Grade: 6-8
Subject: Visual Art
Time required: 1-2 class periods
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OVERVIEW
Students will compare and contrast photographs and drawings of the same subject. Students will identify cultural factors that influence the meaning of the works of art of the same subject, Blount Mansion in Knoxville, Tennessee.

UNDERSTANDING GOAL
Using images of photographs and architectural drawings from the Historic American Buildings Survey collection at the Library of Congress and images of Joseph Delaney’s artwork, students will identify cultural factors that influence the meaning of these works.

OBJECTIVES
- Analyze photographs, paintings, and architectural drawings
- Understand how cultural factors as well as medium influences the meaning of a work of art

INVESTIGATIVE QUESTION
What can photographs show about an object that paintings cannot? How are paintings and drawings successful at showing emotion in works of art?

MATERIALS AND RESOURCES
- (Photograph) 2. Historic American Buildings Survey, R.J. Crisco, Photographer April 23, 1934 NORTH ELEVATION, MAIN ENTRANCE - William Blount Mansion, State Street & Hill Avenue, Knoxville, Knox County, TN
- (Drawing) HABS TENN,47-KNOVI,1- (sheet 2 of 7) - William Blount Mansion, State Street & Hill Avenue, Knoxville, Knox County, TN

CURRICULUM STANDARDS
Middle School Visual Arts
- 8.VA.R1.B Explain how aesthetic choices are influenced by visual and material cultures and can impact perceived meaning of artworks.
- 7.VA.R2.A Interpret art to identify ideas and mood conveyed by analyzing art-making approaches, relevant context, subject matter, and use of media while using appropriate art vocabulary.
- 8.VA.R2.A Interpret art by analyzing how mood and meaning are impacted by the relationship of subject matter, use of media, art-making approaches, and relevant context while using appropriate art vocabulary.
Step 1 For each primary source, listed in Materials and Resources, click on the image to view a larger, higher resolution version of the photograph or drawing. Download and print out these five larger images.

Step 2 Before distributing these images, provide students with a brief history of the William Blount Mansion in Knoxville, Tennessee. Show a modern day image of the Blount mansion, which can be downloaded here. Explain the significance of this building by reading and discussing these facts: This mansion was owned by William Blount, who was a signer of the United States Constitution and a U.S. Senator from Tennessee. Much of the Tennessee Constitution was written in this building in 1796. It now operates as the oldest museum in Knox County and is the only National Historic Landmark in Knoxville.

Step 3 Divide the class into four groups and provide each group with one of the four printed primary sources with the Blount Mansion shown (not the portrait of Joseph Delaney). Explain to the class that each of these images was created during the 1930s. Explain to the students that the image they are looking at is a representation of the William Blount Mansion.

Step 4 In groups, students should analyze the provided image to answer the following prompts: How was this image created (with a pen, camera, paintbrush, pencil, etc.)? Define the term “medium” and discuss the different types found in these works. What do you think the creator was trying to show with this image? Can you tell that this image was created during the 1930s? Why or why not?

Step 5 Each group of students will present the image in front of the class and report their findings. After each of the four groups presents, prompt students to discuss the similarities and differences between the images and their findings.

Step 6 Reveal to the class that three of the photographs and drawings of this building come from a Library of Congress collection called the Historic American Buildings Survey (HABS). Federal employees have been gathering information about important American houses, stores, barns, schools, and other places since the 1930s. How is the information they gathered important to us today? Show students the self portrait of Joseph Delaney (below) and explain the artist’s significance as a painter from Knoxville who played an important role in the New York Harlem Renaissance in the 1930s. Why would he have a unique perspective of the Blount Mansion? Does his work of art show this?
Step 7  As a class, discuss the following prompts: What were the photographers for the Historic American Buildings Survey trying to show with their photographs? What about the architectural drawings? Were they successful? What was artist Joseph Delaney showing with his charcoal and gouache drawing? How did their tools (camera, charcoal, pencil, gouache) allow them to achieve these goals?

**EVALUATION**
Student grades should be based on:
1) The level of insight and effort in their small group responses (60%), and
2) The thoughtfulness of their class participation (40%).

**EXTENSION**
Find out more about the William Blount Mansion, the Historic American Buildings Survey, artist Joseph Delaney, and the Harlem Renaissance:

- **William Blount Mansion** in Knoxville, Tennessee
- Additional Tennessee resources available through the [Historic American Buildings Survey](https://www.habs.org/)
- **Teacher’s Guide to The Harlem Renaissance**
- Take a field trip to the **William Blount Mansion** in Knoxville, so that students can compare the drawings and photographs to the current site.
- Photographs can be used to document information as well as create drama in a photographic portrait. Encourage students to compare the [Historic American Buildings Survey](https://www.habs.org/) images from this lesson plan to more dramatic photographic portraits by **Carl Van Vechten**. How are these styles of photography different?

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**HABS TENN,47-KNOVI,1- (sheet 2 of 7) - William Blount Mansion, State Street & Hill Avenue, Knoxville, Knox County, TN** [1934]