Joslyn Art Museum

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

Theme: Influence of Storytelling

Focus: Alfred Jacob Miller and his *The Trapper's Bride*

Objectives:
- Explore the American West through visual images.
- Discover the relationship between visual and oral storytelling.
- Use a visual image to develop a story.

After completing this lesson, students will be able to do the following:
- Through the exploration trips of Lewis & Clark, Maximilian & Bodmer, and Stewart & Miller students will be able to explain their influence on our American History.

**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:** Alfred Jacob Miller's *The Trapper's Bride* framed reproduction or teaching poster, various artworks depicting historic events, Venn diagram, exploration maps, sketch materials, Miller images, Bodmer images, Lewis & Clark journals, examples of leather.

**Vocabulary:** Barter, civilization, commission, influence, journaling, ledger, occupation, Old Masters, patron, portrait, regalia, rendezvous, Romantics, society, storytelling, sketch, trapper and tribute.

Procedure:
- **Engage:** Discuss *The Trapper's Bride* (or select another Alfred Jacob Miller image) identifying the following about the image: where, when, who, why and how. This is a precursor to the **Aesthetics** activity and storytelling.

- **Art Talk:** Study Alfred Jacob Miller images. Observe how Miller reflected the Old Masters in his work. Discuss how Miller's patrons influenced the artwork's composition, and how his understanding of the business world helped him be a successful artist.

- **History:** Who is Alfred Jacob Miller and his patron Captain William Drummond Stewart? Refer to the Bibliography and Webology in Teacher Support Materials for additional information.

- **Aesthetics:** Use *The Trapper's Bride* (or select another Alfred Jacob Miller image) to create a group story. Refer to the Engage handout for additional information.
• **Production:** Show a 5-minute video clip of your choice then have the students create an artwork/image based on what they saw. Compare and contrast the images. Refer to examples from Alfred Jacob Miller’s images of the same subject and his various versions. Pose the question: Is there a “correct” image?

• **Other:** Compare and contrast Karl Bodmer and Alfred Jacob Miller images. Discuss the artists’ different approaches to the task of visually documenting the journey. Miller’s more romanticized versions contrast with Bodmer’s more scientific accounts.

• **Close:** Analyze the exploration maps of the Lewis & Clark, Maximilian & Bodmer, and Stewart & Miller expeditions. Determine if their trails overlapped or intersected.

**Extensions:**

• **Cultural Connections 1:** Study exploration of other places; for example, Antarctica, China, Europe, Africa, Asia. Collect images reflecting this exploration.

• **Cultural Connections 2:** Study the fur trading from the 19th century. Compare it with the fur industry today. How has it evolved? What aspects (if any) are still the same?

• **Fine Arts:** Consider how history has been documented through art? Presidential events and portraits, battles, the crumbling of the Berlin wall, etc. Select an event of historic significance and document it in an artwork.

• **Language Arts 1:** Judge a book by its cover. Create a book cover to illustrate a novel that you are reading or have created. Remember to capture a scene from the story that invites your audience, but that does not reveal any major twists in the story.

• **Language Arts 2:** Preposition Hunt. Gather around *The Trapper’s Bride* and have students describe the artwork using prepositions in their sentences.

• **Math 1:** Occupations are sometimes reflected in artwork. Look at one of Alfred Jacob Miller’s images of a trapper. Decide how much this person will make and create story problems based on factors such as number of hours worked per week.

• **Math 2:** Fill the wagon. Create a list of supplies (including their weight) one might take on an adventure such as the one Alfred Jacob Miller went on with Captain Stewart. Set a limit for the wagon and have the students “fill the wagon” with items, but don’t go over the weight limit.

• **Science:** Study *The Trapper’s Bride*. Students should identify all leather items in the artwork. Then study the tanning process. Bring in different examples of leather.

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