

STEAM LESSON PLAN

Created by Julie Daigle, Josie Langbehn, Carter Leeka, Sue Oles, Trever Reeh & Laura Huntimer
Grade Level Middle school (adaptable for lower and higher grades)

THEME Progress

INSPIRED BY N.C. Wyeth, *Illustration for Fisk Cord Tires*

PROJECT TITLE: WHEN SHARKS MEET ART

DRIVING QUESTION

How do you use illustrations to sell products without emphasizing cultural divides?

STUDENT LEARNING OBJECTIVES: Put these on the board or have students write them in a notebook/journal.

- I will **create** an innovative product and marketing campaign for it.
- I will **respond** to illustrations for advertisements from the early 20th century.
- I will **present**, with my classmates, a pitch for our product in a "Shark Tank" like format.
- I will **connect** creativity with math to produce a strong pitch.



N. C. Wyeth (American, 1882–1945), *Illustration for Fisk Cord Tires*, 1919, oil on canvas mounted to Masonite, 32 x 71 1/2 in., Museum purchase with funds from Collectors' Choice VI, 1995, and the Major Art Purchase Fund, 1995.2

CONTENT STANDARDS

[NEBRASKA CONTENT AREA STANDARDS](#)

[IOWA CORE STANDARDS](#)

THE FOUR C'S FOR STEAM CAREER READINESS SKILLS

- **Critical Thinking:** students will study N.C. Wyeth's *Illustration for Fisk Cord Tires* and how advertising has evolved since then.
- **Creativity:** students will use their creativity to develop a product, its mock-ups, and advertisements.
- **Collaboration:** students will work together to create a product, its marketing campaign, and pitch.
- **Communication:** students will learn how to visually and verbally sell their product.

VOCABULARY: advertisement, branding, budget, creative brief, illustration/illustrator, investment, mock-up, persuasive, pitch, price points, slogan, stereotype

RESOURCES: [Wyeth Teaching Poster](#); [Wyeth Pinterest board](#); NDE writing prompts; [Nelson Teacher Resource Center](#); copy of Fisk Cord Tire advertisement, creative brief worksheet

- Video – [“The Art of NC Wyeth,” MiNDTV35.](#)
- Video – [“Jamie Wyeth discusses N.C. Wyeth exhibit,” Delawareonline Admin.](#)
- Video – [“Kidpreneurs on an all new Shark Tank,” Trendrr TV](#)
- Video – [“Shark Tank Your Life: Kid-Preneurs,” ABC News](#)
- Video – [“Shark Tank Youngest Entrepreneur is an 11 year old from Memphis,” Nichelle Womack, MBA](#)
 - Preview all videos before sharing with students.
- Website – [“N.C. Wyeth Catalogue Raisonné,” Brandywine River Museum of Art.](#)
- Website – [“N.C. Wyeth, 1882–1945,” National Museum of American Illustration.](#)
- Lesson Plan – [“Shorthorn Shark Tank,” Region 10 ESC.](#)
- Artwork – [Arthur Amiotte’s New Horse Power in 1913, 1994](#)
- Blog Post – [“How Marketing Ideas have Changed over the Last 100 Years,” Bridges Strategies](#)

SUGGESTED MATERIALS: sketching materials, poster board, markers, iPads and/or video cameras

PROCEDURE

Overview: Students will develop a product to sell, create a branding and advertising campaign for it, and participate in a “Shark Tank” type presentation. The emphasis is on the marketing and advertising aspect of the project.

Engage: Show students N.C. Wyeth’s *Illustration for Fisk Cord Tires*. Have them write down their interpretation – encourage them to use alternative descriptors (ie. emojis).

Ask students...

- what is taking place?
- where is this?
- who are the characters in this image?
- why did Wyeth not show the driver (or passengers) in the car?
- is this fine art or an illustration?

Then reveal it is an illustration for an advertisement for Fisk Cord Tires. Explain that while Wyeth did not typically give his illustrations titles, in this case the Fisk Rubber Company gave it the caption “Fisk Tires Civilize Savage Trails.” Share the copy of the advertisement.

Ask students...

- what is an illustration?
- how does this image represent a cultural divide?
- what is a stereotype?
- how does the impression of the artwork change once you learned the caption?
- what are cultural differences you live with today (perhaps ones your parents would not have faced)?
- does this advertisement embody progress? why or why not?
- what was the last thing you saw advertised?
- what was the last thing you saw advertised on paper?
- did it have a clear narrative as Wyeth’s illustration?
- which is a more effective way to advertise – paper or virtual? why?

Deliverables: Tell students they will...

- develop a design for an innovative product to market
- create advertising campaign for it for today
- participate in a "Shark Tank" style presentation

Art Talk: Wyeth wanted to be known for his fine art, but his commercial success as an illustrator dominates his biography. Have students discuss why the title of illustrator may be come with a pejorative connotation. Have them consider if an illustrator can be a fine artist, too.

Description of Activity: Develop a product, create a brand, and present a prototype.

- Dissect *Illustration for Fisk Cord Tires*
 - Study the illustration and advertisement. Have students write down the facts – what is being sold; what do they see.
 - Next have them interpret the illustration – what do they infer from the composition.
- Research what forms of advertising existed in 1919.
 - Study marketing history and its evolution over almost 100 years.
- Compare the Fisk Rubber Company's advertisement to tire advertisements today.
 - Have students use a Venn diagram to record their findings. (for younger students, use a graphic of a tire)
 - Then sketch out how they would sell those tires in today's market. What platform would they choose to sell them? What if print was the only method available?
- Meet as a group and discuss recent innovations – identify products that are available today that were not available when their parents were in school.
 - Break up into teams to discuss problems they face and brainstorm new products or inventions they would like to develop to solve the problems.
 - Once they have the product idea, have students identify roles within each team and make sure they understand their responsibilities.
 - Have students create mockups – drawings and models.
 - Write a persuasive piece on why we need this product.
- Determine the marketing and branding of their innovative product.
 - Use the creative brief worksheet to record ideas; this will also help with their product development.
 - As they work with their own product, return to Wyeth's *Illustration for Fisk Cord Tires* and think about the target audience for that product. Will the students target audience be the same as Fisk Rubber Company?
 - Develop a slogan.
- Create an advertising campaign for their invention and poster to use in the presentation.
 - First, have students create an advertisement similar to the one by Fisk Rubber Company.
 - Think about the importance of words in advertising from that generation.
 - Can you sell your product with a single image and a paragraph of words?

- To help students determine the most successful way to market their product, as an exercise, choose a product with which they are not familiar (ie. air freshener).
 - Show them a print advertisement of one brand and a video from a competing company.
 - Which is more successful advertisement? Does it have to do with the platform or the product itself?
 - They can reverse the exercise, too, to help determine the answers to these questions.
- Prepare to hold a "Shark Tank" –like presentation.
 - Share videos from the popular TV show so students can a sense of the expectations.
 - Gather a panel of three investors or "sharks" to listen to the presentations.
 - Discuss what components are necessary for a strong pitch.
 - Encourage and give students time to practice their pitches and prepare for questions from the "sharks."
 - Help them to understand how investing in companies work. Why the entrepreneurs ask for a certain amount of money and offer a certain percentage of their company.
 - More math – students need to figure out their price points for their product and how much it costs to make as they develop a budget for their company.

Closing: Hold the "Shark Tank."

Assessment: Response cards. During the "Shark Tank" team presentations, have students use whiteboards to respond if they would invest in the product. For older students, they can work out an offer. After the panel tells their decision, have students hold up their boards, and encourage discussion.

STEAM LESSON PLAN Joslyn Art Museum uses the Nebraska Department of Education's STEM Approach as a guide, but we took the liberty of adding the "**A**" to emphasize the **ARTS**.

NDE's STEM Approach reflects an integrated and interdisciplinary philosophy to teaching and learning that emphasizes collaborative school-based, work-based, family-based, and community-based experiences as a context for helping students to master key competencies within science, technology, engineering, and mathematics.

Teaching and learning resources, experiences, and example activities included within NDE's STEM Approach serve as a standards-based framework for supporting the engagement of students in hands-on, authentic, and contextual learning experiences that provide students with the opportunity to learn STEM content while promoting essential career readiness skills, including communication, creativity, collaboration, and critical thinking.

NDE's STEM Approach strives for compatibility with all content-areas, all grade levels, and all career clusters, not just those traditionally defined as STEM.



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Thursdays for Teachers Writing Prompts: November 2016

N.C. Wyeth, *Illustration for Fisk Cord Tires*, 1919; Arthur Amiotte, *New Horse Power in 1913*, 1994

FAS K-2 FA 2.2.3.c **Interpret** mood or feeling in a work of art.

FA 2.2.4.d **Identify** how images and objects are used to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth:** *Illustration for Fisk Cord Tires* (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. Draw a face that shows how you feel when you see this. You may also use words.
- **Arthur Amiotte:** *New Horse Power in 1913* (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Draw a person that you see in the artwork. Draw a face that shows how you think this person feels. You may also use words.

FAS 3-5 FA 5.2.3.c **Interpret** the message communicated by a work of art, using knowledge of visual elements (*glossary*), subject matter (*glossary*), and mood.

FA 5.2.4.d **Explore** how images and objects are used to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth:** *Illustration for Fisk Cord Tires* (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. How do you think Wyeth used dark/light color and shading to convey a message?
- **Arthur Amiotte:** *New Horse Power in 1913* (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Choose a person or object that you see in the artwork. Why do you think the artist made that choice in this artwork?

FAS 6-8 FA 8.2.3.c **Compare and contrast** various interpretations of themes (*glossary*), styles, and mood.

FA 8.2.4.d **Explain** how images and objects are used to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth:** *Illustration for Fisk Cord Tires* (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. How do you think Wyeth's message would be different if he used dark color/shading on the car and light color/less shading on the people?
- **Arthur Amiotte:** *New Horse Power in 1913* (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Choose a person or object that you see in the artwork. Explain if the artist is making a positive or negative statement.

FAS 9-12 FA 12.2.3.c **Interpret and explain** expressive qualities of artistic styles (*glossary*) and movements (e.g., contemporary/pop cultural vs. historical art movements).

FA 12.2.4.d **Connect** images, objects, and a personal work of art to convey a story, familiar experience, or connection to the world.

- **N.C. Wyeth:** *Illustration for Fisk Cord Tires* (1919) is an advertisement for a company that wants to sell their car tires. Notice that you cannot see faces or expressions. How do you think Wyeth's use of dark/light color and shading shares Impressionist characteristics?
- **Arthur Amiotte:** *New Horse Power in 1913* (1994) shows people of different cultures. The artist is Oglala Lakota (Sioux). Choose a person or object from the artwork from each of the cultures represented. Connect each of those to the story conveyed and note differences based on cultural heritage and stereotypes familiar to you.

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Joslyn Art Museum Comprehensive Study Lesson Plan

Created by Mary Lou Alfieri, Angie Fischer, Josie Langbehn, Kristy Lee, Carter Leeka, Susan Oles, and Laura Huntimer.

1st Semester – Art of the American West

Focus: N.C. Wyeth and his Untitled (Illustration for Fisk Cord Tires Advertisement, 1919)

Objectives:

- Study the importance of N.C. Wyeth in the field of illustration.
- Learn how fine art, advertising and graphic design relate to each other, especially throughout history.
- Discover how the world of advertising has changed from the early 1900s to today through various hands-on projects.
- Understand the importance of tires to the transportation industry by studying the science of tires and researching data.

Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano

_____ 01 Identifying similarities and differences	_____ 06 Cooperative learning
_____ 02 Summarizing and note taking	_____ 07 Setting goals and providing feedback
_____ 03 Reinforcing effort and providing recognition	_____ 08 Generating and testing hypotheses
_____ 04 Homework and practice	_____ 09 Activating prior knowledge
_____ 05 Nonlinguistic representations	

Resources: Check out the **Teacher Support Materials** online, and <http://www.joslyn.org/education/teachers> for additional resources

Suggested Materials: Wyeth's framed reproduction or reproductions of his painting for Fisk Cord Tires, copy of original advertisement, creative brief worksheet, graph paper, transportation-related magazines, camera

Vocabulary: advertisement, creative brief, data, graphic design, illustration, mathematic graphing terms, meter, rubber, timeline, tire

Procedure:

- **Engage:** Working Words. Show students a copy of how the Wyeth's painting was used in the Fisk Cord Tires advertisement. Have them pull out the key words and discuss if they may be used in tire ads today. Briefly show them tire advertisements today to see if those words appear.
- **Art Talk:** Persuasive Piece. Have students consider the question – Is an illustrator a valid career today? How has the field changed over the years? Are illustrators artists? Students should choose sides and argue their point. Discuss similar careers such as graphic designer or anime artist.
- **History:** Who was Newell Convers Wyeth? Refer to the talk presented by Spencer Wigmore or the docent tour led by Beth Howard at the September 2011 Thursdays for Teachers. Also refer to the **Bibliography and Webology** in **Teacher Support Materials** for additional information.
- **Aesthetics:** How did the painting go from canvas to print? How did the image change? Students should discuss how the worlds of fine art, advertising and graphic design intertwine in history. Refer to the workshop presented by graphic design instructor Jim wolf at the September 2011 Thursdays for Teachers.

- **Production:** Have students bring a product that was purchased from a store, then using the creative brief exercise, develop an idea for a sketch of an advertisement for this product. Using Wyeth as inspiration, create a finished illustration. Refer to the workshop presented by graphic design instructor Jim Wolf at the September 2011 Thursdays for Teachers. The **Creative Brief** can be found on the Teacher Support Materials website.
- **Other:** Advertising today. Have students create an ad for Wyeth's market/time period (option to use the illustration created in Production). Talk about key components of advertising in the early 1900s and then have students bring the ad up-to-date.
- **Close:** Working Words, part 2. Taking the words pulled from the Fisk Cord Tires advertisement, create an ad for tires today. Take photos to illustrate the ad and share the finished product with peers.

Extensions:

- **Cultural Connections:** Trace the history of the tire. When did tires first make their appearance? Compare tires of Wyeth's generation with tires today. When did they change? How did they change the transportation industry?
- **Fine Arts 1:** Illustrated timeline. Have students choose a product (i.e. a tire, phone, radio, etc), and then have them create an illustrated timeline to show changes the product underwent during a 100 year time span. Students may illustrate it with hand drawn works, collage-like materials or a creative combination of both.
- **Fine Arts 2:** Have students listen to Ferde Grofe's *Grand Canyon Suite* which includes movements *On the Trail* and *Cloudburst*, or Aaron Copeland's ballet music for *Rodeo* and *Billy the Kid*. Students should consider how these pieces sound "American." Option: Do a tandem activity combining art and music with the study of the opening of the west.
- **Language Arts 1:** Share Vachel Lindsay's poem *The Santa-Fe Trail* with students. While students listen to the words, have them think about the words and feel the rhythm of the poem. Poets use meter in many ways, and consider how Lindsay uses meter in this poem about the first automobiles. Determine which words receive emphasis to create a strong beat and meter. Why do you think some people consider this to be a "jazz" poem?
- **Language Arts 2:** Wyeth typically did not title his illustrations, but looking at the advertisement, you can see Fisk Rubber Company gave it the title "Fisk Cord Tires Civilize Savage Trails." Ask students what they think about the title. Then have them come up with alternative titles. Option: Discuss the potential meaning of the title and about how it may be considered disrespectful.
- **Math 1:** Data analysis. Have students collect data through a select decade or decades on two or more of the following: a) number of cars, b) population of the USA, c) cost of cars, d) cost of tires, e) population of Native Americans, f) average number of miles traveled. Once data is collected, show it in a pictograph, pie or linegraph chart. Compare and contrast two of the above using graph paper. Finally, students should create a conclusion on the data.
- **Math 2:** Reading tires. Show students images of tires and teach them how to read the numbers on the tires that relate to the radius of the tire. Create problems using various tires to have students solve, for example the circumference of the tire to determine how much of the tire is rubber. Using Wyeth's illustration, determine how today's basic tires compare to those using in the early 1900s in terms of a ratio of rubber to rim components.
- **Science:** What is rubber, and how does it become tires? Have students study the science behind tires. Discuss how they have evolved over the years. For example, manufacturers added sulfur to tires so they may handle temperature changes.



"FISK CORD TIRES Civilize Savage Trails"

Painted by N. C. Wgeth for the Fisk Rubber Co.



FISK CORD TIRES

FOR THE LONG TRIP the right tire selection is not an incidental matter.

It is essential that the car be as amply cushioned as possible against road shocks, in order to save the occupants from fatigue, to safeguard the delicate mechanism of the chassis, to minimize gasoline consumption and to avoid delay.

For touring or daily traveling the FISK CORD offers all that can be built into a tire of comfort, convenience, mileage, economy and safety. Its substantial, clean-cut beauty is the final word in tire attractiveness, in keeping with the most finished appointments of any automobile.

Made with both Ribbed and Fisk Non-Skid Treads

Exercise – Writing a Creative Brief

What Is a Creative Brief?

Advertising agencies, graphic designers, and other creative professionals often use a creative brief to help define the critical parameters of a design project. Creative briefs are sometimes written by the client who has hired the creative professional; if the client isn't familiar with writing one, the creative professional(s) will "interview" their client to get the necessary information.

A creative brief will provide a road map to the team working on the project. It helps them focus on relevant

information, key objectives, and ultimately, identify the goal(s) of the design project, as well as what deliverables would be most effective in achieving those goals.

Exercise

In a real world situation, much of the information on a creative brief would come from the client. But, for this exercise, you'll play both client and creative professional, and make up answers for your fictional client.

Who is the Client?

What's the name of their company?

Are they national? Regional? Local?

What differentiates this company from its competitors?

What Does the Client Want to Achieve?

*For the exercise, you'll all use the same goal:
increase sales through an advertising campaign*

Who is the Target Audience?

Age Range:

Gender:

Profession:

Income:

What do they value?

Brands they identify with:

What Are the Product Features & Benefits?

Feature:

Benefit:

Feature:

Benefit:

What Are Some Adjectives / Key Words That Go with the Product?

Where Are the Best Places to Reach the Target Audience?

Online? Magazine Ad? TV Commercial?

In-Store Promotion?