

**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.



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*Civil War Cannons*  
Ohio Statehouse  
GRADE 8

**Learning Outcomes:**

The students will be able to:

1. Illustrate an idea for a memorial skillfully and neatly.
2. Explain and defend their choice of a cause or person to memorialize.
3. Demonstrate persuasive writing by describing in detail the memorial they are proposing and providing support their proposal with evidence.

**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.

**Grade Level Indicator:** Explain and defend their artistic decisions using appropriate visual art vocabulary.

**Arts Standard: Valuing the Arts/Aesthetic Reflection:** Students understand why people value visual art. They present their beliefs about the nature and significance of selected artworks and the reasons for holding these beliefs. Students reflect on and respect diverse points of view about artworks and artifacts.

**Grade Level Indicator:** Discuss personal beliefs, values, feelings and assumptions when explaining their own perspectives on artwork and connect their responses to what they see in the work.

**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. Developing writers are able to select text forms to suit purpose and audience.

**Grade Level Indicator:**

Write persuasive compositions that (a) establish and develop a controlling idea; (b) support arguments with detailed evidence; (c) exclude irrelevant information; and (d) cite sources of information.

**Assessment Strategy:**

- Summative – Project Rubric

**Vocabulary:**

- **Monument** - a structure erected or maintained in memory of the dead or to preserve the remembrance of a person, event, or action
- **Memorial** - something that serves to preserve the memory or knowledge of a person or event

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- **Persuasive essay** - an essay that influences others by logic or reason
- **Rationale** - the underlying reason or rational basis

**Time Needed:** four 45-50 minute classes

### **Materials:**

- Images of the cannons and other war memorials at the Ohio Statehouse
- Paper for proposals

*Optional:* Video/DVD, “A Strong, Clear, Vision” about Ohio artist Maya Lin’s design of the *Vietnam Veterans Memorial* is an excellent teacher preparation for understanding the process and importance of creating proposals for public artworks. If time allows it could also be added to the lesson introduction.

### **Step-by-Step Procedure:**

#### **CLASS I: Exploring the idea of a memorial**

- Display photographs of the cannons and the other war memorials at the Ohio Statehouse. Give background information about the cannons and other memorials. (A summary is provided as an attachment, or you may choose to have students read the information provided on the Ohio Statehouse website with each of the memorials.)
- Ask students to consider how the cannons are alike or different from the other memorials. The purpose of this question is to have students start to be aware of the function of memorials, and to notice the difference between repurposing an object and designing one to be built for a purpose.
- Discuss with students the purpose of including the cannons as part of the Statehouse grounds memorial artwork. Ask:
  - *Why are the cannons displayed on the statehouse grounds, rather than in a museum, or at a battlefield site?*
  - *Why were the cannons saved at all?*
  - *How was the meaning of the cannons changed when they ended up on the Statehouse lawn instead of in an 1864 battlefield?*
  - *Why is it important to have memorials?*Allow some discussion. Notice what sort of reason students can (or can’t) see in this use of cannons.
- Tell students that one of the difficulties in creating public artwork is that memorials don’t mean the same thing to everyone who visits them. Ask students provocative questions about the cannons to encourage awareness of these differences, for example:
  - *How might someone from Georgia whose great, great grandfather died in the Civil War as a Confederate soldier react to the cannons?*
  - *How might a woman whose great-great grandmother was a slave react?*
  - *How might someone whose ancestors were Native Americans react?*

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- *How might a recent immigrant fleeing conflicts in the Middle East react?*
- *How would the cannons give a different message if they were captured from the Confederate army rather than merely being unused Union equipment?*
- Tell students that the purpose of the cannons at the Statehouse isn't explicitly stated. Ask students to speculate reasons. *Could it be that:*
  - *the object is displayed to provide comfort to the living that life goes on?*
  - *the object is displayed a point of patriotic pride?*
  - *the object is displayed because it tells a story important to the thoughtful education of the young?*
  - *the object represents pride in industrial or military technology?*
- Distribute the design guides, Requirements for a Memorial Proposal, found in this lesson.
- Read sections aloud with the students and discuss.
- Ask students to form small groups to brainstorm ideas for their memorials.

**Class II: Designing and drafting memorial ideas**

- Distribute the Project Rubric and discuss the criteria.
- Ask Students to choose their cause and give students ten minutes to write a short paragraph about their idea. Ask for volunteers to read their paragraphs aloud.
- Remaining class time can be used by students to make a rough draft sketch of their memorial.
- All paragraphs and rough sketches should be passed in and reviewed FOR CONTENT by the teacher before the next class meeting.

**Class III: Developing the proposal**

- Ask students to write a rough draft of the essay for their proposal. Remind them to refer to Requirements for a Memorial Proposal, found in this lesson.
- Ask students to work on the drawing of their memorial.
- Review student work and add any needed advice in writing before the next class period.

**Class IV: Completing the proposals**

- Ask students to use this class time to revise and complete their drawings and neatly rewrite their essays for display.

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**Closure:**

Meet briefly with individual students to help them consider revisions and enhancements for their artwork and essay.

**Making Connections:**

**Art:** As a lesson extension, ask students to analyze the aesthetic properties of national war monuments.

**Social Studies:** Ask students to research the types of cannons used in the Civil War or monuments and memorials honoring African-Americans.

**Parent:** Visit the Ohio Statehouse grounds with your child to see the actual cannons and memorials. Be sure to take advantage of the free personal guided tours that are available.

## **Cannons and Other War Memorials at the Ohio Statehouse**

### **The Spirit of '98' Memorial Statue**

This memorial is a nine-foot tall picture of a soldier holding a rifle. The Spirit of '98 was made by Frank Luis Jirouch in 1927-8. The statue memorializes the men of Ohio who fought and died for the United States in both the Spanish-American War (1898) and the Mexican incident at Vera Cruz when the United States Marines occupied the city in April through November of 1914.

### **Ohio World War Memorial**

This memorial is a nine-foot tall statue of a soldier. The figure is of a World War One Doughboy with rifle by his side. "This in commemoration of the veterans of the first World War.

### **The Goddess of Peace**

This memorial is 16 feet high and features the Goddess of Peace with her olive branches held high. It was designed by Bruce Wilson in 1923.

### **Civil War Memorial Sundial**

This 42 inch high sculpture was donated by the Daughters of the Grand Army of the Republic. This is in honor of the Union veterans of the Civil War and was dedicated on September 14<sup>th</sup>, 1941. (Bronze)

### **Vicksburg Memorial**

This memorial is eleven-feet tall and includes a bust of President Lincoln and a relief in marble of the commanders involved at the Battle of Vicksburg. The sculpture was created by Thomas D. Jones.

### **The Ohio Veterans Plaza**

The two marble sculptures, located at the north and south ends of the terrace display (carved in) letters from soldiers. There are letters to represent all the wars in which Ohio soldiers took part. The Plaza was designed by John Schooley in 2000.

### **Civil War Cannon**

The four Statehouse civil war cannon (cannons) were used by the 23<sup>rd</sup> Ohio Volunteer infantry. They are believed to be the remainders of the twelve 6-pounder bronze field guns and twelve 12-pounder Napoleons model 1857s purchased from Greenwood foundry (Cincinnati) by the State of Ohio in 1964. Although it is claimed that one of the cannons was relocated from Gettysburg after seeing action, known facts dispute this claim. There are no claims that any of the other Statehouse cannons saw action

## **Requirements for a Memorial Proposal**

### **Call for Proposals**

A wealthy (Cleveland/Columbus/Cincinnati) citizen has offered \$500,000 to be used by a charity or civic organization to build a memorial to honor people who gave their lives in a war, terrorist attack, disease (e.g. breast cancer), or natural disaster. The money will be awarded based on a drawing of the monument and a proposal that describes the design and explains why it properly honors the people who died. The memorial must highlight an object from the event to be remembered.

### **To choose your cause, consider:**

1. Is it important?
2. Is it something that most people know about, or should know about?
3. Does it need a memorial? Why is this the right time? (The Vietnam War Memorial was built to help heal bad feelings between people who thought we should have fought the war and those who didn't. The World War II Memorial was built only just in time to be seen by veterans who were dying of old age.)
4. What object would best honor and show respect for the cause or person you have chosen?

### **To illustrate your memorial idea:**

1. Be sure that you draw your monument skillfully and neatly.
2. Consider whether it needs a base to be best seen and to show respect for your cause or person.
3. Choose or create a setting. Do you want your memorial to be added to the Ohio Statehouse grounds, displayed at some other building, or in an existing park? Do you want a terrace or garden, trees or benches installed with the object?

### **To write about your idea**

1. Explain and defend why you chose this cause or person to memorialize.
2. What descriptive details will be needed for the judges to fully understand your drawing?
3. What do you need to point out to the judges so they will appreciate the importance of your idea and how well it honors the cause or people you want to commemorate?
4. What arguments supporting your memorial can you give to persuade the judges to choose your proposal for funding?
5. Sell it, don't just say it!

**Refer to the Project Rubric as you work.**

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***Civil War Cannons***

**Project Rubric**

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

	<b>Proposal Sketch</b>	<b>Proposal Essay</b>	<b>Proposal Essay</b>
<b>Outstanding</b>	The sketch shows highly developed skill, is very neatly drawn and demonstrates high respect for the chosen cause or person.	The proposal essay explains and defends the choice of a cause or person to memorialize with a large amount of description and detail.	The essay is extremely persuasive, giving many strong and convincing arguments that support the proposal.
<b>Proficient (target for all)</b>	The sketch is skillfully and neatly drawn and demonstrates respect for the chosen cause or person.	The proposal essay explains and defends the choice of a cause or person to memorialize with an adequate amount of description and detail.	The essay is persuasive, giving convincing arguments that support the proposal.
<b>Progressing</b>	The sketch shows some skill, is somewhat neatly drawn and suggests respect for the chosen cause or person.	The proposal essay explains and defends the choice of a cause or person to memorialize, but description and detail are not fully developed.	The essay is somewhat persuasive, giving some convincing arguments that support the proposal.
<b>Beginning to show progress</b>	The sketch shows a developing skill and/or is not very neatly drawn and/or suggests limited respect for the chosen cause or person.	The proposal essay explains and defends the choice of a cause or person to memorialize, but with little description and/or detail.	The essay is partially persuasive, giving few or no convincing arguments to support the proposal.

*Not Scorable: Student did not sketch or write essay.*



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Ohio Statehouse



Description: Civil War Cannon – 12 Pounder  
Napoleon/Cannon #2  
Artist: Greenwood Foundry, Cincinnati, Ohio  
Date of Work: 1864  
Medium: Bronze  
Location: Ohio Statehouse, Northeast Lawn  
Size: 56 inches x 9 inches x 72 inches

Description: Civil War Cannon – 6 Pounder Field  
Gun  
Artist: Greenwood Foundry, Cincinnati, Ohio  
Date of Work: 1864  
Medium: Bronze  
Location: Ohio Statehouse, Northwest Lawn  
Size: 56 inches x 7 inches x 65 inches



Description: Civil War Cannon – 12 Pounder  
Napoleon  
Artist: Greenwood Foundry, Cincinnati, Ohio  
Date of Work: 1864  
Medium: Bronze  
Location: Ohio Statehouse, Southeast Lawn  
Size: 56 inches x 9 inches x 72 inches

**Note about the cannons:** There are “261 known Civil War cannons surviving with the borders of Ohio”, this according to Duane Rezzo and expert in these matters. The State of Ohio apparently purchased some 12- 6 Pounders and 12 – 12 Pounder Napoleons in 1864. Eleven of these survived. Of the 6 Pounders – one is privately owned in Georgia, one is in Grove Cemetery, Kenton, Ohio, one is in North Carolina and another at the VFW Post in Norwalk, Ohio. Of the 12 Pounder Napoleons – one graces the Ohio Veterans Home in Cincinnati, and the other two are at the Children’s Home in Xenia.

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