



Title: *Outstanding American Women* (Detail, *Jane Addams*) **Date:** 1938-1940 **Artist:** Edward Millman

Lucy Flower Career Academy

Title: *Outstanding American Women*

Artist: Edward Millman

Medium: Fresco

School: Lucy Flower Career Academy

Grade Levels: K-3

Correlations

- 11.B.2** Describe and compare objects using five senses (e.g., for color, shape, texture, and size).
- 16.B** Understanding and analyze events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations. Describe the roles and contributions of historical and contemporary individuals in the development of Chicago and the United States.
- 18.A.3** Explain the influence of customs, traditions, and folkways of various cultures in contributing to the heritage of the United States.
- 25.A.1** Identify the elements of space: overlapping shapes/objects and distance in space, near and far; texture: wet, dry, hairy, slimy.
- 25.A.3** Identify subject matter in works of art (portrait, landscape and still life).
- 26.A.1B** Manipulate materials to express ideas or relationships (mother/child, friend/friend) and their environment.

Materials

- Transparency of *Outstanding American Women*
- Overhead projector
- Pencils
- Plaster mix
- Water containers
- Shoebox lids
- Brushes
- Globe or maps of the world
- Journal/sketchbooks
- Paper (thin craft or grocery bag paper)
- Paint, watercolor, or tempera cakes
- Sensory boxes with 5-inch diameter holes in opposite sides of the box (Enrichment)
- Textural or tactile materials (sand, brick, wood, cloth, clay, gravel) (Enrichment)

Vocabulary

Background	Immigrants	Plaster
Contour	Middle ground	Transparent wash
Fresco	Mural	Texture (actual and implied)
Foreground	Palette	Dry-brush technique
Illusion	Vanishing point	



Educational Strategies

Have students review discussions from previous lessons on the Works Progress Administration (WPA). Recall main themes used in WPA murals, such as historical events, famous people, and children's literature. Tell students they will be focusing on Edward Millman's mural, *Outstanding American Women* (1938–1940), at Lucy Flower High School. Point out to students that along with other WPA artists, Edward Millman was greatly influenced by the style of the Mexican muralist movement. Inform students that Diego Rivera, a famous Mexican muralist, who was commissioned to paint numerous murals both in Mexico and the United States, especially influenced Millman.

Project the transparency of Millman's panel honoring Jane Addams, an historical figure well known for her work as a social reformer. Explain to students that Addams worked very hard to help immigrants who came to this country. In order to further assist these people, she opened Hull House (1889), a community center located in Chicago.

Have students describe jobs or professions of people that help others (police, teacher, doctor). List examples on the chalkboard. Ask students to describe the tools, equipment, and clothing associated with each job. Explain to students they will begin by drawing pictures of people at work. Include in the drawings the surroundings and other things associated with these jobs. These drawings will be kept in a journal for later use.

Display a map or globe showing where the many immigrants to Chicago came from during the 1880's (Ireland, Germany, Poland, and Russia). Ask students to pretend they can walk into the mural and touch the various items or objects around them. Draw the students' attention to the figures in the mural. Have students note the bold facial expressions, sharp angles of the figures, painted with strong, wide brush strokes, and the limited palette (few colors). Make students aware that a limited palette is used throughout the entire mural.

Explain to students that they are going to discover textures (the way things feel) within the mural. Tell students to write down words that describe textures in the fresco such as *smooth, rough, soft, gritty*. Have them draw things that represent these textures from the mural. Ask students to describe how they think the people's clothing, the ground, and the wall surfaces feel. Explain to students that these are called *implied textures*, a technique where the artist creates the illusion of a textured surface by using a dry-brush technique (a painting technique using little or no water). Demonstrate techniques of applying a wash to a surface. Now demonstrate *dry-brush* technique using watercolors or tempera cakes. Show students how to develop transparent layers while allowing the white of the plaster to show through in areas representing reflected light.

Show the students how to create the illusion of a texture by placing a small piece of thin paper over a coin or comb. Rub vigorously on the paper's surface with the side of a crayon or pencil until the image of the coin or comb appears. Compare the implied texture (rubbing) with the *actual texture* of the object. Have the students mimic the texture on separate sheets of paper by using repeated dots, dashes, etc. Explain to students that their copies unlike the initial rubbings, were examples of how artists might create implied texture.

Tell students they will learn about the processes and technical challenges of fresco by painting on their own plaster surface.

Lay craft paper in shoebox lids intended for plaster pour. Demonstrate the mixing and pouring of plaster into the box lids. Have students mix their own plaster and pour into their shoebox lid.

Encourage students to feel the heat that the plaster emits as it cures. Have students copy their journal drawings onto the plaster surface while it is still wet using a pencil.

Have students carry their plaster-filled shoebox lid to another area of the room set up with paint, brushes, and water containers. Here they will add the colors to the contour lines they have



already made into the wet plaster surface.

Monitor students' progress for understanding of objectives and technical applications as demonstrated.

Allow the plaster to dry for twenty-four hours.

Have students write a short description to accompany the display of the fresco.

Accommodations

Enrichment

Have students find the step-shaped contours that cascade from the top, left corner to the lower right corner, separating the Jane Addams panel into three diagonal parts (people-foreground, red brick wall-middle ground, and apartment building-background).

Use sensory boxes filled with textured material to simulate surface qualities of the objects depicted in Millman's fresco. Have students insert their hands in the sensory boxes to describe and compare the similarities and differences between actual and implied textures.

Plan field trips to any of the museums listed below to help students understand the roles of women during the many migration periods.

- Art Institute of Chicago, Michigan Avenue at Adams Street, Chicago, Illinois 60603
(312) 443-3600
- Mexican Fine Arts Center Museum, 1852 W. 19th St., Chicago, Illinois 60608
(312) 738-1503
- DuSable Museum, 740 East 56th Place, Chicago, Illinois 60637-1495
(773) 947-0660
- Jane Addams Hull House Museum at the University of Illinois at Chicago,
800 South Halsted, Chicago, Illinois 60607
(312) 413-5353

English as a Second Language

Have students explore the influence of outstanding women from various cultures. Encourage them to use them for the subject of their compositions.

Students with Disabilities

Have students orally describe what the teacher demonstrated.

Use tactile materials or sensory boxes to represent textures (rough, smooth, soft, etc.) discussed in the lesson.

Arrange students into cooperative groups using preferential seating to enhance opportunity for peer tutoring.

Evaluation/Assessment

- Did students identify the elements, principles and expressive qualities of visual art?
- To what extent did the student participate in the discussions and activities?
- Did students identify subject matter in the work of art?
- Are students' writings and illustrations reflective of discussion?
- Can students explain the need for social services?



Title: *Outstanding American Women*

Artist: Edward Millman

Medium: Fresco

School: Lucy Flower Career Academy

Grade Levels: 4-8

Correlations

- 16.C** Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.
- 25.A.2d** Identify and describe the elements of 2- and 3-dimensional space, figure/ground, value, and form; the principles of rhythm, size, proportion, and composition; and the expressive qualities of symbol and story.

Materials

- Transparency of *Outstanding American Women*
- Overhead projector
- 12" X 18" drawing paper
- Paper towels
- Pencils
- Newspapers
- Oil pastels

Vocabulary

Fresco	Monochromatic	Shade
Hull House	Mood	Tint
Immigration	Mural	Tone
Jane Addams	Plaster	

Educational Strategies

Background Information

Project the transparency and tell the students that this portrait is of Jane Addams, the founder of Chicago's Hull House. This is a detail of a larger mural that depicts outstanding women in American history. Jane Addams is best known for helping immigrants and working class people. She is shown here comforting a woman with her child, while Eva St. Clair is reading a book to two people seated and kneeling near by.

This particular mural is a fresco, which means that it was painted onto wet plaster. It was one of thousands of murals commissioned in the late 1930s and early 1940s for public buildings by President Franklin Delano Roosevelt's Works Progress Administration (WPA). The artist, Edward Millman, depicts strong women who contributed to American history. Some of the women depicted in the other panels of this mural are Susan B. Anthony, Harriet Tubman, and Clara Barton. The Mexican muralists influenced Millman, and that influence is evident in this painting by his composition, massive figures, and use of color.

Review Millman's use of the elements and principles in this composition.



Ask for responses to the following questions as students are looking at the transparency:

- What do you see in the mural?
- What kinds of colors do you see in the mural?
- Where do you see shades in the painting (a color mixed with black)?
- Where do you see tints in the painting (a color mixed with white)?
- Where do you see tones in the painting (a color mixed with gray)?
- How would you describe the mood of the people in the painting?
- Does this painting make you feel happy or sad?
- How did the artist use color to show mood?
- What do you see in the background of the painting?
- What does the background tell you about the people who lived there?

Jane Addams is shown helping people in this painting. Do you know someone who helps people in a positive way or people who provide a service, such as a policeman, fireman, doctor, teacher, etc.?

List responses on the chalkboard. Ask students to select a name from the list of strong women depicted in the mural. Do research on the woman at the library or on the internet. Create a list and sketches of objects and environment that illustrate where and what the person did to gain recognition. On a large piece of paper, arrange the outlines of these items, people, and background information to create a composition that will fill the entire page. Note the areas that will remain white, the areas that will be a middle tone, and the darkest areas.

Tell students they will begin to add another element of art to their composition. They will add colored oil pastels. Show students how to blend oil pastels to create shades, tints, and tones.

Cover tables with newspapers. Distribute oil pastels. Allow students to experiment. Have students select colors that show how they feel about the person or the work for which they were responsible. Select shades, tints, and tones that create the appropriate mood. Ask students to use overlapping shapes to create a feeling of deep space.

Extra care should be given to keeping the work area clean while students are working and after to avoid damage to clothing, furniture, and other personal belongings.

When completed, display the work in classroom.

Accommodations

Enrichment

Have students research Chicago women (past or present) who have made positive contributions to society. Some suggestions are:

Myra Bradwell	Jane Byrne	Marjorie Stewart Joyner
Gwendolyn Brooks	Sandra Cisneros	Aurelia Pucinski
Margaret Burroughs	Mae Jemison	Ida B. Wells

English as a Second Language

Have students describe in English the process they used.

Students with Disabilities

Modify materials according to students' abilities.



Title: *Outstanding American Women*

Artist: Edward Millman

Medium: Fresco

School: Lucy Flower Career Academy

Grade Levels: 9-12

Correlations

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| 2.A.1 | Determine and analyze an author’s viewpoint and perspective. |
| 2.A.4 | Identify and describe the author’s technique for establishing and developing mood/atmosphere. |
| 2.A.7 | Describe the use and impact of setting on character motivation and development. |
| 2.B.3 | Read about, identify, and understand cultural variations and recognize their impact on literary works. |
| 4.C.1 | Prepare and deliver individual and group presentations that use an engaging introduction, appropriate organization, and a satisfying conclusion to maintain listener interest. |
| 14.C. | Analyze the roles played by selected groups and individuals in civil issues (e.g., suffrage) at significant periods in the development of the United States. |
| 18.B. | Identify, compare and analyze human rights and civil rights movements in world history (e.g., women’s suffrage movement), using tools of social science inquiry (e.g., artifacts). |
| 25.A.1. | Interpret the use of expressive qualities to communicate personal ideas, social ideas and social context. |
| 25.A.4. | Analyze and evaluate the effective use of elements, principles and expressive qualities in visual arts. |
| 26.A.1.B. | Manipulate materials to express a mood and an idea. |
| 26.A.1.B. | Manipulate materials to express the ideas that relate to family and community. |
| 26.A.2.B. | Emphasize the use of space through overlapping. |
| 27.A.2.B. | Analyze distinguishing characteristics of historical art works by style, period or culture. |

Materials

- Transparency of *Outstanding American Women*
- Overhead projector
- Writing paper
- Drawing paper
- Drawing pencil
- Oil pastels
- Large medium-weight poster board



Vocabulary

Overhead projector	Fresco	Narrative
Blended effect	Illustration	Background
Foreground	Middle Ground	

Educational Strategies

Background Information

The goal of this lesson is to have the students understand the many contributions that Jane Addams made to Chicago and to America. The students will then put themselves into the role of a “modern Jane Addams,” exploring new ways to solve present-day problems. This lesson will culminate with several large group illustrations and complementary written documents.

Starting at a young age, Jane Addams was a very compassionate woman. Jane had a driving force inside her that led her to help people less fortunate than herself. Her father helped strengthen this driving force and supported Jane in her endeavors. As a young girl, she wanted to know why all people didn’t live in a house as wonderful as the one she lived in. Jane Addams decided that sometime in the future she wanted to live in a very large house set in the middle of the very sub-standard housing area that she had recently seen. This house, along with her compassionate ideas for mankind, would eventually make a difference in those poor peoples’ lives.

At seventeen years of age, Jane Addams wanted to become a missionary in the United States to help the poor. Jane went to Europe in 1882. She witnessed many poor people and peddlers all over Europe. She saw the urgency and need to try to help these people in their pathetic plight. When Jane returned to the United States in 1889, she and several friends acquired a house on Halsted Street, once owned by Charles Hull. This house, aptly named Hull House, was located in the middle of one of the worst slums in Chicago.

Hull House quickly became the house of all types of people. Jane and several friends used Hull House as a place to deliver babies, a day care center for young children, an infirmary for sick people, a counseling center, and a school to teach the English language to immigrants. Jane Addams’ childhood compassion for extending a helping hand to people in need finally became a reality with the help of her friends and Hull House.

The Edward Millman mural, *Outstanding American Women*, shows Jane Addams in two different poses in the same mural section. In the triangular-shaped composition, Jane is depicted standing and also sitting. In the standing pose, a younger Jane appears to be listening to the sad stories of despair from a female immigrant. The facial expression of the female immigrant appears very withdrawn, lacking detail and distressed, communicating her desperate plight. Her arm and hand placement supports this plight. Jane is shown embracing the female immigrant and the small child. The overall mood is very subdued as shown by Millman’s use of muted colors.

A seated Jane Addams appears to be educating a female immigrant and a young boy. Jane learns that education and learning how to read may eventually release these poor, needy people from their plight of despair. Even though their facial features are still intense, Millman paints the faces with more detail, using less muted colors. Finally the feeling of hope and success appears to be more attainable for the immigrants. As a reminder of the difficult times, Millman paints tenement housing in the background, visible through an opening in a brick wall. The brick wall seems to separate the people from the housing, showing hope for a better future, but still looms as a reminder of the immigrants’ desperate plight.



The students will use the written information in this section and the visual imagery from the Edward Millman *Outstanding American Women* mural as a beginning point for this lesson. The students will direct their attention to Millman's mural depiction of Jane Addams in the mural.

Have students examine the transparency of the Millman mural. The students will discuss and determine the key events that are represented in the mural. Have the students research and write down the contributions that Jane Addams made to Chicago. Provide reference materials from the Internet and from Hull House. The students then will break up into groups of five or six members each. Each group of students will brainstorm to identify problems in their own communities and discuss various solutions they propose to remedy these problems. The students within each group will share their findings with their own group. Each group of students will work independently.

The students will organize and write down their ideas on paper. Each student will interpret his or her written ideas into visual images drawn on paper. Each group of students will evaluate the drawings. The students will use these images as resource material that will contribute to the successful execution of the project.

Students should determine the mood for a larger composition that will incorporate each student's drawing into one cohesive illustration. In the Millman mural, this is accomplished by selective color values, facial expressions, and position and placement of people. Encourage students to show depth or space by effective placement of people and objects. In the Millman mural, this space is accomplished by placement of people in the foreground, the brick wall defines the middle ground, and the tenement housing occupies an area in the background.

Have the students in each group determine what they want to use for the main focus of their illustration. In the Millman mural, the pyramid is the elemental building block for the Jane Addams section.

Advise students in each group to decide upon the best placement of the individual drawings. Each student will be responsible for redrawing their images on the large poster board. The group will decide what additional images will be added to the illustration to unify the composition.

The illustrations are now ready to be enhanced with color. The students will use oil pastels. Tell the students that oil pastels can produce different effects by applying medium pressure or by varying the amounts of pressure. Also, make the students aware that different colors of oil pastels may be applied over one another, achieving a blended effect. These blended colors produce uniquely different colors and effects.

The students of each group will write a narrative about the process leading to the illustration. The narrative will include the discussion related to the Millman mural, Jane Addams' contributions, and the students' identification of problems and their solutions relative to their own community. The students will conclude the narrative with a description of the group's large illustration. Designate the best narrative and select one person to orally present the work.

Accommodations

Enrichment

This lesson is intended to be a visual experience with a supportive narrative. Have each group choose a different group's large illustration and develop a narrative for the newly chosen illustration. This new narrative will include only a description and analysis of the newly chosen illustration. This same sequence of events may be used to have each group of students write a narrative for each large illustration. The students can transfer this information onto a 4 x 6 index card and use the cards for display purposes and oral presentations.



Edward Millman became interested in Diego Rivera's frescoes in Mexico. Have students report how Diego Rivera influenced Edward Millman and his mural production. Allow students to use their social studies textbook, the school library, and the Internet for research.

English as a Second Language

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

Students with Disabilities

An individualized program will be prepared for students with disabilities that accommodates the students' abilities and may be adapted from the educational strategies incorporated in this lesson.

Evaluation/Assessment

The students will be able to explain the mood and the theme of their illustrations. The students should relate their illustrations to their own involvement and contributions in their own community situations. The final evaluation should include the students' pre-writing assignments, preliminary sketches, written narratives, and the completed illustration.

Home Connection/Homework

Have students think about the theme in the Millman mural that depicts contributions by people to their community. The students should think about their own community also in this context. Tell the students to write down their thoughts on paper and bring them to class.

Resources

The students can use their social studies textbook, the school library, and the Internet for research.

Chicago Public Schools. *Teacher Resource Unit for the Study of the History of Women*. Board of Education of the City of Chicago, 1992.

Addams, Jane. Microsoft® Encarta® Online Encyclopedia 2001

<http://encarta.msn.com>

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A Positive Light: Jane Addams, Mother of Social Work – Netscape

<http://www.execpc.com/~shepler/janeaddams.html>

Biography of Jane Addams- Netscape

<http://www.ushistory.net/toc/addams.html>

Democracy or Militarism – Jane Addams - Netscape

Citation: Addams, Jane. Democracy or Militarism. The Chicago Liberty Meeting, Liberty Tract No. 1 (Chicago: Central Anti-Imperialist League, 1899).

<http://www.boondocksnet.com/ailtexts/addams.html>

In Jim Zwick, ed., *Anti-Imperialism in the United States, 1898-1935*.

<http://www.boondocksnet.com/ail98-35.html>

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Ideally, prepare a field trip to Lucy Flower Career Academy to view the mural.



