

# Joslyn Art Museum

## \*STEAM LESSON PLAN

*Created by: Lily Gilliland, Michael Herndon, and Kelsie Stessman*

*Grade Level: Middle School (adaptable for lower and higher grades)*

**THEME** History

**FEATURING** Ta-Ha-Zouka Park, Old Towne Elkhorn, Melinda Koerner House, Railroad Tracks

**\*STEAM PROJECT TITLE: Elkhorn Then and Now!**

### DRIVING QUESTION

How can art help convey the history of the industrial revolution?

### STUDENT LEARNING OBJECTIVES:

- Students will be able to identify specific instances in the work of art that add to historical learning
- Students will be able to describe narrative components of both the art and Elkhorn's history.
- Student's will be able to compare Elkhorn's history to surroundings areas' history
- Student's will be able to create a visual representation of a historical event

### CONTENT STANDARDS

#### NEBRASKA CONTENT STANDARDS

Grades 6–8

SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized).

SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources

SS 8.4.5 Students will develop historical research skills.

### THE FOUR C'S FOR STEAM CAREER READINESS SKILLS

**CRITICAL THINKING:** Students will be asked to interpret and analyze how history is represented through art.

**CREATIVITY:** Students will produce their own visual representations in relation to history.

**COLLABORATION:** Students will work together to create potential murals.

**COMMUNICATION:** Students will discuss among themselves in order to develop conclusions about history and art.

**VOCABULARY:** Mural, public art, Union Pacific Railroad, Elkhorn, Omaha Tribe, Ta-Ha-Zouka, art installation, restoration, unions, elements of design (color, line, shape, form, value, texture, space), Industrial Revolution, assimilation

### RESOURCES:

Omaha Public Arts App

VIDEO: [https://www.youtube.com/watch?v=bAa1WNB\\_VdU](https://www.youtube.com/watch?v=bAa1WNB_VdU)

VIDEO: <https://www.history.com/topics/inventions/transcontinental-railroad>

TIMELINE: <https://www.up.com/timeline/index.cfm?list>

LESSON PLAN: <http://www.uprrmuseum.org/museum/attachments/activities/great-race-toolkit.pdf>

The Beginnings of American Railroads and Mapping- <https://www.loc.gov/collections/railroad-maps-1828-to-1900/articles-and-essays/history-of-railroads-and-maps/the-beginnings-of-american-railroads-and-mapping/>

History of Union Station- <https://durhammuseum.org/our-museum/history-of-union-station/>

NEWSPAPER ARCHIVE: [https://www.omaha.com/the-history-of-elkhorn/collection\\_f67037fb-0ffa-5909-845b-d095a309be95.html#11](https://www.omaha.com/the-history-of-elkhorn/collection_f67037fb-0ffa-5909-845b-d095a309be95.html#11)

<http://www.elkhornhistory.org/67history/67-history.pdf>

Elkhorn Historical Society-<http://www.elkhornhistory.org>

ARTICLE: Main Street Studio History- [https://www.omaha.com/go/arts/old-elkhorn-gas-station-renovated-into-space-for-artists-is/article\\_679d901a-1ea7-5221-b105-c7d1d5e1c622.html](https://www.omaha.com/go/arts/old-elkhorn-gas-station-renovated-into-space-for-artists-is/article_679d901a-1ea7-5221-b105-c7d1d5e1c622.html)

IMAGE: Grant Wood, *Stone City, Iowa*, 1930- <https://www.joslyn.org/collections-and-exhibitions/permanent-collections/american/grant-wood-stone-city-iowa/>

IMAGE: Harry Gottlieb, *Industrial Plant*, 1937- <https://americanart.si.edu/artwork/industrial-plant-9426>

**SUGGESTED MATERIALS:** large paper, tape, construction paper, glue, scissors, paint, markers, pencils, brushes, notebook for notes, closed toe shoes, warm clothing (depending on weather)

## PROCEDURE

### ENGAGE/ART TALK:

First open up the discussion with a picture of the pre-industrial revolution-looking painting by Grant Wood called "Stone City Iowa" (1930) and talk about what message the art is trying to convey. What story is it trying to tell about the Midwest? Then bring up a picture of the the print by Harry Gottlieb called "Industrial Plant" (1937) and have the students compare and contrast the artistic elements of design, (color, line, shape, form, value, texture) as well as historical elements. Focus on the railroad and industrialization. Images discussed are linked under the resources.

### ASK STUDENTS...

- Why is it important to your community?
- What story do you think the art tells?
- What elements of the art help you to understand the story?
- In what ways does this work of art tell the story?

### DELIVERABLES...

- Tell students they will go on a walking tour around Elkhorn that depicts some history of Elkhorn.
- Instruct students that they will collaborate with other students to make their own visual representation of a historical event of their choosing.

### DESCRIPTION OF ACTIVITY:

Begin the walking tour between Westridge Elementary and Elkhorn Middle School. A map is attached.

### Stops:

Olde Towne Elkhorn

- Main Street Studios



- Discuss the original purposes of the building used for the current art studio.
  - Starting in 1915, following the invention of automobiles, the studio was originally a garage/service station near the Lincoln Highway which serviced travelers as they moved across the midwest.
  - Now, it is used as an art studio, where local artists can showcase their works.
  - Students can see the progression of industrialization in regards to what services individuals desire (supply and demand).

- Railroad Tracks

- Discuss the importance of the railroad to industrialization
  - The railroad tracks are important to Elkhorn and the Midwest as well as the entire country as it connected north, south, east and west. The innovation of the locomotive drastically changed industrialization in the United States.
    - 1906 - Union Pacific laid the railroad track through Elkhorn.
    - 1920 - The Lincoln Highway was paved.
    - 1931 - Natural gas comes to Elkhorn.
  - The Lincoln Highway was also an important element of Elkhorn past which helped to rapidly industrialize the Midwest



**\*Exercise caution around railroad tracks\***

- Melinda Koerner House

- The Koerner family built their house over 120 years ago, but it was formerly located in the middle of the Lincoln highway, where the overpass over the railroad tracks currently resides. The Koerners had to move their house in 1941 to make way for the railroad overpass. The houses' current owners Bob and Karen Schiltz bought this house in 1981 and still live there today!
- Discuss role the railroad had on the community. Encourage students to think of the pros and cons the industry had on workers and their families.
- Introduce the concept of unions and present positives and negatives to unionization.



## Ta-Ha-Zouka Park

- Tank installation

- The Omaha tribe gave up their land in Douglas county in February 1854. By the time Elkhorn began to develop, many of the Native Americans had adopted western traditions (assimilation)
- Discuss implications of industrialization - displacement of people Omaha tribe
- How industrialization added to Elkhorn today?



After the walking tour has concluded, ask students to reflect on their experience.

- How has industrialization played a role in their town? In the Midwest? In the country?
- What was the importance of the railroads/Union Pacific Railroad?
- What were some of the downsides of the railroads/
- How did industrialization affect people's daily lives?
- What art installation was their favorite? Why?
- What did they like about each stop?
- What story was their favorite?
- What did they like about the various parts of the art works? What didn't they like?
- Where on the walking tour would be good spots for future public artworks?

#### Art/Writing Activity...

Have students break up into groups of 2-3, and instruct students to select an event in the Industrial Revolution that interests them, and have them research the event in greater detail. Following the research, hang large scale pieces of paper on the wall and have the groups create a mural that depicts the event. After the students have collaborated on the mural, allow them to write 1-3 paragraphs about their mural, and how it depicts the event of their choosing. Later, have the groups present to the class.

CLOSING: Display the murals in the hallway, and allow other classes to have their own mini "walking tour" as they walk through the halls.

#### ASSESSMENT:

Items	YES	NO	Max points	Points Earned
Is reasonable effort shown in the mural?				
Are there 2-3 paragraphs in the write-up with sufficient explanation of the mural and the event chosen?				
Was the presentation within the time limit of 2 minutes				
Was the presentation an accurate display of material learned and incorporated in the mural and write-up?				
Was the event within the industrial revolution, and was the information accurate?				
Did all group members participate in the presentation?				
Did all group member participate in the research, creation, and write-up? (Individually-based)				
TOTAL POINTS				

