

Local and United States History through the Eyes of Remington

This history lesson is designed for grade levels K-6. Depending on the number of students in your class and the student's age levels, this lesson could take one to two days to get through all material. Students acquire and integrate, extend and refine, and complete a meaningful use task.

Essential Questions for grade levels K-6:

- Why is it important that we study history?
- What is an artifact?
- What is a timeline and how can it help people distinguish between the near and past?
- Who was Frederic Remington and when did he live?
- What is the difference between a sketch, a drawing, a painting, and a bronze?
- Who were Native Americans, American Cowboys, military figures, and Buffalo Soldiers in Remington's art works?
- How did Remington help to preserve their legacies?

Declarative Knowledge: Frederic Remington's life timeline with other events happening in Fred's life, examples of artifacts with descriptions of their histories to pass around, definition of sketch, drawing, painting, bronze, explanations of who the Native Americans, American Cowboys, Military figures, and Buffalo Soldiers were

Procedural Knowledge: How to fill out a KWL Chart*, how to create a timeline, how the Native Americans, American Cowboys, military figures, and Buffalo Soldiers were connected to each other through the history of the west, how Remington helped preserve their legacies in his art

K-6 NYS Social Studies Standards:

NY.SS.K-6.1.2 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.K-6.1.2.1 ... gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

NY.SS.K-6.1.2.2 ...recognize how traditions and practices were passed from one generation to the next

NY.SS.K-6.1.2.3 ...distinguish between near and distant past and interpret simple timelines

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.

Important social and cultural values from NYS: Remington believed we should preserve the heritage of the west as a period of time important to United States history. 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. This is an example of how traditions and practices are passed from one generation to the next.

Information in handouts including some pictures:

- Frederic Sackrider Remington, (October 4, 1861 – December 26, 1909), was born to Seth Pierre Remington and Clara Bascomb Sackrider in Canton NY at the time of the Civil War. Remington's father was a colonel and a celebrated war hero. In canton, his father worked as a newspaper editor and postmaster. His mother was from a long line of hardware store operators.
- Remington enjoyed hearing his father tell stories of war victories from an early age. He enjoyed it so very much he drew many pictures of soldiers and horses.
- As he grew older, the family moved to Ogdensburg. Shortly after young Remington was sent to military academy, first in Vermont, then in Massachusetts.
- At age 18, Remington was accepted at Yale in the Fine Arts Program.
- At age 19, his father became sick. Remington left school to attend to him, and after his father passed, he decided to leave Yale and travel west.
- He began to successfully preserve western heritage by creating sketches, drawings, paintings and bronzes.
- He married Eva Caten at age 21 in , travelled several times to the west and then back to NYS, worked alongside the U.S. military to track Geronimo, a famous Apache warrior, in Arizona, travelling with the Buffalo Soldiers, or ranks of African American Military Cavalry,

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 (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 Battle of San Juan Hill) (1898)
- Remington dies from complications of appendicitis at 48 years old (1909)

Steps from beginning to end:

1. Ask the essential questions to your group of students as the lesson launch activity
2. Draw a KWL Chart on your board and fill in some of the answers to the essential questions about what the students know and want to know
3. Pass around artifacts to look at
4. Distribute a handout with a very brief history of Remington's life, (above in the bulleted material)
5. Go over the handouts and let students hold onto them, (acquiring and integrating)
6. Hang up a basic timeline of the period of Remington's life which has soft Velcro attached in a long strip

7. Explain the activity: Students will count off in 3's and work in teams to decide where they will attach their pieces of laminated milestones
8. Have students count off in 3's to work in teams
9. Pass out to teams the laminated milestones of Remington's life with stiff Velcro attached
10. Let students attach pieces to the timeline with a time limit; (Make it a race! Have one student from each group compete with one from the next group: students run a circle around their desk or walk in figure 8 patterns around competitors, students twirl 3 times around a baseball bat before they go to the timeline... The next student from the team can't go to the timeline until their teammate is back in their chair)
11. When all pieces are attached to the timeline, read off the information to see if it is correct
12. Call on students independently to change things or have them deliberate in their groups, (extending and refining)
13. Finish KWL Chart with what the students have learned (meaningful use task)

Materials: Chalk or marker board for KWL Chart, list of essential questions, handouts of basic timeline with pictures, timeline to hang on wall with Velcro strip, laminated milestones with pictures that have Velcro