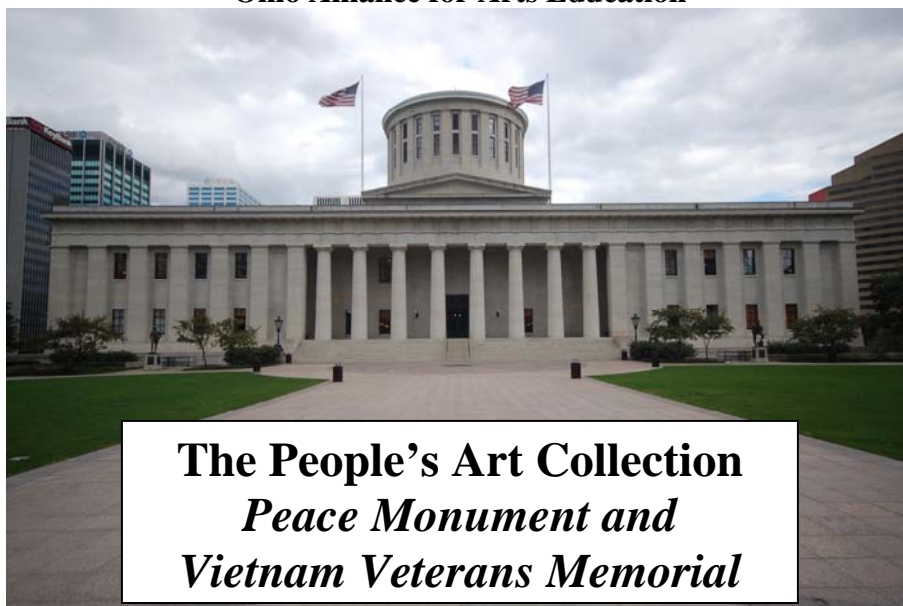


The People's Art Collection
Ohio Alliance for Arts Education



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 70,000 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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Peace Monument and Vietnam Veterans Wall
GRADE 8

Learning Outcomes:

The students will be able to:

1. Describe and compare the distinctive characteristics of two monuments.
2. Explain the social, cultural and political factors affecting the design of two monuments
3. Write an essay with the organizational structure of introduction, body and conclusion.

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 contexts that influence the function and role of visual art in the lives of people.

Benchmark: Compare and contrast the distinctive characteristics of art forms from various cultural, historical and social contexts.

Social Studies Standard: History: Student use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Grade Level Indicator: Explain the course and consequences of the Civil War.

English/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 increasingly sophisticated ways to create and produce compositions that reflect effective work and grammatical choices. 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.

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Assessment Strategy:

- Summative – Scoring rubric

Vocabulary:

- **Monument** - something erected in memory of a person, group or event, such as a building, pillar, or statue
- **American Civil War** (1861–1865) - a civil war between the United States of America (the "Union") and the Southern slave states of the newly-formed Confederate States of America under Jefferson Davis. The Union included all of the free states and the five slaveholding border states and was led by Abraham Lincoln and the Republican Party. Republicans opposed the expansion of slavery into territories owned by the United States, and their victory in the presidential election of 1860 resulted in seven Southern states declaring their secession from the Union even before Lincoln took office. The Union rejected secession, regarding it as rebellion.
- **Vietnam War** - occurred from 1959 to 1975. The war was fought between the Democratic Republic of Vietnam (North Vietnam) and the United States-supported Republic of Vietnam (South Vietnam). It concluded with a North Vietnamese military victory and total defeat of South Vietnamese forces. The war resulted in the unification of Vietnam under the communist government of the North. The U.S. participation in the war became one of the most decisive foreign policy issues in U.S. history. Some people believed the war was necessary to stop Communist aggression. Others believed that it was a civil war in which the U.S. should not be involved.

Time Needed: one 45-60 minute class

Materials:

- Images of both the *Peace* monument and the Vietnam Veterans Memorial
- Paper and pencil
- Scoring Rubric
- Information for the *Peace* monument:
http://www.ohiochannel.org/your_state/ohio_statehouse/education/capitol_square/peace_statue.cfm
- Information for the *Vietnam Veterans Memorial*: <http://thewall-usa.com/information.asp>

Step by Step Procedure:

Teacher-led Activity:

- Display image of *Peace* monument. Recap some of the main facts of the Civil War and its impact on the United States. Guide students through analyzing the *Peace* monument. Some guiding questions could include:

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- *What type of figure is portrayed?*
 - *What is she wearing and why? Does the fabric look as if it is static or flowing and how did the artist achieve this?*
 - *Why do you think the figure has wings?*
 - *What is the significance of the Olive branch she is holding? (Olive branch is a symbol of peace)*
 - *Why would the figure be elevated?*
 - *Do you think the sponsoring organization that commissioned the art work influenced the subject matter?*
 - *How does this monument represent our views of the Civil War?*
 - *How do you think the fact that this monument was created in 1923, well after the war, influenced its message?*
- Display image of *Vietnam Veterans Memorial*. Hold a short discussion on the controversy that surrounds this war and the implications that it had on the people of the United States. Do not divulge a great deal about the artist's intent of the wall. Allow the students to form their own opinion about its simplicity and see if students can make the connection through their comparison critique.
 - Provide students with the scoring rubric and discuss the requirements of the written critique.

Student Activity:

- Students will write a critique comparing and contrasting the distinctive characteristics of the two monuments. Their critiques should include how each monument reflects society's views on the two wars, and how they differ in the representation.

Closure:

- Ask students to self-assess their work using the scoring rubric.

Making Connections:

Art Educator: Ask students to look at several different national monuments to identify the choices of mediums, the representation styles (realistic or abstract) and the reasons behind these choices. Students could also do an in-depth analysis of monuments from other cultures and times.

Social Studies: Lead a discussion of the Vietnam War, its causes and controversies, and the impact on the culture and society of the 1960s.

Parent: With your child, compare and contrast the various monuments that are in your community or can be viewed online.

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Peace monument and the Vietnam Veterans Memorial

Comparative Critique Rubric

Student Name _____ Date _____

	4	3	2	1
Description	Provides a complete and detailed description and comparison of the distinctive characteristics seen in each artwork.	Provides a fairly complete and detailed description and comparison of the distinctive characteristics seen in each artwork.	Provides a partial description and comparison with limited detail of the distinctive characteristics seen in each artwork.	Provides a description that does not identify and/or provide details of the distinctive characteristics seen in each artwork.
Interpretation	Provides an insightful interpretation of the symbolic meaning of each artwork.	Provides a reasonable interpretation of the symbolic meaning of each artwork.	Provides a limited interpretation of the symbolic meaning of each artwork.	Provides little or no interpretation of the symbolic meaning of each artwork.
Analysis	Discusses with detail what social, cultural and political factors affected each design.	Explains what social, cultural and political factors affected the designs.	Identifies what social, cultural and political factors affected the designs.	Does not mention what social, cultural and political factors affected the designs.
Organization	Shows clear organizational structure with an engaging introduction, effective body, and a conclusion that summarizes.	Shows organizational structure with a distinct introduction, body, and a conclusion.	Shows some organizational structure, but the introduction, body, and conclusion are not distinct.	Does not have discernable structure and/or is disorganized.

Not Scorable: Student did not write a comparative critique on Peace monument and the Vietnam Veterans Memorial.

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Description: Peace
Artist: Bruce Wilder
Date of Work: 1923
Medium: Bronze and granite
Location: Statehouse, North Grounds
Size: 16 feet x 8 feet and 6 inches
x 5 feet and 2 inches
Note: The Goddess of Peace with
her olive branches held
high.



Description: Vietnam Veterans Memorial
Artist: Maya Ying Lin (Ohioan)
Date of Work: 1982
Medium: Black granite
Location: Washington, DC
Note: The Vietnam Veterans Memorial
recognizes the sacrifices and
contributions of one of
American's most controversial
wars. At a time when our nation
was so divided politically and
morally the monument was
needed to help begin our
country's healing. The artist
Maya Ying Lin purposefully
made it politically neutral, taking
neither side. She wanted it to be a
place of calm in a world of unrest
and pay tribute to every life lost.

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