

Objective: Students will be able to explain the effects of industrialization on American culture and art in the early 19<sup>th</sup> century by examining American art and artists who idealized and romanticized the frontier.

Concepts: romanticism, American Renaissance, industrialization, frontier, westward expansion, urbanization

Essential Question: How did the art of the American Renaissance capture the changes occurring between industrialization and wilderness?

Background Information for the Teacher: This lesson is intended to follow a study of the Industrial Revolution, including the following inventions: steel plow, mechanical reaper, steamboat, Lowell textile mills, and the telegraph. Students should examine the effects of the Industrial Revolution on society, urbanization, and westward expansion.

Key Vocabulary:

- Romanticism – an artistic and literary movement in the United States in the early 19<sup>th</sup> century with an emphasis on nature, emotion, and individualism
- Industrial Revolution – in the early 19<sup>th</sup> century, the change from handmade goods to machine-made goods using new technologies
- Urbanization – the growth of cities

Picturing American Gallery Images:

- Thomas Cole, *The Oxbow*, 1836 (Image 5a)
- John James Audubon, *American Flamingo*, 1838 (Image 6a)
- Albert Bierdstadt, *Looking Down Yosemite Valley, California*, 1865 (Image 8a)

Tasks:

1. Review: Recall the lesson on the Industrial Revolution from the previous day. Have students use Think-Pair-Share to describe the physical, social, and economic changes in eastern cities. (5 minutes)
2. Divide the class into three groups. To each group give one of the above posters and accompanying background information and analysis questions from the Picturing America Teachers Resource Book.
3. Have each group first study the poster then read the background info. As a group, students need to analyze the painting by answering the analysis questions on the handout. (15 minutes)
4. Once the groups have completed their analysis, have each group present their poster and their analysis. Encourage the other students to draw comparisons with their own posters. (15 minutes)
5. As a class, discuss *The Oxbow* in greater depth. Ask students about the difference between the left and right sides of the painting as a metaphor for the West and East of the U.S. (10 minutes)
6. Wrap Up: Have students answer the Essential Question: How did the art of the American Renaissance capture the changes occurring between industrialization and wilderness? (5 minutes)

Assessment:

Have students read an excerpt from James Fenimore Cooper's *The Last of the Mohicans*. Then, using their historical knowledge from class lectures, etc. about the Industrial Revolution and the class discussion about its effect on art and artists, explain how the Industrial Revolution led to the American Renaissance. Students should be able to make connects between industrialization and urbanization and the art and literary movements of the early 19<sup>th</sup> century. This could be accomplished through a writing

assignment or a seminar that also examines the effectiveness of art and literature in conveying changes in society.