

**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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Seals of the State of Ohio

Carved Ohio Seal from the flagship The Niagara

Seal of State of Ohio

Current Seal of State of Ohio

GRADE 3

Learning Outcomes:

The students will be able to:

1. Identify purposes and use of the Seals of the State of Ohio.
2. Create a seal using symbols that demonstrate an awareness of space and composition.
3. Write an artist statement with a distinct introduction, body and conclusion.
4. Design and produce a seal for their city, town or state using symbols that represent important aspects of future life there.
5. Give a logical and focused oral presentation explaining their seal.
6. Evaluate their own learning using formative and summative self-assessment.

Arts Standard: Historical, Cultural and Social Contexts: Students understand the impact of visual art on the history, culture and society from which it emanates. They understand the cultural, social and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social and political context that influence the function and role of visual art in the lives of people.

Visual Art Grade Level Indicator: Identify and compare similar themes, subject matter and images in artworks from historical and contemporary eras.

Arts 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.

Visual Art Grade Level Indicator: Create two- and three-dimensional works that demonstrate awareness of space and composition (e.g. relate art elements to one another and to the space as a whole).

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Social Studies Standard: Social Studies Skills and Methods: By the end of the 3rd-5th grade program, students will a) obtain information from a variety of primary and secondary sources using the component parts of the source; b) use a variety of sources to organize information and draw inferences; c) communicate social studies information using graphs and tables; and d) use problem-solving skills to make decision individually and in groups.

Grade Level Indicator: Obtain information about local issues from a variety of sources including maps, photos, oral histories, newspapers, letters, artifacts, and documents.

Language Arts Standard: Writing Process: Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing, and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing convention.

Grade Level Indicator: Organize writing by providing a simple introduction, body and a clear sense of closure.

Language Arts Standard: Communication - Oral and Visual: Students learn to communicate effectively through exposure to good models and opportunities to practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according audience and purpose.

Grade Level Indicator: Deliver informational presentations that present events or ideas in a logical sequence and maintain a clear focus.

Assessment Strategy:

- Formative:
 - Project Checklist
 - Artist’s Statement Guidelines
- Summative: Project Rubric

Vocabulary:

- **Seal** - An emblem or symbol
- **Symbol** - An image or writing representing something with a specific meaning

Time Needed: two 50 minute classes

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Materials:

- Images of the carved Ohio Seal from the flagship The Niagara, the former Seal of State of Ohio and the current Seal of Ohio
- Images of local seals (optional)
- 9”x12” newsprint for sketches
- 9”x12” white drawing or watercolor paper for seals
- Pencils
- Black permanent markers
- Gel pens or markers in metallic colors
- Watercolor or tempera paints and brushes

Resources

- How to Draw Ohio’s Sights and Symbols by Aileen Weintraub
- “Working with Symbols: Jasper Johns,” Scholastic Art Magazine, March 2007

Step by Step Procedure:

Teacher-led Activity

- Display photographs of three state seals at the Ohio Statehouse. Guide students through a discussion.
 - *What is a seal? (An emblem or symbol)*
 - *What are some reasons for the creation and use of state seals? (utilitarian, decorative, social, personal)*
 - *Where have you seen state seals displayed or used?*
 - *What kinds of images do you see in the seals?*
 - *What are these images called? (symbols)*
 - *What do the images symbolize?*
 - *Why do you think the artists would have chosen these symbols to include in the seals?*
 - *What are some symbols that might be used to represent the important aspects of life in your city, town or state fifty years from today?*
 - *What changes do you believe will occur in business, architecture, employment, education, transportation, technology, religion, or recreation?*
- Explain that the students are to design a new seal for their city, town or state. Guide students to anticipate what life will be like in the future. Make a list of their ideas.
 - *What do you think will be important aspects of life in this city fifty years from now?*
 - *What symbols could represent business, architecture employment, education, transportation, technology, religion or recreation?*
 - *Optional: If your city or town has a seal, you may want to display it and discuss the symbols.*
- Distribute the Project Checklist, Project Rubric, and the Artist Statement Guidelines and discuss the requirements.

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Student Activity

1. Using the Process Checklist, students will create a seal for their city, town or state using symbols that reflect important aspects of future life there. The student will sketch three or four symbols to use in the design of a new seal for their city, town, or state. The symbols must represent those things they believe will be important aspects of life fifty years in the future. Their sketch should include symbols representative of at least three of the following areas: business, architecture, employment, education, transportation, technology, or recreation.
2. Students will draw the outside shape of the seal in pencil on white drawing or watercolor paper, then draw in the various symbols they have chosen in pencil. They will place the symbols within the seal to create an aesthetically pleasing arrangement, considering balance and focal point (center of interest). They may draw, in pencil, any lettering they wish to include. Then students will trace over all lines with black permanent marker and paint in areas with watercolors or tempera paint. Finally, they will add metallic highlights with the metallic gel pens or markers.
3. Using the Artist's Statement Guidelines the students will write an artist's statement, reflecting upon their artwork.

Closure:

Teacher-led Activity

Display student artwork along with artists' statements. Ask students to share their artwork explaining the symbolic and artistic choices they made.

Making Connections:

Art Educator: The seals may be cut out and glued to foam core or mat board, then affixed to a larger piece of foam core or mat board in a contrasting color for display.

Parent: When visiting your local park or other locations in your community which display seals (sometimes on bridges, sides of buildings, etc.) provide your child with paper and pencil along with the choice of crayons, markers, and allow them some time to recreate the seal. Talk about the seal, its location, its meaning.

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Create a Seal for the Future

Project Checklist

Student Name _____ Date _____

For your art project, you will create a new seal for your city, town, or state using symbols that represent important aspects of life fifty years from now. Use this checklist as a guide. Check the tasks as you complete them. When you are finished, circle the tasks you did not complete or that you think need improvement.

Check-off when task is complete	Task
	I have designed at least three symbols representing what I believe will be important aspects of life in my city, town or state fifty years from today.
	My sketch includes symbols representative of at least three of these areas: business, architecture, employment, education, transportation, technology, or recreation.
	I drew the outside shape of the seal in pencil on paper.
	I drew the symbols on my seal thinking about balance and focal point.
	I added letters to my seal.
	I traced over all the pencil line with a black marker.
	I painted my seal.
	I added highlights to my seal.
	My completed work has been done neatly, showing good craftsmanship.
	I have used my own ideas and not copied from others.

Design a Seal for the Future

Artist's Statement Guidelines

On a separate piece of paper, you will write an artist's statement. Your statement will have an introduction, body and closure. Be sure to use the vocabulary words *seal* and *symbol* correctly in your answers.

Follow these steps:

STEP 1 – Introduction

- Explain why people create and use the State of Ohio Seals (utilitarian, decorative, social, personal).
- Identify the use of your newly designed seal (utilitarian, decorative, social, personal).

STEP 2 - Body

- Describe your vision of the future of their city, town or state fifty years from today.
- Identify and describe the symbols you created to represent important aspects of life in your city, town or state fifty years from today.
- Explain where you put your symbols on your seal and why you put them there.
- Describe your artistic choice of colors and why you chose those colors.

STEP 3 – Closure

- Explain what you think is good about your seal. Explain what you would do differently next time.

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Seals of the State of Ohio

Scoring Rubric

Student Name _____ Date _____

	Seal for the Future	Artist's Statement	Oral Presentation
Accomplished	Created an original seal that showed an excellent awareness of space and composition.	Provided a distinct introduction, body and conclusion.	Explained ideas in a logical sequence and maintained a clear focus throughout the entire presentation.
Competent (Target for All)	Created an original seal that showed an awareness of space and composition.	Provided an introduction, body and conclusion.	Explained ideas in a logical sequence and maintained a clear focus throughout most of the presentation.
Progressing	Created a seal that showed some awareness of space and composition.	Provided an introduction, body and conclusion that are not very distinct.	Explained ideas in a logical sequence and maintained a clear focus for some of the presentation.
Beginner	Created a seal that showed little awareness of space and composition.	Did not provide a distinct introduction, body and conclusion.	Was not able to explain ideas in a logical sequence and/or maintain a clear focus throughout most of the presentation.

Not Scorable: Student did not create a seal.

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- Description: Carved Ohio Seal – from Niagara
Artist: Delbert J. Springer
Date of Work: 1986
Medium: Mixed Media
Location: Statehouse, Cafeteria, Room 106
Size: 24 inches x 24 inches
Note: The Niagara, one of Admiral Perry's flagships during the battle of Lake Erie, was sunk off of Erie, Pennsylvania. In 1974 the ship was found and raised. A plank was taken from her at this time and this seal was carved from the plank. Later the ship was re-scuttled to keep her from further deterioration, but still later, she was raised again and has since been restored and rest in Erie today.

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