

# Who is Cyrus Dallin?

Cyrus Edwin Dallin (1861-1944) Springville, Utah

**Protest**, 1904

Sculpture-bronze cast, 20-1/2<sup>3</sup>/<sub>4</sub> x 17<sup>3</sup>/<sub>4</sub>

## SUGGESTED CLASSROOM ACTIVITIES

### QUESTION FOR LOOKING

(History, Aesthetics, Criticism)

What is the Native American protesting? Does the pose of the horse and rider convey a certain feeling or mood? What position do you think this Native American holds in his tribe? Why is he riding bareback? By the way he is dressed is it possible to guess when he lived? Considering the time period in which he lived, does he have a right to be angry?

### ACTIVITIES

#### 1. Visual Arts-expressing

**Objective:** To show how different moods are created by the position of the body.

Explain to the student that figure drawing is more than just correctly drawing the human anatomy. The drawing also must catch the actions of the person in whatever he or she is doing. Have the students draw a series of quick sketches of the human body in poses that suggest anger, fear, stress, happiness or relaxation, and have them try to capture the essence of that mood just by the way the body is positioned.

#### 2. Visual Arts-expressing

**Objective:** To create a relationship between the real and the imaginary.

Using the same Native American rider, have the students create different means of transportation for him by creating imaginary creatures for him to ride (for elementary grades).

#### 3. Social Studies

**Objective:** To help the students understand the plight of the Native American in the 1800s, during their disputes over land.

Have each student study one of the treaties that were made between the U.S. government and the Native Americans in the 1800s and then write a research paper on what has

happened to that treaty since it was signed. Have them report on whether the treaty is still in effect or if it has been broken. Discuss what has happened to the treaty.

#### **4. Language Arts**

**Objective:** To help the students to define and to express in writing the meaning of the word „protest.<sup>¾</sup>

Have the students study the sculpture *Protest*. Then have them write about the meaning of the „protest.<sup>¾</sup> Discuss the reasons why the Native American might be protesting. Assign the students to pick out one thing that has happened to them they felt was unfair and write a one page essay describing their feelings.

#### **5. Dance**

**Objective:** To help dance students capture the essence of various moods through their body position and shape.

Divide the dance floor into an imaginary grid and designate each section to be a certain mood, such as anger, fear, joy, hatred, calmness, agitation, etc. Have the students move through the grid in a set floor pattern. As they move into each section they must express with their body position, shape, and movement the mood of that section. Have half the students participate at a time, the other half watch and critique the movements of the dancers and determine if they were successful in creating the different moods in each grid.