

GREEN, KAREN

LESSON OBJECTIVE(S):

- Students will analyze or explain how diverse cultures and time periods are reflected in visual arts.
- Students will examine visual artworks from various world cultures and explain how artworks reflect the culture, cultural beliefs, or blending of cultures; use examples to illustrate how artworks have directly influenced society or culture.
- Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives.
- Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in the United States prior to Reconstruction
- Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, internet, timelines, maps):
 - a. investigate, describe, and analyze significant historical events and conditions in the U.S. prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group)
 - b. examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)

MATERIALS:

1. Thomas Cole, *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm—The Oxbow*, 1836 (5A)
2. John James Audubon, *American Flamingo*, 1838 (6A)
3. Pretest
4. Early American artist packets
5. Early American artist PowerPoint presentation
6. Culture Chart: Art in Society Table
7. Art Materials for color sketches (paper, pencil, crayons, etc.)

Time:

- Five days

PROCEDURES:

1. Day 1: Unit Pretest
2. Day 2: Intro to Early American artists through PowerPoint presentation and Early American artist packets; completion of culture chart
3. Day 3: Choose landscape/animal image and begin sketching major shapes
 - a. Choose a photograph of a landscape or an animal to work from.
 - b. Apply organizational structures to accurately represent the space.
 - c. Apply layers of color to create depth and texture in the painting.
4. Day 4: Sketch
5. Day 5: Sketch

Assessment:

- Distribute the following bell questions and exit questions:
 - What were two wars that shaped the Early American identity?
 - In general, what is the “theme” of Early American artwork?
 - In *The Oxbow*, analyze Thomas Cole’s use of color.
 - Is Early American artwork representational or abstract? Why was this so?
 - What was the main subject of Audubon’s work? Why?
 - What was the main subject of Thomas Cole’s work? Why?
 - What can we infer about Thomas Cole’s feelings about this land from his use of color and texture?
 - What role did European traditions play in Early American culture?

Art in Society Table

Name _____ Class Period _____ Date _____

	Approximate time period	Typical art forms	Common subject or themes	Influences	Common elements and principles
Early American Art					
John James Audubon					
Thomas Cole					
George Catlin					
Matthew Brady					