

**The People's Art Collection
Ohio Alliance for Arts Education**



The Ohio Alliance for Arts Education, in partnership with the Ohio Arts Council and the Capitol Square Review and Advisory Board, has developed a set of teacher resources for works of art found at the Ohio Statehouse located in Columbus, Ohio. The teacher resources are individual lessons from **The People's Art Collection**.

In a world where arts education is the core to learning in other academic areas, and on its own, it is fitting that the works of art found at the Ohio Statehouse become an integral part of the visiting students' experience. These works of art are available to the public year round and are considered to be an added value to students taking a classic Statehouse tour. School age children and their teachers visit the Statehouse to discover the building's history and architecture as well as to observe state government in action. There are more than 100,000 Statehouse tour participants annually. **The People's Art Collection** provides integrated lessons for use by educators and parents to take the learning back home and to the school house!

Students who are unable to visit the Ohio Statehouse in person may now experience the arts through the lessons and virtual art exploration experience on the website of the Ohio Statehouse at: www.ohiostatehouse.org.

The Ohio Alliance for the Arts Education believes that classroom teachers will use the arts learning resources from **The People's Art Collection** as part of their integrated approach to teaching history, civics, and the arts. We acknowledge the following individuals who skillfully provided lesson content, writing, and editing for the project: Cindy Kerr, Powell; Judy Delagrang, Cleveland; Susan Wolf, Yellow Springs; Leslie Koelsch, Avon; Joseph Bell, Mount Vernon; Janelle Hallett, Columbus; and Roberta Newcomer, Worthington.



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Ohio Veterans Plaza
GRADE 2

Learning Outcomes:

The students will be able to:

1. Design and create a 3-dimensional monument for a person they feel is extraordinary.
2. Write a friendly letter to the person they have honored with their monument stating the inspiring and positive qualities the honoree possesses.

Art Standard: Creative Expression and Communication: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

Grade Level Indicators: Demonstrate increasing skill in the use of art tools and materials. Establish and communicate a purpose for creating artworks. Identify, select and use art elements and principles to express emotions and produce a variety of visual effects. Compare the subject matter and ideas in their own artworks with those in the works of others.

Social Studies Standard: Government: Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structure of power and authority to provide order, maintain stability and promote the general welfare.

Grade Level Indicator: Explain the importance of landmarks in the United States and the ideals that they represent including: a) The Washington Monument; b) The Jefferson Memorial; c) The Lincoln Memorial.

Language Arts Standard: Reading Applications/Literary Text Standard: Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn how to apply the reading process to the various genres of literature, including fables, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature, analyzing the author's use of language, comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

Grade Level Indicator: Identify the theme of a text.

Language Arts Standard: Writing Applications: Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms.

Grade Level Indicator: Write letters and invitations complete with date, salutation, body, closing, and signature.

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Assessment Strategy:

- Summative - Project Rubric

Vocabulary:

- **Base**-pedestal on which an artwork is placed for viewing and/or stability
- **Chisel** - an instrument used to carve or shape a stone
- **Extraordinary** - A quality that is remarkable and uncommon
- **Landmark**- marker, building or sculpture that signifies a place, person or event
- **Monument**- a building, pillar, arch, statue or stone to keep an event or person from being forgotten; built as a tribute or celebration to a person, place or event
- **Plaza** – a public area in a town or city
- **Sculptor** – an artist who creates artwork that is 3-dimensional
- **Sculpture** - artwork that has height, width and length that usually is made of a permanent material such as rock, concrete, granite or metal
- **Texture** - surface design that often is able to be felt when touched.
- **Three-dimensional** - having height, width and length

Time Needed: one 50 minute class or two 25 minute classes

Materials:

- Images of the *Ohio Veterans Plaza* and the *Washington Monument*
- Model Magic – Two 2 lb. containers for a class of 25 students (Earthenware clay is an optional material)
- Cardboard, mat board or wood scraps approximately 5” x 4”
- Sketch paper and pencils
- Toothpicks, plastic straws, pencils or forks
- Venn Diagram (attached)
- Paper for letter writing
- Selections from the book: *Letters Home The Letters of The Wall of The Ohio Veterans Plaza and Letters that Were Not Included on the Wall*, collected and edited by: Daniel Meeks and David E. Aldstadt, Daniel A. Meeks and Associates, 1998 (attached).

Step by Step Procedure:

Teacher-led Activity

- Display an image of the *Ohio Veterans Plaza*. Ask students to describe what they see: color, shape, space utilized, words, texture, materials used. Ask:
 - *What is a monument?*
 - *What is the purpose of the monument?*
 - *Have you ever seen a monument? Where?*
 - *Why are monuments built?*
 - *What is your opinion of this piece?*
 - *How does it make you feel?*
 - *Would you stop to look and read the words on this monument if you saw it as you walked down the street?*

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- Tell the students that this is a monument for Ohio soldiers who have fought in a war. Explain that letters written by soldiers while they were serving in the armed forces are carved into the monument. Ask students to read “Selections from Letters Home; The Letters of the Wall of the Ohio Veteran’s Plaza.” (attached) Ask:
 - *Do you have a different feeling or opinion about this monument now?*
 - *How do you think these soldiers felt being far away from home?*
 - *What clues did we get from their letters about the way they felt?*
 - *Does the monument inspire you to be grateful for their military service?*

- Display the images of the *Washington Monument*. Explain that monuments celebrate individuals as well as groups. Ask:
 - *Who does this monument celebrate?*
 - *Why do you think this monument was built?*

- Lead students to identify someone or a group that they have personally met that they would like to build a monument to honor. Ask:
 - *Who in your personal life is worthy of having a monument made to remember them? Why?*
 - *How is this person extraordinary?*
 - *What good and remarkable qualities do they possess?*
 - *What sort of monument would you want to create to honor them?*

Student Activity

- Using sketch paper, each student will list three to five qualities of their chosen person or group that could be displayed in some way in a monument, i.e. honesty, generosity, passion for helping, giving, courageous, etc.
- Students will then use those qualities to draw an idea for a three-dimensional sculpture that would be a monument for this person or group. Remind them to consider elements and principles of art such as shape, color, balance, symmetry, and positive and negative space.
- After a sketch has been made, the student should ask you for approval of the drawing. When the sketch is approved, the student may have a small portion of white Model Magic clay. (*Note: Model Magic, as any other clay, needs to be conditioned or softened before sculpting. Students should squeeze and rotate the clay until it is warm and moist, if not all, wrinkles disappear. This warm, white snowball is the state necessary for the clay to be formed successfully.*)
- Students will create a small sculptural model of their monument and place it on a base of cut mat board, cardboard or wood. They may add texture with a pencil, popsicle stick, toothpick, straw or other found object. Students should turn their sculpture around and view it from all sides, as well as, from above, below and at eye level, before deciding that it is complete.
- Students will give their monument a title.
- Students will use the Venn Diagram to compare their piece to the Ohio Veterans Plaza memorial.

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- Students will write a friendly letter to the person or group they have memorialized expressing the reasons why they chose this person or group as particularly inspiring.

Closure:

- Once the work is completed, ask students to read their letters aloud for the class as they explain their monument. Students will display their artwork alongside the letters in the classroom, a hallway display case or in the school library for others to read and enjoy.

Making Connections:

Art: Look at the work of Maya Linn, artist and designer of the Vietnam Veterans Memorial. Compare and contrast her piece to the Ohio Veterans Plaza work of art.

Social Studies: Invite a local member of the armed forces to come into class to speak with the students about his/her experiences.

Drama: Read a letter from Letters Home. Ask students to imagine and outline the life story of the author continuing from the point of the letter on into time. Now guide the students to write the story as dialogue. Divide the class into four groups and direct students to take turns dramatizing the story for the class using voice and body movements to help communicate the story.

Parent: Since monuments are usually placed on grounds designed to enhance the view and to allow for reflection or quiet remembrance of the individual or event, ask your child to imagine the entire scene where their own self-designed monument would be placed. Help your child create a tableau in a box by placing the monument in a box and finishing the scene by adding grass, trees, buildings, water, and people.

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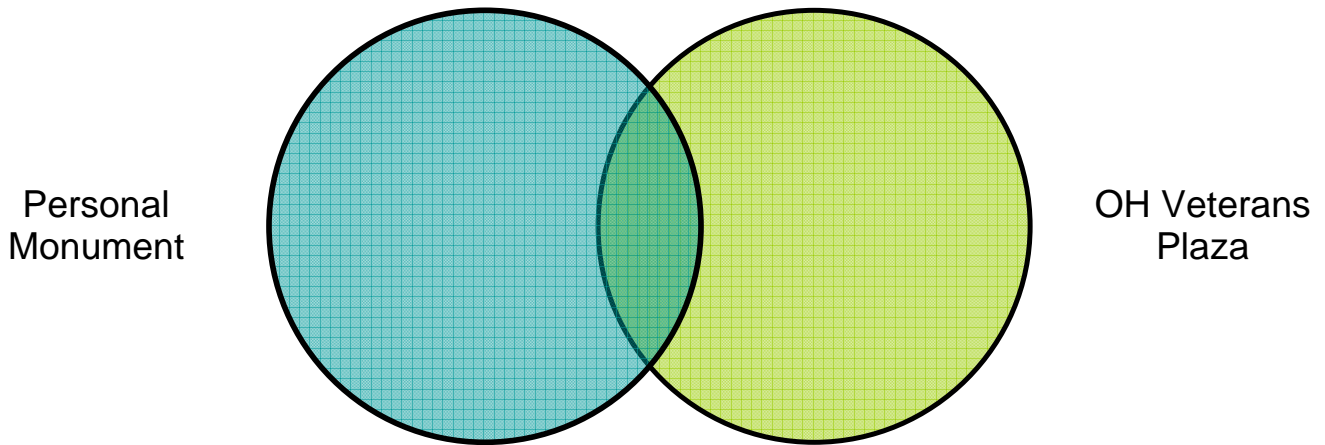
VENN DIAGRAM

Student Name _____ Date _____

Compare your personal monument to the Ohio Veterans Plaza using the Venn diagram.

1. In what ways are they the same? List at least four shared qualities in the center section where the two circles overlap.
2. How is each unique? List at least four qualities for each monument in the two individual portions of the circles.

You may use the white space on the paper for your lists and simply draw an arrow to the sections within the circles where your writing belongs.



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Selections from Letters Home; The Letters of the Wall of the Ohio Veteran's Plaza, Collected and Edited by: Daniel Meeks and David E. Aldstadt, Daniel A. Meeks and Associates, 1998.

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Hi Grandma,

Here I am alive and the war is over. I am writing you from Japan in Tokyo Bay where everything is quiet and that seems funny doesn't it? We were among the first ships in. You have probably heard of Japan's volcanic Fujiyama mountain. Well I saw it real close. I watched it at sunset and it was the most beautiful scene I have ever witnessed. This is a rich and beautiful land. Well your prayers were answered and I came through a lot of tough spots and am very happy and thankful. I am really anxious to get out and get home and stay there and live like a human. An awful lot of our boys won't be coming back.

I remain your grandson,
Clyde

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To the Reeses,

I was hoping to get glimpses of Saudi culture, but I've seen nothing yet except infinite expanses of desert. There is a constant wind blowing and the dust in the air makes visibility terrible. The wind blows little trails of sand across the dunes like spirits not at rest roaming the desert. It gives the illusion of a dream state. As a child, I learned about deserts. I'd never seen one except in movies and they don't even come within reach of the real thing. I feel like I've always been here. The place I sleep is my home. Ohio seems like a dream, intangible and far from my reach and I cling to it and memories of it because they are all I have. Memories can be trusted. The only other thing I trust is my M-16. I wonder how much I will change. I've seen what Nam did to men. I don't want to change. The hardest part of my life is coming.

Love to family,
Brad

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Dear Family,

Tell Dad I have found the ideal thing for the farm. You have no doubt heard stories about the jeep. Well, that is not the half of it. I believe you could use them for anything. It is not true they will fly, but I have seen them do other things just as amazing. With one of them, we could make old Kate look sick. The jeep has a great future after this year. I am really sold on one.

Love,
Fred

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Lori,

Well, by now you know what's going on over here. Yes, I'm a little scared. Sometimes I don't know if I can handle squad leader. I have 6 other guys working for me and they all look to me for answers. Sometimes I wish I were a private. We watch the planes go over and can hear the bombs when they hit. Just waiting for the time to push North. I don't know what to write but I don't want to stop. I feel closer to everyone when I write. Sorry this letter is sloppy. I'm writing by flashlight.

Love ya,
Rich

Page 4

Dear Mom,

It seems so strange that I haven't heard from any of you since the middle of December, five months ago. We heard that food parcels can no longer be sent, to bad if true. It would be hard going if it weren't for the Red Cross parcel. I know I'm a father by now but don't know whether I have a son or daughter.

Your son,
Laurence POW

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**Monument Project
Rubric**

Student Name _____ Date _____

	Venn Diagram	Sculpture	Letter
Accomplished	Listed four or more qualities when comparing his/her sculpture to the Ohio Veterans monument.	Created a 3-D sculpture that is unusually interesting from all points of view and has texture and/or detail that enhance the piece.	Wrote a letter that includes the required elements and expresses reasons for the honor in an engaging manner.
Competent (Target for All)	Listed three qualities when comparing his/her sculpture to the Ohio Veterans monument.	Created a 3-D sculpture that is interesting from all points of view and has texture and/or detail.	Wrote a letter that includes the required elements and expresses reasons for the honor in a adequate manner.
Progressing	Listed two qualities when comparing his/her sculpture to the Ohio Veterans monument.	Created a 3-D sculpture that is somewhat interesting from all points of view and has partial texture and/or detail.	Wrote a letter that includes most of the required elements and expresses minimal reasons for the honor.
Beginner	Listed one quality when comparing his/her sculpture to the Ohio Veterans monument.	Created a 3-D sculpture that is not very interesting from all points of view and has very little or no texture and/or detail.	Wrote a letter that includes very few required elements and/or gave inadequate reasons for the honor.

Not scorable: Did not list any qualities on the Venn Diagram; Did not complete a sculpture; Did not complete a letter

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Description: Ohio Veterans Plaza
Artist: John Schooley
Date of Work: 2000
Medium: Marble
Location: Statehouse, East Grounds
Size: 110 feet x 160 feet x 42 feet
Note: Letters from soldiers in all the wars in which Ohio soldiers participated are carved in the marble monuments located the northern and southern terminus of the terrace.

*Photographs and art work descriptions are courtesy of the
Capitol Square Review and Advisory Board*