Joslyn Art Museum

Comprehensive Study Lesson Plan
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2nd Quarter – Art of the American West

Focus: Karl Bodmer and The North American Journals of Prince Maximilian of Wied, Volume II: April–September 1833

Objectives:
• Understand how geological and biological changes affect the landscapes.
• Discover Prince Max as an artist and a scientist (biologist, geologist and ethnologist).
• Learn about atmospheric perspective and determine the differences between an artist and illustrator through Bodmer's artworks.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

| 01 | Identifying similarities and differences |
| 02 | Summarizing and note taking |
| 03 | Reinforcing effort and providing recognition |
| 04 | Homework and practice |
| 05 | Nonlinguistic representations |
| 06 | Cooperative learning |
| 07 | Setting learning goals and providing feedback |
| 08 | Generating and testing hypotheses |
| 09 | Activating prior knowledge |

Resources:
Check out the Teacher Support Materials online for additional resources (http://bit.ly/ciOW3R)


Vocabulary: aquatint, artist, atmospheric perspective, biologist, environment, ethnologist, geologist, indigenous, illustrator, journal, lithography, manuscript, stewardship.

Procedure:

• Engage: Then and Now. Compare and contrast the image The Bellevue Agency by Karl Bodmer with images of the area in Fontenelle Forest today. Discuss the question – would Bodmer recognize the area today? Continue the discussion with how time changes the environment; how people change the landscape. Refer to the Images in Teacher Support Materials for additional information.

• Art Talk: Artists. Both Bodmer and Prince Max were artists. Use sketches from Prince Max's journals and Bodmer's renderings to discuss why Bodmer was hired to document the expedition in images. What were the differences between their skills? Keep in mind that Prince Max was primarily a scientist. Refer to the Images in Teacher Support Materials for additional information.

• History: Who was Prince Maximilian of Wied and Karl Bodmer? Refer to the lecture by Steve Witte at the November 2010 Third Thursdays for Teachers. Also refer to the Teaching Poster, Bibliography and Webology in Teacher Support Materials for additional information.

• Aesthetics: Atmospheric Perspective. Study images of Bodmer's landscapes. Talk about atmospheric perspective and how it is used in artworks. Discuss the question – does Bodmer's use of atmospheric perspective take him from an illustrator to artist? Also, why did he select the places he recorded?
Refer to the Teaching Poster and Images in Teacher Support Materials for additional information. Continue to Fine Arts.

- **Production 1**: Bookmaking. Study the artworks of Bodmer and the journals of Prince Max. Show students how to create a field sketchbook. Then bring them to Joslyn Art Museum to record (though both images and the written word) their findings in the Galleries or the Gardens. Review the lesson taught by artist Julie Sopseak at the November 2010 Thursdays for Teachers. This activity may be enhanced by borrowing a Bodmer Outreach Trunk ([http://bit.ly/bE7PM1](http://bit.ly/bE7PM1)).

- **Production 2**: Printmaking. Introduce students to the basics of lithography production through a hands-on activity to create place cards. Lithography is different than process of aquatinting which was used to create Bodmer prints. Discuss the difference with students. Review the lesson taught by artist and Joslyn docent Barbara Gehringer at the November 2010 Thursdays for Teachers.

- **Other**: Indigenous people. Discuss what life was like prior to the arrival of Europeans to this area. What were the positive and negative effects of the Europeans on the Indigenous people? Talk about it in terms of their environment as well as the supply of buffalo.

- **Close**: The Future. Think about Fontenelle Forest and specially the area the Prince Max and Bodmer visited. What will happen to it in the future? How will it change? Talk about stewardship. What if the land can no longer be preserved due to lack of stewardship? What happens next?

**Extensions:**

- **Cultural Connections**: Ethnology. Explain this field of science to your students. It was Prince Max's desire to study the native cultures during his North American expedition 1832–34. Have students get into small groups and brainstorm what it must have been like for the indigenous people to have someone study them. What would it be like today to have someone study them and their culture? Ask them what they would want people to know. Share discoveries with the class. Refer to the talk by Marsha Gallagher at the November 2010 Third Thursdays for Teachers.

- **Fine Arts**: Landscapes. Take students outside, and ask students if there is a place they feel represents their environment at school. They are going to record a landscape for posterity to capture a moment in time in a similar way that Bodmer did (refer to the Athletics discussion above). After they draw their landscape, add watercolor. They may do this project at home to capture the environment there as well.

- **Language Arts**: Manuscripts vs. Journals. Prince Max's documentation of the expedition have been called his journals, however they were more like a manuscript for a book he had in mind to publish. Talk about the difference. Then use **Production 1** activity to create a journal. Set up a treasure hunt throughout the school. As Prince Max did, have students record in both words and sketches the different objects they find.

- **Math**: Patterns. Review the intricate renderings Bodmer created of the various native peoples. Have students identify the different patterns on their robes and other clothing. Students should then design a pattern using index cards (using numbers, shapes, etc.). Have students leave a couple index cards blank to see if their classmates can complete the patterns.

- **Science**: Scientist. Prince Max was a scientist, more specifically a biologist, geologist and ethnologist. In the world today, most students will choose a field to study rather than have expertise in a variety of branches. Thinking as a geologist, study how the Missouri River has changed course over the years between Maximiliarn-Bodmer expedition and today. Keep in mind that the travelers used Lewis and Clark maps from the early 1800s and by the time their expedition came to this area, the Missouri River had changed. Develop experiments to study how the geology of a river changes over decades.

**Selected References:** Go online to Teacher Support Materials and review the Bibliography and Webology.