

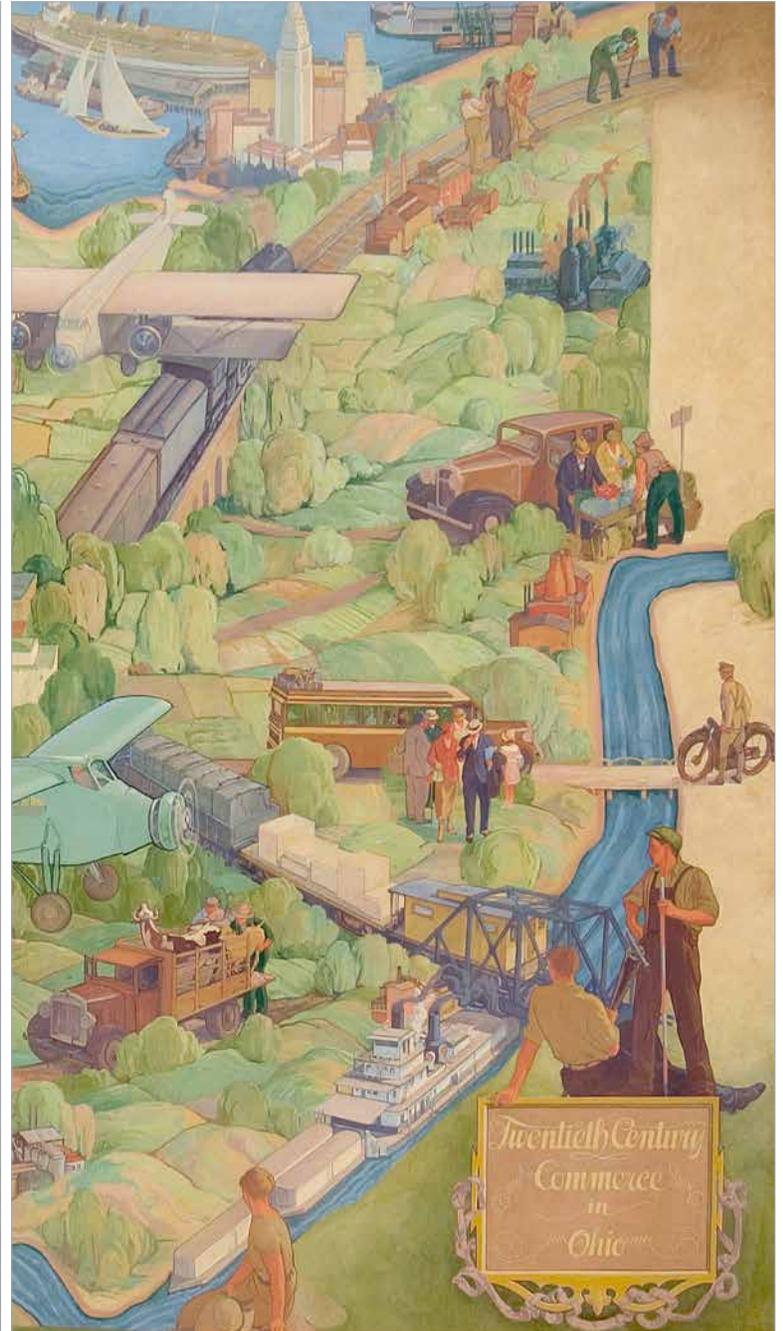
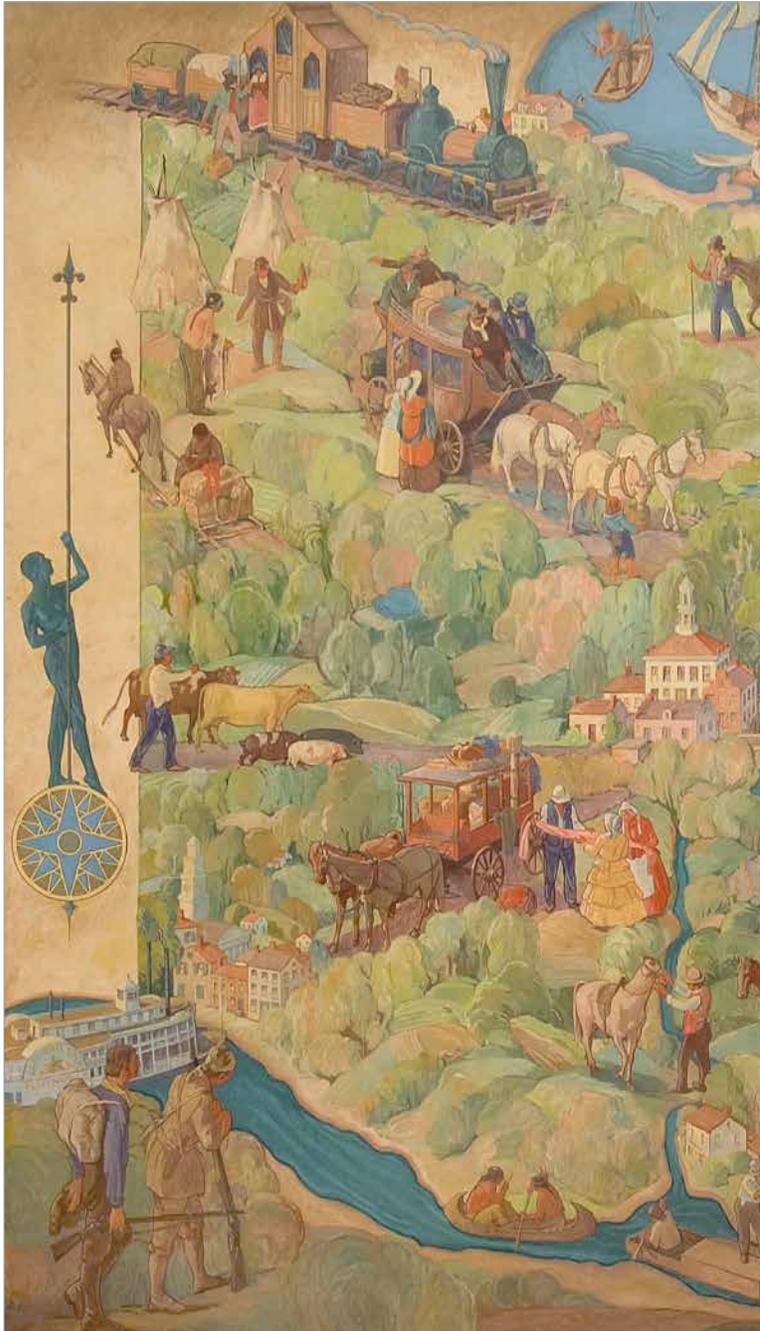
THE SUPREME COURT *of* OHIO

PRESENTS

OHIO'S PRIDE

Art in the Thomas J. Moyer Ohio Judicial Center

Transportation and Technology in Ohio



The title of this series, Ohio's Pride, comes from the phrase used to describe the Moyer Judicial Center when it first opened in 1933 as the Ohio State Office Building. Artwork throughout the building celebrates Ohio's rich history, the achievements of its citizens, and the dignity of its cultural and manufactured resources. This lesson plan focuses on the progress of transportation and technology as illustrated on the walls of the building's south hearing room.

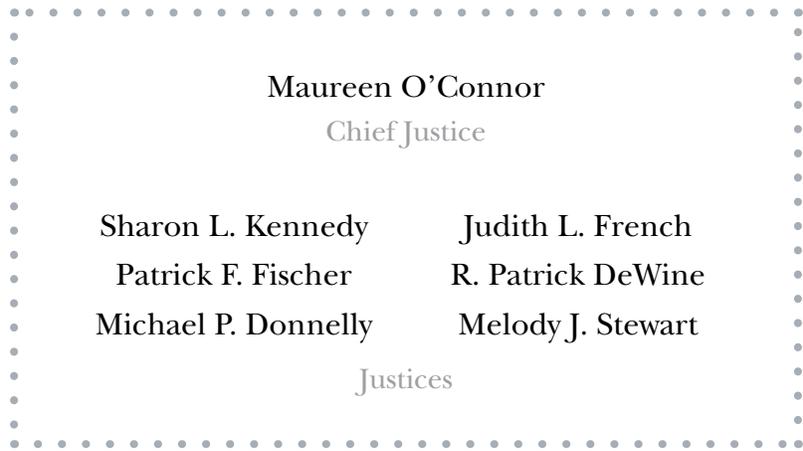
Table of Contents:

Lesson Plan Overview 3

Lesson Plan 4

Images and Worksheets 12

About the Ohio Supreme Court 20



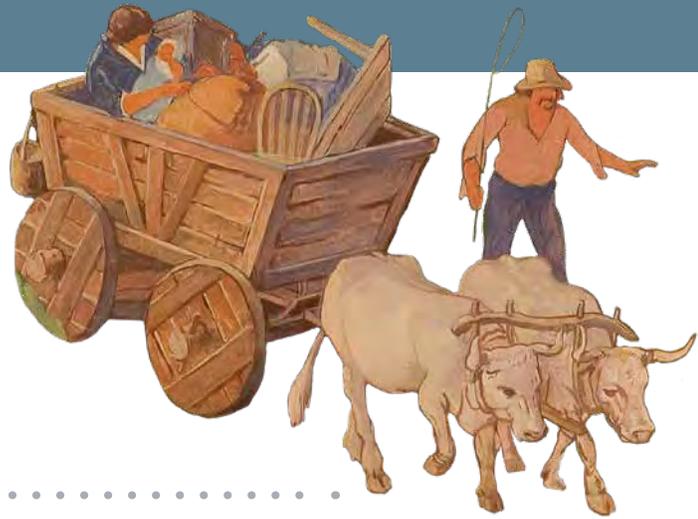
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Ohio's Pride was created and written by the
Civic Education Section and Office of Public Information
at the Ohio Supreme Court.

Lesson Plan Overview

This lesson is intended to fill three to four class sessions, but is easily adapted to shorten or extend the study time. Students will use murals located within the Thomas J. Moyer Ohio Judicial Center to explore technological innovations and transportation in Ohio.



OHIO'S LEARNING STANDARDS

Topic: Perceiving/Knowing

Content Statement 1PE:

Use sensory details and descriptive language to identify and describe universal themes, subject matter, and ideas expressed across art disciplines.

Topic: Heritage

Content Statement 8:

Many technological innovations that originated in Ohio benefited the United States.

Topic: Human Systems

Content Statement 12:

People have modified the environment throughout history resulting in both positive and negative consequences in Ohio and the United States.

Content Statement 14:

Ohio's location and its transportation systems continue to influence the movement of people, products, and ideas in the United States.

LEARNING OUTCOMES

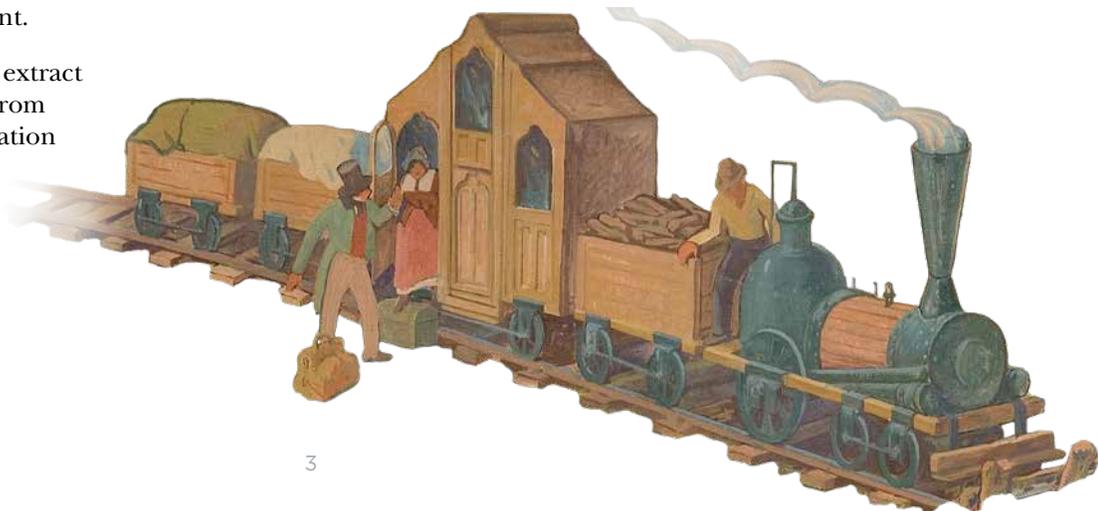
At the conclusion of this lesson students should be able to:

- Identify major technological innovations originating in Ohio and their impact.
- Summarize the various transportation systems and routes in Ohio that enabled the movement of people and ideas through the state and country.
- Recognize the positive and negative consequences human modifications have had on the environment.
- Use descriptive language to extract central themes and details from artwork depicting transportation and technology in Ohio.

LESSON MATERIALS

Aside from the smartboard/whiteboard and student tablets, the following materials are included in this lesson plan:

- High-resolution images of the two murals
- Worksheets for classroom and homework activities
- Information about murals and the artist
- Link to virtual building tour



Lesson Plan

Contextualize: 2-3 minutes

Introduce the artwork to the students by explaining that these are murals on the walls in a hearing room at the Moyer Judicial Center in Columbus.

- This is a government building that is open to the public and has been that way since it first opened in 1933.
- When the murals were painted in the early 1930s, it was common for public buildings to have artwork illustrating themes important to the history of Ohio.
- The artist, H.H. Wessel, was a drawing instructor in Cincinnati from 1908-1947.
- The artwork was meant to be seen by the citizens of Ohio and to instill a sense of state pride in the citizens.
- Today, we'll focus on the themes of transportation and technology illustrated in Wessel's murals.

Observations: 5 minutes

On the smartboard, tablets, or printed sheets, show students the mural of Ohio in the early 19th century.

Ask the students to observe the mural for a full minute before writing anything down. Encourage them to find things that no one else will see.

→ Using Worksheet A, ask the students to list:

- 5 modes of transportation
- 2 transportation routes
- 3 general observations

→ Potential questions you can ask to get them thinking:

- What do they see?
- What technological innovations?
- What modes of transportation?
- What towns?
- What routes (rivers, canals, roads, lakes)?
- What are the people wearing?
- What are the people doing?



This mural depicts life in Ohio from roughly 1803-1865.

Potential Student Answers

- Modes of transportation: wagons, trains, carts, stagecoaches, horses, oxen, sleighs, steamboats, sailboats, flatboats, canal boats, canoes, walking.
- Transportation routes: roads, canals, lake, rivers, railroads.
- General observations: towns, different cultures, clothing styles, animals, people trading, American Indians moving west, fishing.

Reflection: 10-15 minutes

As a class, ask the students to share their observations.

Content Statement 8 Questions:

- What technological innovations do they see?
- How did these innovations influence the rest of the United States?

Content Statement 12 Questions:

- How has the creation of roads and canals affected the environment?
- How did new technology and transportation routes change the landscape of Ohio?

Content Statement 14 Questions:

- How did these transportation systems influence the rest of the United States?
- What did people use these transportation systems and routes for?
- How did these routes connect Ohio with the rest of the country?
- Why did people decide to stay and settle in Ohio?
- Who and what moves along these transportation routes?

Additional Questions:

- How did people move through early Ohio?
- What year could this be?
- If people were leaving Ohio, where would these routes take them?
- Why are the early cities located on lakes, rivers, and major roads?
- Why did canals replace wagons?

If not mentioned, point out the following:

- National Road
- Ohio & Erie Canal
- Railroads: Erie & Kalamazoo Rail Road was the first railroad west of the Allegheny Mountains and connected Toledo with Adrian, Michigan.
- Ohio River
- Lake Erie
- Cities and towns: Columbus, Cleveland, Cincinnati, Toledo – notice how the bigger cities are on waterways or major roads
- People (early settlers and American Indians)

Explore Additional Resources

If time permits, incorporate the following resources into your discussions of early transportation systems in Ohio.

- Watch a video about the National Road and Ohio's canals:
 - [Video 1](#) (Columbus Neighborhoods)
 - [Video 2](#) (Our Ohio: Ohio Canals)

- Read about the history of the Ohio & Erie Canal:
 - [Article 1](#) (cleveland.com)
 - [Article 2](#) (Cleveland State University)
 - [Article 3](#) (Library of Congress)
- Go on an [interactive journey](#) along the National Road (ODOT)



POTENTIAL BREAK

Brainstorming: 5 minutes

Ask the class what they would expect to see in a similar mural depicting Ohio 100 years after the time period of the first mural. List ideas on the smartboard/whiteboard.

Observations: 5 minutes

On the smartboard, tablets, or printed sheets, show students the mural of Ohio in the 20th century.

Ask the students to observe the mural for a full minute before writing anything down. Encourage them to find things that no one else will see.

→ Using Worksheet B, ask the students to list:

- 5 modes of transportation
- 3 technological innovations
- 3 general observations

→ Potential questions you can ask to get students thinking:

- What do they see?
- Who do they see?
- What technological innovations?
- What modes of transportation?
- What towns?
- What routes?
- What are the people wearing?
- What are people doing?



This mural depicts life in Ohio from roughly 1900-1933.

Potential Student Answers

- Modes of transportation: planes, trains, cars, trucks, motorcycles, trolleys, trucks, speedboats, steamships, sailboats, horses.
- Technological innovations: oil refineries, planes, trains, automobiles, factories, power lines.
- General observations: growth of towns, skyscrapers, lighthouse, more trains, clothing styles, larger boats, railroad workers, smoke/smog, more people/busier, American Indians are gone, fewer trees, more farmland.

Activity: 10-15 minutes

Students can do this individually or in small groups. Using the Venn diagram on Worksheet C, ask the students to fill in the differences and similarities between the two murals.

Some possible examples may include:

- Clothing style
- Diversity of people
- Routes
- Cars, trains, planes, boats, power lines

Potential assignment: Students turn in the Venn diagram at the end of class.

Reflection: 10-15 minutes

As a class, ask the students to share their observations. If desired, fill in a new Venn diagram on the smartboard/whiteboard with student examples. Save these answers for tomorrow's lesson.

Content Statement 8 Questions:

- What technological innovations do they see?
- Are any of these innovations from Ohio or created by Ohio inventors?
- How did these innovations influence the rest of the United States?

Content Statement 12 Questions:

- What positive and negative impacts did 20th century technological innovations and transportation routes have on the environment?
- How has the landscape of Ohio changed from the 19th century?

Content Statement 14 Questions:

- Are these systems and routes being used for the same purposes in each mural? By the same people? Explain your answer.
- How did these transportation systems influence the rest of the United States?
- How are people and resources traveling in and out of Ohio?
- How has Ohio's role in the United States changed over time?

→ *Homework: Using Worksheet E, students create their own mural based on present-day Ohio.*

→ *Point out the county where the students live.*

→ *What new modes of transportation/routes/people are there?*

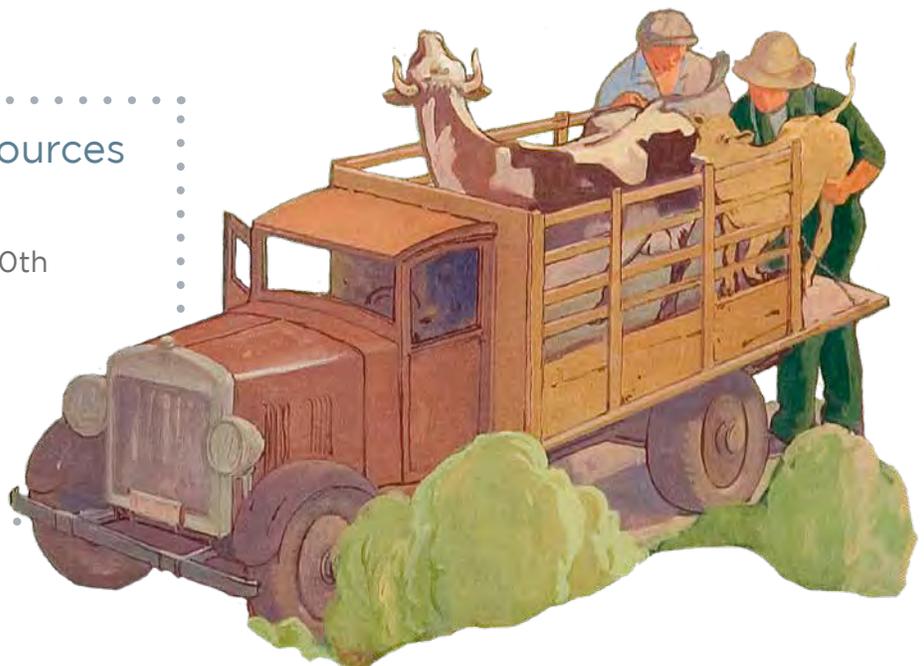
→ *What technology and transportation systems from the 19th or 20th centuries are still used today?*

→ *Encourage the students to think of how they move around and what types of technology they see daily.*

Explore Additional Resources

If time permits, incorporate the following resources into your discussions about Ohio in the 20th century.

- Watch a Know Ohio video:
 - [Ohio's Awesome Auto History](#)
 - [The Wright Brothers](#)



Activity: 15 minutes

Have a Venn diagram up on the board filled in with examples from the previous day.

- Add a third overlapping circle below the two side-by-side circles for the 19th and 20th centuries. This circle will represent the current era. (See Worksheet D)
- Ask the students to get together in small groups to discuss their maps. What are the similarities and differences?
- As a class, fill in the third circle of the Venn diagram.
- Ask why the students made additions to their maps.
- Are they missing anything you can think of?
 - Examples: windfarms, electric vehicles, helicopters, new roads, city buses, farming equipment.

Summarize: 15 minutes

Now that students have reviewed nearly 200 years of transportation systems in Ohio, ask the students why Ohio changed from era to era.

- Take their ideas and lead a discussion of inventions and technological innovations seen on the map and how this led to progress in the United States.
- Are there inventions or technical innovations on this map that originated in Ohio?
 - Potential examples: Planes (Wright Brothers), automobile parts (Firestone, Goodyear), electricity (Edison), bike seats (Garford), oil refineries (Rockefeller).
- What forms of technology do the students see?
 - Nineteenth-century examples: steamships, canals, trains
 - Twentieth-century examples: planes, trains, automobiles, motorbikes, trolleys, power lines, construction, oil derricks
 - How have these technological innovations changed the environment of Ohio?

Explore Additional Resources

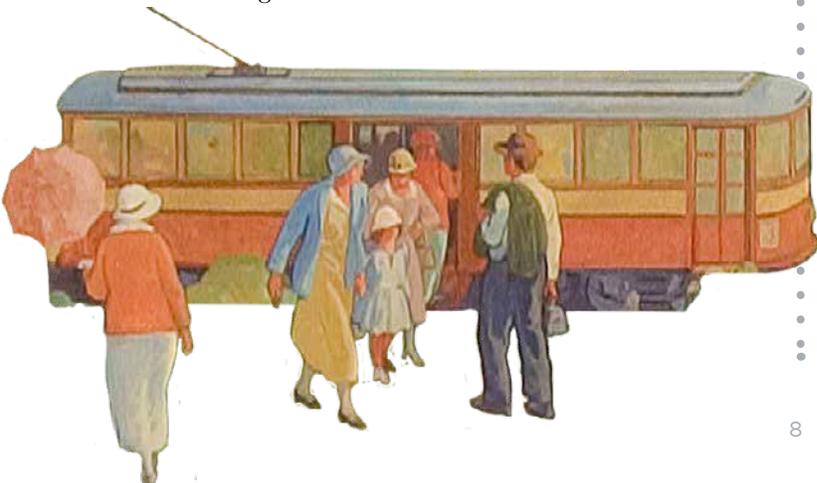
If time permits, incorporate the following resources into your discussions of inventions and inventors from Ohio.

Primary Sources

- Explore [recollections](#) from the Wright Brothers about their first flight.

Secondary Sources about Ohio Inventors

- Biography of [Arthur L. Garford](#) (inventor of the cushioned bicycle seat from Elyria in Lorain County in 1892)
- Advertisement in [Harper's New Monthly Magazine](#) for Garford saddle from November 1896
- Biography of [Frank Seiberling](#) (Founder of the Goodyear Tire & Rubber Company in Akron)
- Biography of [Harvey Firestone](#) and a history of [Firestone Tire & Rubber Company](#) (established in Akron)
- Biography of [Garrett Morgan](#) (Inventor of the three-position traffic signal, from Cleveland)
- A page about [Ohio inventions and inventors](#) (Ohio Secretary of State)
- [National Inventors Hall of Fame](#)



Activity: 15-20 minutes

Students can do this individually or in small groups. Using the timeline on Worksheet F, give the students several minutes to fill in the timeline with different forms of transportation. Students should use the Ohio milestones along the bottom of the timeline as points of reference in transportation history. Their answers do not need to be as specific as these references.

After they have time to add to the timeline, lead a discussion about how transportation changed over time.

→ Questions about transportation in Ohio from 1803-1837:

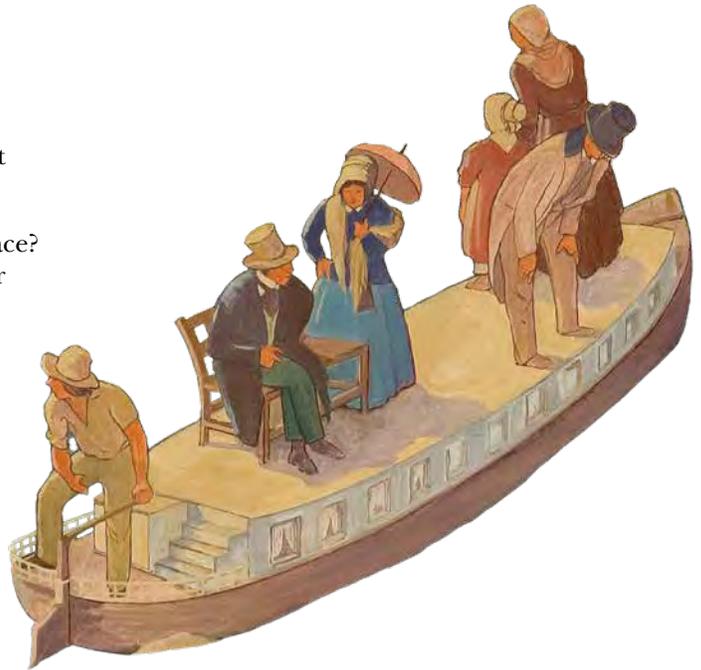
- How did most people move around Ohio when it first became a state in 1803?
- What mode(s) of transportation did steamboats replace? Why were steamboats better than canoes, flatboats, or wagons?
- Why did canals replace wagons?
- Why were railroads better than canals?

→ Discuss how these modes of transportation developed and improved over time.

→ Questions about transportation in Ohio from 1891-present:

- Why did cars replace horse-drawn buggies?
- How did concrete roads and traffic lights improve transportation?
- How did the invention of the airplane influence the movement of people, products, and ideas across the United States?

→ Discuss how these modes of transportation developed and improved over time leading to the modes of transportation we use today.



Explore Additional Resources

If time permits, incorporate the following resources into your discussions about changes in transportation.

- Watch a Columbus Neighborhoods video: [The First Concrete Street in America](#).
- Compare [historical railroad maps](#) of Ohio.
- Watch a [steamboat race](#) from 1929. (Best sequences are from 2:24 - 3:25 and 8:12 - 10:32.)

Artwork: 15 minutes

Using the virtual building tour, show the class where these paintings are in the building ([South Hearing Room](#)). Link must be accessed using the Google Chrome web browser.

Remind the students:

- This is a government building that is open to the public and has been since it first opened in 1933.
- When the murals were painted in the early 1930s, it was common for public buildings to have artwork illustrating themes important to the history of Ohio.
- The artist, H.H. Wessel, was a drawing instructor in Cincinnati from 1908-1947.
- The artwork was meant to be seen by the citizens of Ohio and to instill a sense of state pride in the citizens.
- The two murals the students have been working with are part of a series of 11 murals that further illustrate the development of transportation, technology, and commerce in Ohio.

South hearing room background:

Cincinnati artist, H.H. Wessel, painted the 11 murals adorning this room. These murals demonstrate the vast changes in commerce and transportation between the 19th and 20th centuries. The center mural on the wall to the right as visitors enter the room focuses on early Ohio transportation. Using the map of Ohio as a background, visitors see various means of transportation and trade routes, including a Conestoga wagon on the National Road, sailboats on Lake Erie, canoes on the Ohio River, and boats going down the Ohio & Erie Canal.

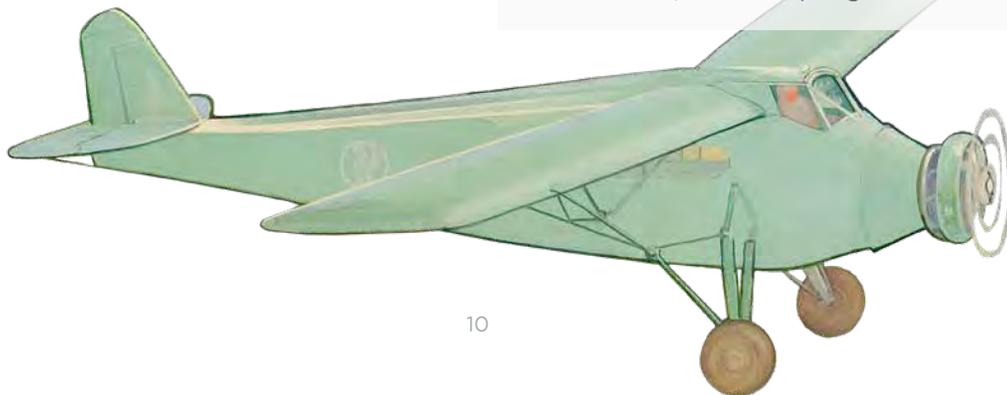
Turning to the south wall (on the left), the center mural again uses the map of Ohio to illustrate transportation, this time in the 20th century. In this scene, airplanes, trains, trolleys, and automobiles dominate the familiar trade routes carved out in the 19th century. The growth of cities is evident by the skyscrapers in Cincinnati, Toledo, and Cleveland. Columbus is in the center of the mural and includes a depiction of the Ohio State Office Building (now known as the Thomas J. Moyer Ohio Judicial Center).

The center murals on each wall are flanked by two smaller murals representing early and modern Ohio commerce. The earlier scene on the north wall depicts traders bartering with American Indians and a scene from a general store. This scene is contrasted on the opposite wall by a 1930s city street market and a railroad-freight terminal.

This room was originally intended for use by the Utilities Commission of the Department of Commerce, and is now used for meetings and conferences.

Artist Biography:

Herman Henry Wessel (1878-1969) was born in Indiana to immigrant farmers, but moved to Cincinnati in 1895 to study at the Cincinnati Art Academy. After graduating, he traveled to Europe where he continued his studies at the Royal Academy in Munich and the Académie Julian and Académie Colarossi in Paris. Wessel returned to Cincinnati in 1908 and worked as a drawing instructor at the Cincinnati Art Academy until 1947. During that time, he also served as the curator of painting at the Cincinnati Art Museum. His other Ohio murals grace the Federal Reserve Bank in Cincinnati, the Scioto County Courthouse, and the Springfield Post Office.



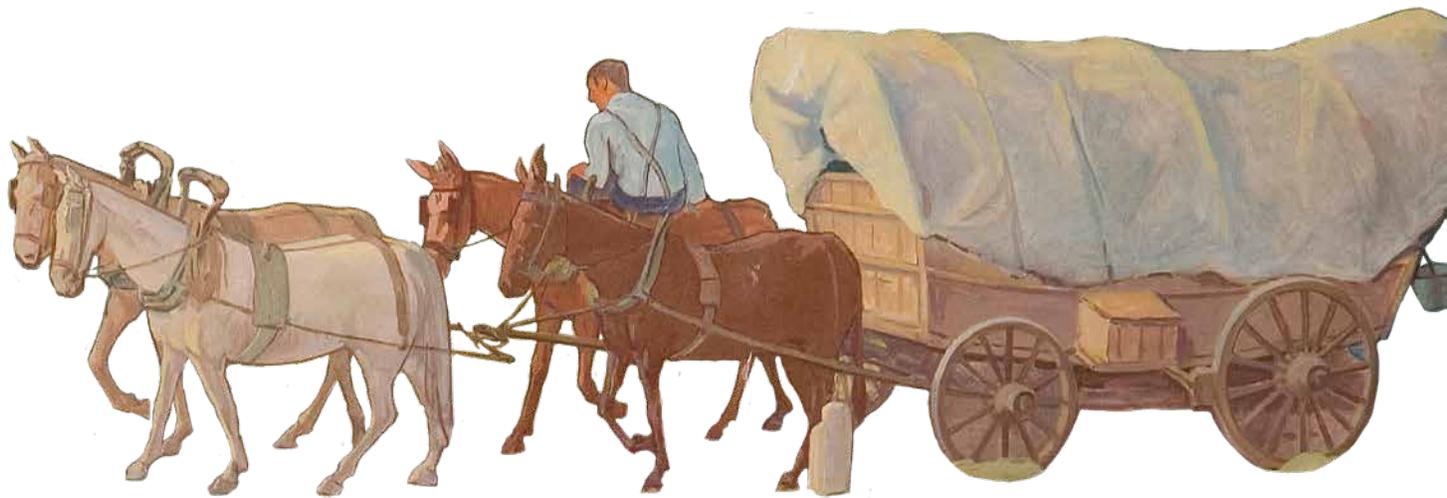
Content Statement 1PE Questions:

- What do you notice about the style of these murals?
- How do the illustrations and colors of the murals contribute to the meaning of the artwork?
- Encourage students to use descriptive language to identify and describe the themes they see in both murals.
- How are the images Wessel chose related to the social context of the early 19th century and the 1930s?
- Why did the artist include these scenes in a government office building?

- What ideas are being expressed by the artist?
- Why did Wessel portray Ohio like this? Consider when he painted the murals, where the murals are located, and where Wessel is from.

Potential Themes to Discuss:

- Progress of Ohio
- Ohio's influence on the United States
- Significance of Ohio inventions



.....▶ We welcome your feedback on this lesson plan.
Contact the Civic Education section: CivicEd@sc.ohio.gov

19th Century Commerce in Ohio



20th Century Commerce in Ohio



Worksheet A

19th Century Commerce in Ohio

List 5 modes of transportation that you see:

- 1.
- 2.
- 3.
- 4.
- 5.

List 2 transportation routes that you see:

- 1.
- 2.

List 3 other things that you notice in the mural:

- 1.
- 2.
- 3.

Worksheet B

20th Century Commerce in Ohio

List 5 modes of transportation that you see:

- 1.
- 2.
- 3.
- 4.
- 5.

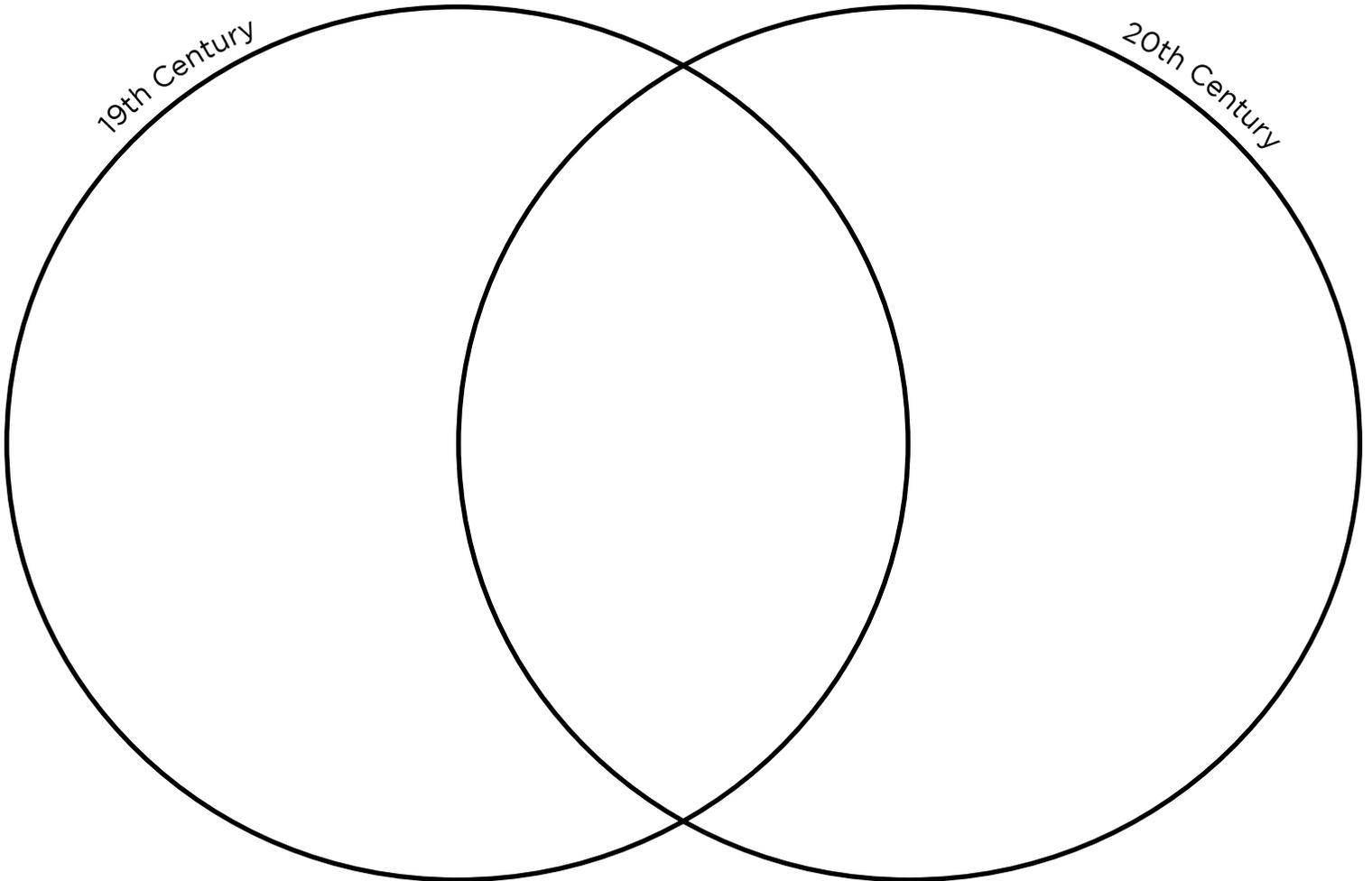
List 3 technological innovations that you see:

- 1.
- 2.
- 3.

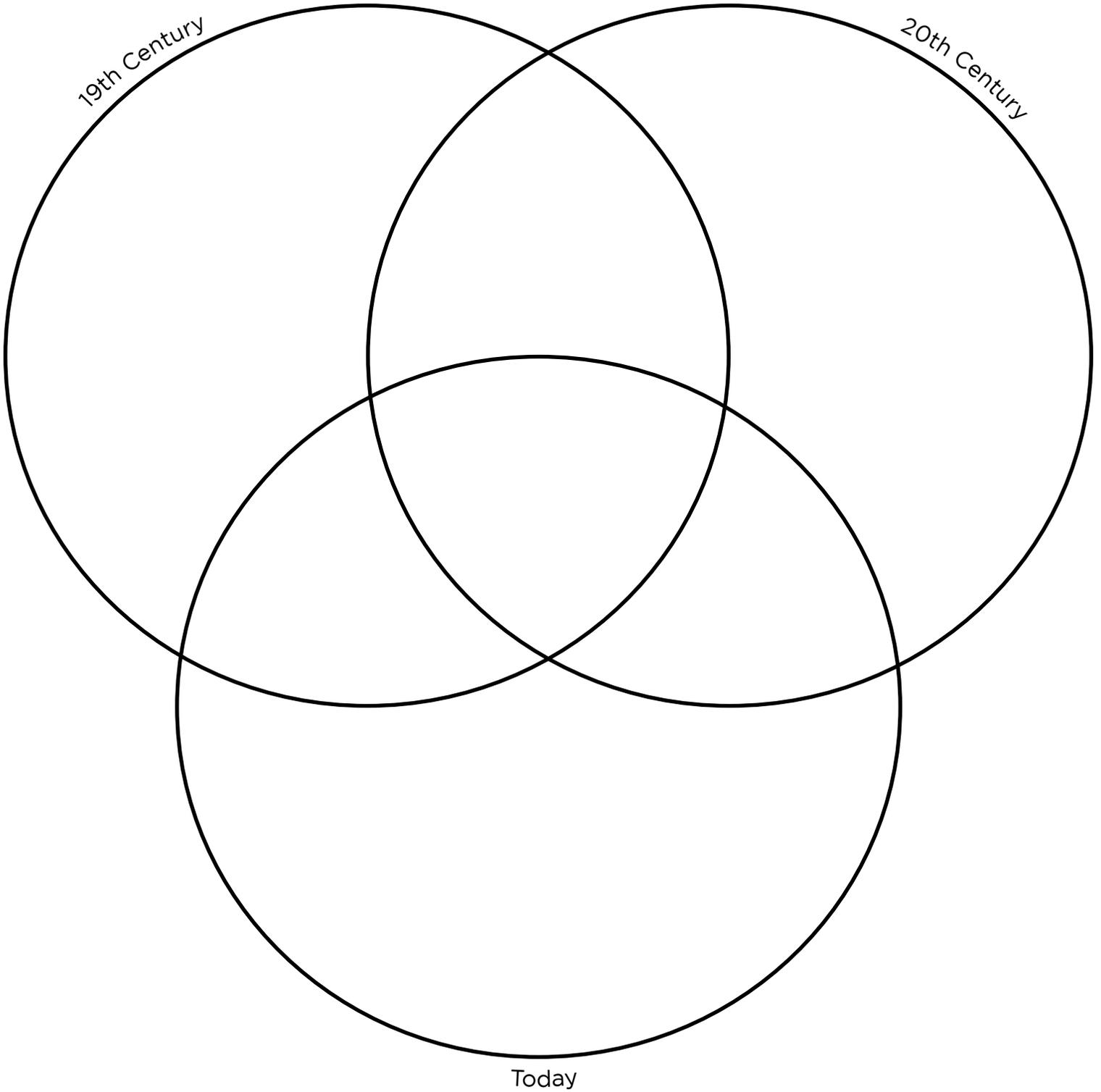
List 3 other things that you notice in the mural:

- 1.
- 2.
- 3.

Compare and Contrast



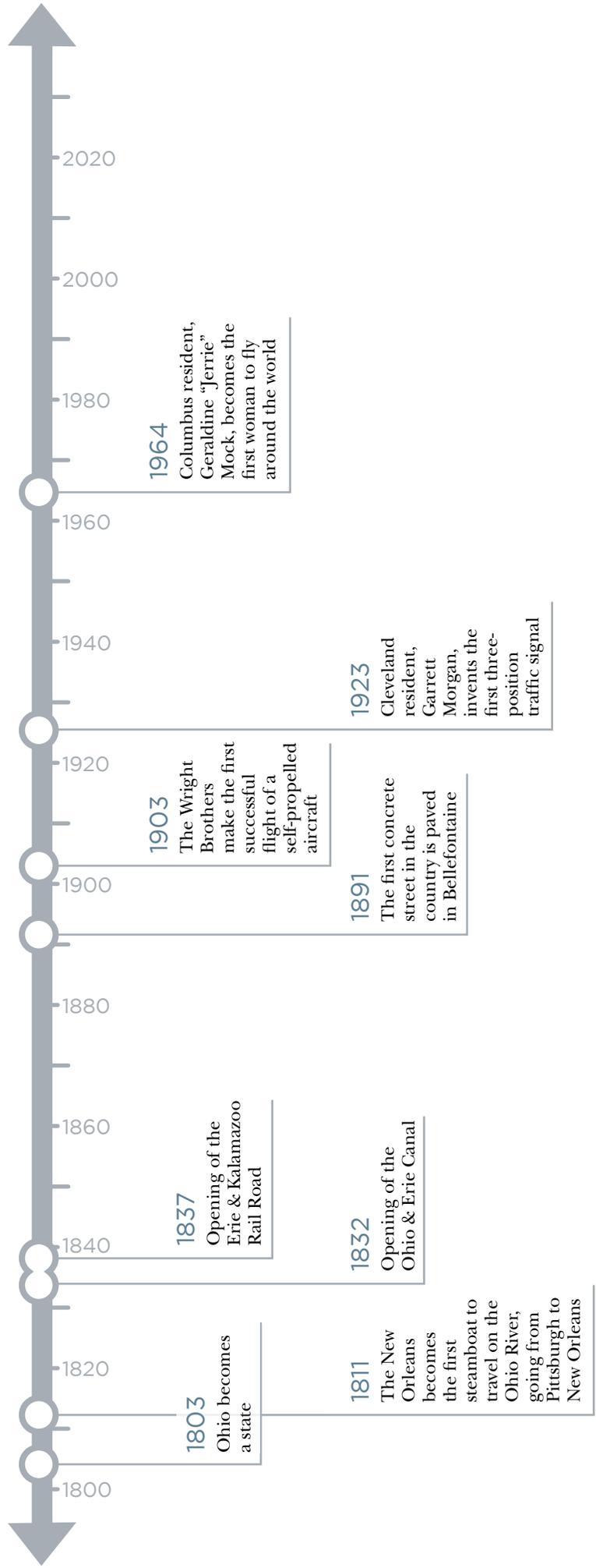
Compare and Contrast



Transportation and Technology in Ohio Today



Transportation and Technology in Ohio Timeline



THE SUPREME COURT OF OHIO



The Supreme Court of Ohio is the highest and most powerful court in the state. Its primary purpose is to serve as a court of appeals and Ohio's court of last resort. The Court hears oral arguments in the historic Moyer Judicial Center in downtown Columbus.

The staff of the Court's Civic Education Section and volunteer guides conduct tours of the building. Tours offer the opportunity to observe Court proceedings, learn about the building's history, and to explore the award-winning and interactive Visitor Education Center. In addition to coordinating and conducting tours of the building, the staff of the Civic Education Section offers educational programming and outreach efforts for students throughout the state, visitors to the building, and the public at large.

There are 61 paintings and murals adorning the walls of the Moyer Judicial Center, many of which are discussed on school tours of the building. Unfortunately, not all schools have the time or budget to visit the Court to learn about the themes within

these works. Ohio's Pride was created to employ the building's historical resources to strengthen students' understanding of how technological innovations from Ohio benefited the United States and how Ohio's location and its transportation systems influenced the movement of people, products, and ideas across the country.

Additional [Judicial Branch Educational Resources](#) are available on the Supreme Court's website, where new material will be added in the future. This includes links to videos about Ohio's court system, jury service, civic education, as well as information about other programs, including the Ohio Center for Law-Related Education, iCivics Ohio, and the Ohio State Bar Foundation.

For more information or to schedule a tour of the Moyer Judicial Center and Visitor Education Center, call 614.387.9223 or email CourtTours@sc.ohio.gov.