Anders Elias Jorgensen
Danish (1838–1876)
View of Honolulu from Punchbowl, 1875, Oil on canvas

ART IS A POWERFUL PATHWAY FOR LEARNING
Classroom resources at honolulumuseum.org/learn
Visual Thinking Strategies (VTS)
Simple ways to engage with art
Visual Thinking Strategies (VTS) are an approach that encourages students to look closely, to inquire and to develop insights grounded in evidence from the artwork. VTS works well as a first step towards exploring an artwork.

In this simple but powerful method, the teacher facilitates a discussion using the following questions:

What is going on in this painting?
What do you see that makes you say that?
What more can you find?

As students discuss these questions, the teacher acknowledges student thinking by paraphrasing and thanking them for their comments. The teacher may also point to relevant portions of the artwork as students talk to help to strengthen the connection between statements and the “visual text.”

Honolulu Museum of Art
Lending Collection
The cannonballs from the Punch bowl Fort weighed 32 lbs. each and may have been able to reach the harbor more than a mile away. The Lending Collection brings hands-on learning to your students, providing thousands of authentic objects from around the world, such as the cannon ball pictured, that teachers and educators may borrow free of charge for classroom use.

The Artist:
Anders Elias Jorgensen
Danish artist Elias Jorgensen visited Hawai‘i as a vacationing tourist in 1875, from his home in Oakland, California. He was captivated by the charm of the islands and decided to stay awhile, sending for his easel and sketchbooks so that he could sketch the scenery in and around Honolulu.

The Artwork:
This view looks beyond the crumbling remains of old Punchbowl Fort, to Waikiki and Diamond Head. Then as now, the rim of Punchbowl Crater was famous for superb panoramic views. The ribbon-like road below leads past pastures, ponds, and marshy areas to the palm-fringed shores of Waikiki. Occasional signs of habitation are visible along the way, but the area would not be developed until artesian wells were drilled a few years later. The fort, actually just a battery, was put up early in the century to defend Honolulu. Its cannons were never called upon to fire a shot, other than to salute incoming vessels or to record royal births, deaths, and marriages.

Curriculum Connections

See Art Make Art Tour
The Great Outdoors
Explore and compare Honolulu Museum of Art’s diverse collection of landscape paintings. From cities to countrysides, seascapes, and volcanic paintings, students discover how artists documented landscape changes in our world. Then, taking inspiration from these works, students create their own landscape.

Tour information and registration online: honolulumuseum.org/pages/13820-great_outdoors

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Honolulu Museum of Art
Lending Collection
808.532.8736

Science Connections
One of the Crosscutting Concepts in the Next Generation Science Standards is Stability and Change. Think of what the landscape in the painting looks like today.

How has the landscape in the painting changed over time?
What caused those changes to occur?
What still looks the same today as it does in the painting?
Why have those things not changed?

Social Studies Connections
The C3 Framework for Social Studies asks students to explore how social and economic forces impact over time the geography of places where we live.

How have human activities affected how Honolulu has changed?
How have political and economic decisions influenced the cultural and environmental characteristics of this scene over time?
Who should decide how public spaces change?

ELA Connections
One of the anchor standards in the Common Core asks students to analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

Read the descriptions of the artist and of the artwork on the right side of this page.

How does hearing or reading about the painting add to your understanding?
What more do you know now?

Fine Arts Connections
The arts provide a way for students to envision that which cannot be directly observed, including past and future events. Following discussion of the painting, try these prompts with your students to encourage visualization.

Paint a picture of what the landscape may have looked like before humans arrived on O‘ahu.
Paint a picture of what this view may look like 100 years from now.

For related resources and projects, visit: honolulumuseum.org/5151-teacher_resources

Fine Arts Connections
These guiding questions and prompts can be used as starting points to engage students in connecting the artwork with classroom curriculum.

For related resources and projects, visit: honolulumuseum.org/5151-teacher_resources