Joslyn Art Museum

Comprehensive Study Lesson Plan

Created by Mary Lou Alfieri, Julie Daigle, Kristy Lee, Carter Leeka, and Laura Huntimer.

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 Sopsceak at the November 2010 Thursdays for Teachers. This activity may be enhanced by borrowing a Bodmer Outreach Trunk (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.
Joslyn Art Museum

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

Theme: Explore Civilization

Focus: Karl Bodmer, Prince Maximilian and Diego Rivera

Objectives:
- Discover Native American cultures and what makes them unique.
- Gain knowledge of American exploration through the Maximilian-Bodmer expedition.
- Understand and describe civilization.

After completing this lesson, students will be able to do the following:
- By exploring art from different civilizations, students will be able to connect to other cultures understanding their unique traits.

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

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting goals and providing feedback
8. Generating and testing hypotheses
9. Activating prior knowledge

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

Suggested Materials: Karl Bodmer’s framed reproduction or teaching poster; paint, paper, brushes, Venn and pyramid diagrams, Bodmer Bingo template, Bodmer images, contemporary Native American artwork images, Diego Rivera artwork images, traditional and contemporary Native American beadwork images.

Vocabulary: Civilization, portrait, color palette, regalia, exploration, muralist, illustrator, scientist, sketch, journaling, inflation, culture.

Procedure:
- **Engage:** Bodmer bingo.

- **Art Talk:** Discuss how the Maximilian-Bodmer journey impacted Native Americans in life, culture and art by studying past and present artworks.

- **History:** Who is Prince Maximilian and Karl Bodmer? See Teaching Poster. Refer to the Bibliography and Webology in Teacher Support Materials for additional information.

- **Aesthetics 1:** Make connections with Rivera’s work to other well known artists’ works. Use a Venn diagram to record your thoughts. Why do you think Rivera’s work is similar to other artists’ paintings? Discuss how Rivera’s work evolved over time.
• **Aesthetics 2:** Compare and contrast Bodmer’s and Rivera’s artworks and the color palettes. Use a Venn diagram to record your thoughts. Why did they create these images? What purpose did the images serve?

• **Production:** Study traditional beaded objects and compare them with contemporary beadwork examples. Make a spirit bag to take back to your classroom. Refer to *Production – Bodmer* in the Teacher Support Materials.

• **Other:** Look at the collection of Bodmer images and Rivera images. Using the pyramid diagram, complete it by describing the civilizations Bodmer and Rivera are portraying.

• **Close:** Map the Maximilian-Bodmer expedition.

**Extensions:**

• **Cultural Connections 1:** Examine shields from different civilizations. Discuss their similarities and differences. Discuss how different civilizations use art to record their history.

• **Cultural Connections 2:** Create a map of the United States where Native American tribes are located. Select a time period to depict on the map. Further trace how Native Americans may have moved and relocated throughout the country. Expand the study of indigenous peoples’ locations outside of the American borders.

• **Fine Arts 1:** Study the image of Bodmer’s Mandan Buffalo Bull Society. Have students create their own shield representing them and their culture.

• **Fine Arts 2:** After studying Native American beadwork. Create a beaded mask or medallion. Refer to Beaded Mask or Medallion Activity in the Teacher Support Materials.

• **Language Arts:** Find a human interest story in the newspaper (do not look at a photograph if there is one available). Using the descriptive language from the story, create a portrait of the person featured using construction paper and mixed media.

• **Math:** Study the Maximilian-Bodmer expedition, and determine how much a trip like that would cost today. Take into consideration method of travel and the inflation of the cost of supplies.

• **Science:** Discuss the scientific aspects of the Maximilian-Bodmer journey and create sketch journal. Why was it important for them to document their observations? How would we record exploration today?

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