WPA MURAL TOURS
THIRD GRADE SOCIAL STUDIES & ART
INTERDISCIPLINARY UNIT
NORWALK PUBLIC SCHOOLS
NORWALK, CT

Materials edited by: Lynne A. Coll
Discussion questions by: Richard Wenzel
Additional material by: Mary Jo Pecora-Runkle & Melissa Slattery
Mural images provided by: Norwalk Transit District
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Introduction

The Norwalk Arts Commission developed this guide, with generous support from the National Endowment for the Arts, to provide teachers and volunteers with resources designed to help students make connections between the WPA mural collection and their study of Norwalk history. While class visits to City Hall to view the murals are ideal, teachers may also find these materials useful in the classroom as part of a “virtual tour.” The theme of the experience is Norwalk: Then and Now.

• The goal is for students to learn and remember something new and have fun.
• The role of the teacher and/or volunteer tour guide to make the experience as interactive as possible, facilitating rather than lecturing, to promote and encourage discussion and higher order thinking.

Before the Tour

Students will review the historical background of the Great Depression and the WPA Federal Art Project.

During the Tour

Students will view several works of art that best reflect the third grade social studies curriculum. Note: High quality pictures of all murals are available for viewing or download on the Norwalk Transit District website: http://www.norwalktransit.com/ntd_murals.htm

• Purchase of Norwalk
• Ancient Industry
• Modern Hat Industry
• Mopping for Starfish
• Calf Pasture Beach
• Dairy Farm - Grade Herd

Suggested questions for each mural:

• If you look at the entire mural, what do you see?
• If you look more closely, what details do you see?
• What is going on in this mural?
• How does this mural make you feel?

After the Tour

Students may participate in an at-school art or history assignment based on the murals.
Norwalk Public Schools
Third Grade Social Studies Overview
“Investigating Individual Communities”

Overarching Objective: In third grade, students will understand the ways in which local and multicultural peoples and communities are shaped by geographical, political, socio-cultural, and historical contexts; they will examine a specific community (Norwalk, Connecticut) and specific cultures (Native Americans) as case studies.

By the end of third grade, students should know the answers to the following overarching questions:

Essential Questions:
1. What makes Native American communities unique and what do they have in common?
2. How have geography, environment, and cultural diversity affected Norwalk’s history & development?
3. How has Norwalk evolved from a small Indian village into the community it is today?
4. Why is it important to understand and appreciate the place in which you live?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Geographical Environments (September)</th>
<th>Native Americans (October–November)</th>
<th>Norwalk Geography (December)</th>
<th>Economics/Industry in Norwalk (January)</th>
<th>Norwalk Local History (February-June)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Activities</td>
<td>1. Identify the countries &amp; bodies of water that border the continental US</td>
<td>1. Research cultures of Native Americans living in various natural environments found in the United States.</td>
<td>1. Study and practice drawing map of Norwalk</td>
<td>1. “Then &amp; Now” pictorial tour online from various websites and through WPA murals.</td>
<td>1. “Then &amp; Now” pictorial tour online from various websites and through WPA murals.</td>
</tr>
<tr>
<td></td>
<td>2. Identify &amp; name continents &amp; oceans</td>
<td>2. Draw map of student’s neighborhood and give a “tour” to classmates.</td>
<td>2. Teacher presentation on why and how people work as well as different types of work within Norwalk.</td>
<td>2. Study key people &amp; groups who played a part of Norwalk’s History using the play “Norwalk: It’s Your Life” by Sue Semchuck</td>
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</tr>
<tr>
<td></td>
<td>3. Define &amp; describe various natural environments in the U.S., their flora and fauna, and daily life</td>
<td>3. Identify and locate Norwalk within the state of Connecticut, local towns and communities that border Norwalk, and CT with in the U.S.</td>
<td>3. Study cultural and social history of Norwalk using Tintype to Snapshot: an Album of Victorian Norwalk by Ralph Bloom</td>
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<td></td>
<td>4. Slide show using WPA murals that include Native Americans</td>
<td></td>
<td>4. Little Red Schoolhouse activities</td>
<td>4. Little Red Schoolhouse activities</td>
<td>4. Little Red Schoolhouse activities</td>
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<tr>
<td></td>
<td>5. Journal entry describing first interactions between Native Americans and Europeans</td>
<td></td>
<td></td>
<td>5. Create time capsule as a class (Norwalk today)</td>
<td>5. Create time capsule as a class (Norwalk today)</td>
</tr>
<tr>
<td>District Unit Assessment</td>
<td>Map test on continents, oceans, boundaries, countries that surround the U.S.</td>
<td>Design and present a museum exhibit about a Native American tribe. Include a written historical summary.</td>
<td>Draw illustrated map of Norwalk from memory that includes bodies of water, industry, schools, neighborhoods, City Hall</td>
<td>Essay on the development of industry in Norwalk over time</td>
<td>Journal of a “ghost” or “time traveler” who has been witness to Norwalk’s history</td>
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<td>-------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Core Assessments        | 1. Demonstrate understanding & skills listed above through map quizzes & writing assignments | 1. Give presentation on traditions within a Native American tribe  
2. Write poem or other response to WPA mural: “Purchase of Norwalk” by Harry Townshend | 1. Write the true story of Norwalk’s neighborhoods (Rowayton, South Norwalk, Silvermine, etc.) using historical facts. | 1. Create Norwalk industry timeline from memory  
2. Write about important historical Norwalk industries using photographs | 1. Timeline of Norwalk history from memory  
2. Create time capsule of Norwalk from a selected period of time |
| Suggested Field Trips  | 1. Bruce Museum-woodland Indians,  
2. Fairfield Audubon  
3. Pequot Museum | 1. Calf Pasture beach  
2. Silvermine school- 5 mile river | 1. Wheels bus tour of Norwalk factories, businesses, seaport.  
2. Norwalk Chamber of Commerce | 1. Lockwood Matthews Mansion  
2. Mill Hill (Little Red Schoolhouse activities)  
3. City Hall (WPA murals)  
4. Train switch museum | |
Teacher Read Aloud

SHARE OBJECTIVES
- Listen to fluent reading.
- Ask and answer questions about what a speaker says.
- Elaborate on explanations with details.

Model Fluency

Reading Rate
- Explain to students that reading rate is the speed at which a person reads. Tell them that good readers adjust their reading rate based on the type of text they are reading. When they read for fun, they can read at a faster rate than they would when reading for information.
- Display Projectable 3.1. As you read the passage, model how to read at an appropriate rate.
- Point out that this piece is realistic fiction so it can be read with a faster reading rate.
- Reread the passage together with students, using an appropriate reading rate.

Open Your Eyes!
The line of men in shabby coats stretched down the block. They’d been there since dawn, waiting for free bread. Their cloudy, lifeless eyes made Lily’s heart ache. She dropped her gaze and scurried past them.
Lily made fists inside Papa’s old leather gloves, but the cold crept through the gaps at her wrists, spreading to her fingertips. She scrubbed her shoulders against the fierce wind. She envied the skinny alley cats huddling together on the fire escapes. They had fur coats to share!
At the subway stop, the newspaper boy shouted through chattering teeth, “Blizzard Will Bury Boston!”
Inside the subway station, the air was buzzing with rumors.
“[The city’s broke.”
“What if the President can’t raise funds to help the homeless?”
“We have to figure out a solution!”
On the radio, President Roosevelt kept telling people to work together. Then things would get better. Fear was the only enemy. Lily had believed him. Then Papa had died. Now her enemy had an army of thousands. Worry pursued Lily day and night. Last night, she’d shielded her head with a pillow, but Mama’s dainty voice had slipped through the cloth and feathers.
“Old Leung contacted me today,” she’d cried to Auntie Lin. “He plans to ask for more rent!”

ELL ENGLISH LANGUAGE LEARNERS
Use Visuals
All Proficiencies To assist students with accessing the content and topic of the Teacher Read Aloud, discuss the High-Utility Words on the Lesson 3 Language Support Card.
See ELL Lesson 3, p. 22, for prereading support.
“But our customers have no jobs! They can’t afford to pay us for their groceries!”

“Who can earn a living these days? People are suffering! Leung should open his eyes!”

That’s what Papa always said. Whenever Lily covered her eyes at scary movies, Papa would peel away her fingers. “Open your eyes, child! You might miss something important!”

The rusty train tracks screeched as Lily sprinted toward the subway.

“Ow!” Lily’s foot sent a tin cup clattering across the concrete. Then she almost tripped on a pile of rags. Lily gasped. The pile of rags was actually an old woman. Lily squared her shoulders and blinked hard. Looking straight into the old woman’s eyes, Lily handed her Papa’s gloves.

“I think these might fit you,” she said.

A man stopped to smile at Lily and the old woman. His eyes twinkled as he untied his scarf. “I’m sure I have another at home,” he said.

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**Listening Comprehension**

Read aloud the passage. Pause at the numbered stopping points to ask students the questions below. Discuss the meanings of the highlighted words as needed, to support the discussion.

**SL.3.3**

1. How does Lily feel when she sees the long line of men waiting for free bread? sad

   How do you know? The author says their eyes make Lily’s heart ache. She won’t look at them as she passes.

   **CITE TEXT EVIDENCE**

2. What did President Roosevelt mean when he said that fear was the only enemy? Fear might keep people from acting together to overcome problems. What did the President want people to feel instead of fear? courage, hope

   **THEME**

3. How would you describe Lily’s character? kind and caring

   How do you know? Lily’s family does not have much money. However, she gives a homeless woman her gloves.

   **UNDERSTANDING CHARACTERS**

4. How does Lily’s behavior change when she finally “opens” her eyes? She sees that she can help someone who has less than she does. What effect does Lily’s action have? She inspires another person to help, too. **CAUSE AND EFFECT**

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**Target Vocabulary**

- block: the section of a street between two other streets
- spreading: stretching, something out
- raise: to collect
- figure: to work out by thinking
- contacted: got in touch with someone
- customers: people who buy something at a store
- afford: to be able to pay
- earn: to get something by working

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**Classroom Collaboration**

Ask students to state the lesson of the story in their own words. Have them support their ideas with details from the story.
LESSON 19 TEACHER'S GUIDE

Tough Times
by Carol Ann Greenhalgh

Fountas-Pinnell Level S
Nonfiction

Selection Summary
When the Great Depression hit in 1929, families were forced to split up, violence broke out, and people struggled to afford food to eat. The Dust Bowl, brought about by a drought and winds, made matters worse in the west. FDR's New Deal made it easier to live through the depression, but it wasn’t until World War II that the Depression finally ended.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Multiple topics related to the Great Depression</td>
</tr>
<tr>
<td></td>
<td>Third-person narrative</td>
</tr>
<tr>
<td>Content</td>
<td>Causes of the Great Depression</td>
</tr>
<tr>
<td></td>
<td>The Dust Bowl</td>
</tr>
<tr>
<td></td>
<td>The New Deal</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>The Great Depression occurred because people relied too heavily on credit and banks and the stock market failed.</td>
</tr>
<tr>
<td></td>
<td>Though the Great Depression was full of hardships, people found new and creative ways to entertain themselves.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Long stretches of specific description of the Great Depression, as well as the Dust Bowl</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Longer complex sentence structures, including sentences that are over 15 words</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some technical words: New York Stock Exchange, Roaring Twenties, credit system, The Dust Bowl, The New Deal</td>
</tr>
<tr>
<td>Words</td>
<td>Multisyllable target vocabulary: association, brilliant, horizon, overcome, publicity</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photographs with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages of text with section headings</td>
</tr>
<tr>
<td></td>
<td>Variety in print and background color</td>
</tr>
</tbody>
</table>

**Tough Times** by Carol Ann Greenhalgh

**Build Background**
Help students use their knowledge of history to visualize the selection. Build interest by asking a question such as the following: *What do you think it would have been like to live in a time when most people didn’t have jobs, clothes, food, or a place to live?* Read the title and author and talk about the cover photograph. Tell students that the Great Depression was a very difficult time for a great many people.

**Introduce the Text**
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

*Page 2:* Explain to students that the 1920s were considered the Roaring Twenties. People were celebrating the end of the war and spending money on parties, clothes, and shiny cars. **Suggested language:** *What do you think the Roaring Twenties were like?*

*Page 4:* Direct the students to the photograph and read the caption underneath. **Ask:** *What do you think happened when people used credit to purchase goods?*

*Pages 6–7:* Point out that captions can give clues about information in the text. Draw attention to the photographs. Explain that, during the Depression, many people had to **overcome violence** and **conflicts**. Many people packed up and moved to find new jobs.

*Pages 13–14:* Franklin Delano Roosevelt’s New Deal was a **brilliant** idea in part because it convinced people to put money back in the bank. Read the caption at the bottom of page 14. Tell them that the Depression ended when the United States entered World War II.

*Now turn back to the beginning of the book to learn more about the tough times of the Depression and how people got through it.*

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**Target Vocabulary**

- **association** – a group of people organized for a purpose, p. 6
- **brilliant** – better than excellent, p. 13
- **capitol** – a building in which a government meets to create laws, p. 7
- **conflicts** – problems or disagreements, p. 6
- **dedicate** – to devote something to a special purpose, p. 13
- **drought** – a period of time when there is little or no rain, p. 11
- **horizon** – the place where the earth appears to meet the sky, p. 12
- **overcome** – to solve or conquer something, p. 7
- **publicity** – information given out to get the public’s attention, p. 7
- **violence** – physical force to create harm, p. 6
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Infer/Predict Strategy and to find text clues to help them figure out what isn’t directly stated by the author.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the text.
Suggested language: What do you think it would have been like to be a child during the Depression?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Great Depression began in 1929 when banks and the stock market failed.</td>
<td>• The Great Depression caused people to find new and creative ways to entertain themselves that didn’t involve money.</td>
<td>• The details that the author includes give a true picture of the Great Depression.</td>
</tr>
<tr>
<td>• The Great Depression caused hardships, including lack of food, clothing, and shelter.</td>
<td>• One serious effect of the Great Depression was that children did not always attend school because they had to work.</td>
<td>• The photographs and captions make the content more interesting.</td>
</tr>
<tr>
<td>• President Franklin Roosevelt introduced the New Deal and World War II broke out. The war expanded businesses and provided factories with work.</td>
<td></td>
<td>• The sidebar explains what President Roosevelt did to make sure that children attended school.</td>
</tr>
</tbody>
</table>

Choices for Further Support

- **Fluency** Invite students to work in partners and choose a passage from the text to demonstrate appropriate stress on words, pausing and phrasing. Remind them to pay attention to punctuation to support phrasing.

- **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that the common prefix *un-* comes from Old English and means “not” or “opposite.” Thus, the word *unemployed* on page 5 means “not employed.” Other words that use this prefix include *unfair, unfinished, unproven, unexpected, and unappreciated.*
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 19.1.

Responding
Have students use their Reader’s Notebook to complete the vocabulary activities on page 15. Remind them to answer the Word Teaser on page 16. (Answer: capitol)

Reading Nonfiction
Nonfiction Features: Photographs and Captions Remind students that nonfiction has many features to help readers find and understand important information. Photographs and captions are two of these features. Photographs can help students visualize what the Great Depression was like. Ask students what the photograph on page 6 shows (a family with very few belongings on the move during the Depression). Have students write down which of the photographs in the selection they think is the best and to explain why they think so.

Captions are another important source of information. Remind students that captions can be short phrases or longer sentences, as in this book. Captions tell what a photo, map, or diagram is about. Reading the captions in a nonfiction book is a good way to preview the book before reading the main text. Have students choose a caption from the text and rewrite it in their own words.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on the text. They should notice and evaluate language, genre, literary devices, and how the text is organized.

Assessment Prompts
• What is page 10 mainly about?
• What words on page 7 help the reader understand what publicity means?
• What can readers learn about the Great Depression from reading this selection?
**English Language Development**

**Reading Support** Pair advanced and intermediate readers to read the selection softly, or have students listen to the audio or online recordings. Remind them that this selection is about the hardships caused by the Great Depression.

**Idioms** Explain the meaning of idioms and phrases such as crashing halt (p. 2), credit system (p. 4), soup kitchen (p. 6), gathered in marches (p. 7), banded together (p. 8), and black blizzards (p. 12).

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students' English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What is this selection about?</td>
<td>Speaker 1: Why did the Depression occur?</td>
<td>Speaker 1: Why weren’t children able to go to school during the Depression?</td>
</tr>
<tr>
<td>Speaker 2: the Great Depression</td>
<td>Speaker 2: People spent more money than they earned.</td>
<td>Speaker 2: They did not have shoes and many were working in factories.</td>
</tr>
<tr>
<td>Speaker 1: Why did families move during the Depression?</td>
<td>Speaker 1: When did the Depression end?</td>
<td></td>
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<tr>
<td>Speaker 2: to find work</td>
<td>Speaker 2: The Depression ended when World War II started.</td>
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</table>
Tough Times

Thinking About the Text

Think about the prompt below. Then write your answer in one to two paragraphs.

Remember that when you think about the text, you reflect back on the text. You notice and evaluate language, genre, literary devices, and how the text is organized.

The selection uses text and graphic features to help readers understand the details about the Depression. Choose two photographs and explain in your own words what is happening in each one. Explain whether or not you think the photographs successfully show what the Depression was like.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Target Vocabulary

Write a sentence for brilliant. Write two more examples and non-examples for brilliant. Then complete a Four-Square Map for the remaining Target Vocabulary words.

Example • a diamond

Definition bright, shiny

Non-example • muddy water

Sentence

Example • a diamond

Vocabulary

association drought violence
brilliant overcome conflicts
capitol publicity horizon
dedicate
**Tough Times • LEVEL S**

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>In the 1920s, it seemed like there was money everywhere. That’s why that time was called the Roaring Twenties. World War I had ended. People felt like celebrating. They wanted to throw parties and spend their money on fancy clothes and shiny cars. Sadly, in 1929, everything came to a crashing halt. October of that year marked the beginning of what came to be known as the Great Depression.</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>In the 1920s, people spent more money than they earned. Many families borrowed money from banks to buy houses, farms, land, and cars. They had to repay some of this money every month.</td>
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</tr>
</tbody>
</table>

**Comments:**

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{102} \right) \times 100\%
\]

**Total Self-Corrections**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>cat</td>
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</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>
President Franklin Delano Roosevelt established the Works Progress (later Works Project) Administration (WPA) as part of the New Deal in 1935, at the height of the Great Depression. WPA hired many of the five million unemployed people to carry out public works, including the construction of public buildings, airports, parks and roads. The WPA Federal Art Project employed about 5,000 artists who were paid by the hour to create more than 2,500 murals for public schools, libraries and post offices throughout the United States. WPA art often celebrated industrial workers, small town farmers and other local businessmen. WPA art served the government’s goal of promoting optimism and unity in times of economic hardship. Much of the WPA art nationally has been lost or destroyed. Most of Norwalk’s collection was rescued and restored thanks to the Historical Commission, private donors, and a grant from the Federal General Services Administration. Norwalk now has one of the largest and most important collections of restored New Deal art in the country, with 31 murals and paintings at City Hall.

The Restoration Process

- Usually murals are painted or applied directly to a wall, ceiling or other permanent surface.
- The Norwalk murals were painted on canvases and then attached to the walls with a water soluble glue.
- Before restoration, the murals suffered from flaking and cracking paint, water damage and mildew. Murals in the students’ cafeteria were damaged by graffiti, ball point pen, food and spit balls.
- The murals were cleaned of dirt, grime and foreign materials, repaired and protected with two coats of varnish, and then attached to heavy-duty wooded stretchers so they could be hung as paintings.
- Total cost of restoration was $518,000.
Purchase of Norwalk

Harry Townsend

Original Location: Common Council Chamber in the former City Hall

• Norwalk was purchased in two separate transactions by Daniel Partrick and Roger Ludlow.
• Daniel Partrick purchased areas west of the Norwalk River and east of the Five Mile River (present day South Norwalk, Rowayton, and West Norwalk) on April 20, 1640.
• Ludlow purchased areas east of the Norwalk River (present day East Norwalk and Saugatuck) on February 26, 1641 or February 26, 1640 (according to whether the Gregorian or Julian calendar was used.) This transaction is depicted in the mural with Ludlow and Chief Mahackemo.
• Items traded included: wampum, hatchets, coats, mirrors, Jew’s-harps, mirrors, kettles, needles, tobacco and scissors.
• The largest canvas in the collection (9 feet by 18 feet.)
• Original “homelotts” were located on “the street” (East Avenue today.)
• Lands were not settled until 1651.
Harry Everett Townsend (1879-1941)

• Harry Townsend was foremost an illustrator. During World War I, he produced posters for the army and a number of images showing how the rigors of combat eventually leave little to distinguish between winners and losers in war.
• Townsend contributed two more paintings to the Norwalk WPA collection, they are at the Benjamin Franklin Junior High School and are not restored: Arrival of The First Settlers and Work, The Soul of Progress.

Sample questions for discussion:

• What if I told you that he Native Americans did not believe that land could be privately owned, any more than water, air or sunlight? What does that mean in the context of this mural’s story?
• If you want to sell or buy property or land now, what is different compared to what you see in the mural?
"Treat the earth well: it was not given to you by your parents, it was loaned to you by your children. We
do not inherit the Earth from our ancestors, we borrow it from our children." --Ancient Indian Proverb

"The American Indian is of the soil, whether it be the region of forests, plains, pueblos, or mesas. He
fits into the landscape, for the hand that fashioned the continent also fashioned the man for his
surroundings. He once grew as naturally as the wild sunflowers, he belongs just as the buffalo
belonged..." --Luther Standing Bear

"What is this you call property? It cannot be the earth, for the land is our mother, nourishing all her
children, beasts, birds, fish and all men. The woods, the streams, everything on it belongs to
everybody and is for the use of all. How can one man say it belongs only to him?" -Massasoit

"One does not sell the land people walk on." --Crazy Horse

"We do not own the freshness of the air or the sparkle of the water. How can you buy them from us?" -
Sealth

"My reason teaches me that land cannot be sold. The Great Spirit gave it to his children to live upon.
So long as they occupy and cultivate it, they have a right to the soil. Nothing can be sold but such
things as can be carried away" --Black Hawk

"We know our lands have now become more valuable. The white people think we do not know their
value; but we know that the land is everlasting, and the few goods we receive for it are soon worn out
and gone." -- Canassatego

"I love this land and the buffalo and will not part with it...I have heard you intend to settle us on a
reservation near the mountains. I don't want to settle. I love to roam over the prairies. There I feel free
and happy, but when we settle down we grow pale and die. A long time ago this land belonged to our
fathers, but when I go up to the river I see camps of soldiers on its banks. These soldiers cut down my
timber, they kill my buffalo and when I see that, my heart feels like bursting." -- Satanta, Kiowa Chief

"If we ever owned the land we own it still, for we never sold it. In the treaty councils the commissioners
have claimed that our country had been sold to the government. Suppose a white man should come to
me and say, Joseph, I like your horses, and I want to buy them. Then he goes to my neighbor and
says to him: Joseph's horses. I want to buy them, but he refuses to sell. My neighbor answers, Pay me
the money and I will sell you Joseph's horses. The white man returns to me, and says, Joseph, I have
bought your horses and you must let me have them. If we sold our lands to the government, this is the
way they were bought." --Chief Joseph-Nez Perce

"They made us many promises, more than I can remember, but they never kept but one: they
promised to take our land and they took it. It was not hard to see that the white people coveted every
inch of land on which we lived. Greed. Humans wanted the last bit of ground which supported Indian
feet. It was land - it has ever been land - for which the White man oppresses the Indian and to gain
possession of which he commits any crime. Treaties that have been made are vain attempts to save a
little of the fatherland, treaties holy to us by the smoke of the pipe - but nothing is holy to the white
man. Little by little, with greed and cruelty unsurpassed by the animal, he has taken all. The loaf is
gone and now the white man wants the crumbs." --Luther Standing Bear
Ancient Industry

John Steuart Curry

Original Location: Vestibule of Norwalk High Auditorium

- This mural depicts early colonial industries including shipbuilding, blacksmithing, spinning and farming.
John Steuart Curry (1891-1946)

• Curry worked as an illustrator for such major publications as the Saturday Evening Post.
• Curry was commissioned for several mural projects: the Department of the Interior and the Department of Justice, as well as the Kansas State Capital.
• Curry believed that art should spring from personal experience.

Sample questions for discussion:

• Why is the boat in this mural?
• The title of this mural is “Ancient Industry”, what are the names of the various industries shown here and where do you see them portrayed?
• Thinking of each of those industries today, how are they done differently from what is shown in the mural?
Modern Hat Industry

John Steuart Curry

Original Location: Vestibule of Norwalk High Auditorium

- Norwalk was the center of the hat industry between the 18th and 20th centuries.
- Hats were made from beaver pelts: 15 pelts were needed for one top hat. Minks, muskrats and otters were used as well.
- At one time there were more than 45 hat manufacturers in Norwalk.
John Steuart Curry (1891-1946)

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- Curry was commissioned for several mural projects: the Department of the Interior and the Department of Justice as well as the Kansas State Capital.
- Curry believed that art should spring from personal experience.

Sample questions for discussion:

- What are some unusual things going on in this mural?
- The title of this mural is Modern Hat Industry. Do you feel it is really modern and why?
- If someone says no, what would you show in your mural to make it modern?
Mopping for Starfish
Alexander J. Rummler

Original Location: Norwalk High School Cafeteria

- Marine scientists have replaced the name starfish with sea star because the starfish is not a fish.
- Using tiny, suction-cupped tube feet, sea stars pry open oysters, and their sack-like cardiac stomach emerges from their mouth and oozes inside the shell. The stomach then envelops the prey to digest it, and finally withdraws back into the body.
- Thomas Thomas of New Haven invented the star mop, an iron frame with mop heads attached. It’s dragged across the oyster beds and entangles the sea stars.
- Workers depicted are: Captain Fred Lovejoy on the stern, Captain Wallace Bell in the wheelhouse and his son Wallace in the white shirt holding the mop.
- The Sara L was one of the oldest and busiest oyster boats in the Norwalk waters in 1930.
Oystering in Norwalk Today:
Star Mops on Display
Copps Island Oysters Norm Bloom and Son

Copps Island still uses star mops from time to time, especially in areas where they don't want to disturb the oysters: when the oysters are at the optimum time for growth or are getting ready to spawn.
Norm Bloom explains the oystering business to WPA Mural Student Docents.
Alexander J. Rummler (1867-1959)

- Rummler first caught the public eye when his painting of the World War I armistice appeared on billboards nationwide.
- In 1926, Rummler was chosen to represent Connecticut in the Philadelphia Exposition; his painting won first prize.
- Rummler completed 24 murals for the new Norwalk High School from 1936 to 1941.

Sample questions for discussion:

- The title of this mural is “Mopping for Starfish.” Why would oyster men mop for starfish?
- What if I told you that this scene is over the oyster beds off Norwalk, how important is this activity and why?
- Why do you think the mops you see are effective at bringing starfish off the oyster beds?
Calf Pasture Beach
Alexander J. Rummler

Original Location: Norwalk High School Cafeteria

- Rummler placed many members of his family and friends in this scene. From left to right picnicing: Mr. and Mrs. Price D. Jones (daughter and son-in-law), grandsons Phillip and Thomas, Superintendent of Schools Dr. and Mrs. Jacobs, wife Maria and granddaughter Alice B. Jones.
- Sprite Island and Calf Pasture Island can be seen in the background.
- Calf Pasture was used by 17th century settlers for grazing cows.
- The beach was used during the Revolutionary War for disembarkation of 2,600 British troops, before they raided and burned Norwalk on July 11, 1779, leaving only six houses standing.
Alexander J. Rummler (1867-1959)

- Rummler first caught the public eye when his painting of the World War I armistice appeared on billboards nationwide.
- In 1926, Rummler was chosen to represent Connecticut in the Philadelphia Exposition; his painting won first prize.
- Rummler completed 24 murals for the new Norwalk High School from 1936 to 1941.

Sample questions for discussion:

- The title of this mural is “Calf Pasture Beach;” what are some of the things from the mural that you would see today?
- Now, what are some of the things shown in the mural that you would not see today, and why?
- Compared to all the other murals you seen so far, what is fundamentally different in this mural? (Leisure vs. work)
Dairy Farm – Grade Herd

Alexander J. Rummler

Original Location: Norwalk High School Cafeteria

• This is a composite of three Norwalk farms: on the far left: Marvin Farms on Beach Road; the center: Devine Farm on Strawberry Hill Avenue; the right: Keeler Farm also on Strawberry Hill Avenue.
• The seated cow in the middle had to be completely repainted during restoration.
• The painting had to be framed on-site.
Alexander J. Rummler (1867-1959)

- Rummler first caught the public eye when his painting of the World War I armistice appeared on billboards nationwide.
- In 1926, Rummler was chosen to represent Connecticut in the Philadelphia Exposition; his painting won first prize.
- Rummler completed 24 murals for the new Norwalk High School from 1936 to 1941.

Sample questions for discussion:

- The title of this mural is “Dairy Farm – Grade Herd”; do you feel there is anything missing here, and if so, what? (People, equipment, cow poop)
- What if I told you that to run a profitable dairy farm today, you would need several hundred cows, how might the farm look different today?
TELLS OF MURALS IN CITY SCHOOLS

State WPA Headquarters Reviews Work Done By Artists Here: Commended By Jakob

During the past two years five public schools in Norwalk have benefited by the allocation of WPA Federal Art in Connecticut. It was announced today at project headquarters in New Haven.

A total of 18 mural panels covering 1,171 square feet of wall space have been painted by six different WPA artists for the Benjamin Franklin Junior High, Center Junior High, new Norwalk High School and the old Norwalk High School.

Other allocations include four seven-foot lighting posts done by Clifton Meek for the front entrance of the Benjamin Franklin Junior High School, a portrait has relief of Dr. Fawcett duplicated in plaster for all of the city schools by Katherine Lawson, and a head of Roger Ludlow, also by Miss Lawson which is ready to be placed in the Roger Ludlow School

Largest Mural Job

Alexander Rummler has completed the oyster industry section of the largest single mural job in Norwalk. Six main panels and three subsidiary ones connecting over doorways are now on exhibition in the cafeteria of the new Norwalk High School, and were inspected last week by over 10,000 people. They depict in brilliant painting the following scenes: "Oyster houses," "Shell piles," "Dredging for oysters," "Oyster shuckers," "Fishing room" and "Mopping for starfish." Already these murals are creating considerable interest along the Atlantic seaboard and, according to federal art project officials, numerous editors are seeking photographs of the murals to illustrate articles on the oyster industry.

The new Norwalk High School is also receiving two 13 x 5 foot panels called "Ancient Industries of Norwalk" and "Earl of Industry of Norwalk" by the distinguished mural painter, John Stuart Curry. They will be placed in wall spaces designed for them in the vestibule of the auditorium. The panel on the hat industry has been chosen with the travelling show of the Federal Art in New England.

Justin Gruelle's mural work has been done for the Center Junior High School. He has completed murals on five of Mark Twain's stories including "Roughing It," "Merlin," "Steamboat Days," "The Catbird" and "Alliance."

Harry Townsend has painted two panels, one on the arrival of the first Norwalk settlers and the other on modern Norwalk, which have been placed in the Benjamin Franklin Junior High School. Warren Dahler's mural, "Steam room of a hat factory," was one of the earlier ones done under WPA. It is located in the old Norwalk High School.

Philip A. Jakob, superintendent of schools, says: "I am certain that the people of Norwalk have been aroused to the realization of the inherent value of art work by the WPA project, to a degree which never would have been attained without federal aid. Especially the mural work in our schools has elicited much favorable comment and interest."
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It is understood that the amount of $270.- covering colored roughs and pencil sketches is to be deducted from the price of the 6 finished sketches.

DATE WANTED.

SIGNED.

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APPROVED.

PURCHASING DEPT. COPY.
Alexander Rummel's "Self Portrait," which hangs on [Norwalk City Hall's] second floor, he depicts himself in the process of painting a seafaring scene. Dressed in a white, man-tailored shirt and dark green, argyle tie with gold tie-bar underneath a dark blue cobblers' apron, he appears more like a banker than an artist. His wire spectacles give him a studious air as he mixes the colors on his palette. There's no doubt from his demeanor that his WPA commission is a most serious endeavor.

1http://www.yourct.com/2008/11/art-spot-shines-a-bright-light-on-norwalk%E2%80%99s-art-scene/#sthash.obN8s3gx.dpuf
Unfreezing Time at Calf Pasture Beach

Introduction

Alexander Rummler used a number of people that he knew, as models for the many figures in the WPA mural “Calf Pasture Beach.” This mural is located on the third floor of Norwalk City Hall.

Take five minutes to study the mural, and see if you can detect through the details within the portraits, figures that are based on his live models.

Now imagine that you are a figure in the mural and that you have special magic powers.

You can move around within the space of the mural, while the other figures are frozen in time and space. You also have the power to unfreeze two figures in the space.

Students might want to re-enact sections of the mural, in small groups, with a "director" to prompt close re-enactment of figure positions and spacial relationships.

Writing/Planning

Which figures would you unfreeze? How would the unfreezing process work? Once they were unfrozen, what would these figures tell you about being at Calf Pasture Beach? What might they have observed in the years they were frozen in the mural?

Convince them to leave the mural by describing present day Calf Pasture Beach.

Perhaps you can paint a new mural of Calf Pasture Beach for them. Do you think you can convince them to leave the Alexander Rummler mural of Calf Pasture Beach?

Making/Creativity segment

Using collage materials from magazines, paste, scissors

What would you put in your new mural of CPB? Create some new figures for your painting. Use people you know in your life as models for the new figures, and plan to introduce them to your two friends from AP’s CPB. What could they be doing at CPB today?
Introduction:

Begin the lesson by discussing why artists choose to do a self-portrait. What motivations would prompt this type of artwork? We know that Alexander Rummler was encouraged by his friends to create the self-portrait that hangs in Norwalk City Hall. How does this type of portrait relate to the “selfies,” of today? Similarities? Differences? How does the ease of production (i.e.-technology) provided by smart phones, effect the content and form of today’s selfies?

Ask students to create their own “selfies,” inspired by WPA muralist Alexander Rummler’s self-portrait.

Image for student’s to consider: Walking in Alexander Rummler’s shoes. Try to imagine what if might feel like to be the artist as he chose to depict himself. How might you feel? What might you be thinking about if you could switch places with AR?

Writing/planning segment:

Rummler’s palette. What colors has AR laid out to work on the painting shown in the background?

What painting or drawing would you put in your background? What colors will you need on your palette?

Notice the objects on the shelf that AR has chosen to depict in his self-portrait. What do you see? Why do you think he has chosen these objects to include?

What objects would you choose to include in your selfie? Explain why you chose them.

Making/Creativity segment

printouts and/or collage materials

Have students use their smart phones to gather content, and then construct preliminary sketches. Provide time for students to display and discuss their sketches (plans). See if they can change their sketches based on constructive feedback.

Using paint or photo print outs, construct selfies and compare them to AR’s. How are they similar? How do they differ?