



H I C K O R Y M U S E U M O F A R T



Thomas Cole (1801-1848), *Landscape*, n.d., oil, Museum purchase

HUDSON RIVER SCHOOL ERA (1825-1875)

Hudson River School, Luminists, and Tonalists

CLASSROOM ENRICHMENT PACKET

This packet is an educational supplement for the exhibition:

**HUDSON RIVER SCHOOL ERA
Paintings from the Museum's Permanent Collection**

**This supplement is available for download at
www.HickoryArt.org**



HUDSON RIVER SCHOOL ERA
Paintings from the Museum's Permanent Collection
HICKORY MUSEUM OF ART
2010 – 2011

MIDDLE SCHOOL / HIGH SCHOOL EDUCATION PACKET
Outline for Art, Literature, Social Studies, and History
HUDSON RIVER ERA (1825-1900)

Dear Educators,

The Hickory Museum of Art is proud to display landscape masterpieces from the Permanent Collection. The name of the exhibition is *The Hudson River School Era*. Included are several beautiful paintings from the Hudson River School Era, roughly 1825-1875. Because this time period prior to the Civil War was so influential on American culture, the Education Department is providing you with educational information and suggested classroom activities. We would love to schedule your Art, Social Studies, Literature, or American History class for a visit. Tours are \$1/ student. Please call the HMA at 828.327.8576 or e-mail Kate Worm at kworm@HickoryMuseumofArt.org.

Relevant Secondary NC Standard Course of Study Competency Goals are listed on page 7.

OVERVIEW OF HUDSON RIVER SCHOOL ERA

Link to Information on New York Public Library Website

HUDSON RIVER SCHOOL PAINTERS

1. Noteworthy Artists

- Hudson River School Artists
- Luminists

2. Hudson River School Painting and Environment on YouTube

- The Hudson River School of Artists (music only)
- Thomas Cole (with narration)
 - Off the Wall: A Pic-Nic Party by Thomas Cole
 - Thomas Cole – The Course of Empire
 - Thomas Cole at Cedar Grove
- Alfred Bricher (music only)
- Albert Bierstadt (music only)

3. Discussion of Hudson River Painters and Their Philosophy

(Links to website created by American Studies Program at the University of Virginia)

- Iconography of HR Paintings and Quotes by Thomas Cole
- Gallery of Paintings
- The Persistence of Memory – Influences on American Landscape Painting

LITERATURE FROM THE HUDSON RIVER SCHOOL ERA

1. Philosophical Underpinnings of the Hudson River School Era

- Tocqueville and the Hudson River School
(*American Studies at the University of Virginia*)

2. Transcendentalist Themes

- Links to Thoreau, Emerson, and Whitman
(*Public Broadcasting Service*)

3. Nature and the American Identity

(*Links to website created by American Studies Program at the University of Virginia*)

- A Brief History of Nature and the American Consciousness
- Changing Perceptions of Nature and the Rise of the Sublime
- Nature's Bounty and American Economic Prosperity

4. Washington Irving (Legend of Sleepy Hollow)

(*Historic Hudson Valley's Educator Sketchbook*)

- Biography of Washington Irving
- Lesson Plans about Irving's Life
- Links to Writings of Emerson, Bryant, and Elizabeth Browning

HISTORY AND SOCIAL STUDIES OF THE HUDSON RIVER SCHOOL ERA

1. Trade and Transportation Overview

(*New York Public Library*)

2. Boats and Shipping

(*Hudson River Maritime Museum*)

- Steamboats of the Hudson River
 - a. Detailed History up to the Civil War
 - b. Individual Companies and Famous Steamboats
- Lighthouses
- The Age of Sail

HUDSON RIVER SCHOOL, LUMINIST, AND TONALIST PAINTERS IN THE MUSEUM'S COLLECTION

Hudson River School

Thomas Cole 1801-1848
Asher Brown Durand 1796-1886
James McDougal Hart 1828-1901
Homer D. Martin 1836-1897
William Louis Sonntag (1822-1900)
Thomas Worthington Whittredge (1820-1920)

Luminist Painters

Alfred Bricher 1837-1908
John Frederick Kensett 1816-1872

Tonalists

Henry Ward Ranger 1858-1916-sketchbook
William H. Snyder 1829-1910
Elliott Daingerfield 1859-1932
John Francis Murphy 1853-1921
George Inness, Jr. 1854-1926

LANGUAGE ARTS ACTIVITIES FOR HISTORY, SOCIAL STUDIES, AND LITERATURE CLASSES HUDSON RIVER ERA (1825-1875)

Listed below are language arts activities that teachers may adapt to use with middle or high school students to enrich their viewing experience.

Suggested Writing Activities in Response to Viewing the Hudson River Paintings

- Closely observe a painting and describe everything that you see in it. Count the people or objects and list them.
- Now describe in detail what is portrayed in the painting so that another classmate would be able to recognize the painting immediately.
- Now tell the story behind the painting. Pretend the painting is one still shot in a movie; use your imagination to tell the story of what occurred before this painting was made and what happened after the painting was created.
- Students could write an objective newspaper account about the famous painter or scene depicted in the painting.
- Students could imagine what it might be like to be someone observing the place of the painting and write subjectively about what that person feels and thinks.

Suggested Speaking Activity in Response to Viewing the Paintings

This suggestion is taken from *Creative Communication -- Projects in Acting, Speaking, Oral Reading* by Fran Averett Tanner, published by Clark Publishing, Inc., 1996, Topeka, Kansas.

- Give a brief speech about the famous painter who produced the painting to inform your class about the facts behind the Hudson River School, the Luminists and the Tonalists. Research the life of this painter and relate his life to what is depicted in the painting; show how the painting reflected the philosophy of that time toward nature. What was he experiencing? What was happening historically and culturally in the United States at this time? Is there an international connection?

CUBING

The Cubing Activity describe below requires some knowledge of the philosophy and history associated with the Hudson River Era, roughly 1825 to 1875.

Cubing is a strategy designed to prepare students in reading and writing (Cowan & Cowan, 1980, Vaughan & Estes, 1986). In writing it can be used as a pre-writing activity to stimulate students' thinking about a topic. In reading, cubing can be used to strengthen students' comprehension of a topic or concept and help expand students' understanding of a topic, concept, character, and/or text from various perspectives. Many teachers create a visual (cube) prop so students have something tangible to work with. Teachers can use the cubing as a post-reading strategy to discuss issues that lead students to think critically about the topic under study. A teacher can use the strategy with the whole class, as small group work, and/or on a one-on-one basis. Almost any topic can be cubed. Cubing requires students to apply information they have been studying in new ways. The cubing method can also be modified to allow the teacher to create his or her own parameters or perspectives.

This strategy allows students to explore a topic from six different points of view. The name cube comes from the fact that cubes have six sides and students explore a topic from the following six perspectives:

- **Describe it:** How would you describe this topic/issue/event/person? Describe key characteristics/points/and/or attributes including size, shape, and colors.
- **Compare it:** What is it similar to?
- **Associate it:** What does it make you think of? How does the topic connect to other topics/issues/subjects? How does this decision/event connect to other decisions/events? How does this person/character relate to other people/characters?
- **Analyze it:** Tell how it is made or what it is composed of. How would you break the topic/problem/issue/event/decision into smaller parts?
- **Apply it:** What can you do with it? How is it used? How does it help you understand other topics/issues/decisions/events?

- **Argue for or against it:** Take a stand and list reasons for supporting or not supporting it.
 - o I am for this because. . . .
 - o I am not for this because. . . .
 - o This works because. . . .
 - o This does not work because. . . .
 - o I agree because. . . .
 - o I disagree because. . . .

How to Use the Strategy:

Begin by selecting the topic to be cubed. This is a good end of unit activity since students need to be very familiar with the topic prior to beginning this activity. Next, divide students into six small groups; assign one of the six perspectives to each group. Then have each group of students brainstorm ideas about the topic from their assigned perspective. Following the brainstorming and discussion within their group, each group chooses a scribe and collaboratively writes a paragraph exploring that perspective. Afterwards, each group reads its paragraph to the class. Other students react to connections the group has made and may pose ideas for revisions and make new connections. Finally, after each group has shared its paragraph with the class and made any needed revisions, each paragraph is taped to a side of a cardboard cube and displayed in the classroom.

References

- Cowan G. and Cowan E. (1980). *Writing*. New York, NY: Wiley.
- Vaughan J. & Estes, T. (1986). *Reading and Reasoning Beyond the Primary Grades*. Boston, MA: Allyn and Bacon.

Adapted from the Florida Online Reading Professional Development Web Site: <http://www.itrc.ucf.edu/forpd/strategies/stratCubing.html>

SECONDARY NC STANDARD COURSE OF STUDY

Objectives and Competency Goals that Relate to the exhibition

Language Arts:

Objective 3.03

Respond to issues in literature in such a way that:

- requires gathering of information to prove a particular point
- effectively uses reason and evidence to prove a given point
- emphasizes culturally significant events

Objective 4.02

Analyze thematic connections among literary works by showing an understanding of cultural content

Objective 5.01 (9th Grade)

Read and analyze various literary works

Objective 5.01 (11th Grade)

Interpret significance of literary movements as they have evolved through literature of U.S.

Social Studies

Competency Goal 7 (9th Grade)

Consider short and long term consequences of development of new technology

Competency Goal 9 (10th Grade)

The learner will analyze factors influencing U.S. economics

Competency Goal 1 (11th Grade)

Identify and assess effectiveness of institutions of the emerging republic

Art

Competency Goal 1

Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art

Competency Goal 2

Develop skills necessary for understanding media, techniques, and processes