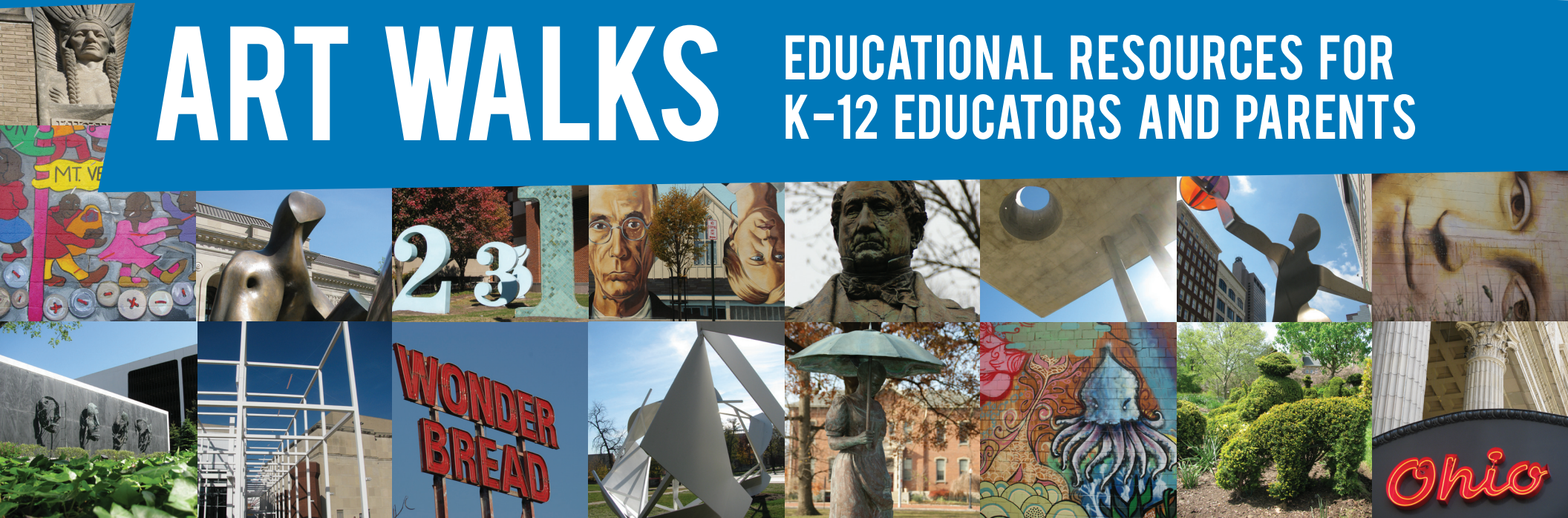


COLUMBUS ART WALKS

EDUCATIONAL RESOURCES FOR
K-12 EDUCATORS AND PARENTS





CREATED BY...

Columbus Art Walks K-12 Educational Resource was created by Columbus Public Health's Healthy Places Program in partnership with the Wexner Center for the Arts' Education Department. Established in 2006, the Healthy Places Program works with the community to create places that foster physical activity as a part of everyday life. Columbus Art Walks is one of several projects created to encourage Columbus residents to get active. The Wexner Center for the Arts at The Ohio State University is the nation's only multidisciplinary contemporary arts center located on a university campus. Its Education Department is a leader in multidisciplinary arts and arts-integrated curriculum.

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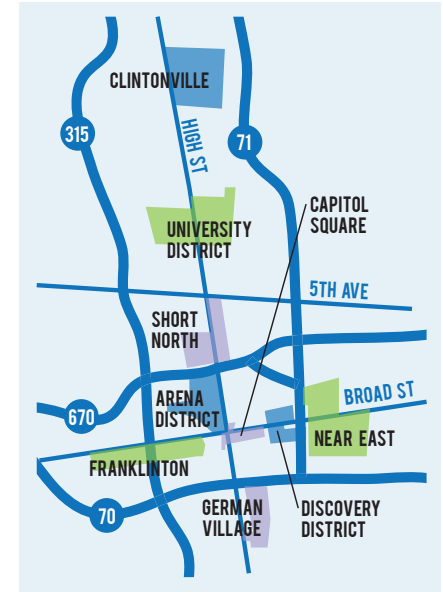
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ABOUT COLUMBUS ART WALKS

Walking is a great way to keep your body at a healthy weight. Obesity and chronic disease has risen in the United States. We may be raising the first generation of children to live a shorter life span than their parents, in part due to obesity and obesity-related conditions. Physical activity can prevent or reduce obesity, heart disease, hypertension, diabetes, and some cancers.

The US Surgeon General recommends 60 minutes of physical activity for children and 30 minutes for adults each day. Columbus Art Walks are a unique way to get active while seeing great public art, architectural and historical sites around Columbus. Between nine Art Walks districts, there

are over 280 sites scattered across over 40 miles of walking routes. A pocket-sized walking map accompanied by an audio tour is available for each of the nine highlighted districts. The audio tour is accessible using your cell phone or available for download from the Columbus Art Walks website. The site numbers on each map correspond to a phone extension number you can enter when using the audio tour. In addition to providing fun, hands-on, and physical field trips, these plotted paths can help make meaningful connections to other concepts back in the classroom.



HOW TO USE THIS RESOURCE

This resource provides educators with tools that can be used to build several educational experiences around Columbus Art Walks. Use this resource to generate ideas for how to integrate the public art, architecture, historical sites, and community design resources featured in the Art Walks into your K-12 classroom curricula. It is designed to give educators an overview of these concepts and suggestions for classroom activities, but leaves it up to the individual educator to select which concepts and

lessons are appropriate for their objectives. It will also help educators efficiently organize and plan an Art Walk Field Trip. Use our list of suggestions to build a unique, low cost, multidisciplinary, and collaborative educational experience! Parents with children of all ages are invited to use this resource as well. Many of these same lessons and activities are great for families to do together.

PLANNING YOUR VISIT

While taking a walk sounds simple enough, here are some tips and suggestions for making sure your Art Walk Field Trip is a success!

THINK ABOUT COLLABORATIONS IN LESSON PLANNING

Columbus Art Walks is a program that spans multiple disciplines and can be integrated into a variety of curricula. Consider partnering with the following teachers in your school to team teach a lesson around an Art Walks field trip: Physical Education, Visual and Performing Arts, Social Studies and Government, English and Language Arts, Math and Science, or Geography! Or, mix older and younger grades for a Buddy Art Walk!

DRESS AND PLAN FOR THE WEATHER

Columbus Art Walks are outdoor walking tours, and might be most enjoyable for student groups in the fall and spring months. If you walk in the winter, make sure students dress in layers. And whenever you walk be sure to wear comfortable shoes, and wear bright, uniform, or easily identifiable clothing to insure safety in the right of way of traffic.

WHAT TO BRING

Depending on your lesson plan, cameras, maps, pencils, notepads, water bottles, umbrellas, clipboards for holding maps, and/or book bags to carry all of the above are great for an Art Walk!

ORGANIZE FOR SAFETY WITH THE HELP OF VOLUNTEERS

Columbus Art Walks are in urban neighborhoods. To insure students' safety, organize your students into groups of 5-6 with one educator or adult volunteer per group. Review the pedestrian safety tips at <http://safekidscentralohio.org/> with students and volunteers before your walk.

ACCESSIBILITY

The majority of the routes are ADA-accessible and flat. The audio tour is publicly accessible with cell phones or MP3 devices. See your Art Walk map or visit <http://publichealth.columbus.gov/artwalk.aspx> for audio extensions or to download MP3s. Large print maps or complete audio tour text in a variety of sizes are available upon request to be read aloud to students or for the hearing impaired. Contact the Healthy Places Program at (614) 645-5318 for print materials.

SCHEDULING YOUR ART WALK

Columbus Art Walks are self-guided, requiring no reservations. The walks vary in length, from approximately 1-3 hours, depending on the route. Contact the Healthy Places Program at (614) 645-5318 with the date, time, and location of your Art Walk field trip. We'll alert districts to your visit, provide ideas for your field trip, and recommend a student friendly route.

PARKING, LUNCH & RESTROOMS

For a list of parking resources by Art Walk visit <http://publichealth.columbus.gov/artwalk.aspx>. It is recommended that groups make accommodations to eat a lunch at school before or after their walk. Weather permitting, public parks are one off-site lunch option. Public restrooms are limited. Select a restroom break time and location in advance.

A DEEPER EXPERIENCE: TOURS BY DISTRICT

The Art Walks Tour can be a full day. If you're seeking a deeper or a multi-visit experience, consider pairing a self-guided Art Walk with the following resources and in-district tour activities. Most activities are free (FREE) or low cost (\$). Contact the Healthy Places Program for advice on how to plan your visit!

GENERAL NEIGHBORHOOD TOURS AND RESOURCES

- Columbus Landmarks Foundation: <http://www.columbuslandmarks.org/> \$
- WOSU Columbus Neighborhoods Videos: <http://www.columbusneighborhoods.org/> FREE
- Columbus Historical Society: <http://www.columbushistory.org/index.php> FREE

DISCOVERY DISTRICT

- Columbus Museum of Art: <http://www.columbusmuseum.org/visit/tours.php> \$
- Kelton House: <http://www.keltonhouse.com/visitkh.html> \$
- Thurber House: <http://www.thurberhouse.org/tour-information.html> \$
- Columbus Metropolitan Library: <http://ebranch-prod.columbuslibrary.org/ebranch/index.cfm?pageid=254&parentid=490> FREE

CAPITOL SQUARE & FRANKLINTON

- Ohio State House Tours: <http://www.ohiostatehouse.org/Tours/Index.aspx> FREE
- CAPA Historic Theatre Tours*: <http://www.capa.com/about-capa/staff-list-directory> \$
- COSI: <http://www.cosi.org/educators/fieldtrips/> \$
- OSU Urban Art Space and Lazarus Building: <http://uas.osu.edu/tours> FREE

ARENA DISTRICT & SHORT NORTH

- Nationwide Arena: <http://www.nationwidearena.com/arena/tours.php> FREE
- Ohio State House Tours: <http://www.ohiostatehouse.org/Tours/Index.aspx> FREE
- CAPA Historic Theatre Tours*: <http://www.capa.com/about-capa/staff-list-directory> \$
- COSI: <http://www.cosi.org/educators/fieldtrips/> \$
- Santa Maria: http://www.santamaria.org/educational_programs.php \$

GERMAN VILLAGE

- German Village Society Tours: <http://germanvillage.com/visitors-center/group-tours> \$

UNIVERSITY DISTRICT & CLINTONVILLE

- Wexner Center for the Arts: <http://www.wexarts.org/info/visit/tours/> FREE
- Orton Geological Museum: http://www.geology.ohio-state.edu/facilities_orton_museum.php FREE
- The Ohio Union: http://ohiounion.osu.edu/visit_the_union/tours FREE
- Ohio Stadium: <http://www.ohiostatebuckeyes.com/facilities/ohio-stadium-tours.html> \$\$
- Clintonville Historical Society: <http://clintonvillehistory.com/> FREE

NEAR EAST SIDE

- Columbus Jazz Academy: <http://www.jazzartsgroup.org/jazz-academy/jazz-in-schools/> \$
- Lincoln Theatre Tours*: <http://www.capa.com/about-capa/staff-list-directory> \$
- Exhibitions Tours and School Programming at the King Arts Complex: <http://www.thekingartscomplex.com/contact.aspx> \$

*Tour availability may be limited due to productions. Call the theatre info line listed at <http://www.capa.com/about-capa/staff-list-directory> to check availability.

LOOKING AT PUBLIC ART

WHAT IS PUBLIC ART?

Public art can take lots of forms. It might be a colorful mural, or a giant sculpture that stretches up to the sky, or a mosaic on the ground, or a video projection, or a fountain, or... you name it!

Public art isn't defined by what it's made of or what it looks like. Instead, public art is special because of its place in a community.

With most public art projects, people come together to create a work of art that expresses something about that community and/or changes the way people look at or interact with their surroundings. They might make the work together as a community or invite an artist to create the work.



Unlike a museum that opens and closes each day, public art is always on view, day or night (and sometimes how it appears at different times is part of the art). At times, public art can be controversial when it is first made, but usually, over time, people form a relationship with the work of art and it becomes a part of the community's identity.

OHIO DEPT. OF EDUCATION ACADEMIC CONTENT STANDARDS

Lesson ideas align with these ODE Academic Content Standards:

- History
- People in Societies
- Fine Arts: Historical, Cultural and Social Contexts
- Fine Arts: Analyzing and Responding
- Fine Arts: Valuing the Arts/Aesthetic Reflection
- Fine Arts: Connections, Relationships and Applications

LOOKING AT PUBLIC ART: TIPS & QUESTIONS TO ASK STUDENTS

- With each work, ask students: what do you see?
- What material(s) is this made of?
- How was it made?
- Can they tell how old it is?
- Why was it made (what does it symbolize or mean)?
- Why was it placed where it is?
- Always ask students to support their answers with visual evidence.



RESOURCES & IDEAS FOR PRE- & POST-VISIT ACTIVITIES

Hold a public art competition in your classroom! For one model, see the Dublin Arts Council's Art in Public Places program: http://www.dublinarts.org/inschool/resource_pdf/aipp.pdf

You could also invite an artist into your classroom to lead the project or another related experience. The Greater Columbus Arts Council's Artists-in-Schools program can help pair you with the right artist: <http://www.gcac.org/arts-education/ais/index.php>

Have individual or teams of students pick a work of art they viewed on an Art Walk and research the artist, its symbolism, and its historical context more in depth. You might encourage students to make their own work of art in response to it, as is suggested in this lesson plan on mural-making: <http://www.pbs.org/americanfamily/teacher2.html>

LOOKING AT PUBLIC ART, *CONTINUED*

People connect to public art in many different ways – have students pick a piece of public art and do an oral history project on the work, interviewing people about their memories of the work and what it means to them; if possible, also interview people involved with the commissioning or making of the work.



Take an oral history project a step further and make a work of public art come to life!

Have students create a play, song, or dance piece inspired by a work of public art or other's reactions to it.

Several of the sites on the Art Walks are included for their historical significance. Have students pick one of these sites and consider how they would create a work of public art to represent it.

One of the most interesting things about public art in Columbus is how many different forms the works take. Have students compare



public art within or between Art Walk districts. What do the different forms of public art say about the similarities and differences between places, neighborhoods, or districts?

Public art can be a meaningful way to promote civic engagement and dialogue in communities.

Americans for the Arts' Animating Democracy Project

has assembled a database of arts projects (many of them public art) that have been used to stimulate public dialogue about civic issues. http://www.artsusa.org/animatingdemocracy/resources/resources_004.asp

How would you depict love or pride or hope? Many times artists want to express something, like a feeling, that doesn't have a defined image. One way to do that is through abstraction, where instead of using recognizable images, the artist's arrangement of color, form, and shape communicate a feeling or idea. Have students think of an idea or feeling that relates to their community, and design a piece of public art that captures it in abstract terms.

LOOKING AT ARCHITECTURE

WHAT IS ARCHITECTURE?

According to the American Institute of Architects, architecture is “the imaginative blend of art and science in the design of environments for people. People need places to eat, work, live and play. Architects transform these needs into concepts and then develop the concepts into building images that can be constructed by others.” From how your house and school look to how your neighborhood is organized involves the expertise and work of an architect.



Throughout history, the way places look have been dominated by certain architectural styles. Just like clothing styles and fashion change, architectural styles change to meet the needs, wants, and technological capability of a given people.

OHIO DEPT. OF EDUCATION ACADEMIC CONTENT STANDARDS

Lesson ideas align with these ODE Academic Content Standards:

- History
- People in Societies
- Geography
- Technology: Design
- Fine Arts: Historical, Cultural and Social Contexts
- Fine Arts: Analyzing and Responding
- Fine Arts: Valuing the Arts/Aesthetic Reflection
- Fine Arts: Connections, Relationships & Applications

LOOKING AT ARCHITECTURE: TIPS & QUESTIONS TO ASK STUDENTS

When looking at architecture, always try to look at the building from different positions. Buildings are like sculptures – they are meant to be seen and enjoyed from different sides, different distances, and even from different heights. How does the way you experience this building change depending on where you’re standing?



Describe this building. What features are most prominent? How does this help you determine what this building is used for? Do you think this is always what the building was used for? What clues lead you to your answer?

Ask students to pick a favorite detail of the building. Is that element useful or for decoration or both? (If there’s time, having them sketch their detail is a great looking exercise.)

What characteristics set this building apart from surrounding buildings? What makes it fit in with the neighborhood?

How old do students think the building is? What makes them say so? Introduce the idea of preservation (restoring old buildings to their original appearance or protecting them from being destroyed). Has this building been preserved? How can they tell (yes or no)?

LOOKING AT ARCHITECTURE, *CONTINUED*

Ask students to describe what they think the inside of the building is like. Is it plain or fancy? Are the rooms big or small? Is there a lot of light or not very much? Always ask students to support their answers with visual evidence.

If you can view the inside of the building: have students compare their expectations from outside with what they see inside. What is surprising? Do the inside and outside of the building go together? Why or why not?

RESOURCES & IDEAS FOR PRE- & POST-VISIT ACTIVITIES

Pick a site from the tour or another neighborhood and research more about the architectural style, its characteristics, historical context, and architect, if known. For a model where students research their own school building, visit <http://www.salvadori.org/curriculum/schoolstyle.pdf>.

What might the furniture in these buildings have looked like originally, and what style of clothes might the residents have worn? Research the fashion and design of the time period of a building you saw. (OhioPix, the Ohio Historical Society's online photo collection, might be of some use: <http://ohsweb.ohiohistory.org/ohiopix/index.cfm>)



Research the fashion and design of the time period of a building you saw. (OhioPix, the Ohio Historical Society's online photo collection, might be of some use: <http://ohsweb.ohiohistory.org/ohiopix/index.cfm>)

Invite an architect to your classroom to talk about their work. You can search for a local architecture firm at the

American Institute of Architects' website: <http://architectfinder.aia.org/>. When you call the firm, share your goals for the experience and ask if they have someone that would be willing to make a visit. Each firm is different in size and scope, so if they are unable to help you, ask if they could recommend a firm that could.



Have students research the architecture of their home, and draw a floor plan.

The National Building Museum in Washington, DC has lots of great activities and resources on architecture and the built environment that could be adapted for your classroom: <http://www.nbm.org/schools-educators/>. **The Architecture in Education program** from AIA Philadelphia is also very helpful: <http://www.aiaphila.org/aie/>

Though written for British students, the **resources and activities at these sites** are excellent and easily adapted for use in American classrooms: <http://www.engagingplaces.org.uk/> and <http://www.cabe.org.uk/education>

Illustrated Glossary of Architectural Terms: <http://www.buffaloah.com/a/DCTNRY/vocab.html>

Excellent resource on architecture in Ohio: <http://www.ohiohistory.org/historyworksohio/tutorials/detail.cfm?id=15>

Timelines of American architectural styles: <http://www.gsa.gov/portal/ext/html/site/hb/actionParameter/exploreByTimeLine/category/25428/hostUri/portal> and <http://houseofantiquehardware.com/s.nl/it.l/id.15/f>

Metropolitan Museum of Art images and essay on American Revival Styles: http://www.metmuseum.org/toah/hd/revi/hd_revi.htm

LOOKING AT HISTORICAL SITES

WHAT ARE HISTORICAL SITES?

Historical sites are places that matter to people. They can be individual homes, whole buildings, or a location where something important, famous, or meaningful to a community occurred.



Preservation is the effort to preserve, conserve and protect sites, buildings, objects, landscapes and districts of historic significance. Preservation is about deciding what is important, figuring out how to protect it, and passing along an appreciation for what was saved to the next generation.

OHIO DEPT. OF EDUCATION ACADEMIC CONTENT STANDARDS

Lesson ideas align with these ODE Academic Content Standards:

- History
- Geography
- Social Studies Skills and Methods
- Fine Arts: Historical, Cultural and Social Contexts
- Government
- People in Societies

Many things can be done to preserve historically significant places. One way to preserve places is through Historical Designation, which means that you have to save a place and can't change anything about it without permission. Not all of the places people want to save (including many on the Art Walks) are "historically designated." However, that doesn't make them any less special.

LOOKING AT HISTORICAL SITES: TIPS & QUESTIONS TO ASK STUDENTS

With historical sites, the significance of the site is not always visible, though there may be clues. After listening to the Art Walk information, ask students if they see any physical clues to the site's significance. Have them put the site's significance in their own words. Why is or isn't there still physical evidence of the site's history? Is there anything else in the environment that tells us about the site's importance (a plaque, a monument, etc.)?

Ask students what we can learn from this historical site. Does it connect with other events they've studied or heard of? If the site is related to current events or issues, how can students get involved with these events or issues?



RESOURCES & IDEAS FOR PRE- & POST-VISIT ACTIVITIES

Research with students the process for getting something historically designated in the City of Columbus: <http://development.columbus.gov/historicpreservation.aspx>

LOOKING AT HISTORICAL SITES, *CONTINUED*

Hold a classroom debate! Have students create an argument for why a site of their choosing should be considered historical and whether it should be preserved for the future or not. (Ideas: their grandmother's house; their school; their grocery store.)

Have students research a site and create a historical narrative about it. Make a story about a fictional character that used the site. This could be in the form of a journal or diary.



What makes the site significant? Who else is it significant to?

Research Ohio's Historical Markers. Students can search or browse markers at <http://www.remarkableohio.org>.

Using the Marker Map, have the students identify the marker closest to their home or school. Have students create a historical marker for a site that's important to them or in their family history. What

The National Trust for Historic Preservation has many excellent resources on teaching with historic sites and preservation: <http://www.preservationnation.org/resources/teaching-preservation/>

List of Franklin County sites on the National Register of Historical Places: <http://www.nationalregisterofhistoricplaces.com/OH/Franklin/state.html>

Historical sites are often deeply rooted in the natural or built environment that surrounds them. The National Park Service has some excellent resources and lesson plans on how to teach with historic places: <http://www.nps.gov/history/teachers.htm>



LOOKING AT THE BUILT ENVIRONMENT

WHAT IS THE BUILT ENVIRONMENT?

The built environment describes the buildings and streets we build including our homes, schools and shopping centers. Public art, architecture, and historical sites are all also important components of the built environment, as are sidewalks, crosswalks, bike lanes, public transportation, open space and parks, closeness and connectivity among places, aesthetics, and social support.



Studies have shown that when our built environment contains all of those things above, the people living there are more likely to be physically active because they can more easily

or safely incorporate physical activity into their everyday life.

Incorporating physical activity into our everyday life is important because research shows that daily physical activity can help to reduce obesity and some types of chronic disease. Therefore, the design of our built environment can influence our choice to be physically active and our opportunity to be healthy.

OHIO DEPT. OF EDUCATION ACADEMIC CONTENT STANDARDS

Lesson ideas align with these ODE Academic Content Standards:

- Data Analysis & Probability
- Geography
- Physical Science
- Government (traffic rules)
- Scientific Inquiry
- History
- Citizenship rights and responsibilities
- Scientific Ways of Knowing
- Social Studies
- Physical Education

LOOKING AT THE BUILT ENVIRONMENT: TIPS & QUESTIONS TO ASK STUDENTS

Do students see active living features (places that are close together, open space and parks, sidewalks, nice things to see/public art, other people out walking, crosswalks, large sidewalks, bus stops) along the Art Walk or in their neighborhood?

Discuss pedestrian safety with your students. When is or isn't it okay to cross the street? What should students do if there isn't a crosswalk at an intersection? Give them safety tips for walking in the evening (wear bright clothes) or in a location without sidewalks (walk facing traffic so motorists can make eye contact with you).

Ask students how often they take a car to daily destinations. Could they walk or bike if they wanted to? What about the built environment prohibits them from doing so?

As you're on the Art Walk, ask students to compare the built environment of the Art Walk to their own neighborhood or the neighborhood surrounding your school. Is it easier or more difficult to walk on the Art Walk? Do they feel safer on the Art Walk? Why?

Discuss the risks of physical in-activity with your students. Have them be able to define obesity and chronic disease, and the health problems associated with each. Ask them if they spend time playing inside or outside and if their neighborhood plays a role in their choice.



LOOKING AT THE BUILT ENVIRONMENT, *CONTINUED*

RESOURCES & IDEAS FOR PRE- & POST-VISIT ACTIVITIES

DESIGN & MAPPING

Talk to your students about Walkability and Bikeability or the things that makes a place friendly for biking and walking. Then use a Walkability or Bikeability checklist to audit the neighborhood around the school. An organization called Safe Routes to School has excellent checklists online:

- http://www.saferoutesinfo.org/resources/education_walkability-checklist.cfm
- http://www.saferoutesinfo.org/resources/education_bikeability-checklist.cfm

Additionally, Safe Routes to School offers sample curriculum: <http://www.saferoutesinfo.org/resources/index.cfm>

Have students create walking maps with safe routes around their school or neighborhood using Healthy Places Walking Map Guide found on the Forms and Publications section of the Healthy Places website: <http://publichealth.columbus.gov/healthy-places.aspx>

The city of Portland, Oregon created a dynamic traffic safety curriculum called Kids on the Move for a variety of ages: <http://www.portlandonline.com/transportation/index.cfm?c=40561>

Get a large map of the neighborhood surrounding the school. Have them identify where active living features are missing and how they would redesign the neighborhood so they could be more physically active.

Have students draw a map of their neighborhood from memory. Then, have them share what they drew in small groups with other students. Put a different twist on this exercise as suggested this U.K.

based-organization (free log-in): <http://www.tes.co.uk/ResourceDetail.aspx?storyCode=3003796>

BEING PHYSICALLY ACTIVE

Build a lesson plan about how built environment design impacts individual health by consulting the Resources and Links section of the Healthy Places website: <http://publichealth.columbus.gov/healthy-places.aspx>

Encourage students (and their parents) to move everyday by using the City of Columbus' comprehensive physical activity website: <http://www.getactivecolumbus.com/>

Encourage students to keep a journal of their daily physical activity, biking, or walking. Distribute pedometers to students for tracking or have older students use a website called Map My Run to track walking mileage: <http://www.mapmyrun.com/>



SHARE YOUR TOUR

Share your lesson plans, classroom projects, tour photos, videos, and work created by your students or children as part of your Art Walk tour on our [Columbus Art Walks Educational Resources Blog](http://columbusartwalks.edublogs.org).

We're using a free and safe service called EduBlog to host our Columbus Art Walks Educational Resources Blog. EduBlog is one of the largest, most trusted, best supported and widely used tools for teachers and students to engage with the world of blogging. You can check out our blog by visiting the site here: <http://columbusartwalks.edublogs.org>


BLOGGING INSTRUCTIONS

Using the blog is simple. To begin posting content, all you'll need to do is contact the Healthy Places Program at 614-645-5318 and request to have a profile created. You'll then receive an email with instructions for how to become an EduBlog user. Once you complete the set up, you will almost instantly be able to begin posting lesson plans, photos, and more!

Instructions for how to make each type of post are found in the tabs at the top of our blog. Post categories include:

- Field Trip Photos
- Lesson Plans
- Youth & Teen Projects

Educators and Parents are welcome to suggest new post categories at any time and are encouraged to share their students' and children's work with other parents and educators!



Columbus Art Walks | Educational Resources Blog

Home About Posting Field Trip Photos Posting Lesson Plans Posting Youth & Teen Projects

July 20, 2011

Art Walks Educational Resource Helps Create Lesson Plans

Filed under: [Lesson Plans](#) — [columbusartwalks](#) @ 2:09 pm and

The Columbus Art Walks K-12 Educational Resource is a great tool to help you create lesson plans and ideas for your students, children, and teens.

You can download the resource right from Columbus Public Health's website: <http://publichealth.columbus.gov/artwalk.aspx>

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