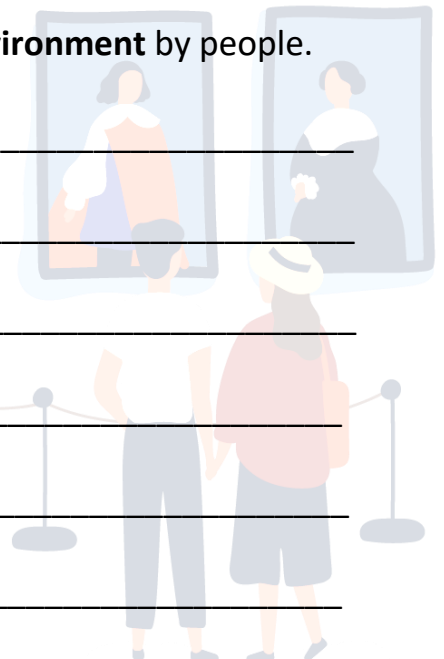
5. Find an artwork that shows modifications to the **environment** by people.

What is the title of the artwork? _____

What modifications do you see? _____

What are the positive results of the modifications? _____

What are the negative results of the modifications? _____



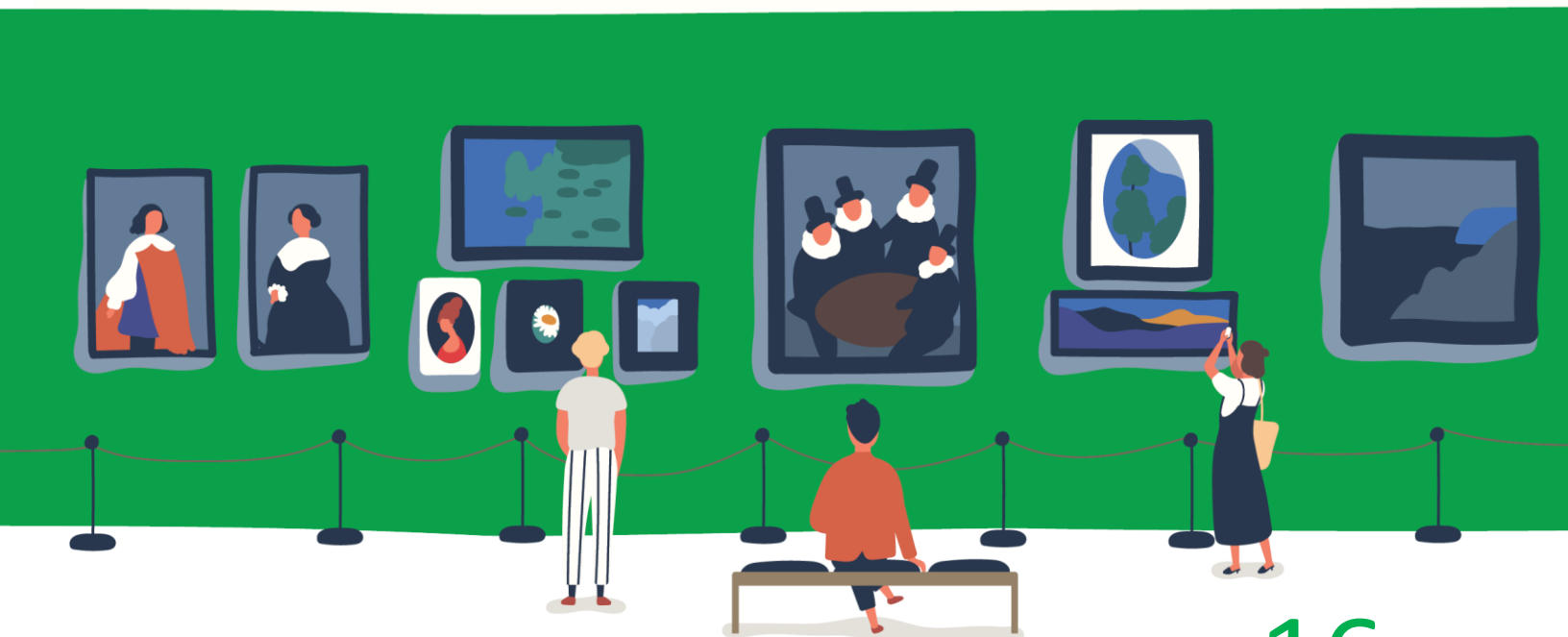
Describe the Environment

Find your favorite artwork in this gallery and write two or more sentences describing the **environment** shown in the work.

What do you see?

Can you see any **natural resources**? Are they **renewable** or **nonrenewable**?

Do you see any human modifications to the environment?

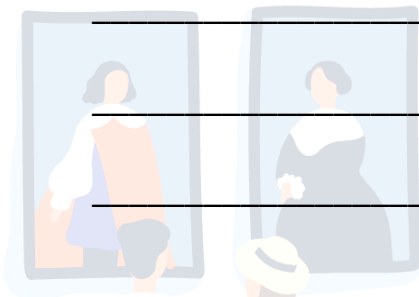


Ohio Geography Field Trip Reflection

Think about the artwork you saw during your field trip to ZMA. Then answer the questions below.

How did the artwork at the ZMA show how Ohio's geography has changed since it has been settled?

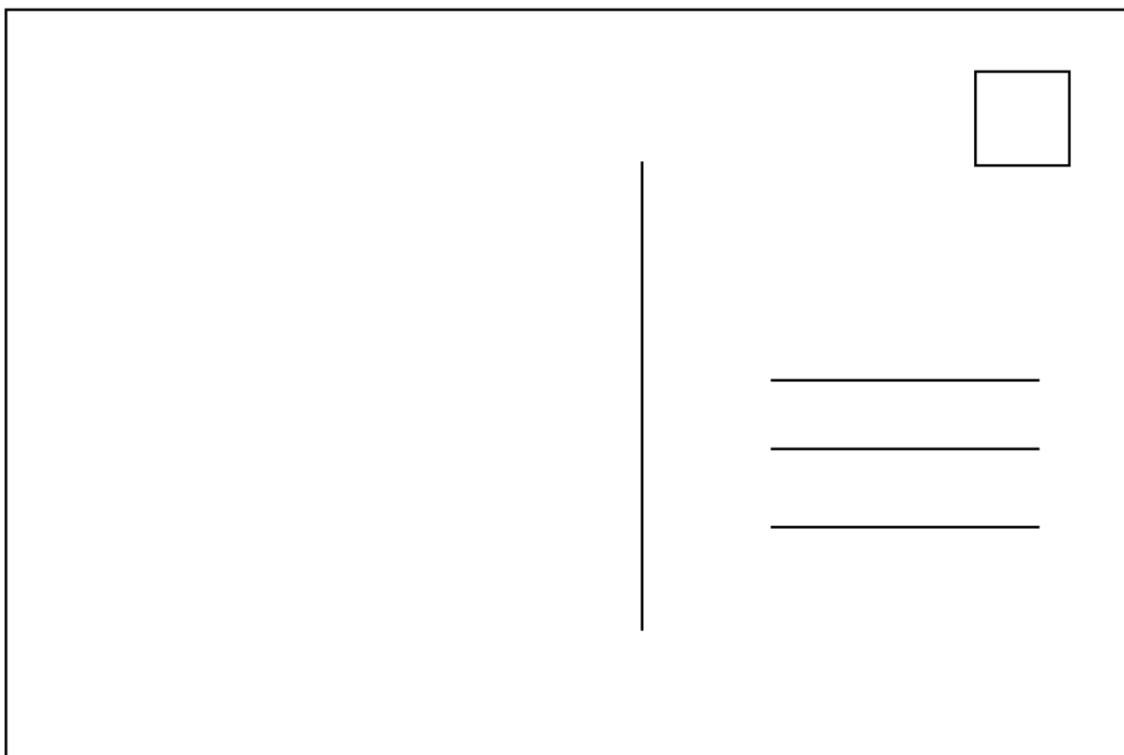
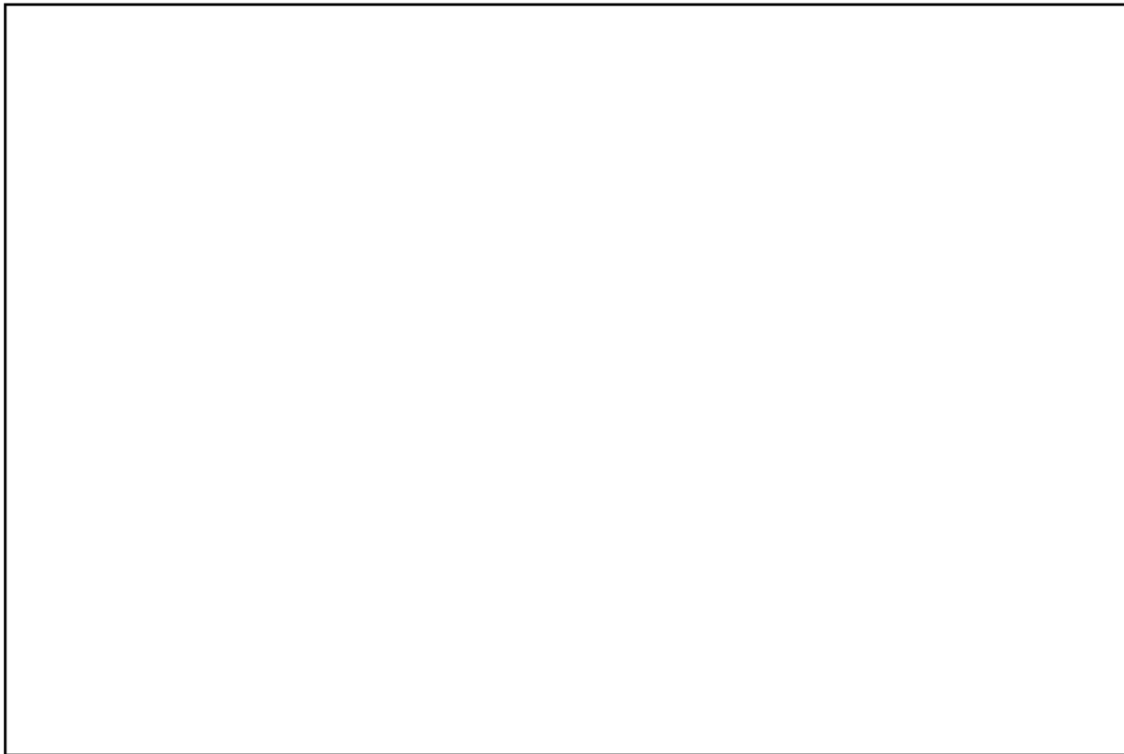
What was your favorite work that was featured during this visit? What did it show you about geography?



Create Your Own Zanesville Postcard

What landmark, building, or place do you think represents Zanesville?
Design your draft below. Then create your own postcard using cardstock.

Postcard



UNIT 3

History

This unit challenges you to imagine what life was like for Ohio's people in times past. You'll examine art to find out how people lived—what they wore and did and ate, and what events shaped their lives.



Vocabulary

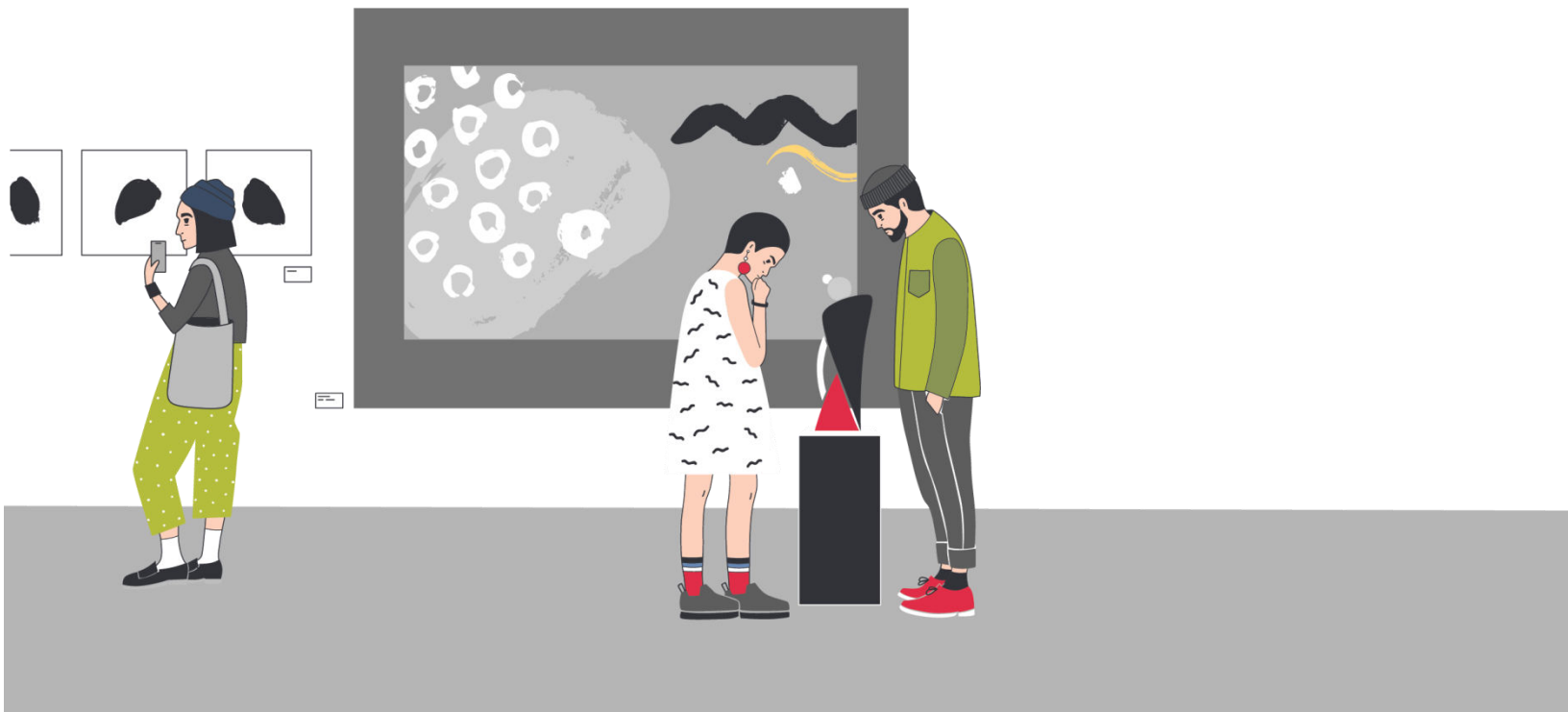
Write the definition for each word.

Advertisement: _____

The Civil War: _____

The National Road: _____

Primary Source: _____



Roaring 20s: _____

Rural: _____

Secondary Source: _____

Transportation: _____

Urban: _____

War Bond: _____



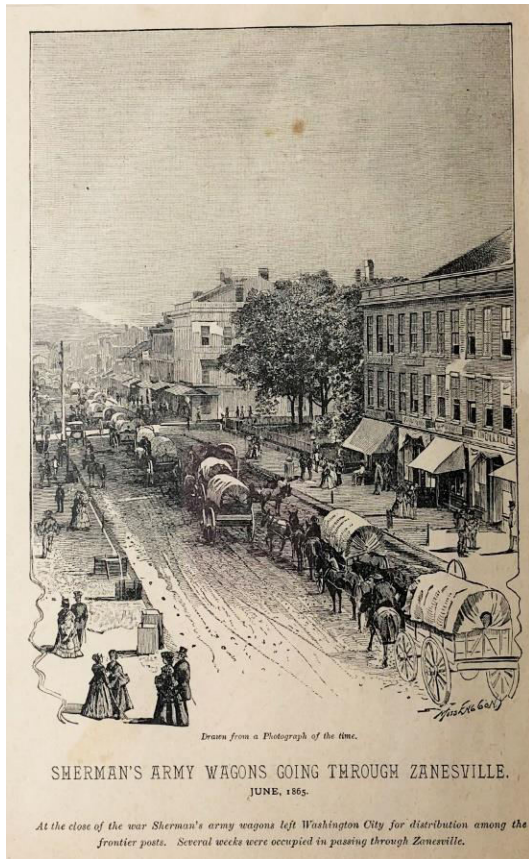
Vocabulary Builder

Fill in the following sentences using Ohio History vocabulary words.

1. The _____ made traveling through Ohio easier.
2. We drove through an _____ area with lots of tall buildings and busy roads.
3. Many Ohioans purchased _____ to help the government pay for World War I efforts.
4. I can use artwork as a _____ to learn about the past from someone who was actually there.
5. Many Ohioans volunteered to fight for the North during _____.
6. When Ohio was first settled, they used horses for _____ instead of cars.
7. A _____, like a museum label about a work of art, can help us learn about primary sources.

History Detectives Activity

Historians explore art to learn what life was like in the past. We are going to look for clues in *Sherman's Army Wagons Going Through Zanesville, June 1865* to learn more about the time the artist depicted. As you answer the questions below, you'll discover more about Ohio's past.



1. Who or what do you see in

*Sherman's Army Wagons Going
Through Zanesville, June 1865?*

2. What do you think is going on in
this artwork?

What makes you say that? _____

3. What does the title *Sherman's Army Wagons Going Through Zanesville, June 1865* tell you about this artwork? _____

4. What is most surprising about this image? _____

5. How can you tell this image is from the past? _____

6. How is this picture different from Ohio today? _____

7. What major historical event does this image reference? _____

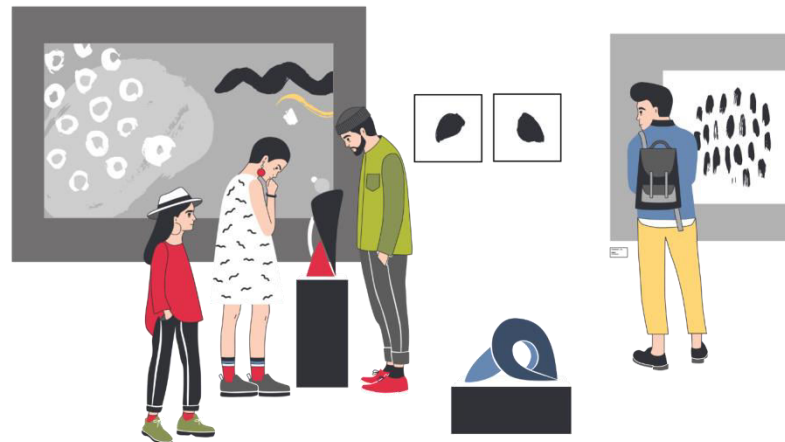
8. What can you learn about this event from this artwork? _____

Ohio History Field Trip Reflection

Think about the artwork you saw during your field trip to ZMA. Then answer the questions below.

How can a piece of artwork help us learn about the past?

What is something you learned from a piece of artwork at the Zanesville Museum of Art?



Historical Narrative Activity

Choose one of the pieces of art below and circle it. Thinking about what you've learned about Ohio history in class and at the ZMA, write a journal entry as if you are a person living in that piece of art.



Acme News Pictures, Inc., *Solving their Drought Problem*, 1934, gelatin silver print.

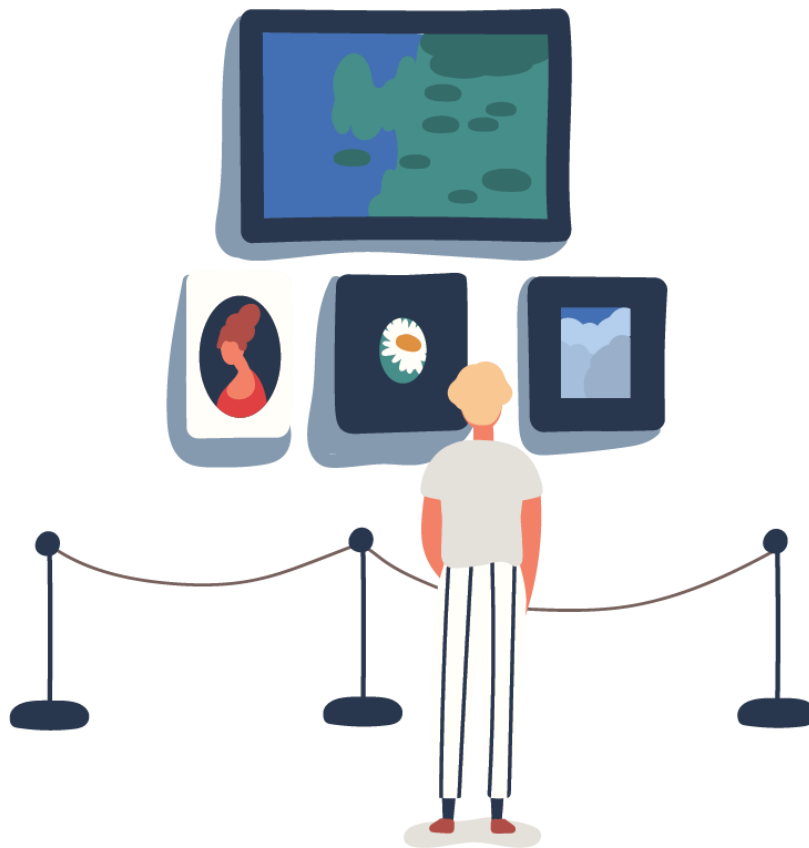


Currier & Ives, *Battle of Mill Spring, KY – Jan 19th, 1862*, c. 1862, hand colored lithograph.

UNIT 4

Economics

This unit challenges you to look at art to find out how people lived and how they made their livings. Ohio's history combines fertile fields for agriculture with creative minds that advanced technology. Art can reflect changing transportation, technology, and tools.



Vocabulary

Write the definition for each word.

Agriculture: _____

Economy: _____

Entrepreneur: _____

Factors of Production: _____

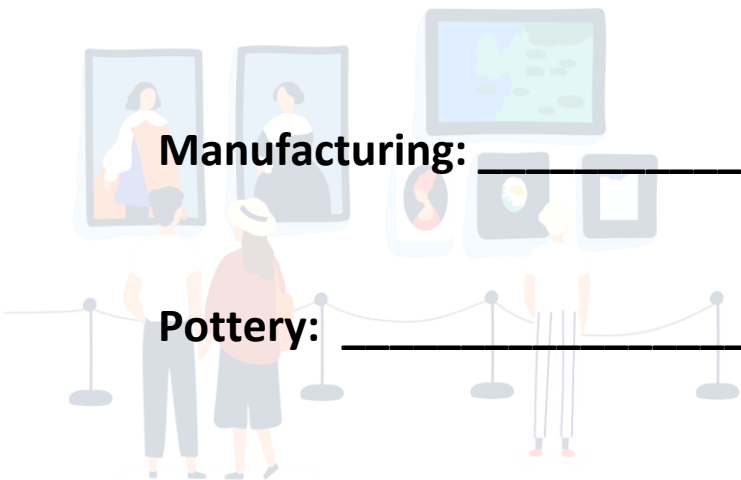
Glass: _____

Industry: _____

Invention: _____

Manufacturing: _____

Pottery: _____

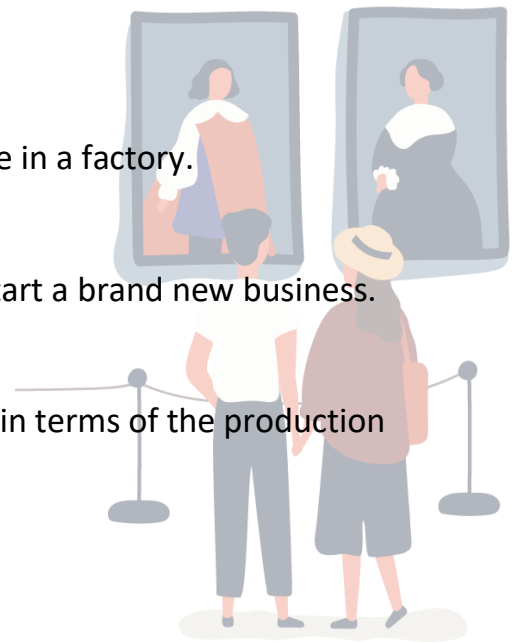


Vocabulary Builder

Who Am I?

Read the clues below. Write the vocabulary word that best answers “who am I?”

1. I am made from clay dug from the ground, shaped into useful and decorative objects and then baked to keep my shape for years to come.
Who am I? _____
2. I am the growing of crops and raising of animals as a business.
Who am I? _____
3. I am a new idea turned into a new product.
Who am I? _____
4. I am hard, usually clear, and am made from melting sand and other ingredients. I am used for many things like window panes, tableware, marbles, and paperweights.
Who am I? _____
5. I am everything that has to do with producing one type of product or providing one kind of service.
Who am I? _____
6. I am what it is called when lots of something is made in a factory.
Who am I? _____
7. I am a person who has the skills and leadership to start a brand new business.
Who am I? _____
8. I am the wealth and resources of a place, especially in terms of the production and consumption of goods and services.
Who am I? _____
9. I am what you need to produce goods.
Who am I? _____



Close Looking

Look closely at the projected image of this ZMA art object. Complete the image below by sketching the missing half.



OHIO INVENTORS

Ohio Economics

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

The Next Invention

Activity

Ohio inventors shaped Ohio's history; they touched the way our country progressed, and sometimes they made an impact felt all over the world.

Those inventors used Ohio's natural resources when they envisioned machines, tools, and processes that would make life easier and better for people. Can you imagine the next great Ohio **invention**?

What would you invent? Your invention must include at least one of Ohio's **natural resources**. Use the prompts below to brainstorm and then write a paragraph describing your invention.

- What do you call your invention?
- What does it do?
- How does it work?
- What materials do you need to create it?
- Who would use it and how would it make their life better?
- How would this invention help society?

My Invention:

The Next Invention

Activity

Create an **advertisement** for your invention in the space below. In the advertisement, include a sketch of your invention, a list of materials in the product, and a description of how it works. Show how it will help society.

A Hands-On Look

Pottery

Ohio is rich in the natural resources used to make pottery. Pottery can be simple, everyday objects, but it can also be works of art.

Working with a ZMA staff member, you'll discover the natural resources, what skills are needed, and what steps are used to create pottery.

Use what you learn from a hands-on exploration of pottery to answer the following questions:

1. What natural resources are used to make pottery? _____

2. What are the steps in the pottery making process? _____

3. What skills are needed to make pottery? _____



Pottery Hands-On Study

Choose one pottery object and take a closer look.

Draw a sketch of your chosen work in the space below:



Answer the following questions about the object above:

1. Was this piece made to display or to use? _____

What makes you say that? _____

2. What do you like about it? What would you change? _____

3. What did you discover about the work by handling it? _____

A Hands-On Look Glass

Ohio is rich in the natural resources used to make glass. Glass can be simple, everyday objects, but it can also be works of art.

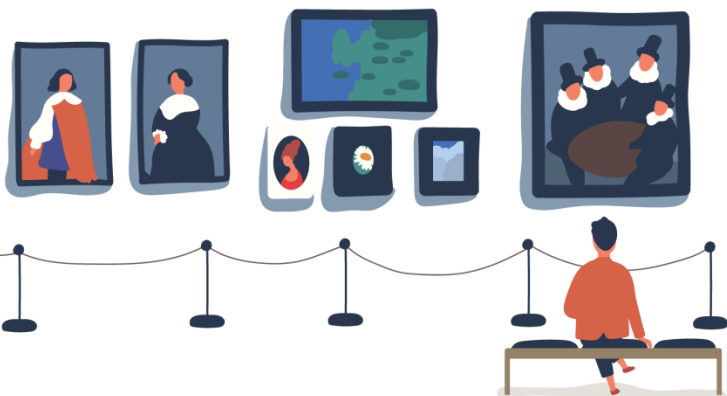
Working with a ZMA staff member, you'll discover the natural resources, what skills are needed, and what steps are used to create glass.

Use what you learn from a hands-on exploration of pottery to answer the following questions:

1. What natural resources are used to make glass? _____

2. What are the steps in the glass making process? _____

3. What skills are needed to make glass? _____



Glass Hands-On Study

Choose one glass object and take a closer look.

Draw a sketch of your chosen work in the space below:



Answer the following questions about the object above:

1. Was this piece made to display or to use? _____

What makes you say that? _____

2. What do you like about it? What would you change? _____

3. What did you discover about the work by handling it? _____

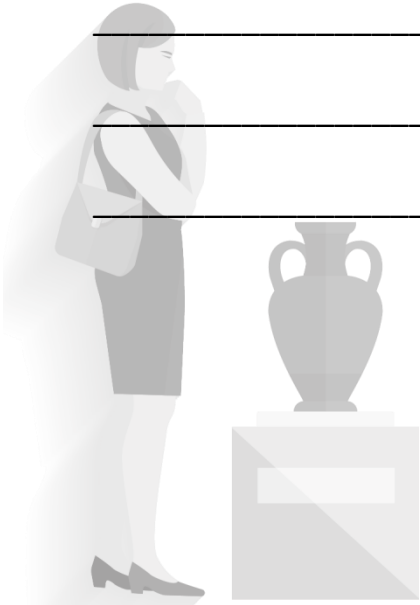
Ohio Economics Field Trip Reflection

Think about the artwork you saw during your field trip to ZMA. Then answer the questions below.

What did you find most surprising about the glass and pottery industries in

Ohio? _____

What is something you learned about Ohio’s economic past through a work of art at the Zanesville Museum of Art?



How It's Made: Ohio Product

Infographic

Ohio manufactures many products using resources found in our state and sends them all over the world.

Select an Ohio product and create a process map to show, step-by-step, what goes into making it. Please include both pictures and text. Start with harvesting the natural resources needed and end with people buying the final product. Your teacher will provide research opportunities as work through this process. List the steps that go into the making of the product below.

1. _____

2. _____

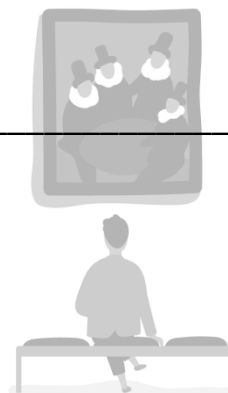
3. _____

4. _____

5. _____

6. _____

7. _____



How It's Made: Ohio Product Infographic

Draw your process map in the space below:



FINAL PROJECT

GET CREATIVE!

You've learned about the Zanesville Museum of Art, and about how geography, history, and economics inspire art, and are reflected in it. Now it's your turn to get creative!



Final Project Brainstorming

You've examined the works of many artists during *Exploring Ohio's History Through Art*. You've looked at work that tells a story; you've seen work that provides insight into special historical events, and you've looked at pieces that celebrate a certain person. You've seen paintings, sculptures, art glass, and pottery.

Now it's your turn to create.

1. Choose your topic. What would you like to explore in the form of an art project? What about Ohio geography, Ohio history, or Ohio economics was most fascinating to you this year? How can you show what you learned through art?
2. Choose a kind of art you'd like to create. For example, would you like to put together a diorama, tell a story with paint, or create a mixed-media masterpiece?
3. Brainstorm your ideas below. Your teacher will guide you as you and your classmates create a creative group project that reflects your talent, imagination, and learning.

My project will reflect what I learned about _____

I will include imagery of _____

_____ to show what I learned about my topic.

I want to use _____ to create my art project.

