

**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.



Portraits of Governor Taft and Governor Voinovich
GRADE 4

Learning Outcomes:

The students will be able to:

1. Identify symbols in portraits that convey characteristics of the subject.
2. Create a self-portrait which conveys significant interests and personality traits.

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.

Grade Level Indicator: Describe how artists use symbols and imagery to convey meaning in culturally representative works.

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 structures of power and authority to provide order, maintain stability and promote the general welfare.

Grade Level Indicator: Explain major responsibilities of each of the three branches of government in Ohio: item b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly.

English/Language Arts: Oral and Visual Communication: Students learn to communicate effectively through exposure to good models and opportunities for 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 to audience and purpose.

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

Assessment Strategy:

- Formative: Self-Portrait Planning Page

Vocabulary:

- **Executive Branch** – the branch of the United States government that is responsible for carrying out the laws

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- **Governor** – an elected United States official who is head of the Executive Branch of a state
- **Commission** – the fee paid to an artist by a person or group who requested the artwork
- **Lapel pin** – a small piece of jewelry worn on the lapel of a jacket or coat that has a clearly identifiable motif

Time Needed: one 45-60 minute class

Materials:

- Image of Governor Taft’s portrait
- Image of Governor Voinovich’s portrait
- 9 x 12 white drawing paper
- Writing pencils and colored pencils
- markers or crayons

Step by Step Procedure:

Teacher-led Activity

- Tell the students:
 - *As head of the Executive branch, the Governor of Ohio is responsible to see that all state laws are faithfully executed. He must make a speech about the condition of the state to the legislature each year and also make recommendations. The supreme Executive power is vested in the Office of Governor.*
 - *Each Ohio governor has a self-portrait commissioned at the end of his/her term. Very deliberate thought went into every aspect of the painting. Specific decisions regarding what the governors wear would be considered, everything right down to their ties and lapel pins. Some others questions they considered were: What did they want in the background? Would they hold something? What expression would they want on their face, a serious powerful one or a joyous smile? Portraits have evolved over the years to represent much more than a person’s physical features. A portrait can be used to convey what a person wants others to believe about him or her.*
- Display images of the two portraits. Guide the class to construct a Venn diagram on the board comparing and contrasting the two paintings. Remind students to pay attention to the details and elements such as color and balance. Ask:
 - *How much of the governor’s body is showing?*
 - *Is he holding an object? What is it?*
 - *What is he wearing? (Call attention to the lapel pins.)*
 - *Are there a lot of different colors in the painting?*
 - *Is he smiling?*
 - *Is he standing in the middle of the portrait?*
 - *Is he wearing any jewelry?*
 - *Is the painting comprised of warm or bright colors?*
 - *Why do you think the Governors made the choices they did?*

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- Explain:
 - *Governor Voinovich’s warm portrait centers its theme on children and education. He is wearing a “Save the Children” tie and is standing to the right side of his portrait. Voinovich’s portrait is a stark contrast to the white brightness of the bold background of Governor Taft’s portrait. The circle of the seal frames Governor Taft and the rays of the sun draw your eye to focus on him. He is holding a book written about his travels while in office with his finger on the page that portrays his children. Governor Taft stands front and center in his portrait while Governor Voinovich seems to share the space with the children.*
- Ask:
 - *What do these decisions tell us about these men?*
- Tell students that they will be creating a self-portrait. Ask students to spend some time reflecting who they are. Ask:
 - *What activities do you like to do?*
 - *Do you see yourself as serious, silly, friendly, or quiet?*
 - *What kind of clothes do you like to wear?*
- Distribute “Self-Portrait Planning Page” and review the rubric.

Student Activity

1. Students will brainstorm and complete the “Self-Portrait Planning Page,” listing activities that they like, such as sports, music, reading, etc., their personality traits and the details they want to see in their self-portrait. Students should make deliberate decisions about their facial expression, their clothing and the background and be able to explain these choices.
2. On 9” x 12” drawing paper, students will use pencil to draw their self-portrait.
3. Students will then add color to their finished portrait using either markers, crayons, or colored pencils.
4. Students will give an oral presentation explaining how their self-portrait reflects their interests and personality.

Closure:

Teacher-led Activity

- Choose and display a few of the self-portraits and guide the students to reflect on the portraits of their peers. Ask:
 - *What objects are shown in the portraits?*
 - *What do they tell you about the person?*

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Making Connections:

Art: This lesson can be extended by focusing the discussion towards the elements and principles of design in each painting.

English/Language Arts: Ask students to write an essay about the choices they made for their self-portrait and the reasons behind them.

Social Studies: Engage students in an in-depth discussion on the policy and careers of the two Ohio Governors while in office.

Parent: Spend some time looking at the other Governor portraits hanging in the Statehouse. A comprehensive list can be found at:

http://www.ohiochannel.org/your_state/ohio_statehouse/education/governor_portraits.cfm

Portraits of Governor Taft and Governor Voinovich

Self-Portrait Planning Page

Student Name _____ Date _____

Use this page to brainstorm and make lists about YOU that will help you design a self-portrait that reflects your personal traits and personality. Complete the sentences, then what you want your portrait to say about you. Finally, decide what will go into your portrait.

The activities I like to do are:

My personality traits are:

For my self-portrait, I will wear:

The objects to be in my self-portrait will be:

My facial expression for my self-portrait will be:

The background for my self-portrait will be:

The colors I will use for my self-portrait will be:

When you have completed your planning sheet, you may begin to create your self-portrait.

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Description: Governor Bob Taft (in office 1999-2007)

Artist: Leslie Adams

Date of Work: 2006

Medium: Oil on canvas

Location: Statehouse Room 122

Size: 52 inches x 34 inches

Note: Bob Taft was born in Boston, Massachusetts on January 8, 1942. Bob Taft began his career in public service as a volunteer teacher for the Peace Corps in East Africa. He has served Ohioans as a member of the Ohio House of Representatives, as a Hamilton County Commissioner, and as Ohio's Secretary of State. He was sworn in as Ohio's 67th Governor on January 11, 1999 and was elected to his second term as Governor in November 2002. He graduated from Yale University with a Bachelor of Arts degree in government in 1963, received his Master's degree in government from Princeton University in 1967 and earned his law degree from the University of Cincinnati Law School in 1976. Governor Taft's father and grandfather both served in the United States Senate, and his great-grandfather, William Howard Taft, served as the 27th President of the United States and Chief Justice of the U.S. Supreme Court.

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Description: Governor George Voinovich
(in office 1990-1998)

Artist: David Mueller

Date of Work: 1999

Medium: Oil on canvas

Location: Statehouse Room 122

Size: 52 inches x 38 inches

Note: Governor George V. Voinovich is a Republican from Cuyahoga County, Ohio. He was born in 1936 in Cleveland. His father was a prominent Cleveland architect. A 1954 graduate of Collinwood High School, Voinovich received his Bachelor's degree in 1958 from Ohio University in Athens. He then attended law school at The Ohio State University where he graduated in 1961. Voinovich was admitted to the Ohio bar shortly thereafter. His political career began in 1966 when he won election to the Ohio House of Representatives, the first of three terms. He lost a bid for the Cleveland Mayoral post in 1971, but was appointed Cuyahoga County Auditor to replace Ralph Perk who had won election to the post of Mayor. Voinovich ran for Lieutenant Governor on the ticket with Jim Rhodes in 1978. In 1979 Voinovich was convinced to run once more for Mayor of Cleveland and easily won over Dennis Kucinich. In 1988, Voinovich found himself in a battle with Howard Metzenbaum for the U.S. Senate, and lost. In 1989 he won the nomination for Governor and won in the general election against Anthony J. Celebrezze. Voinovich ran again in 1994, and won re-election in a battle with Robert Burch. In 1998, following his two successful terms as Governor, Voinovich won election to the U.S. Senate, and currently serves in that capacity.

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