

**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 Delagrange, Cleveland; Susan Wolf, Yellow Springs; Leslie Koelsch, Avon; Joseph Bell, Mount Vernon; Janelle Hallett, Columbus; and Roberta Newcomer, Worthington.



*Classroom Bronzes,*  
*How Learning Changes Over Time*  
GRADE 3

**Learning Outcomes:**

The students will be able to:

1. Identify details in the figures and background of the Historic Classroom Bronze to describe the experience of going to school in the past.
2. Identify details in the figures and background of the Modern Classroom Bronze to describe the experience of going to school in the late Twentieth Century.
3. Make a detailed drawing depicting what an Ohio classroom might look like in the future.

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

**Grade Level Indicator:** Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past.

**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:** Create an original work of art that illustrates a story or interprets a theme.

**Social Studies Standard: History:** Students 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:**

Describe changes in the community over time including changes in businesses, architecture, physical features, employment, education, transportation, technology, religion, and recreation.

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**Assessment Strategy:**

- Summative: Rubric

**Vocabulary:**

- **Illustration** – a picture intended to explain or teach
- **Relief sculpture** – a sculpture that is three-dimensional on
- **Bronze** – a mixture of copper and tin used as a medium for sculpture
- **Foreground** – the part of a picture that seems closest to you
- **Background** – the part of an artwork behind the objects in the foreground
- **History** – a narrative of events

**Time Needed:** two 45 minute classes

**Materials:**

- Images of the historic and modern classroom bronzes
- Paper and pencils for drawing

**Step-by-Step Procedure**

**CLASS 1**

***Teacher-led activity***

- Show students the images of the historic and modern classroom bronzes. Tell the students that the two bronze pieces were commissioned and donated by the Ohio State Teachers Retirement System in 1995 to commemorate the 75th anniversary of their formation. Mention that the artist was George Danhires of Kent, Ohio and that the sculptures are located in the Map Room of the Statehouse.
- Ask if students know the art media. If none does, explain that they are relief sculptures created out of bronze. Tell them that the relief sculptures are a particular type of sculpture that can be used as a picture on the wall. Ask:
  - *How is the relief sculpture different from a photograph of a classroom?*
- Through class discussion, ask students to identify and explain the details of the historic classroom. Be sure that students know that this is a piece of artwork created in the present, but based on the artist's careful study of the past. Discuss the room itself, the people in the foreground and the objects on the walls in the background.

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Historic Classroom Details

*The People:* Clothing suggests that this is a classroom from the late 1800's. Who is the teacher?

*The Room:* wood/coal stove for heat

*Background Details:* Stuffed owl, American flag, flat maps of the world in two hemispheres, portraits of William Shakespeare, George Washington, Blue Jacket (??), oak, maple, elm and buckeye leaves, a pendulum clock, books, drawing of Viking ship, the date "1803", cursive alphabet in two styles, roman and Arabic numerals, Ohio president names.

- Ask students to identify the details of the modern classroom bronze. The discussion should encompass the room itself, the people and the objects.

Modern Classroom Details

*The People:* Who is the teacher? Who is the other adult? (a signer for the hearing impaired signing, "to learn")

*The Room:* What is not there? (coal stove, scuttle, broom)

*Background Details:* space capsule, John Glenn and Neil Armstrong, Wright flyer, pyramids, more 3-D representations of globes, the milky way, Greek temples, fewer examples of handwriting

- Looking at both relief sculptures, lead a discussion about why the artist chose the content of the bronzes. Ask:
  - *Why didn't the artist include a whole classroom of people?*
  - *How do the objects displayed reflect values important then and now?*
  - *How did the artist organize the people and background information?*
  - *Are all the people equally three dimensional?*
  - *Are there enough students shown to represent a whole class?*
  - *Are the students seated at their desks, or gathered around the teacher?*
  - *Does the artist's view of a modern classroom represent your classroom?*
  - *Would this classroom be a good description of every schoolhouse in Ohio?*
  - *If we want this to represent OUR community specifically, what would be changed?*
- Students will compare past educational classrooms to present educational classrooms and consider how education reflects the society and times.

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- At the end of class, introduce the art project to be done in the following class. Tell students that they will create a picture of what they think a new classroom bronze—to be made fifty years from now--will look like.

**CLASS 2**

*The Classroom of the Future*

- Ask students to brainstorm with a partner what a classroom in Ohio might look like fifty years from now (for their grandchildren). Ask students to imagine what might have changed:
  - *Who might be participating in the learning?*
  - *What might students need to learn?*
  - *What technology might be used for learning?*
  - *What might be the setting for learning?*
- Explain the student activity and ask students to review the rubric.

***Student Activity:***

Using the ideas students brainstormed with their partners, students will draw individual pictures of their Classroom of the Future. The drawings should use the conventions demonstrated in the original bronzes (background & foreground; a setting with representational objects and figures).

**Closure:**

***Teacher-led Activity***

- Display the pictures that students created. Ask:
  - *What settings do you see in the pictures?*
  - *What do you notice about the people in the pictures?*
  - *What technological changes are evident in the pictures?*
  - *Are any social changes depicted?*
  - *How can we judge whether these would be good changes or bad changes?*

**Making Connections:**

**Visual Art:** Extend this lesson by asking students to transform their drawings into relief sculptures out of aluminum foil.

**English/Language Arts:** Ask students to write a narrative that sequences events of a day in the Classroom of the Future.

**Parent/Grandparent:** Describe what a classroom was like when you were in third grade and ask your child to describe how his/her classroom is different.

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*Classroom Bronzes*

**Rubric**

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

	<b>Verbal description of the Classroom Bronzes</b>	<b>Depiction of Theme: Classroom of the Future</b>	<b>Descriptive Detail in Drawing</b>
<b>Outstanding</b>	Student names figures and objects, elaborates with detail about what they represent and enthusiastically participates in discussion.	Drawing embodies the theme (Classroom of the Future) with imaginative ideas of education in the future.	Drawing shows lots of rich detail of representational objects and figures which are placed in both the foreground and background.
<b>Proficient (target)</b>	Student names figures and objects, identifies what they represent and willingly participates in the discussion.	Drawing conveys the theme (Classroom of the Future) with clear ideas of education in the future.	Drawing shows detail of representational objects and figures which are placed in both the foreground and background.
<b>Progressing</b>	Student names a few figures and/or objects, but is not sure what they represent and/or is reluctant to participate in the discussion.	Drawing indicates the theme (Classroom of the Future) with vague ideas of education in the future.	Drawing shows some detail of representational objects and figures which are placed in both the foreground and background..
<b>Beginning to show progress</b>	Student names one or two items and/or can not identify what they represent and/or is not willing to participate in the discussion.	Drawing suggests the theme (Classroom of the Future), but ideas of education in the future are undeveloped or indistinguishable.	Drawing shows little detail of representational objects and figures, but may not place them in both the foreground and background.

*Not scorable: Did not contribute to the discussion; did not complete an artwork.*

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Description: Bronze Plaque depicting schools of the past  
Artist: George Danhires  
Date of Work: 1995  
Medium: Bronze  
Location: Statehouse Map Room  
Medium: Bronze  
Location: Statehouse, Map room  
Size: 56 inches x 60 inches  
Note: The school house of the early nineteenth century in Ohio. This work was commissioned and donated by the Ohio State Teachers Retirement System



Description: Bronze Plaque depicting the Schoolhouse of today  
Artist: George Danhires  
Medium: Bronze  
Date of Work: 1995  
Location: Statehouse Map Room  
Size: 56 inches x 60 inches  
Note: The School house of today is commissioned and donated by the Ohio State Teachers Retirement System to commemorate the 75th anniversary of their formation.

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