



LESSON PLAN: MURALS AND HISTORY THE HISTORY OF TRANSPORTATION

Topic/Theme:

Historical Murals

Class Level:

Elementary

Duration: 45 minutes

Learning Experience

Brief Description of Unit: Using the public art example of Helen Lundeberg's *History of Transportation* from Inglewood, elementary students will learn about how transportation changed over time. They will also learn the history of the mural, and will create art themselves based on it.

Specific Learning Objectives

- 1. Visual Descriptions:** Students learn about how artwork can teach them about history.
- 2. Process:** Students learn to look at details in a work of art, and practice drawing them as well.
- 3. Application:** By learning to look and create, these are foundational skills that can be applied in numerous ways.

Resources

Inglewood Artworks:

The History of Transportation, Helen Lundeberg

Podcast: Rosa Lowinger: http://inglewoodpublicart.org/History_of_Transportation.html

The History of Transportation PDF:

http://inglewoodpublicart.org/pdf/About_The_History_of_Transportation.pdf

What you need if the class is outside:

- Crayons
- Sheets of white paper
- Hard surfaces to write on

What you Need if the class is inside:

- Powerpoint projector to show images of The History of Transportation mural
- Crayons
- Sheets of white paper



LESSON PLAN: MURALS AND HISTORY

THE HISTORY OF TRANSPORTATION

Teaching and Learning Sequence

1. Show the students The History of Transportation

- o Ask them what they see. Have them tell you the methods of transportation depicted.
- o Tell them this was created by Helen Lundeborg.
 - She was commissioned to create this mural out of crushed rock in 1940.
 - It was during a time when very few women were allowed to be artists, so it's wonderful to have this work in the Inglewood community.

- o Look at the very right end of the mural.
 - The mural shows Native Americans who lived in this area a long time ago.
 - How did they travel? How did animals help them with this? Do you think they traveled far?

- o Next to that section depicts the Spanish hacienda inhabitants.
 - How did the early Spanish settlers travel? Is this similar to the Native Americans?
 - How is their style different?
 - How do they use their animals?

- o The middle of the mural depicts railroad cars and early cars (1900)
 - Describe the style of clothes? Luggage?
 - Do you think these people traveled more than the early Native Americans did? Why? What can you see that shows people on the move?

 - Describe the cars? How are they different than the cars of today?
 - Do you see the steam engine?

- o The next part of the mural depicts the 1920s
 - Describe the modes of transportation here.
 - There are Roadsters and a horse drawn buggy. How is the buggy different from the section earlier that showed horses?

- o The next part of the mural depicts the 1930s.
 - How is the 1930s different than the 1920s section?
 - How did the cars change?
 - How did the railroad cars change? What about the style of people's clothes?
 - What are they moving? How is this compared to the time of the 1900s?

- o The final part of the mural was the 1940s.
 - What do you see here that you haven't seen in the rest of the mural? Airplanes. Who has been on an airplane? Do they look different from the airplanes we ride on today?



LESSON PLAN: MURALS AND HISTORY THE HISTORY OF TRANSPORTATION

- How is the luggage different than the luggage from the 1900s?
 - o The mural stops at the 1940s because that's when the artist created this mural.
 - What does this mural say about the time? What does it say about California?
 - Are things any different today? How is transportation different? How is it similar? What was invented since 1940?
 - Who rides in cars? Who rides in busses?
- 2. Have the students look at how the mural is stylized.**
- a. Have the students look at all the methods of transportation—animals, railroad, cars, and airplanes—and see how they are depicted. Everything has a flat dimension to them. There is a dark outline, and a single color in the interior.
 - b. Using this method, have the students draw their favorite mode of transportation by choosing the four options here. Have them draw an outline of the object first, and then color it in with a single color.
- 3. After 20 or 30 minutes of the students working, share their works with the class.**
- a. Ask them what they think the next mode of transportation will be in the future that we haven't yet discovered.

Classroom Applications:

- The teacher does not have to be the expert about the history of the WPA or the murals
- The teacher allows the students to “read” the images; the students tell the class what they see
- Students drive the visual exploration; the teacher guides discussion by asking questions
-