**Salem Art Association**

**Bush House Museum Art Box**

***Create Your Travel Journal | Near & Far***

**Book Arts / Journaling / Cursive Writing**

Students will create a travel journal, decorate the cover with a self portrait, and use cursive ~~for~~ writing inside. They will learn about travel diaries through the 1851 Oregon Trail journal ofEugenia Bush (1833-1863), view artists’ journals and learn about contemporary travel journals. Student’s travel journals will be filled with images/words/paragraphs/stories about places near and far from their own lives.

Eugenia Zieber Bush (1833-1863) travelled to the Oregon Territory with her family on the Oregon Trail. While on this long journey she described her experiences in a modest journal. In Oregon she later met and married Asahel Bush II (1824-1913) founding editor of the *Oregon Statesman*, now the *Statesman Journal*, and co-founder of Salem’s Ladd and Bush Bank. Following the birth of four children: Estelle; A.N. Bush; Sally and Eugenia, Eugenia Zieber Bush contracted tuberculosis and passed away in 1863.

**INTRODUCTION**

1. Grade Level: K-12
2. Art Medium: Journals, cursive writing, drawing, mixed media, collage
3. Goals and Objectives:
   1. To learn about Bush House Museum and its history
   2. To develop the art of observation … of *looking*
   3. To create a place to record experiences and memories
   4. To increase written, visual and research literacies
4. Common Core State Standards met:
   1. Oregon School Library Standards: Information Literacy
   2. English Language Arts: Writing Standards
   3. English Language Arts: Language Standards / Vocabulary Acquisition and Use
   4. English Language Arts: Language Progressive Skills
   5. Social Science Analysis Crosswalk 4th Grade
   6. History Crosswalk 4th Grade
5. Standards and Instruction in the Arts – Create, Respond, Connect :

[https://www.oregon.gov/ode/educator-resources/standards/arts/Documents/visual-arts-standards-grades-4-8.pdf](about:blank)

* 1. Anchor Standard 2: Creating-Organize and develop artistic ideas and work.
  2. Anchor Standard 3: Creating-Refine and complete artistic work.
  3. Anchor Standard 6: Presenting-Convey meaning through the presentation of artistic work.
  4. Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.
  5. Anchor Standard 10: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

1. Sheet of Elements of Art [https://www.getty.edu/education/teachers/building\_lessons/elements\_art.pdf](about:blank)
2. Sheet of Principles of Design [http://www.getty.edu/education/teachers/building\_lessons/principles\_design.pdf](about:blank)

**LESSON**

1. Lesson Plan
   1. Element of Art:
      1. **Color** is light reflected off of objects. Color has three main characteristics: hue (the name of the color, such as red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).
   2. Principle/s of Design:
      1. **Pattern** is the repeating of an object or symbol all over the work of art.
      2. **Repetition** works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.
   3. Activities:

**1. Discussion**: Gather younger students in circle if preferred.

i. Read excerpts from Eugenia Bush’s Oregon Trail journal as noted on handout. Ask ‘what images come to mind’?

ii. Read the attached Bush House Museum history.

iii. Look at images of Jose Naranja’s handmade sketchbooks. What do you notice about them? How are images used to share information? How is the writing used?

iv. Look at the pastel drawings from *Wolf Kahn’s America, An Artist’s Travels*. Talk about how these are different from Jose Naranja’s sketches and travel ephemera.

1. **Create** a simple journal - fold paper in half and staple along edge
   1. Ask students to name some places they have visited. How did they travel there? i.e. train, plane, car etc? How would they include images in their journal?
   2. What stories would they tell about their travels? What happened? What kinds of things were surprising or funny?
   3. What buildings did they notice and want to remember?
   4. Who were they with? What was the weather, what kinds of clothing did they wear?
2. **Design the cover** - Tear/cut/collage to create an image of yourself on a colored sheet of cardstock folded in half. This will create the cover for your travel journal.
3. **Create a pocket** in your journal - on the inside back cover of your journal, create a pocket so that you can put items collected from your travels inside, such as tickets, natural elements etc.
4. **In cursive, write** words, paragraph, stories about places you have traveled to. This could include your trip from home to school, places in your town, trips you have taken on an airplane, visits to family in other states and so on.
5. **Continue to utilize journal** throughout the year. Students can spend a given amount of time working on their journals, or one can be created before a holiday break to bring back and share with the class.
   1. Additional vocabulary for lesson:
      1. Artists Travel Journal -an art journal is a journal in which you combine art and words to express yourself
      2. Mixed Media-the use of a variety of media in an entertainment or work of art

**MATERIALS LIST**

colored paper , ream of white paper, drawing paper $5.00

magazines for images recycled

stapler and staples, long arm stapler $14.99 Office Depot

cursive table for younger students online

glue Elmers / 24 pack / $11.63

## colored pencils and other drawing mediums [Prismacolor, Assorted Colors, Pack of 48](about:blank), $39.20 ea.

oil pastels/pastels Sakura Cray-Pas, 25 Assorted, $8.17 ea.

Scissors Fiskars 12 pack, $21.97

Portfolio $59.95

**RESOURCE SECTION**

* 1. Artists

Jose Naranja *I can find greatness in everywhere* blog [https://josenaranja.blogspot.com/](about:blank)

Article about Jose Naranja

[https://www.thisiscolossal.com/2018/04/handmade-sketchbooks-by-jose-naranja/](about:blank)

* 1. Bibliography

*Wolf Kahn’s America, An Artist’s Travels, Paintings, Pastels, and Text by Wolf Kahn, With an Introduction by John Updike* ($32.74 amazon)

* 1. Lesson Plan Extensions/Curriculum Connections

1. Grade 4 – Oregon Trail

Students find a character from the history of the Oregon Trail. The image on the cover reflects the character, their clothing and accessories. Stories, poetry, etc can be written in the journal. Pictures that reflect the Oregon Trail experience can be included.

1. Language Arts

Choose a favorite book and make the cover about the main character. Write a synopsis of the book in the journal, or images of scenes from the book…

1. Social Studies

Create a map of your home, block or town. Use colored pencils.

1. Explore other media such as watercolor, ink, collage.
2. Evaluation Resources

Art rubric for elementary, included in Art Box.

1. Student *Kind* Critique

Use Visual Thinking Strategies when looking at art. [https://vtshome.org/](about:blank) *What is going on in this picture?*

Some questions to ask include:

Tell us about your journal? How do written words and images work together?

What mediums did you use? Why did you choose them?

Tell us about how this experience of keeping a journal was for you!

1. Bush House Museum History

Salem’s Bush House Museum, in Bush’s Pasture Park, was the home of pioneer businessman and political influencer Asahel Bush, and his family, from 1878 to 1953. The 100 acre farmstead, which Bush acquired with his wife in 1860, is a portion of the donation land claim Reverend David Leslie (1797-1869) established on the ancestral lands of the Kalapuya people, in the early 1840s. The museum complex, which includes the Bush Conservatory (1882), a root house and the original Leslie barn, now the Salem Art Association’s Bush Barn Art Center, is a rare surviving example of a 19th century farmstead.

Asahel Bush (1824-1913) was founding editor of the *Oregon Statesman* newspaper, 1851-1863, and co-founder of Salem’s Ladd & Bush Bank in 1868. Bush had the Leslie house moved off the property in 1877, and the existing two-story Italianate home was completed the next year. Along with the extant farm buildings, the Bush House Museum retains a significant amount of original furnishings, wallpaper and fixtures. Since 1953, the Bush House Museum’s guided tours and programming have been a significant cultural-heritage asset for Salem residents and visitors. The Bush House Museum interprets Salem’s Bush family and Bush’s Pasture Park, the cultural diversity of Salem history and the development of early Oregon.