INTRODUCTION

In 1864, Congressman Justin Morrill of Vermont proposed converting the former House of Representatives Chamber into a venue for displaying statues of notable Americans from each state. Signed into law that same year, the National Statuary Hall Collection now consists of 100 statues. All 50 individual states have contributed 2 statues (either bronze or marble) to honor those determined to be notable and worthy of commemoration.

There are many ways students can engage and explore the National Statuary Hall Collection. What follows is a framework for one approach. In this lesson, students consider the collection and what constituted the inclusion of an individual at the time their statue became part of the collection. Students research one individual and develop a persuasive statement outlining why they feel this person was chosen to be represented by a statue in the collection. While intended for 8th grade students, the lesson can be adapted for other grade levels.
**Estimated Time**
Three to five class sessions

**National Standards**
United States History National Standards
(Specific Era addressed depends on selection of individual to research)

Common Core State Standards for English Language Arts, grade 8
Reading Informational text 1, 2, 6
Writing 2, 4, 5
Speaking and Listening 1, 4

Common Core State Standards for Literacy in History/Social Studies, grade 8
Reading 1, 2
Writing 1, 2, 7, 8

**Learning Skills**
Reading, group discussion, chronological thinking, research, writing persuasively

**Essential Question**
What is the significance of the statues in the National Statuary Hall Collection? Which individuals are featured in this collection? How does their inclusion reflect the time in which they were selected?

**Documents and Worksheets**
Primary source material:
- Images of all the statues [http://www.aoc.gov/cc/art/nsh/index.cfm](http://www.aoc.gov/cc/art/nsh/index.cfm) in the National Statuary Hall Collection

Secondary source material:
- Annotated webography of sources related to the National Statuary Hall Collection including links to images of each statue and biographic information about the individual represented.
Suggested Activities

• Begin by introducing students to the National Statuary Hall Collection — 100 statues, 2 from each state, displayed in the Capitol building. These statues are of individuals, all now deceased, who were determined by the citizens of their state to be worthy of recognition — leaders, teachers, scientists and inventors, military professionals, doctors, explorers.

• Look closely at text from the 1864 law that created the National Statuary Hall Collection. “...the President is hereby authorized to invite each and all the States to provide and furnish statues, in marble or bronze, not exceeding two in number for each State, of deceased persons who have been citizens thereof, and illustrious for their historic renown or for distinguished civic or military services such as each State may deem to be worthy of this national commemoration; and when so furnished the same shall be placed in the Old Hall of the House of Representatives, in the Capitol of the United States, which is set apart, or so much thereof as may be necessary, as a national statuary hall for the purpose herein indicated.”¹

What are the guidelines for inclusion in the collection?

• Review the names of individuals who are in the collection then look at the statues associated with your state. Examine the information on the AOC website (http://www.aoc.gov/the-national-statuary-hall-collection) (and in the annotated webography). Who are the individuals represented as statues? Are students familiar with any of them? What year were they chosen? Why do students think these individuals were chosen to be part of this collection?

• Students choose one statue to research (see teacher tip). Citing biographical information, regional and national history, students write a content-rich and persuasive statement addressing the following questions: Who is the person immortalized as a statue in the collection and what important story can be told by their inclusion? When was the statue chosen to be included in the collection; what is the historical context? Why do you feel this individual was chosen? Does the story engage our interest today or are other stories perhaps more compelling and interesting?

• Students share persuasive statements via class discussion and oral presentation. They may present in a scholarly or dramatic fashion (taking on the point of view of the person they have researched or a person who originally nominated that individual for inclusion). Students may also share statements via a publication or classroom exhibit that accompanies an image of the statue they’ve chosen.

• As a culminating discussion, consider the statues students have researched. Do these individuals possess shared characteristics, experiences, or stories? If laws changed and students could nominate an additional statue (to represent their state or be included more generally) who else might they want included? (If you reside in a U.S. Territory, who would they nominate?)

Teacher Tip
The choice of which individual to research is flexible according to teacher needs and classroom curriculum. For example, students might research individuals from their own state or region, from a different state, from a particular time period, or a specific gender or ethnicity.

Extended Activity
• Students host an “event” (i.e. live from statuary hall) where each student represents one individual or statue in the collection who they have researched. Students interact in character, speaking out in turn, responding to questions on a panel or in an interview.
• Students create a Facebook page for their individual (who would s/he friend, what pages would they like, who would they block, what groups would they belong to, etc.) Write several key “updates” or tweets from that person’s point of view.
• Use this lesson as a year-end wrap up activity. Ask students to review individuals whom they have studied over the past year, choose one person to focus on and write a persuasive argument that this person should be honored (in a classroom “hall of fame,” or highlighted in some way).

Annotated webography of sources related to the National Statuary Hall Collection
This page provides background information about the National Statuary Hall Collection including its origin, text from the original proposal for the collection, subsequent amendments or changes to the collection and how the collection is currently exhibited in the Capitol building.

Here are the Procedure and Guidelines for Replacement of Statues in the National Statuary Hall Collection.
Listed in alphabetical order by state, here are links to downloadable images of each statue in the National Statuary Hall Collection as well as brief biographical information. Images of each statue are also available on Flickr at http://www.flickr.com/photos/uscapitol/
sets/72157627813892145/show/with/6264064421/

**Alabama**
- Helen Keller given to the collection in 2009 (replacing a statue of Jabez Lamar Monroe Curry)
- Joseph Wheeler given to the collection in 1925

**Alaska**
- Edward Lewis Bartlett given to the collection in 1971
- Ernest Gruening given to the collection in 1977

**Arizona**
- Eusebio Kino given to the collection in 1965
- John Campbell Greenway given to the collection in 1930

**Arkansas**
- James Paul Clarke given to the collection in 1921
- Uriah Milton Rose given to the collection in 1917

**California**
- Father Junipero Serra given to the collection in 1931
- Ronald Wilson Reagan given to the collection in 2009
Colorado
- Florence R. Sabin given to the collection in 1959
- John Swigert Jr given to the collection in 1997

Connecticut
- Jonathan Trumball given to the collection in 1872
- Roger Sherman given to the collection in 1872

Delaware
- Caesar Rodney given to the collection in 1934
- John Middleton Clayton given to the collection in 1934

Florida
- Edmund Kirby Smith given to the collection in 1922
- John Gorrie given to the collection in 1914

Georgia
- Alexander Hamilton Stephens, given to the collection in 1927
- Crawford W. Long given to the Collection in 1926

Hawaii
- Father Damien given to the collection in 1969
- King Kamehameha I given to the collection in 1969

Idaho
- George Laird Shoup given to the collection in 1910
- William Edgar Borah given to the collection in 1947
Illinois

- Frances Willard given to the collection in 1905
- James Sheilds given to the collection in 1893

Indiana

- Oliver Hazard Perry Morton given to the collection in 1900
- Lewis Wallace given to the collection in 1910

Iowa

- James Harlan given to the collection in 1910
- Samuel Jordan Kirkwood given to the collection in 1913

Kansas

- Dwight D. Eisenhower given to the collection in 2003 (replacing George W. Glick
  http://www.aoc.gov/capitol-hill/national-statuary-hall-collection/george-washington-glick-replaced,
  marking the first time a state replaced one of its statues)
- John James Ingalls given to the collection in 1905

Kentucky

- Ephraim McDowell given to the collection in 1929
- Henry Clay given to the collection in 1929

Louisiana

- Edward Douglass White given to the collection in 1955
- Huey Pierce Long given to the collection in 1941
Maine
- Hannibal Hamlin given to the collection in 1935
- William King given to the collection in 1878

Maryland
- Charles Carroll given to the collection in 1903
- John Hanson given to the collection in 1903

Massachusetts
- John Winthrop given to the collection in 1876
- Samuel Adams given to the collection in 1876

Michigan
- Gerald R. Ford (replacing Zachariah Chandler)
  given to the collection in 2011
- Lewis Cass given to the collection in 1889

Minnesota
- Henry Mower Rice given to the collection in 1916
- Maria Sanford given to the collection in 1958

Mississippi
- James Zachariah George given to the collection in 1931
- Jefferson Davis given to the collection in 1931
Missouri
- Francis Preston Blair given to the collection in 1899
- Thomas Hart Benton given to the collection in 1899

Montana
- Charles Marion Russell given to the collection in 1959
- Jeannette Rankin given to the collection in 1985

Nebraska
- William Jennings Bryan given to the collection in 1937
- Julius Sterlin Morton given to the collection in 1937

Nevada
- Patrick Anthony McCarran given to the collection in 1960
- Sarah Winnemucca given to the collection in 2005

New Hampshire
- Daniel Webster given to the collection in 1894
- John Stark given to the collection in 1894

New Jersey
- Philip Kearny given to the collection in 1888
- Richard Stockton given to the collection in 1888

New Mexico
- Denis Chavez given to the collection in 1966
- Po'Pay given to the collection in 2005
New York
• George Clinton given to the collection in 1873
• Robert R. Livingston given to the collection in 1875

North Carolina
• Charles Brantly Aycock, given to the collection in 1932
• Zebulon Vance given to the collection in 1916

North Dakota
• John Burke given to the collection in 1963
• Sakakawea given to the collection in 2003

Ohio
• James A. Garfield given to the collection in 1886
• William Allen given to the collection in 1887

Oklahoma
• Will Rogers given to the collection in 1939
• Sequoyah given to the collection in 1917

Oregon
• Jason Lee given to the collection in 1953
• John McLoughlin given to the collection in 1953

Pennsylvania
• John Peter Gabriel Muhlenberg given to the collection in 1889
• Robert Fulton given to the collection in 1889
Rhode Island
- Nathaniel Greene given to the collection in 1870
- Roger Williams given to the collection in 1872

South Carolina
- John Caldwell Calhoun given to the collection in 1910
- Wade Hampton given to the collection in 1929

South Dakota
- Joseph Ward given to the collection in 1963
- William Henry Harrison Beadle given to the collection in 1938

Tennessee
- Andrew Jackson, given to the collection in 1928
- John Sevier given to the collection in 1931

Texas
- Sam Houston given to the collection in 1905
- Stephen Austin given to the collection in 1905

Utah
- Brigham Young, given to the collection in 1950
- Phil T. Farnsworth given to the collection in 1990

Vermont
- Ethan Allen given to the collection in 1876
- Jacob Collamer given to the collection in 1881
Virginia
• George Washington given to the collection in 1934
• Robert E. Lee given to the collection in 1909

Washington
• Mother Joseph given to the collection in 1980
• Marcus Whitman given to the collection in 1953

West Virginia
• Frances Harrison Pierpont given to the collection in 1910
• John E. Kenna given to the collection in 1901

Wisconsin
• Jacques Marquette given to the collection in 1896
• Robert M. La Follette given to the collection in 1929

Wyoming
• Ester Hobart Morris given to the collection in 1960
• Washakie given to the collection in 2000