

**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](http://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.



*The Battle of Lake Erie - Perry's Victory*  
GRADE 7

**Learning Outcomes:**

The students will be able to:

1. Use art vocabulary appropriately and effectively to convey their ideas.
2. Write an essay with an introduction, body, and conclusion.
3. Discuss ways to use the elements of art to create a mood.

**Arts Standard: Analyzing and Responding:** Students identify and discriminate themes, media, subject matter and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships and interpret meanings in works of art. Students make judgments about the quality of works of art using the appropriate criteria.

**Visual Art Grade Level Indicators:** Use appropriate vocabulary to explain how techniques, materials and methods used by artists affect what the artwork communicates. Use appropriate vocabulary to explain how the elements and principles of art communicate different meanings.

**English Language Arts: 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 apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective work 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 conventions.

**Grade Level Indicator:** Organize writing with an effective and engaging introduction, body, and conclusion that summarizes, extends, or elaborates on points or ideas of writing.

**Assessment Strategy:**

- Summative: Project Rubric

**Vocabulary:**

- **Color** - the most expressive element of art and is seen by the way light reflects off a surface.
- **Value** - refers to the lightness or darkness of a color. It also refers to how artists use other Elements of Art to create a sense of light or dark.

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- **Texture** - an element of art which refers to the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by the way the artist has painted certain areas of a picture.
- **Space** - the illusion of objects having depth on the 2-dimensional surface. Linear and aerial perspective are used.
- **Emphasis** - refers to developing points of interest to pull the viewer's eye to important parts of the body of the work.
- **Movement** - adds excitement to an artwork by showing action and directing the viewer's eye throughout the picture plane.
- **Proportion** or scale - refers to the relationships of the size of objects in an artwork. Proportion gives a sense of size seen as a relationship of objects, such as smallness or largeness.
- **Unity** - seen in a painting or drawing when all the parts equal a whole.

**Time Needed:** one 45 to 60 minute class

**Materials:**

- Image of *The Battle of Lake Erie*
- Paper and pencil or pen

**Step by Step Procedure:**

**Teacher-led Activity**

- Display the image of "The Battle of Lake Erie." Lead a class discussion of the artist's choices to represent this scene as victorious. Ask:
  - *How are the figures in the painting placed to show strength?*
  - *What has the artist done with lighting to highlight important parts of the painting?*
  - *What emotions are on the figures faces?*
  - *What symbols can you find in the painting to support the mood of victory?*
  - *How does the size of the painting influence your impression about its subject?*
  - *Does the tone of this painting change your thoughts about the outcome of the war?*
  - *Would you consider this painting political propaganda because we did not achieve our goal of acquiring Canada?*
- Review the vocabulary list of selected elements of art. Ask students to imagine that the outcome of this battle had been defeat for Perry and his men and have them brainstorm ways they can use the elements of art to change the mood of the painting.
- Distribute the Project Rubric found in this lesson and discuss the requirements of the assignment.

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**Student Activity**

1. Students will imagine that the outcome of this battle had been defeat for Perry and his men and individually list the aspects of the painting they would change to indicate defeat. For example instead of the tattered flag flying high it could be sagging. Students should refer to the elements of art and think of as many ways as they can to change the mood of the viewer.
2. Students will write an essay explaining and describing the aspects of the painting they would change to reflect this defeat.

**Closure:**

**Teacher-led Activity**

- Ask students to self-assess their essays using the “Project Rubric.”

**Making Connections:**

**Art:** To extend the lesson, ask students to research the career of artist William Henry Powell or compare Powell’s painting to the print of “Perry’s Victory” by Currier and Ives.

**Music:** Ask students to listen to a recording of the folksong “Perry’s Victory” by George Ward. Ask students to research other folksongs based on important events.

**English/Language Arts:** Ask students to read “Perry’s Victory on Lake Erie” by Chelsea Curtis Fraser in Boy’s Book of Sea Flights. More advanced readers could read Theodore Roosevelt’s retelling of the battle in The Great Republic by the Master Historians.

**Parent:** Ask your child to conduct online research of the twin painting of *The Battle on Lake Erie* which was commissioned and is hanging in the Capital building in Washington D.C. For more information visit:

[http://www.senate.gov/artandhistory/art/artifact/Painting\\_33\\_00008.htm](http://www.senate.gov/artandhistory/art/artifact/Painting_33_00008.htm)

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***The Battle of Lake Erie – Perry's Victory***

**Project Rubric**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>Vocabulary</b>	<b>Organization</b>	<b>Quality of Ideas</b>
<b>Outstanding</b>	Uses elements of art vocabulary appropriately and effectively throughout the essay.	Shows clear organizational structure with an engaging introduction, effective body, and a conclusion that summarizes.	Provides an insightful discussion of ways to use the elements of art to change the painting from victory to defeat.
<b>Proficient (target for all)</b>	Uses elements of art vocabulary appropriately and effectively through most of the essay.	Shows organizational structure with a distinct introduction, body, and a conclusion.	Provides a reasonable discussion that explains ways to use the elements of art to change the painting from victory to defeat.
<b>Progressing</b>	Uses elements of art vocabulary appropriately and effectively through part of the essay.	Shows some organizational structure, but the introduction, body, and conclusion are not distinct.	Provides a limited discussion that identifies ways to use the elements of art to change the painting from victory to defeat.
<b>Beginning to show progress</b>	Uses elements of art vocabulary, but not often appropriately and/or effectively.	Has little discernable structure and/or is disorganized.	Provides a few sentences that identify ways to use the elements of art to change the painting from victory to defeat.

*Not Scorable: The student did not write an essay.*

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**Background:**

War of 1812: President James Madison requested a declaration of war to protect American ships on the high seas and to stop the British from impressing or seizing U.S. sailors. U.S. ships were being stopped and searched by both Great Britain and France, who were fighting each other in Europe. American attempts to invade Canada during the war failed but U.S. forces won a number of important naval battles. Americans saw the War of 1812 as a triumph that showed the new nation could fend off foreign threats.

The painting of the Battle of Lake Erie portrays the great and pivotal lake battle (September 1813) which pitted the lake fleets of the British against the lake fleet of the American Navy. Oliver Hazard Perry commanding the American fleet met up with the British off the Bass Islands in Lake Erie and soundly defeated them. This action effectively gave control of the lake to the Americans, and led to General William Henry Harrison's invasion of Canada. Perry is famous for his statement during the final stages of the battle, "We have met the enemy and they are ours."



***Perry's Victory* painted by William Henry Powell Cincinnati, Ohio 1865**

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