

BAM | BOISE ART MUSEUM

TEACHER PRE-VISIT INFORMATION & CHECKLIST

WOMEN IN AMERICAN IMPRESSIONISM: THREE MASTERWORKS FROM THE SMITHSONIAN AMERICAN ART MUSEUM

THE ARTWORK

Experience three Masterworks by famous American Impressionists.

Mary Cassatt • Frederick Carl Frieseke • Childe Hassam

Portraits by these artists provide a distinctive interpretation of women at the turn of the twentieth century.

HIGH SCHOOL TEACHING STANDARDS

The artworks offer a unique opportunity to learn about the Victorian Era/Gilded Age and its relevance today. The program is specifically designed to fulfill the national and state high school teaching standards, including discussions about:

- scientific discoveries
- civics
- government
- gender equity
- women's suffrage (100th anniversary)
- human, civil, and civic rights
- Idaho, U.S., and world history
- cultural developments
- visual art
- performing arts
- literature

YOUR STUDENTS

Your students will be actively engaged in interdisciplinary learning while at BAM. Each student will receive a free return ticket to visit BAM again.

ABOUT THE EXHIBITION

Boise Art Museum announces the presentation of three Impressionist masterworks from the collection of the Smithsonian American Art Museum: Mary Cassatt's *Spanish Dancer Wearing a Lace Mantilla*, Frederick Carl Frieseke's *Nude Seated at Her Dressing Table*, and Childe Hassam's *Tanagra (The Builders, New York)*. Each of these portraits provides a distinctive view of women at the turn of the twentieth century, filtered through the lens of the artist's experience. Cassatt's travels in Spain, Frieseke's residence at the Giverny art colony, and Hassam's urban lifestyle in New York City, are expressed through their individual choices of palette, pose, and setting. Opening alongside *Impressionism in the Northwest*, this exhibition provides an expanded view of the American Impressionist movement, and affords visitors the unique opportunity to experience artworks by three of the United States' preeminent artists.



This is one in a series of American art exhibitions created through a multi-year, multi-institutional partnership formed by the Smithsonian American Art Museum as part of the Art Bridges + Terra Foundation Initiative.

Organized by the Boise Art Museum

Boise Art Museum's education philosophy encourages the examination and discussion of the visual arts through a holistic approach to art education. Programs support the development of critical thinking skills, visual analysis, exploration and understanding of art techniques as well as the investigation of cultural contexts, art as a form of communication, and multidisciplinary connections. In its touring program, BAM uses arts-based, student-centered, guided-discovery techniques and inquiry strategies that encourage learning directly from the object and encompass aspects of many education philosophies.

TOUR CHECKLIST

Please follow the checklist below in preparation for your tour.

BEFORE YOUR TOUR

- ☐ PREVIEW THE EXHIBITION with the *Free Teacher Preview Pass* included with your confirmation letter.

WITH YOUR STUDENTS

- ☐ PREPARE YOUR STUDENTS BY SHARING THE **PRE-VISIT ART PACK FOR STUDENTS**. We have written the pack so that students can review and complete the information in preparation for the experience at BAM. You may choose to project the images while students work, or you may forward the images to the students to view, or print a class set(s) of the images for students to look at while they are considering the questions and information in the Pre-Visit Art Pack.
- ☐ SHARE THE MUSEUM MANNERS with your students.
- ☐ MAKE LARGE NAMETAGS for students with their first names only.

WITH YOUR CHAPERONS

- ☐ DESIGNATE YOUR ADULT CHAPERONS. A maximum of **four chaperons may be included with the group for free**. Chaperons have specific responsibilities and are admitted with the students free of charge. Additional adults pay regular admission and are considered regular visitors in the Museum.
- ☐ ASK CHAPERONS not to bring infants, younger children, or other siblings.
- ☐ REVIEW THE CHAPERON GUIDELINES with your designated chaperons.
- ☐ HAVE YOUR PAYMENT PREPARED for any additional adults. Checks can be made payable to the Boise Art Museum or BAM. We are unable to make change, so please have the exact amount prepared if you are paying with cash. (Often teachers split the admission among all adults to cover the cost. Schools or individuals may pay for the additional adults.) ***General admission is \$6; admission for seniors (62+) \$4, and full-time college students is \$3.***

WHEN YOU ARRIVE

- ☐ FOR THIS SPECIAL PROGRAM, ARRIVE AT THE FRONT ENTRANCE facing the Boise Public Library. Do not enter through the back of the Museum. Arrive no more than 5 minutes before your scheduled time to minimize waiting.
- ☐ IDENTIFY YOUR CHAPERONS for the docent and MAKE THE PAYMENT for additional adults.
- ☐ LEAVE LARGE FIRST AID KITS AND BAGS at the Coat + Bag Check. First aid kits and bags must be smaller than 11" X 15" and must be worn on the front of your body. BAM has multiple first aid kits on site.
- ☐ REMEMBER: The Museum has no indoor or outdoor lunch facilities. Tour groups may bring their lunches and enjoy Julia Davis Park or visit the restaurants in BODO or nearby at Boise State University.

AFTER YOUR TOUR

- ☐ COMPLETE THE EVALUATION CARD you receive from the docent so we can continue to tailor programs accordingly.
- ☐ CONTINUE THE CONVERSATION. Find ways to extend the BAM experience within your curriculum! SHARE with BAM by sending photos or descriptions to Emily Nadel, Curator of Education at emily@boiseartmuseum.org.

MUSEUM MANNERS FOR STUDENTS

Please share and discuss these MUSEUM MANNERS with your students.

Remembering to follow these manners on your program at the Boise Art Museum will help keep the artwork safe and make sure everyone has a positive experience.

- **Food, drink, and gum** are not allowed in the Museum.
- **Give the artwork and the walls at least 12 inches of space.**
- **Use indoor behavior;** running and jumping must be limited to the outdoors.
- **Leave pens, markers and other writing/art materials at school,** in your backpack, or on the bus.
- At the end of the program, your docent will give your teacher *Free Return Tickets* for each student. These tickets allow you and one guest to return and visit the Museum for free. When you return, you can take your guest on a tour sharing what you learned.
- **Have fun** and enjoy your visit to the Boise Art Museum!

CHAPERON GUIDELINES

Please share and discuss this information with your chaperons.

Agreeing to be a chaperon for Boise Art Museum's School Tour Program means that you understand the following policies and agree to participate when asked by the docent.

- **Chaperons should not bring infants, younger children, or siblings** with them for the program.
- Keep students with the group and encourage students to **stay at least 12" away from the artwork and walls.**
- Help students to **pay attention and participate** by engaging with the group during the program.
- **Encourage student participation.** If you feel you have a relevant response to the docent's questions, please share as long as your comment complements the students' ideas.
- **Additional adults pay regular admission** and are considered independent visitors apart from the school program. Additional adults are not required to participate in chaperon responsibilities.
- **Cameras, large purses, backpacks, coats and umbrellas should be left on the bus** or stored in the Coat + Bag Check until the end of the visit.
- **Turn your cell phone off.** The use of cell phones is not permitted in the Museum during programs.

BAM | BOISE ART MUSEUM

PRE-VISIT ART PACK FOR STUDENTS

WOMEN IN AMERICAN IMPRESSIONISM:

THREE MASTERWORKS FROM THE SMITHSONIAN AMERICAN ART MUSEUM

We look forward to seeing you at BAM!

When you get to the Boise Art Museum, you will see art from a very specific time in history. Knowing some things about this era will help you understand and interpret the paintings at BAM. This Pre-Visit Art Pack is designed to help you prepare for your experience at the Museum.

Please follow the prompts included in this packet to jumpstart your thinking about American Impressionism, the Victorian Era, the Gilded Age in America, and the cultural, scientific, and artistic developments that still influence our lives today.

THE ARTWORK

The artwork you will see was created during the **Gilded Age** by three of the most prominent and famous **American Impressionist** artists —

Mary Cassatt • Frederick Carl Frieseke • Childe Hassam

THE TIMES

The Gilded Age is the name for the time in the U.S. from 1865-1918. The period is also referred to generally as the **Victorian Era**.

This was a time of:

- ◇ Rapid growth in industry and technology;
- ◇ Modernization of American cities;
- ◇ Settlement of the western U.S., thanks to railroads;
- ◇ Development of reservations and confinement of Native Americans;
- ◇ Prosperity;
- ◇ Mass immigration;
- ◇ Volatile labor relations;
- ◇ New scientific developments (light bulb, telephone, typewriter, sewing machine, radio...);
- ◇ Formation of new governmental checks and balances;
- ◇ increased forms of entertainment (dance, theatre, music, magazines, and newspapers); and
- ◇ Invention of new sports, including basketball, bicycling, and football.

American Impressionist artists expressed the times in which they lived, and focused on the everyday lives of the upper class in their paintings of people and places.

THE TERMS

IMPRESSIONISM

An art movement started in France in the 1860's. It emphasized the techniques of recording the effects of sunlight on objects and using short, broken brushstrokes and bright colors.

AMERICAN IMPRESSIONISM

In the late 1800s, various American artists traveled to France to study and paint. Those who returned to the United States continued to paint in the style of Impressionism. They adapted the techniques they learned in France to American urban and rural scenes, views of household interiors, and people. They wanted to reflect their pride in America and show it with a vibrant, modern style.

THE GILDED AGE

The Gilded Age was the time period in the United States from the mid-1860s to around 1918. It was marked by rapid growth and changes in economy, technology, government and American society. It was named based on a novel written by Mark Twain, titled *The Gilded Age: A Tale of Today*. The scientific developments during this time laid the groundwork for contemporary technologies, such as computers, smartphones and streamlining media. The cultural and civic advancements of this period led to the freedoms we enjoy today.

VICTORIAN ERA

The 63-year period from 1837-1901 that marked the reign of England's Queen Victoria. It is described by the rapid growth of cities and the decline of rural life. The tastes, styles, innovations, and customs of this era influenced the life of high society in the U.S.

WOMEN'S SUFFRAGE

Women's suffrage is the right of women to vote in elections. Beginning in the early 1800s, women worked for economic and political equity as well as social reforms. They sought to change voting laws to formalize their legal right to vote. Their protests continued for almost 100 years and ended on August 18, 1920, when the 19th Amendment to the U.S. Constitution was ratified.

Mary Cassatt (1844-1926)

Spanish Dancer Wearing a Lace Mantilla, 1873 (See Image)

A portrait can be defined as a representation of a particular person, animal, or other being or creature. Current technology and social media have introduced the selfie as a new, 21st-century self-portrait.

- ⇒ When you take a selfie, what compositional choices do you make? (*such as lighting, pose, cropping, background, etc.*)
- ⇒ Look closely at Mary Cassatt's painting. What compositional elements stand out to you?
- ⇒ What mood is conveyed by the artist's compositional choices of pose, color, light, etc., in the painting?
- ⇒ Google world events for the time period just before and when this painting was made [1865-1873]. What other events or discoveries can you add to the timeline that tell you more about this time?

1873

- San Francisco cable car makes debut
 - First known color photographs are developed
 - First train robbery by Jesse James
-
- ⇒ Based on your search, what might it have been like for an American woman to travel and live in France and Spain in 1873? What might it have been like for an American man? How might it be different/the same today?

Mary Cassatt

- + grew up in Philadelphia
- + spent most of her adult life in Paris
- + left Paris in the early 1870s and traveled to Spain
- + set up a studio in Seville and painted *Spanish Dancer*

- ⇒ Can you imagine the kind of life the woman in this painting might have lived?
- ⇒ Write a caption for this painting as though it were an Instagram post.

- As a female artist during a period dominated by male artists, Mary Cassatt devoted her life to her artistic practice — she did not conform to the social norms of marrying and raising children.
- She is considered to be America's leading Impressionist.
- She was the only woman to exhibit with the French Impressionists in Paris.
- She helped to increase the popularity of the Impressionist style in the United States.
- Her paintings met a need in society to romanticize women's domestic roles at a time when women were seeking and making changes — pursuing legal voting rights, dress reform, higher education, and social equity.

Frederick Carl Frieseke (1874-1939)

Nude Seated at Her Dressing Table, 1909 (See Image)

- ⇒ Can you identify the objects on the woman's dressing table?
- ⇒ How would you describe the woman's social class? Explain your visual evidence from the painting.
- ⇒ How has the artist captured the time period in this painting?
- ⇒ Look closely at the women's suffrage poster (1917) and political cartoon (1894) that have been included for reference. Compare and contrast the poster and cartoon with this painting. How are they similar? How are they different from one another? What can you tell about women's roles in society during this time period by "reading" all three?
- ⇒ Listen to or read this conversation with Cokie Roberts about the ratification of the 19th amendment and social change: <https://www.npr.org/2019/05/22/725610789/100-years-ago-this-week-house-passes-bill-advancing-19th-amendment> Does the interview change what you thought about women's suffrage? Why/Why not?

Related Facts

- + Idaho has the only state seal that was designed by a woman artist. (Emma Edwards, in 1890)
- + In the seal, she drew the man and the woman the same size, symbolically representing their equality.
- + **February 11, 1920** — Idaho ratified the 19th Amendment
- + **August 18, 1920** — 36 states ratified the 19th Amendment, making women's suffrage legal in the U.S.
- + **August 18, 2020** — 100th anniversary of women's suffrage

Childe Hassam (1859-1935)

Tanagra (The Builders, New York), 1918 (See Image)

This is a portrait of a woman, and it is also a "portrait" of a city and of a specific moment in time.

- ⇒ Find information about scientific advancements and growth of cities in the United States during this period. Why might it be important to celebrate the growth of a major U.S. city in 1918?
- ⇒ Can you see what is happening outside the woman's window?
- ⇒ Why do you think the painting might be called *The Builders, New York*?
- ⇒ What things cause growth in a city?
- ⇒ Is the growth of a city always good?
- ⇒ What challenges can be created by the growth of a city?
- ⇒ Do we face any similar challenges today?

1918

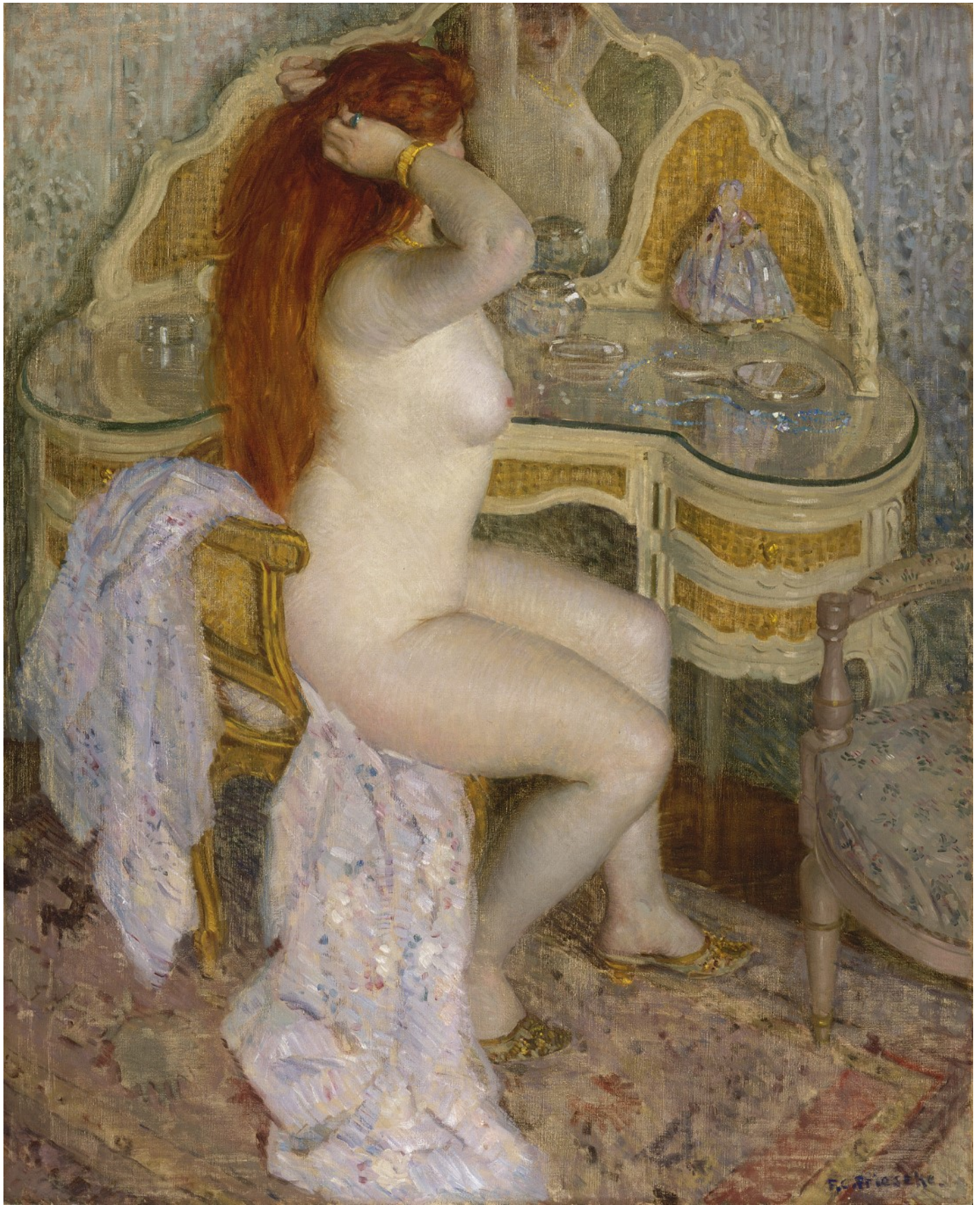
- the 5th and Final Year of WWI
- test run of the first pilotless drone in New York
- Spanish influenza spreads worldwide
- 1,000 pilot whales became stranded in the Chatham Islands

Symbols of Growth

- Tanagra is the name of a grand, ancient city in Greece.
- The statuette in the woman's hand is from Tanagra, Greece.
- The blooming lilies in the window sill are symbols of progress and knowledge.



Mary Cassatt, *Spanish Dancer Wearing a Lace Mantilla*, 1873, oil on canvas, Smithsonian American Art Museum, Gift of Victoria Dreyfus, 1967.40



Frederick Carl Friesseke, *Nude Seated at Her Dressing Table*, 1909, oil on canvas, Smithsonian American Art Museum, Gift of the Sidney Avery and Diana Avery 1978 Trust, 1997.62



Childe Hassam, *Tanagra (The Builders, New York)*, 1918, oil on canvas, Smithsonian American Art Museum, Gift of John Gellatly, 1929.6.63

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PUCK BUILDING, New York, June 6th, 1894.
Copyright, 1894, by Keppler & Schwarzmann.

Puck



A SQUELCHER FOR WOMAN SUFFRAGE.

HOW CAN SHE VOTE, WHEN THE FASHIONS ARE SO WIDE, AND THE VOTING BOOTHS ARE SO NARROW?

A squelcher for woman suffrage, C.J. Taylor, N.Y. : Published by Keppler & Schwarzmann, 1894 June 6.,
chromolithograph, Library of Congress Prints and Photographs Division Washington, D.C.
<https://www.loc.gov/pictures/item/2012648727/>.



Women's suffrage poster, 1917. (State Historical Society of Iowa),
<https://now.uiowa.edu/2012/11/preserving-her-story>.

LEARN MORE ABOUT...

Mary Cassatt

National Museum of Women in the Arts, <https://nmwa.org/explore/artist-profiles/mary-cassatt>

Khan Academy, Cassatt, <https://www.khanacademy.org/humanities/becoming-modern/avant-garde-france/impressionism/v/mary-cassatt-in-the-loge-1878>

Frederick Carl Frieseke

Smithsonian American Art Museum, <https://americanart.si.edu/artist/frederick-carl-frieseke-7279>

National Gallery of Art, <https://www.nga.gov/collection/artist-info.1323.html>

Childe Hassam

Met Museum, https://www.metmuseum.org/toah/hd/hass/hd_hass.htm

The Phillips Collection, https://www.phillipscollection.org/research/american_art/bios/hassam-bio.htm

Women's suffrage

19th amendment, <https://constitutioncenter.org/interactive-constitution/amendment/amendment-xix>

Interpretations of the 19th amendment, <https://constitutioncenter.org/interactive-constitution/interpretation/amendment-xix/interps/145>

2020 Centennial, <https://www.2020centennial.org/about>

Library of Congress, women's suffrage timeline, <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/suffrage/cartoon.html>

National Archives, <https://www.archives.gov/exhibits/featured-documents/amendment-19>

Immigration

Department of State, <https://history.state.gov/milestones/1921-1936/immigration-act>

Population Reference Bureau, <https://www.prb.org/us-migration-trends/>

Liberty Ellis Foundation, <https://www.libertyellisfoundation.org/immigration-timeline>

Literature

Books that Shaped America (1850-1900 and 1900-1950), <https://www.loc.gov/exhibits/books-that-shaped-america/>

Music & Entertainment

The Gilded Age Music, <https://prezi.com/otak4byacxnn/the-gilded-age-music/>

The Gilded Age Leisure and Recreation, <https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/gilded-age-leisure-and-recreation>