UNIT OF STUDY: Dale Lamphere, sculptor

TITLE OF LESSON PLAN: Prairie Values

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

Fine Arts:
- Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
- Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.

U.S. History:
- 3.US.2.1 Students are able to identify a community’s culture and history.
- 4.US.1.1 Students are able to explain factors affecting the growth and expansion of South Dakota.
- 4.US.2.1 Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.

Government:
- 4.C.1.2 Students are able to describe key events related to South Dakota’s entry into statehood.

Writing:
- 3.W.1.3 Students can write a paragraph using supporting details.
- 4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.

Listening and Viewing:
- 3.LVS.1.4 Students can demonstrate presentation skills.
- 4.LVS.1.3 Students can express ideas and convey information in an oral presentation.

ASSESSMENT STRATEGIES:
- Class discussion
- Observation of sculpture using VTS
- Observation of students working in small groups
- Group presentation skills
- Evaluation of student writing using 6+1 Writing Traits as a guide

LEARNING OBJECTIVES:
- Students will learn about South Dakota sculptor Dale Lamphere.
- Students will define: virtue, wisdom, integrity, vision, and courage.
- Students will explain how one of the four SD virtues defined the settlers that founded the state back in 1889.
• Students will list examples of how elements of that virtue are still found in South Dakota today.

**TIME REQUIRED:**
• Two class periods of 30 minutes each

**MATERIALS/TECHNOLOGY NEEDED:**
• Access to the Internet or other library resources (i.e. dictionaries)
• Journals
• Pens/pencils

**BACKGROUND INFORMATION:**
Dale Lamphere is described by the South Dakota Art Museum’s Winter/Spring 2004 Newsletter as a sculptor that incorporates, “…stainless steel, cast bronze, wood, and stone” (1). He mentions in the same Newsletter article that, “The common thread in my sculpture is. . .mass, light and shadow” (1).

These four statues are found in the State Capitol in Pierre. They were dedicated to the people of South Dakota in 1989, commemorating the state centennial. As part of a unit on South Dakota Statehood, show students the following statues created by artist Dale Lamphere, “Wisdom”, “Integrity”, “Vision”, and “Courage”.

**LESSON DESCRIPTION:**
• Start by dividing the class into four groups. Provide each group with an image of one of the statues. Explain to students that these statues are found at the SD Capitol. They were each dedicated to the citizens of South Dakota in 1989 during the state centennial celebrations.
• Groups will begin the process by using VTS observations to brainstorm a list of what they see in this statue and how it represents the virtue the statue is titled.
• Next, groups will need to write a single definition of the virtue.
• Students will also explain how elements of their definition are reflected by the artist in the statue.
• Groups will present their statue and definition of the virtue to the rest of the class. (Write each group’s definition on the board for future reference.)
• The entire class can discuss all of these virtues and how they would relate to the people responsible for pushing for statehood for South Dakota.
• Next, have each student pick one of the virtues discussed in class. Then have students think about the citizens of South Dakota today. In their journals, have students list examples of how elements of that virtue are still found in South Dakota today. Students should write a sentence or two about one of the examples that they have listed.

**ENRICHMENT:**
Students could name a fifth virtue that would define South Dakotans of the past, present, and future. Students could write an explanation for that virtue and how it relates to citizens of the
state. Students could also draw an image of how they would represent that virtue in the form of a statue.

If possible, students could take a field trip to Pierre and look at each of these statues inside the Rotunda of the SD Capitol.

**BIBLIOGRAPHY/RESOURCES:**