

Local and United States History through the Eyes of Remington

This history lesson is designed for grade levels 7-9. The expected time it takes to go through all material is one class period. Students acquire and integrate, extend and refine, and complete a meaningful use task.

Essential Questions for grade levels 7-9:

- Why is it important that we study history?
- What is an artifact?
- Who was Frederic Remington and when was he alive?
- What was happening around the U.S. during his lifetime?
- What is the difference between a sketch, a drawing, a painting, and a bronze?
- How can studying artifacts from Frederic Remington's lifetime help us learn about him?
- How will it help us learn about the history of our community and the history of the United States?

Declarative Knowledge: Frederic Remington's life timeline with other events happening during Remington's life, the difference between a sketch, drawing, painting, and bronze, definition of a KWL Chart, descriptions of artifacts showing key turning points, dates of pivotal events that show turning points in our Nation

Procedural Knowledge: How to use critical thinking to make assumptions by looking at artifacts about Remington's life and the history of the U.S., how to compare their own existences and what their lives would be like without the key turning points in our Nation's history, how to fill out a KWL chart, how to analyze the painting *Charge of the Rough Riders at San Juan Hill, 1898*, to interpret Remington's true feelings about war

7-9 NYS Social Studies Standards:

NY.SS.7-9.1.2 Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives

NY.SS.7-9.1.2.1 ...describe the reasons for periodizing history in different ways

NY.SS.7-9.1.2.2 ...investigate key turning points in New York State and United States history and explain why these events or developments are significant

NY.SS.7-9.1.2.3 ...understand the relationship between the relative importance of United States domestic and foreign policies over time

NY.SS.7-9.1.2.4 ...analyze the role played by the United States in international politics, past and present

Lesson's relationship to standards: Frederic Remington had the idea that he should preserve the west. He decided to do this through his drawings and illustrations, which is why he travelled with and collected artifacts from various groups, (Native Americans, American Cowboys, Military figures, Buffalo Soldiers) and brought them back to NYS to his art studios. He then used these artifacts as references as he created paintings and bronzes.

The people at the Frederic Remington Art Museum feel that it is important to gather and organize the information and artifacts that were left to us by Remington and his family so that we can use it to interpret the west and Remington's role in promoting it. It is important to periodize history so we can see how groups of

people have influenced one another, to show how ideas have evolved as new inventions have come about, and to show cause and effect in relationships between groups of people.

Artifact Examples from Remington's Life Showing Key Turning Points in our Nation's History:

- Copy of Emancipation Proclamation (1863)
- Pictures of paintings done by artists in the Impressionist Movement (1872)
- Piece of barbed wire in a case (1873)
- Picture of the first color photograph
- Picture of Sioux Indians defeating General Custer at Battle of Little Big Horn (1876)
- Picture of first electric light (1880)
- Miniature train noting that Northern Pacific Railroad completed (1883)
- Picture of W. F. Cody and Wild West Show
- Picture of Apache Chief Geronimo, surrendered to General Nelson Miles
- Picture of Statue of Liberty, unveiled
- Picture of Ellis Island and immigrants entering (1889)
- Brownie camera (1900)
- Miniature Model T
- A football, as the first professional game was played in Latrobe, Pennsylvania (1893)
- Picture of the American battleship *Maine*

Milestones from Remington's life and times that are laminated with text and picture:

- Born (picture of baby Remington) (1861)
- Begins to draw pictures of horses and cavalry (pictures he drew in youth)
- Moves to Ogdensburg (picture of our city) (1873)
- Remington gets better at sketching and drawing (picture of a more developed drawing)
- Sent to military academy (picture of Remington in his school duds) (1875)
- Goes to Yale for the Fine Arts Program and helps fine tune the newly developed game of football (picture of his drawings of football players) (1878)
- Travels out west after death of father (pictures of beginning sketches) (1881)
- Fancies himself as a cowboy (picture of himself in cowboy attire)
- Sells his first sketches to Harper's (picture of a cover of the magazine) (1882)
- Marries Eva Caten (picture of the two of them) (1884)
- Travels to Arizona and chases Geronimo (pictures of Geronimo done by F.R.) (1886)
- Remington gets better at drawing and starts using paint (pictures of paintings)
- Travels out west with the Buffalo Soldiers (sketches of Buffalo Soldiers) (1889)
- Remington gets so good at sketching, drawing, and painting, he decides to try sculpture (picture of Broncho Buster) (1895)
- Travels to Cuba to cover Spanish American War (picture of *Charge of the Rough Riders at San Juan Hill*) (1898)
- Remington dies from complications of appendicitis at 48 years old (1909)

Steps from beginning to end:

1. Ask your students the above essential questions
2. Draw a KWL Chart* and begin to pen in what they know and want to know about Frederic Remington and the era in which he lived (acquire and integrate)
3. State the objectives: Students will look through artifacts above and place them according to their years along a timeline laid out on a desks pushed together
4. Ask them to use their critical thinking skills to draw conclusions about the era that Remington lived in from the artifacts and have them compare their own lives to the artifacts (extend and refine)
5. Pose the question: How would your lives be different without the milestones in history that the artifacts represent?
6. Distribute milestones from Remington's life and reproductions of his art works; explain them and aid students in identifying recognizable characteristics of his work, (ex: Remington's work almost always shows movement and tells a story, he paid close attention to detail, enjoyed portraying horses, 'Indians', cowboys, and military figures, paid attention to the subject first and the landscape second...)
7. Have students fit the milestones from Remington's life in on the timeline
8. Finish the KWL Chart by filling in what the students have learned (meaningful use task)
9. Have a list of questions to ask to students as a ticket out the door, like:
 - ◆ What year was Remington born? Where?
 - ◆ What was his wife's name?
 - ◆ What sport was he interested in at Yale?
 - ◆ What types of subjects did he most like to portray in his art?
 - ◆ Was Remington interested in battles and wars?
 - ◆ How did he feel about the Spanish American War after he was stationed in Cuba? How can we tell?

Materials: Chalk or marker board for KWL Chart, list of essential questions, artifact examples from Remington's life showing key turning points in our Nation's history, timeline to lay on desks, laminated milestones with pictures

This lesson was designed to engage the three types of learning styles: Auditory, Visual, and Kinesthetic. To have all materials loaned to your school to conduct this lesson, please contact lesson author: