

# Who is Cyrus Dallin?

Cyrus Edwin Dallin (1861-1944) Springville, Utah

**Jimbo**, 1928

Plaster, 15" x 7-1/2"

## SUGGESTED CLASSROOM ACTIVITIES

### QUESTIONS FOR LOOKING

(History, Aesthetics, Criticism)

Think of reasons why the artist picked this boy to sculpt. What is it sculpted of? Do you think this sculpture will be around in one hundred years? What if it were outside for one hundred years? Do you think this sculpture belongs in a museum or in someone's home? Would you feel the same about this artwork if it were in a hat store in the mall? Does the sculpture tell you anything about the boy? What emotions could the boy be expressing? Would you have liked Cyrus Dallin to pick you as his model?

### ACTIVITIES

#### 1. Visual Arts-expressing

**Objective:** Students will understand why titles are an important part of an artwork.

Show the image of Dallin's *Jimbo* without mentioning the title. After viewing the image, have students list two or three titles that might be appropriate for this artwork. Have a few students share their ideas with the class.

Share the following list of made up titles with students and discuss how their perception of the artwork changes. Titles: *War Child*, *The Little Thief*, *An Aids Memorial*, *Jimbo's Restaurant*, *Bad Hair Day*, *Looking Back to Days of Innocence*, *My Mom Makes Me Wear this Dumb Hat*, *Waiting for Father*, *Hi*, *My Name Is Fred*, etc.

Then discuss the following information regarding the image: Dallin sculpted this artwork in 1928. It is a plaster bust. The sculpture is a portrait of the son of Martin K. Bovey, Dallin's friend and neighbor.

#### **Extension:**

Pass out photocopies of artworks the students are familiar with. For example, artworks in books, or posters like the *Mona Lisa* by da Vinci or *The Scream* by Edvard Munch.

Photocopy each famous work several times, and leave a space at the bottom for students to write the new titles of the masterpieces, then display them.

Evaluation:

Have students present their newly titled artworks to the class. Have students vote on the three titles which change the idea of the artwork the most.

## **2. Science**

**Objective:** Students will experiment with how weather affects different art mediums.

This activity will probably work best if students work in cooperative learning groups with each group being assigned one art medium to experiment with.

Begin by having students research the different mediums that are most commonly used in art (i.e. plaster, marble, fired clay and unfired clay, clay that has been glazed, watercolor, oil paint, acrylic, paper, canvas, metal).

Next, have students find or make samples of each and bring them to class.

Have students list the elements that could affect each of these art mediums if the medium were left outside. (Rain, hail, wind, freezing temperatures, sun, earthquake, etc.)

Have students contrive ways in which they can reenact these weather conditions and bring the appropriate tools to class. (For example, using a blow dryer for hot wind, putting artworks in a freezer, etc.)

Next, have students create a log to record how each medium held up under the different weather conditions.

This activity can be used in conjunction with, after, or before a lesson on weathering.

## **3. Language Arts**

**Objective:** Students will use titles as a source of inspiration to write a story about the sculpture *Jimbo*.

Titles are an important part of the artwork. The title can give us clues and insights into the meaning of the artwork or the artist's intentions. Titles are also important in literature, music and drama productions. Have students make up a new titles for various examples of literature, artworks, musical renderings and/or dramatic productions that the students might be familiar with. Following are a few examples:

A Tale of Two Cities  
The Phantom of the Opera  
The Scarlet Letter  
White Christmas

Mona Lisa  
Our Town

Have the students then write a brief explanation of their new title. Discuss if the new titles are more "informative" than the original titles.

#### **4. Mathematics**

**Objective:** Students will be able to identify and describe pyramids and prisms, using the terms face, edge, and vertex.

Using a sculpture image, the students will be able to locate various parts of the sculpture that have a face, edge and vertex. This objective would best be filled by looking at various images. Students would then be able to describe in writing the pyramids and prisms by using geometric terminology. They could then be given a problem where they were to create a prism using so many vertices, faces and edges have them create a figure.