



**Title:** *History Of Morgan Park* (Panel 2, *American Indians*) **Date:** 1939 **Artist:** Thomas Jefferson League **Henry Clissold Elementary School**

**Title:** *History of Morgan Park (American Indians)*

**Artist:** Thomas Jefferson League

**Medium:** Oil on canvas glued to the wall

**School:** Henry R. Clissold Elementary

### Grade Levels: K-3

### Correlations

- |                |                                                                                                                          |
|----------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>13B1</b>    | List causes of pollution and how it affects plant and animal life.                                                       |
| <b>25.A.1</b>  | Identify the elements of color contrast: light and dark, warm and cold.<br>Identify the elements of space (empty, full). |
| <b>26.A.2</b>  | Demonstrate how to use media and tools in a safe manner (painting, drawing, and constructing).                           |
| <b>26.A.1B</b> | Manipulate materials to express the ideas that relate to family and community (the world around them).                   |

### Materials

- Transparency of *History of Morgan Park (American Indians)*
- Overhead projector
- Dark-colored markers
- Tracing paper
- Butcher paper (size determines size of mural)
- Tempera paints (warm and cool colors)
- Paintbrushes (various sizes)
- Water containers
- Newspaper
- Pencils
- List of endangered species (see Web site)
- Tape

### Vocabulary

- |             |                    |
|-------------|--------------------|
| Cool colors | Prehistoric        |
| Endangered  | Space (empty/full) |
| Extinct     | Warm colors        |
| Mural       |                    |



## Educational Strategies

Tell the class that they will be talking about one panel of a WPA mural series painted by Thomas Jefferson League for Clissold Elementary school. Tell students that a *mural* is a large picture painted on a wall for a specific place (site-specific). Emphasize that murals are usually fairly large. Inform students that a variety of people, including principals, teachers, administrators, and members of the community, helped select subjects for murals in public schools under a program named the Works Progress Administration (WPA). Tell students that during the Great Depression the government sponsored murals for public buildings such as schools. These murals often depicted famous people, characters from literature, or historical events. Tell students that this mural cycle by Thomas Jefferson League depicts the story of Morgan Park—the neighborhood in which Clissold Elementary School is located. Tell them that the panel they will be looking at shows the early history of that area.

Project the transparency of *American Indians*. Engage students in a discussion focusing on what they can identify in the picture. Discuss warm and cool colors with the class. Ask students to identify the *warm colors*: red, orange, and yellow (like the sun). Have students look at the clothing of the people depicted in the mural. (Are the warm colors used to depict clothing?) Have them identify the *cool colors*: blue, purple, and green (like the ocean). Ask where most of the cool colors in the painting are shown. Elicit answers such as the mammoth in the upper right-hand corner. Introduce the concept of space: distance around, within, and below things. Ask students whether they think the *space* in this mural is empty or full. Ask students to support their answers with evidence from the mural (name things close or far from each other).

(Reinforce the main themes depicted in WPA school murals, as stated above.) Ask students to identify the category in which this piece of art belongs. Explain to them that *American Indians* depicts the Ice Age and early Native American life. It was an important time in history when the climate and inhabitants of our world were changing. Focus students' attention on figures in the mural. Ask students who they think these people might be. (Does the title provide a hint? How are the people dressed?) Have students deduce whether the people are dressed for cold or warm weather.

Direct students' attention to the woolly mammoth. Share with students that the woolly mammoth lived 9,000 years ago and is now extinct (explain the meaning of *extinct*). Tell students that scientists are not completely sure why the mammoth, like the dinosaurs, became extinct. Inform students that some scientists believe woolly mammoths disappeared because of environmental changes and because of hunting by *prehistoric* (explain the meaning of *prehistoric*) man.

(Prepare students for a studio art project.) Inform the class that they will be creating a mural of their own that depicts *endangered species* (explain the meaning of *endangered species*) in our time and the causes of their endangerment. Tell students they will be painting a mural on a large sheet of butcher paper, instead of directly onto a wall. Murals are generally painted to inspire, educate, depict social struggles, or recognize people in our society who are sometimes overlooked. Inform students that they are going to be creating a visual message from our time. Explain to the class that, in this assignment, they are to depict a social statement and educate viewers about how we need to help the endangered species.

(Students are going to choose from a list, presorted by the instructor, of animals they would like to draw. Students should have input from the teacher throughout the entire mural process.)

Give each student a pencil and a piece of 8½" x 11" tracing paper. Tell the students that they should sketch (rough draft) their animal with a pencil. The image does not have to be exact. Their artistic expression of these animals will make the mural exciting. (Students could be provided with images of their animals to help with their sketches.)

Explain some of the environmental factors that affect wildlife in the contemporary world. Refer



to the image of the mammoth trapped in the ice to further illustrate this point. Explain threats that affect wildlife in the world today such as air pollution, water pollution, logging, human settlement, soil pollution, and illegal hunting.

Have students draw one of these environmental threats for their chosen animal on another piece of paper. (This image should also be interpretative.)

Give students a dark marker to trace their approved animal image. Tell them they will be referring to their environmental image later.

Help students hang a long sheet of white butcher paper on the wall with tape. Help them switch the images around to arrange them. Encourage students' input on placement. (Birds, water animals, and land animals should be placed in appropriate places.)

Have students take one image at a time out of arrangement and place it on an overhead. Then have students use a pencil to trace the projected image onto the hung butcher paper.

Once all the animals have been drawn on the butcher paper, have students draw an environment around the animals. Have some students draw trees, plants, rivers, oceans, etc. Have other students draw images showing water pollution (oil bins, litter), air pollution (cars, factories), and logging (bulldozers, lumberjacks).

Remind students that the choice of subject matter in WPA murals was a collaborative process among principals, students, teachers, and community members. To mimic this process, have students show their finished sketch to their other teachers or the principal for approval.

Once the image has been approved, have students paint the mural. Lay newspaper on the floor underneath the mural. Give students a variety of colors of paint and paintbrushes of different sizes. Remind students how the space in *American Indians* was completely filled with animals, plants, people, and color. Have students similarly fill the entire piece of paper with painted images.

## Accommodations

### Enrichment

Allow students to explore other subjects on which they could base a mural. Have students determine some environmental threats we have in the city of Chicago that affect wildlife.

### English as a Second Language

Encourage the students to help each other out as members of a team. Note individual students with language or learning disabilities and make an effort to team these students with one or more other students who will assist them in understanding the assignments. Have students exchange new words and phrases with each other.

### Students with Disabilities

Instead of a liquid medium, dry tempera cakes could be used. This gives larger space for the brush to target and also lowers the risk of the children getting dirty.

Using containers that are attached to a stable base would also help prevent spillage and would offer a sense of stability.

Various other application techniques might be appropriate for students lacking fine motor skills. Emptied and cleaned shoe polish applicators filled with paint or squeeze bottles could be used for painting.





**Title:** *History of Morgan Park (American Indians)*

**Artist:** Thomas Jefferson League

**Medium:** Oil on canvas glued to wall

**School:** Henry R. Clissold Elementary

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## Grade Levels: 4-8

### Correlations

- |          |                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------|
| 16C      | Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. |
| 25.A.1,3 | Understand and demonstrate knowledge of the sensory elements, organizational principles, and expressive qualities of the arts.         |
| 25.A.1   | Identify and describe the elements of opaque/transparent color, complementary color, and secondary color.                              |
| 25.A.3   | Describe how the elements and principles of art are used to convey meaning in a visual work of art.                                    |

### Materials

- Transparency of *History of Morgan Park (American Indians)*
- Overhead projector
- Pencils
- 8½" X 11" copy paper
- Tempera paints
- Brushes
- Mixing trays
- Water containers
- Rulers
- Paper towels
- Newspapers
- 12" X 18" white construction paper

### Vocabulary

Morgan Park	Design	Secondary colors
Pattern	Native Americans	Geometric
Mammoth	Elements of art	Texture
Ice Age	Primary colors	

### Educational Strategies

(Discuss while students are looking at the transparency. Note that *italicized* words are from the vocabulary list and should be defined for the class as a component of the lesson's discussion.) This is the second of a five-panel WPA mural series at Clissold Elementary School showing the history of Morgan Park. It shows local *Native Americans* involved in everyday activities. The *mammoth*, frozen in ice in the background, implies how the Ice Age was an important element in the geological formation of the land on which Chicago was built. The painting is rich and colorful and also depicts animals, birds, and plants that were native to the area. Discuss the fact that the composition is very full—no empty spaces. (Refer to the appendix for a more



detailed description.)

Elicit discussion from the following questions:

- What do you see in the picture?
- If you had to choose one *element of art* to describe this picture, what would it be?
- Describe the people you see in the picture.
- Do you think the area of Chicago you live in now had the same kind of people (who are in the mural) living in it thousands of years ago?
- What kinds of birds, animals, plants, and crops do you see?
- What kinds of *designs* and *patterns* do you see on the clothes and objects in the painting?
- What kinds of colors do you see in the painting?
- How do the colors and patterns the artist used help tell about who these people are?

Ask students to think of a design similar to one of the designs depicted on the Native American costumes in the mural. Ask students to sketch their ideas first on smaller paper. Have students use *geometric* shapes as opposed to representational shapes. Have students combine different patterns to create one overall design that fills the entire paper. Discuss primary and secondary colors with the class. The *primary colors* are red, yellow, and blue. The *secondary colors* are orange, green, and violet. Explain to the class how they may use these colors with the addition of black and white to create tints and shades. Instruct students to choose a primary or secondary color scheme (or a combination of both) for the completion of their design concept. When the painting is finished, it should suggest the look of Native American designs.

## Accommodations

### Enrichment

Have students add texture to their designs by making small dots very close together, or short lines very close together, on various parts of the design.

Arrange a field trip to the Field Museum to see the Native American section of the museum.

### English as a Second Language

Allow students to carefully observe other students as they progress.

### Students with Disabilities

Allow students to use crayons or colored pencils instead of paints.

## Evaluation/Assessment

- To what extent did the student participate in class discussion?
- To what extent did the student show the ability to use the elements and principles of art?
- To what extent did the student master the use of the creative medium?
- How well did the student develop the theme and use appropriate symbols and images?
- How well did the student accept constructive criticism, work in a group, clean up his or her area, and complete the project within a reasonable length of time?





# *mural* : History of Morgan Park (American Indians)

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**Title:** *History of Morgan Park (American Indians)*

**Artist:** Thomas Jefferson League

**Medium:** Oil on canvas glued to the wall

**School:** Henry R. Clissold Elementary

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## Grade Levels: 9–12

### Correlations

- |          |                                                                                                                                         |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 16.C     | Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations. |
| 25.A.1,3 | Understand and demonstrate knowledge of the sensory elements, organizational principles and expressive qualities of the arts.           |
| 27.B     | Understand and demonstrate knowledge of how the arts shape and reflect history, society and everyday life.                              |

### Materials

- Transparency of *History of Morgan Park (American Indians)*
- Overhead projector
- Pencil (black lead)
- Ruler
- Gum eraser
- Photos
- Copies of photos
- Tempera paint
- Watercolor paint
- Oil pastels
- Colored pencils

### Vocabulary

Cool colors	Movement	Radial balance
Design	Oil pastels	Secondary colors
Element of art	Overlapping	Texture
Geometric	Pattern	Warm colors
Medium	Primary colors	

### Educational Strategies

Have students review discussions from previous lessons on the Works Progress Administration (WPA). Recall with students that under President Roosevelt's New Deal, WPA artists created thousands of murals for public schools and government buildings. (For additional information concerning the WPA, refer to resource links listed and the appendix.)

Show the students the transparency of *American Indians*. Tell the students that the artist, Thomas Jefferson League, painted five panels of images depicting the *History of Morgan Park*. In this lesson, tell the students that they will concentrate on the second of the five panels.



Have students study the projected image and ask them to identify what they see in the image. To facilitate the discussion, tell students that the mural shows a family unit set in an environment depicting events from the past (elephant trapped in a mass of ice) to a different point in time (baby wrapped in Indian cloth). Have the students identify the imagery (other than people) that League included in the mural to complete the theme. (Be sure to incorporate a discussion and defining of appropriate vocabulary terms in this activity. Refer to the vocabulary list at the beginning of the lesson.)

(Many murals made under the WPA dealt with family and community themes.) Invite students to discuss any extraordinary things their families have done in order for them to survive in their homes or communities. Ask them to describe their roles as well as identify people, places, and organizations within their communities that contribute to the prosperity of their communities.

Tell students that the present assignment and the enrichment assignment will revolve around genealogy. Tell the students that genealogy is the study of the descent of a person from his/her ancestors. Assign students to ask for assistance from their parents/guardians for completion of this project.

(Prepare students for a studio activity using information and materials they gathered for homework. See Homework Connection.) Explain to students that their assignment of gathering family history will be their resource for a mixed media drawing. Ask students to begin the studio process by arranging photos or copies of their photos in a circle composition on large 24" x 24" pieces of drawing paper. Tell students that this kind of circular arrangement is called *radial balance*. Direct the students to arrange the photos or copies of photos so that they allow space around each photo. Explain to students that the space around each picture will be used for drawing images that relate to the person in each picture, and the open space in the middle of the radial balance composition project is reserved for the their own picture. (The space between the students' own picture and the other family/community pictures is where the students draw images relating themselves to the other people.) Tell the students to glue the actual photos or photocopies onto the paper. Direct the students to make the drawings large enough so that the project is filled with meaningful subject matter with a minimum of empty space. Inform students they may add color with their choice of media.

## Accommodations

### Enrichment

Arrange a field trip to the Field Museum to see the Native American section of the museum.

Students may choose to draw rather than glue photos of their family members. Make the students aware that they may also choose to glue some photos and draw others.

### English as a Second Language

Use peer tutoring, visual imagery, and allow more time to complete the task.

The students may complete all work for this lesson in the students' native language to enable ideas to be rapidly recorded. The students will share their completed writings with the rest of the class.

### Student with Disabilities

Modify activity, break down instructional unit into smaller steps, allow individuals to work in groups, and allow extra time to complete the task.

Various other application techniques, such as large, thick drawing materials, might be appropriate for students lacking fine motor skills.



## Evaluation/Assessment

- Do students understand the concept of full/empty space?
- Are students able to express which space concept is present in American Indians?
- Can students explain the process used to create the mural?
- Were students using the materials according to instructions?
- Did students understand that the mural created was created to convey a message?
- To what extent did the student show ability to use the elements and principles of arts?
- To what extent did the student master the use of the creative medium?
- How well did the student develop the theme and use appropriate symbols and images?
- How well did the student accept constructive criticism, work in a group, clean up his/her area, and complete the project within a reasonable length of time?

## Home Connection/Homework

Have students interview family members focusing on elders for information regarding family members and ancestors. Have students write and/or record their interviews using audio or videotape. Encourage students to gather additional resources such as photo images (people, home/s, environments), documentation of travels, job descriptions, incidents, activities, and special recognitions related to family and/or community history. In order to have sufficient resources, ask students to have all family members actively participate in this assignment.

## Resources

Native American Crafts

<http://www.folkart.com/~latitude/home/amindian.htm>

Native American clothing

<http://www.nativetech.org/clothing/regions/regions.html>

Lessons in researching genealogy for Native Americans

<http://hometown.aol.com/roundsky/>

African-American Great Migration

<http://www.thehistorynet.com/NationalHistoryDay/teach98/lesson1/>

The Great Puerto Rican Family

<http://americanhistory.si.edu/vidal/family.htm>

Homestead Act-Adeline Hornbeck's Story

<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/67hornbek/67hornbek.htm>

## Teacher's Notes

Did students show through their works of art what roles they play in their family units?

Be aware that, because of the nature of this assignment, a few inappropriate symbols may be used by some students. This use is at the discretion of the teacher.

