

**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.



*These Are My Jewels*  
GRADE 4

**Learning Outcomes:**

The students will be able to:

1. Demonstrate active listening skills in-group discussions.
2. Create a work of art entitled “My Jewel Box” which honors a significant person in their life.
3. Write an artist statement that describes their “jewel” and explains their artistic and symbolic choices.
4. Evaluate their own learning by using formative and summative self-assessment tools.

**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:** Identify and select art materials, tools and processes to achieve specific purposes in their artworks. Initiate and use strategies to solve visual problems (e.g. construct three-dimensional art objects that have structural integrity and a sense of completeness).

**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:** Compare and contrast how art elements and principles are used in selected artworks to express ideas and communicate meaning. Explain the function and purpose (e.g. utilitarian, decorative, social and personal) of selected art objects. Describe how artists use symbols and imagery to convey meaning in culturally representative works.

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**Language Arts Standard: Writing Processes:** 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 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 conventions.

**Grade Level Indicator:** State and develop a clear main idea for writing.

**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 (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

**Grade Level Indicator:** Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

**Language Arts Standard: Communication: Oral and Visual:** 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:** Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).

**Assessment Strategy:**

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

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**Vocabulary:**

- **Sculpture** - a three-dimensional artwork
- **Form** - a three-dimensional object or representation of a three-dimensional object. Form is an element of art.
- **Bronze** - an alloy of copper and tin used for sculpture
- **Assemblage** - a type of three-dimensional artwork created by combining and connecting a variety of objects.

**Time Needed:** three 50 minute classes

**Materials:**

- Image of the sculpture *These are My Jewels*

**Internet Resources:**

- Ohio Statehouse website:  
[http://www.ohiochannel.org/your\\_state/ohio\\_statehouse/education/capitol\\_square/these\\_are\\_my\\_jewels.cfm](http://www.ohiochannel.org/your_state/ohio_statehouse/education/capitol_square/these_are_my_jewels.cfm)
- [www.InfOhio.org](http://www.InfOhio.org)
- Online virtual library of educational resources, including images, book, AV materials.  
[www.artcyclopedia.com](http://www.artcyclopedia.com)
- Resource for art images
- Slides, posters or books with images of Joseph Cornell boxes.

**Materials:**

- Paper (for sketching)
- Pencils
- Small wooden boxes or cardboard boxes (like shoe boxes)
- Photographs, images, and small items representative of person chosen as 'jewel'
- Magazines (source for images)
- Acrylic or tempera paints, brushes
- Glue
- Colored permanent markers
- Ruled paper for Artist Reflection

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**Step by Step Procedure:**

- Prior to beginning this art project, ask students to choose a person in their own life who has been a positive influence upon them. Have them bring in photographs, memorabilia and small items representative of this “jewel” in their lives.

**Day One**

***Teacher-led Activity***

- Display the image of the sculpture, *These Are My Jewels*. Explain that the sculpture depicts Ohio’s political and military leaders who contributed to the Union cause during the American Civil War. Tell the Roman myth about Cornelia to explain the meaning of the work’s title. Identify the seven “jewels” on the statue as Generals Ulysses S. Grant, William T. Sherman, James A. Garfield and Phillip Sheridan as well as Treasury Secretary Salmon P. Chase and Secretary of War Edwin Stanton, and Rutherford B. Hayes. Their names are inscribed at the bottom of each statue. Note that, after the Civil War, Garfield, Hayes and Grant became US Presidents. Lead a discussion of the sculpture by asking questions:
  - *What does Cornelia symbolize? (Ohio)*
  - *Who do the statues represent? (Ohio’s sons)*
  - *What is the media of this artwork? (Bronze statues; granite base)*
  - *What are its features and characteristics? (life-sized figures; drum-like base)*
- Introduce the vocabulary and the “My Jewels Box” project. Explain/discuss criteria for project rubric. Give directions for creation of artwork:
  - *Create a “My Jewels Box” assemblage in honor of someone who is a “jewel” in your own life.*
  - *You will paint a wooden box or small cardboard box (like shoe box) and then adorn it with photographs, images from magazines, small items and drawn symbols of the “jewel” you have chosen to honor in your artwork.*
- Remind students to bring in photographs, memorabilia and small items representative of this “jewel” in their lives.

***Student Activity:***

- Paint exterior and interior of box with acrylic paint in color of student’s choice.

**Day Two**

***Teacher-led Activity***

- Display images of a few examples of boxes created by artist Joseph Cornell (online images, slides, posters, and/or books). Discuss the artworks in terms of line, shape, color, texture and composition. Distribute the Project Checklist and the Artist Statement Guidelines.

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#### *Student Activity*

- Using the Project Checklist, create an artwork reflective of a person you consider to be a 'jewel' in your own life. Sketch symbols representing this person on paper with pencil, and then draw the symbols on your box using permanent markers. The symbols may be designed as a decorative pattern on the inside or outside edges of box or as a large design on the lid or inside of box. Arrange the two-dimensional items (photographs, magazine images, etc.) and any three-dimensional items and glue them to the box.

#### **Day Three**

#### *Teacher-led Activity*

- Review project directions.

#### *Student Activity*

- Finish creating the box.
- Complete the Project Checklist.
- Write an Artist Statement.

#### **Closure:**

#### *Teacher-led Activity*

- Display the student artwork along with artists' statements.
- Lead a group discussion about the artworks.

#### **Making Connections:**

- **Art:** Assign students to report on other artists who are known for making assemblages. Suggested artists are:
  - Louise Nevelson (1899 - 1988), an American artist, is known for her abstract expressionist "boxes" grouped together to form a new creation. She used found objects or everyday discarded things in her "assemblages" or assemblies, one of which was three stories high.
  - John Chamberlain (b. 1927) is a Chicago artist known for his sculptures of welded pieces of wrecked automobiles.
  - Edward Kienholz (1927 - 1994), an American artist collaborating with his wife, Nancy Reddin Kienholz, created free-standing, large-scale "tableaux" or scenes of modern life such as the Beanery, complete with models of persons, made of discarded objects.
  - Daniel Spoerri (b. 1930), a Swiss artist, is known for his "snare pictures" in which he captures a group of objects, such as the remains of meals eaten by individuals, including the plates, silverware and glasses, all of which are fixed to the table or board, which is then displayed on a wall.
- **Parent:** Ask your child to explain their "My Jewel" artwork and the symbolic choices he/she made. Help your child identify additional "jewels" in his/her life.

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- **English Language Arts:** Ask students to read The Day the Dam Broke, a humorous short story by Columbus native James Thurber that features the sculpture I.
- **Social Studies:** Ask students to research the lives of the leaders depicted in the sculpture *These Are My Jewels* and construct a timeline to show the order of significant actions taken by these men that made them famous.

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*My "Jewel" Box*

**Project Checklist**

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

For your project, you will create a box representing a "jewel" in your life. Use this checklist as a guide. Check the tasks as you complete them. At the end of the project, circle the tasks that are not completed or need improvement.

<b>Day One</b>	<b>Task</b>
	I have identified person(s) to be represented as the 'jewel' in my artwork.
	I have painted the interior and exterior of the box neatly.
<b>Day Two</b>	<b>Task</b>
	I have sketched symbols representative of my "jewel" on paper.
	I have drawn the symbols of my "jewel" on box with permanent marker.
<b>Day Three</b>	<b>Task</b>
	I have brought in two-dimensional (photographs, magazine pictures) and three-dimensional materials representing my "jewel."
	I have arranged the two-dimensional (photographs, magazine pictures) and three-dimensional materials in a pleasing way.
	I have glued the two-dimensional (photographs, magazine pictures) and three-dimensional materials to complete the box.
	My completed work shows good craftsmanship.
	I have used my own ideas and not copied from others.

## My “*Jewel*” Box

### Artist Statement Guidelines

On a separate piece of paper, you will write an artist's statement reflecting on your completed artwork. Be sure to use the vocabulary words correctly in your statement.

**Follow these steps:**

**STEP 1** – Give the name of the person you chose as your “jewel” and explain the reasons why you chose this person.

**STEP 2** – Describe your artistic choice of colors for your box and why you chose those colors.

**STEP 3** - Describe the significance of the symbols you designed to put on your box in permanent marker. Explain where you put your symbols on your box and why you put them there.

**STEP 4** – Describe what the two- and three-dimensional items glued to your box which represent your “jewel.”

**STEP 5** - Explain what you think is good about your box. Explain what you would do differently next time.

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***My “Jewel” Box***

**Project Rubric**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	<b>“Jewel” Box</b>	<b>Artist’s Statement</b>	<b>Group Discussion</b>
<b>Accomplished</b>	Created an original box by selecting and arranging two-and three-dimensional items that completely and creatively communicates his/her “jewel.”	Provided a rich artist statement describing the “jewel,” explaining artistic choices and significant symbols in great detail.	Consistently demonstrated active listening strategies throughout group discussions by asking focused questions, responding to cues and making eye contact.
<b>Competent (Target for All)</b>	Created an original box by selecting and arranging two-and three-dimensional items that clearly communicates his/her “jewel.”	Provided an adequate artist statement describing the “jewel,” explaining artistic choices and significant symbols with some detail.	Mostly demonstrated active listening strategies in group discussions by asking focused questions, responding to cues and making eye contact.
<b>Progressing</b>	Created an original box by selecting and arranging two-and three-dimensional items that communicates an impression of his/her “jewel.”	Provided a general artist statement describing the “jewel,” explaining artistic choices and significant symbols with a few details.	Partially demonstrated active listening strategies in the group discussion by asking focused questions, responding to cues and making eye contact.
<b>Beginner</b>	Created an original box by selecting and arranging two-and three-dimensional items that communicates a vague or incomplete impression of his/her “jewel.”	Provided an artist statement that did not adequately describe the “jewel,” and/or explain artistic choices and significant symbols and/or provide any detail.	Rarely demonstrated active listening strategies in the group discussion by asking focused questions, responding to cues and making eye contact.

*Not Scorable: Did not complete an artwork or artwork does not demonstrate student’s understanding.*

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Description: These Are My Jewels

Artist: Levi Tucker Scofield

Date of Work: c.1891-2

Medium: Mixed Media

Location: Statehouse, Grounds

Size: 31 feet 6 inches x 12 feet

Note: The Figure of Cornelia, set above her "Jewels".

Cornelia was the mother of the Gracchi of Rome. The Gracchi were two Roman brothers who were celebrated as great soldiers and tribunes. Tiberius Sempronius Gracchus the Elder - born 168 BC; and Caius Sempronius Gracchus born 177 BC.

It was Cornelia, the mother of the Gracchi, who, in response to a many-jeweled Roman matron's request to see some of her jewels, said, as she presented her sons: "These are my jewels". In the case of the late 19th century Ohio version the jewels were--Sherman, Grant, Stanton, Garfield, Sheridan, Hayes, and Salmon Chase. These were Ohio's great heroes of the military, and government. The Statue grouping was commissioned for the Columbian Exposition of 1893.

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