STEAM LESSON PLAN

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Grade Level Middle school (adaptable for lower and higher grades)

THEME Progress
INSPIRED BY N.C. Wyeth, Illustration for Fisk Cord Tires

PROJECT TITLE: WHEN SHARKS MEET ART

DRIVING QUESTION
How do you use illustrations to sell products without emphasizing cultural divides?

STUDENT LEARNING OBJECTIVES: Put these on the board or have students write them in a notebook/journal.

• I will create an innovative product and marketing campaign for it.
• I will respond to illustrations for advertisements from the early 20th century.
• I will present, with my classmates, a pitch for our product in a "Shark Tank" like format.
• I will connect creativity with math to produce a strong pitch.

CONTENT STANDARDS
NEBRASKA CONTENT AREA STANDARDS
IOWA CORE STANDARDS

THE FOUR C'S FOR STEAM CAREER READINESS SKILLS

• Critical Thinking: students will study N.C. Wyeth's Illustration for Fisk Cord Tires and how advertising has evolved since then.

• Creativity: students will use their creativity to develop a product, its mock-ups, and advertisements.

• Collaboration: students will work together to create a product, its marketing campaign, and pitch.

• Communication: students will learn how to visually and verbally sell their product.

VOCABULARY: advertisement, branding, budget, creative brief, illustration/illustrator, investment, mock-up, persuasive, pitch, price points, slogan, stereotype

RESOURCES: Wyeth Teaching Poster; Wyeth Pinterest board; NDE writing prompts; Nelson Teacher Resource Center; copy of Fisk Cord Tire advertisement, creative brief worksheet

Joslyn Art Museum

November 2016
SUGGESTED MATERIALS: sketching materials, poster board, markers, iPads and/or video cameras

PROCEDURE
Overview: Students will develop a product to sell, create a branding and advertising campaign for it, and participate in a “Shark Tank” type presentation. The emphasis is on the marketing and advertising aspect of the project.

Engage: Show students N.C. Wyeth’s Illustration for Fisk Cord Tires. Have them write down their interpretation – encourage them to use alternative descriptors (ie. emojis).

Ask students...
- what is taking place?
- where is this?
- who are the characters in this image?
- why did Wyeth not show the driver (or passengers) in the car?
- is this fine art or an illustration?

Then reveal it is an illustration for an advertisement for Fisk Cord Tires. Explain that while Wyeth did not typically give his illustrations titles, in this case the Fisk Rubber Company gave it the caption “Fisk Tires Civilize Savage Trails.” Share the copy of the advertisement.

Ask students...
- what is an illustration?
- how does this image represent a cultural divide?
- what is a stereotype?
- how does the impression of the artwork change once you learned the caption?
- what are cultural differences you live with today (perhaps ones your parents would not have faced)?
- does this advertisement embody progress? why or why not?
- what was the last thing you saw advertised?
- what was the last thing you saw advertised on paper?
- did it have a clear narrative as Wyeth’s illustration?
- which is a more effective way to advertise – paper or virtual? why?
Deliverables: Tell students they will...

- develop a design for an innovative product to market
- create advertising campaign for it for today
- participate in a “Shark Tank” style presentation

Art Talk: Wyeth wanted to be known for his fine art, but his commercial success as an illustrator dominates his biography. Have students discuss why the title of illustrator may be come with a pejorative connotation. Have them consider if an illustrator can be a fine artist, too.

Description of Activity: Develop a product, create a brand, and present a prototype.

- Dissect Illustration for Fisk Cord Tires
  - Study the illustration and advertisement. Have students write down the facts – what is being sold; what do they see.
  - Next have them interpret the illustration – what do they infer from the composition.

- Research what forms of advertising existed in 1919.
  - Study marketing history and its evolution over almost 100 years.

- Compare the Fisk Rubber Company’s advertisement to tire advertisements today.
  - Have students use a Venn diagram to record their findings. (for younger students, use a graphic of a tire)
  - Then sketch out how they would sell those tires in today’s market. What platform would they choose to sell them? What if print was the only method available?

- Meet as a group and discuss recent innovations – identify products that are available today that were not available when their parents were in school.
  - Break up into teams to discuss problems they face and brainstorm new products or inventions they would like to develop to solve the problems.
  - Once they have the product idea, have students identify roles within each team and make sure they understand their responsibilities.
  - Have students create mockups – drawings and models.
  - Write a persuasive piece on why we need this product.

- Determine the marketing and branding of their innovative product.
  - Use the creative brief worksheet to record ideas; this will also help with their product development.
    - As they work with their own product, return to Wyeth’s Illustration for Fisk Cord Tires and think about the target audience for that product. Will the students target audience be the same as Fisk Rubber Company?
  - Develop a slogan.

- Create an advertising campaign for their invention and poster to use in the presentation.
  - First, have students create an advertisement similar to the one by Fisk Rubber Company.
  - Think about the importance of words in advertising from that generation.
  - Can you sell your product with a single image and a paragraph of words?
To help students determine the most successful way to market their product, as an exercise, choose a product with which they are not familiar (ie. air freshener).
- Show them a print advertisement of one brand and a video from a competing company.
- Which is more successful advertisement? Does it have to do with the platform or the product itself?
- They can reverse the exercise, too, to help determine the answers to these questions.

- Prepare to hold a "Shark Tank" –like presentation.
  - Share videos from the popular TV show so students can a sense of the expectations.
  - Gather a panel of three investors or "sharks" to listen to the presentations.
  - Discuss what components are necessary for a strong pitch.
  - Encourage and give students time to practice their pitches and prepare for questions from the "sharks."
    - Help them to understand how investing in companies work. Why the entrepreneurs ask for a certain amount of money and offer a certain percentage of their company.
    - More math – students need to figure out their price points for their product and how much it costs to make as they develop a budget for their company.

Closing: Hold the "Shark Tank."

Assessment: Response cards. During the "Shark Tank" team presentations, have students use whiteboards to respond if they would invest in the product. For older students, they can work out an offer. After the panel tells their decision, have students hold up their boards, and encourage discussion.

STEAM LESSON PLAN Joslyn Art Museum uses the Nebraska Department of Education’s STEM Approach as a guide, but we took the liberty of adding the “A” to emphasize the ARTS.

NDE’s STEM Approach reflects an integrated and interdisciplinary philosophy to teaching and learning that emphasizes collaborative school-based, work-based, family-based, and community-based experiences as a context for helping students to master key competencies within science, technology, engineering, and mathematics.

Teaching and learning resources, experiences, and example activities included within NDE’s STEM Approach serve as a standards-based framework for supporting the engagement of students in hands-on, authentic, and contextual learning experiences that provide students with the opportunity to learn STEM content while promoting essential career readiness skills, including communication, creativity, collaboration, and critical thinking.

NDE's STEM Approach strives for compatibility with all content-areas, all grade levels, and all career clusters, not just those traditionally defined as STEM.
Joslyn Art Museum; Omaha, Nebraska


**FAS K-2**  FA 2.2.3.c Interpret mood or feeling in a work of art.
FA 2.2.4.d Identify how images and objects are used to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth: Illustration for Fisk Cord Tires** (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. Draw a face that shows how you feel when you see this. You may also use words.

- **Arthur Amiotte: New Horse Power in 1913** (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Draw a person that you see in the artwork. Draw a face that shows how you think this person feels. You may also use words.

**FAS 3-5**  FA 5.2.3.c Interpret the message communicated by a work of art, using knowledge of visual elements (glossary), subject matter (glossary), and mood.
FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth: Illustration for Fisk Cord Tires** (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. How do you think Wyeth used dark/light color and shading to convey a message?

- **Arthur Amiotte: New Horse Power in 1913** (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Choose a person or object that you see in the artwork. Why do you think the artist made that choice in this artwork?

**FAS 6-8**  FA 8.2.3.c Compare and contrast various interpretations of themes (glossary), styles, and mood.
FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth: Illustration for Fisk Cord Tires** (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. How do you think Wyeth’s message would be different if he used dark color/shading on the car and light color/less shading on the people?

- **Arthur Amiotte: New Horse Power in 1913** (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Choose a person or object that you see in the artwork. Explain if the artist is making a positive or negative statement.

**FAS 9-12**  FA 12.2.3.c Interpret and explain expressive qualities of artistic styles (glossary) and movements (e.g., contemporary/pop cultural vs. historical art movements).
FA 12.2.4.d Connect images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth: Illustration for Fisk Cord Tires** (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. How do you think Wyeth’s use of dark/light color and shading shares Impressionist characteristics?

- **Arthur Amiotte: New Horse Power in 1913** (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Choose a person or object from the artwork from each of the cultures represented. Connect each of those to the story conveyed and note differences based on cultural heritage and stereotypes familiar to you.