Joslyn Art Museum
Comprehensive Study Lesson Plan
Created by Athena Cho, Ryan Deike, Angela Fischer and Laura Huntimer.

Theme: Power of Perception

Focus: Jean-Léon Gérôme and his The Grief of the Pasha

Objectives:
- Understand how perception can persuade.
- Discover the telling of narratives through the use of main characters.
- Recognize how artists use emphasis with perspective.

After completing this lesson, students will be able to do the following:
- Explore the relationship between imagery and stories and be able to recognize their importance in literature and art.

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 goals and providing feedback |
| 08 | Generating and testing hypotheses |
| 09 | Activating prior knowledge |

Resources:
Check out the Teacher Support Materials online for additional resources.

Suggested Materials: Jean-Léon Gérôme’s The Grief of the Pasha framed reproduction or teaching poster (if available); paper, pencil, construction paper, glue, paint, pens, Hugo poem translated, acrostic poem diagram, examples of academic art, Gérôme images, Venn diagram.

Vocabulary: Academic, acrostic, descriptive, detail, dimension, exhibit, journal, illustration, imagery, narrative, Pasha, perception, perspective, point of view, Salon, sketch.

Procedure:
- Engage: Review the translation of Victor Hugo’s poem (older students). Create an acrostic poem using Gérôme’s name to describe the entire image or a portion of the painting.

- Art Talk 1: How do artists use the principles of design to emphasize the main character? How would changing the placement of the main character alter the perception of the artwork?

- Art Talk 2: Discuss Academic Art and the Salon. What were the qualities of artworks by members of the French Academy at the Salon?


- Aesthetics: Gérôme had limited exposure to some of the cultures he represented in this artwork. Therefore, the images represented his perception of the culture. What cultural representations do you see in his artwork? How do those compare to the actual culture? Use a Venn diagram or conduct a group discussion to expand your thoughts.
• **Production:** Create paper journal or book about another culture. Decorate it accordingly with accurate cultural representations. Students may use it as a place to record their poems.

• **Other:** Act out the scene of Gérôme’s *The Grief of the Pasha*. Have students write their *perception* of what would happen before and after this moment Gérôme painted.

• **Close:** Write a persuasive narrative to encourage people to go to the Joslyn Art Museum to see Gérôme’s painting.

**Extensions:**

• **Cultural Connections 1:** Research artists that travel to create their artwork. What is the fascination with foreign lands and recording them in artwork?

• **Cultural Connections 2:** Have students select a culture and write their perception of the culture. Then conduct research to determine a true representation of the culture.

• **Fine Arts:** Study perspective including the foreground, middle ground, background of an artwork. Tell the story from all three points of view through sketches and other 2-D representations. Which point of view has the strongest emphasis?

• **Language Arts:** Read a portion or the entire translated Victor Hugo poem. Have students write a poem then exchange with classmates. Students may then create an artwork inspired by the poem they received. Refer to *Poetry Exchange* for more information.

• **Math:** Create dimension using height, depth and width. Break down the Gérôme image into its patterns and shapes.

• **Science 1:** Study the biology of keeping wild animals or endangered species as pets. What are the implications?

• **Science 2:** Chemistry of the atmosphere. What is in the air from the candles and the incense you see in the artwork? How would that affect your vision and sense of smell?

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

---

January 2009  
- 2 -