

Pennsylvania Academic Standards met in whole or in part by this exhibition:

**The text for this exhibition is written (with the occasional exception of field-specific language) for the sixth-eighth grade band.*

Common Core Standards

Standard: CC.8.5.6-8.D.: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. AND **Arts and Humanities Standard 9.2.8.F:** Know and apply appropriate vocabulary used between social studies and the arts and humanities.

- **How Senate Library Exhibition meets this standard:** *Please see below list of vocabulary used and/or defined in this exhibition.*
 - **Aesthetic** – *creative; artistic*
 - **Age of Monarchs** – *Period in European history during which monarchical power was at its strongest; lasted from the 1640s until the French Revolution in 1789.*
 - **Ahistorical** – *lacking historical perspective or context*
 - **Allegory** – *symbolic representation of something; a picture, story, or other work used to represent something else. e.g. Violet Oakley's murals were symbolic representations of many ideas from Pennsylvania's history.*
 - **Balkan Wars** – *(1912-1913) Two separate, but related, conflicts in Europe's Balkan Peninsula. In the first, the Balkan League (comprised of Serbia, Bulgaria, Greece, and Montenegro) fought against the Ottoman Empire; in the second, several members of the League fought amongst themselves over the land they gained in the first Balkan Conflict (Macedonia and other resources); these conflicts led to rising tensions in Europe and what would become World War I.*
 - **Commentary** – *explanation from someone's specific perspective*
 - **Dante**- *An Italian philosopher and writer who lived during the Late Middle Ages in Florence, from 1265-1321.*
 - **Enlightenment** – *Violet Oakley's unique definition of the world she thought humanity would eventually develop into/reach.*
 - **Freedom** – *power of the individual to act as s/he sees fit within a society*

- **Gradual abolition** – *slow legal process employed by some U.S. states, eventually leading to the total abolition of slavery*
- **Ideal and reality** – *Violet Oakley's vision of the past, present and future, versus the reality of the past and existing present during the historical period in which she lived and worked.*
- **Jane Adams** – *A Progressive Era woman working in Chicago; founder of the Hull House; American pioneer in the field of social work.*
- **Juxtaposed** – *placed beside with the intent of contrasting*
- **League of Nations** – *an intergovernmental international organization formed after World War I, whose primary mission was to maintain world peace and avoid another large-scale military conflict like World War I. It largely failed in these objectives, as tensions between nations escalated into World War II by the late 1930s.*
- **Legend/allegedly** – *unauthenticated*
- **Manifestation** – *realization or achievement of goal, idea, etc.*
- **Muralist** – *someone who creates murals*
- **Peace** – *tranquility; a place where the state of war does not exist*
- **Progress (progression)** – *a forward movement in space and time*
- **Progressive** – *supporting social reform and new ideas*
- **Progressive Era** – *period in U.S. History from 1890-1920, characterized by rapid industrialization and the resulting societal and economic changes.*
- **Religious tolerance** – *The idea that different religious sects can live peaceably within the same society.*
- **Social equality** – *the state of being in which all people have access to the same rights and privileges within a given society*
- **World War I** – *Global conflict between Allies (Russia, France, British Empire, Italy, United States, Japan and others) and Central powers (Germany, Austria-Hungary, Turkey and Bulgaria). Outbreak of hostilities was in 1914 and continued until armistice was declared in 1918.*

CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic

- *Primary and secondary sources on Violet Oakley are placed next to each other for the viewer to analyze the relationship between them.*

CC.8.5.6-8.E: Describe how a text presents information (e.g. sequentially, comparatively, causally).

- *The text in this exhibition is presented thematically and sequentially.*

Academic Standards for History, Civics and Government, and Arts and Humanities

8.1.6.A: Explain continuity and change over time using sequential order and context of events.

- *This exhibition contextualizes for the viewer, through several references, the time period in which Violet Oakley created these murals.*
- *This exhibition explains how, over time, Oakley worked diligently to maintain and explain the meaning of the murals.*
- *This exhibition demonstrates the order in which these murals were made.*

8.1.6.B: Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.

- *This exhibition explains the differences between the ideals represented in the Senate Chamber murals and the perspective of the artist.*
- *The cases use both primary and secondary sources to share with viewers the artist and her Senate work.*

5.1.6.F: Describe how citizens and leaders use political symbols.

- *As a citizen artist, Violet Oakley incorporated political (and nonpolitical) symbols into her art to tell a story, recount history and legends (from her perspective) and reinforce messages in her art.*

8.2.6.A: Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

- **Political and Social:** *Violet Oakley memorialized the political and social history of the Commonwealth for all who viewed her Senate Chamber murals.*
- **Cultural:** *Her work at the Capitol contributed greatly to the reputation of the Commonwealth as a place supportive of and celebrating the diversity of the arts – as evidenced from the many dignitaries and visitors the entire Pennsylvania Capitol building welcomes each year.*
- **Economic:** *Her Capitol and Senate art continues to generate economic activity for the Commonwealth, as people travel to view and understand her murals.*

8.2.6.D: Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania (ethnicity and race; working conditions; immigration; military conflict; economic stability).

- Ethnicity and race: *In her Senate murals, Violet Oakley subtly addressed the social and racial inequalities she saw around her during her life.*
- Military conflict: *In her work, she also addressed the role of military conflict in the larger development of society.*
- Working conditions: *In her Senate murals, Oakley depicts what she sees as society's relationship to working conditions throughout history. She also depicts Jane Adams, a progressive era pioneer in social work, in her Senate mural.*

8.2.6.B: Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.

- *Violet Oakley's Senate murals are important because they memorialize Pennsylvania's history, represent a large body of work by a female muralist at a time when such was very rare, and the murals also act as a window into the society and world in which they were made.*

9.2.8.G: Relate works in the arts to geographic regions.

- *Violet Oakley's Senate murals are related to North America (the region in which they were created and displayed); Europe (the region Oakley's mural style originated from and where she conducted her background research).*

9.2.8.J: Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

- *Violet Oakley's vision, as depicted in her Senate Chamber murals, is different from the actual historical development of the events she painted. It is her interpretation, from her unique point-of-view, of the various events, legends, and historical stories she chose to include in her mural paintings.*

9.3.8.A: Know and use critical process of the examination of works in the arts and humanities (compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form judgements).

- *It is left to the viewer to form and test hypotheses, and evaluate/form judgements, but this exhibition does analyze and interpret the story of her Senate murals for the viewer, based on primary and secondary sources.*

9.2.8.D: Analyze a work of art from its historical and cultural perspective.

- *The case focusing on interpreting her Senate Chamber murals fulfills this standard.*

9.4.8.D.: Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities

- *Violet Oakley's philosophical ideas pictured in the Senate murals are used to communicate her interpretation of Pennsylvania's (and humanity's) shared past and ideal future, during a time when women artists such as Violet Oakley did not possess the right to vote (and hence had no formal political voice).*

9.2.8.B: Relate works in the arts chronologically to historical events

- *Violet Oakley's Senate murals were created during the Balkan Wars and World War I (as stated in the case), and before passage of the 19th Amendment, which gave American women the right to vote. Also, her work was created during a time in American history when women muralists were very rare.*

9.3.8.E.: Interpret and use various types of critical analysis in the arts and humanities.

- Contextual criticism: *How was Violet Oakley's work received when initially created?*
- Formal criticism: *How did her work compare to that of other muralists with similar education and training?*
- Intuitive criticism: *(This is for the viewer to decide.) What is the viewer's reaction to her Senate mural work?*

9.2.8.A: Explain the historical, cultural and social context of an individual work in the arts.

- *This entire exhibition explains how Violet Oakley's Senate Chamber murals fit into the time and culture in which they were made.*