



## Art of Work

### *The Way We Worked – Art and Social Studies*

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Educator Resources and Lesson Plans

Fall 2016

#### *Smelter Smoke, Garfield , Lee A. Olson*

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Utah is filled with natural resources. From its diverse ecosystems, five national parks, and rich minerals like coal and copper, our state is a source of inspiration, materials, and labor for the people that live here. These photographs detail different aspects of the mining process in Utah, from excavation to processing. If you were to put these in order, which photograph do you think would be first in the process? Look at Bingham Canyon Mine. Northern Utah's Bingham Canyon

Unknown Utah artist  
*Bingham Canyon Mine*  
Photograph  
20th century  
Courtesy of Utah Division of State History

Mine, is the largest man-made excavation on earth. How big do you think the mine is? Can you find any roads or houses in this photograph for reference? How do you think the mine was made? What is the same and what is different about the mine and the surrounding mountains?

Bingham Canyon Mine, Unknown artist, Utah

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Lee A. Olson (dates unknown), Utah  
*Smelter Smoke, Garfield*  
Photograph  
20th century  
Courtesy of Utah Division of State History



From the UMFA Permanent Collection Online:

(visit: <http://umfa.utah.edu/collections>, click on 'Advanced Search' at the bottom right, select 'Object ID' from the first drop down, select 'Exact' from the second drop down, then enter an Object ID from the list below.)

***Tabernacle building with men and quarried blocks for the Salt Lake Temple in the foreground, Charles W. Carter***

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Charles W. Carter (1832–1918), American

**Tabernacle building with men and quarried blocks for the Salt Lake Temple in the foreground, 1874**

Albumen print

Purchased with funds from the Friend of the Art Museum

UMFA2006.30.4

*Schoolhouse near Heber, Utah, 1938, Wright Morris*

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Wright Morris (1910–1998), American  
**Schoolhouse near Heber, Utah, 1938**

photograph

Gift of Dr. James E. and Debra Pearl to the Dr. James E. and Debra Pearl Photograph Collection  
UMFA2014.20.1

*Construction of the Hotel Utah, Mahonri MacKintosh Young*

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Mahonri MacKintosh Young (1877–1957), American  
**Construction of the Hotel Utah, 1910**  
Drawing  
Gift of Gertrude Christiansen  
UMFA2011.7.6

*Twentieth Ward School House, George Martin Ottinger*

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George Martin Ottinger (1833-1917), American  
**Twentieth Ward School House, 1880s**  
Oil Painting  
Purchased with funds from the Friends of the Art Museum  
UMFA2008.13.1

## ***The Way We Worked – Art and Social Studies***

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### **Objectives**

#### **K-5 Art and Social Studies Integration**

**Art:** Students will relate artistic skills, ideas, and work with personal meaning and external context.

**Social Studies:** Students will evaluate key factors that determine the location of a community and how it develops.

### **Intended Audiences/Grade Levels** K-5

**State Core Links** (see State Core Links at the end of this lesson plan)

**Duration** At least three 45 minute sessions, possibly more depending on how the classroom teacher integrates this lesson with their grade level standards.

### **Materials**

Any artistic supplies the classroom teacher can access (e.g. construction paper, scrap book paper, crayons, markers, colored pencils, glue sticks, paint, etc).

### **Vocabulary/Key Terms**

**Community** A group of people living in the same place.

**Architecture** The art of designing and constructing buildings.

**Settler** A person who settles in an uninhabited area.

**Topography** The arrangement of the natural and artificial physical features of an area.

### **Activity**

#### ***Day 1***

I. Ask the students some of the following questions:

- Why is \_(the name of your community)\_ in this particular location?
- Who were the first people to settle here?
- Why did they settle here?
- What geographical features influenced the location?
- What manmade things influenced its location? (eg. Existing roads/routes)
- What natural resources are found close by? Did these have an impact?
- How has your community altered the natural environment to suit its needs?

- Why did your family come and live in this community?
- Is your community growing or shrinking? Why?
- Who are the major employers in your community? What do they do?
- What is special about your community? What makes it unique?

2. They will probably not know the answer to many of these questions. Have them to select a few of the questions to answer either as homework by asking their parents or online during school. Alternatively, they could be answered by the teacher during the group discussion.

3. Ask students to closely analyze the Bingham Mine photographs in the box collection. What do they see? What is happening? What is it? What impact do they think it had on the communities in the area?

4. Go to [http://www.uen.org/utah\\_history\\_encyclopedia/b/BINGHAM\\_CANYON.html](http://www.uen.org/utah_history_encyclopedia/b/BINGHAM_CANYON.html) and read to students the history of Bingham Mine. Focus in particular on the type of people that moved there (the majority were immigrants), and why they settled in different parts of the canyon. Ask students why such a large town only had one main street (because the canyon was so narrow), and discuss what other impact the topography would have had on the formation of the town. What happened to the old towns as the mine expanded? Where do the employees who work there now live? If there is time, show them some modern images of the mine. Compare the images with those from the box, as a class.

## **Day 2**

1. Ask students to share (or review) the answers to the questions about their community. Did any of the answers surprise them? How have things changed in their community over the past century? What do they think their community will be like in 100 years from now?

2. Show students the four UMFA online collection images (listed under Image Resources on the front page of this lesson) side by side with images from your local community of buildings created for a similar purpose. For example, contrast the Twentieth Ward School House by George Martin Ottinger with an image of your school. Discuss the purpose of each building. Compare the size and architecture. What has changed? Are the construction materials similar? Would they be located in similar places within the community?

3. Ask students to again image what their community will look like in the future. What do they think will impact its development? Will it grow and expand? Will it be absorbed by nearby communities? Will it become a ghost town or be swallowed up for some other development? What facts are they using for their predictions?

4. Have students choose a familiar public building in your community (eg. Church, grocery store, library, super center, video games store, coffee shop) and locate an image of that building. The classroom teacher in a rural area may have to have a number of images printed out for students to select from. Ask students to write down the purpose of that building. What is it for? What happens there? Who goes there? How long do they stay there? Etc. What has impacted the



location of that building within the community? Why was it built there?

5. Explain to students they will be creating their own version of a building serving that same purpose within their community, but 100 years in the future. They should draw inspiration from the history and geography of their community, from what the community is like now, and what they expect will happen to the community in the future. Will the new building still be in the same location as the old one? Why or why not? What are their predictions? Remind them to be realistic. Cars may fly, but buildings won't.

6. Have them sketch a few ideas for what the new building will look like and record things such as the purpose of their building, the design inspirations, the location in the community, etc.

### **Day 3**

1. Provide students with as wide a range of art materials as possible, and review the care and use of each one. Allow them to utilize one or all of the materials. Guide them in their decision making, and have them question what each material brings to the composition.

2. Have students look over their sketch and ideas from the previous class, and then allow them to begin creating their building of the future. If they are working two-dimensionally, then ideally they will have access to 12"x18" construction paper or other type of thick paper for their project.

3. As students work, question them individually about the structure of their building and how it serves the original purpose. Are there doors and windows? Is the building aesthetically pleasing to look at? How do people get to and from there? What materials would be used in construction? What elements are influenced from the local geography? What elements were influenced from the time of the founding of the community. Etc.

4. Display their finished work along with the photograph of the community building it would be replacing, and include a statement about the project and their inspirations for the various elements.

### **Extension**

- Have students also include designs for the interior of the building.
- Analyze the architecture of buildings serving that same purpose from around the world.

### **State Core Links**

#### **K–5 Art**

Students will relate artistic skills, ideas, and work with personal meaning and external context.

#### **K–5 Social Studies**

Students will evaluate key factors that determine the location of a community and how it develops.

**By grade:**

## **K- Social Studies**

*Standard 4, Objective 2. Explain that people have jobs and earn money to meet their needs.*

What jobs do the students' parents/grandparents/etc. have? Can the students identify any patterns? What are some common jobs in their community? Why do people work? How does each job benefit the community? What are some of the tools they use when performing the job?

## **1- Social Studies**

*Standard 1, Objective 2. Recognize and identify the people and their roles in the school and neighborhood.*

Explain how these roles change over time. What are some of the jobs in the student's community? What does their work entail? Why is that job important? How have the types of jobs changed over time? What might they look like a century from now?

## **2- Social Studies**

*Standard 3, Objective 1. Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.*

What symbols do students commonly see within their community? How has physical geography influenced their community? How have people modified the physical environment of the community? Why have they done so? Can they predict how might it be modified in the future?

## **3- Social Studies**

*Standard 1, Objectives 1-3. Students will understand how geography influences community location and development.*

How has the geography of the area impacted the settlement of the student's community? How has their community modified the physical environment to better suit their needs? What can the students do to conserve the natural resources within their community for the future?

## **4- Social Studies**

*Standard 1, Objective 3. Analyze how human actions modify the physical environment.*

How has human activity changed the physical environment near the student's community? Has that caused environmental issues? Have areas been developed for recreation? How will the natural resources in the area change over the next century?

## **5- Social Studies**

*Standard 4, Objective 1. Investigate the significant events during America's expansion and the roles people played.*

What are the traits necessary for a town to survive? Why is the student's community in a particular location? How did westward expansion effect their town? What impact did their community have on the natives already living in the area?