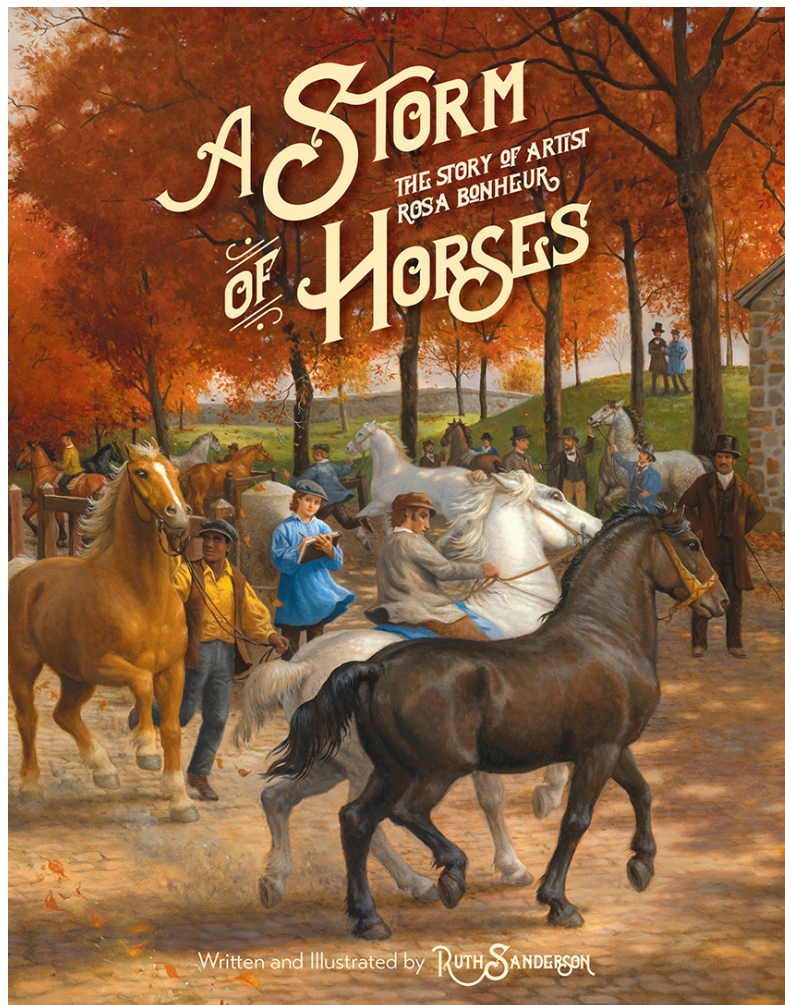


A Storm of Horses: The Story of Artist Rosa Bonheur

A teacher's guide created by Marcie Colleen
based upon the picture book
written and illustrated by Ruth Sanderson



Published by
Crocodile Books



Ruth Sanderson standing in front of *The Horse Fair* by Rosa Bonheur at the Metropolitan Museum of Art in 2018

Ruth Sanderson, Author-Illustrator, *A Storm of Horses*

Ruth Sanderson has always loved horses. She drew them constantly growing up and her first oil painting at age fourteen was a horse portrait. Ruth has been a professional illustrator for many years, with over ninety published children's books. She has illustrated and retold many fairy tales, including *The Twelve Dancing Princesses*, *Papa Gatto*, *The Enchanted Wood*, *The Snow Princess*, and many others. Her book about a magical horse, *The Golden Mare, the Firebird and the Magic Ring*, won the Texas Bluebonnet Award in 2003. She illustrated the first *Black Stallion* paperback covers and has illustrated many chapter book horse stories, including the *Horse Diaries* series.

In addition to children's books, Ruth illustrates coloring books for adults, book covers, fantasy art, games, concept art for animation, and licenses her work for greeting cards, collector's plates, puzzles, and more.

Visit www.ruthsanderson.com to see more of her horse paintings and fairy tale paintings, as well as tips for learning to draw horses. Inspired by her life-long love of horses, her new book *Drawing Horses* is a guide to drawing realistic horses and is suggested for aspiring artists ages eight and up.

How to Use This Guide

This classroom guide for *A Storm of Horses* is designed for students in second to fourth. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *A Storm of Horses* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

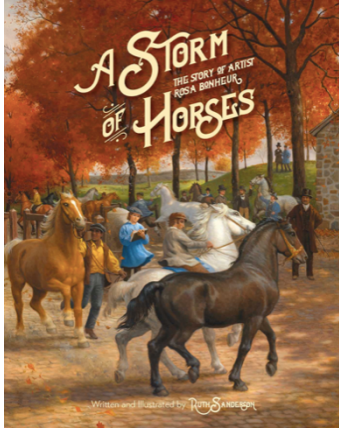
All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Marcie Colleen Curriculum Writer

This guide was created by Marcie Colleen, a former teacher with a BA in English Education from Oswego State and a MA in Educational Theater from NYU. In addition to creating curriculum guides, Marcie can often be found writing books of her own at home in San Diego, California. Visit her at www.thisismarciecolleen.com.

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Book Information



A Storm of Horses

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Grade Level: 2 – 6

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An inspiring picture book about Rosa Bonheur, the most famous and best-selling female painter of her century.

In a stunning ode to underrepresented women everywhere, award-winning illustrator Ruth Sanderson tells the untold story of French artist Rosa Bonheur in this picture book biography.

Rosa Bonheur was born in 1822 in France at a time when young women had limited options beyond being a wife and mother. But Rosa wouldn't stand for this. She wore pants, rode horses astride, and often broke society's rules. She wanted to be a famous painter just like her father. Female artists at the time were encouraged to paint domestic scenes of children and family, but Rosa was determined to capture the unbridled wild beauty of horses.

Her masterpiece *The Horse Fair* was eight feet high and sixteen feet wide. Rosa went on to become the most celebrated female artist of her time with paintings purchased by art collectors, museums, and galleries around the world. With the decline in popularity of realistic painting, Rosa's trailblazing story was almost forgotten.

Revel at the bravery and fortitude of young Rosa as you take in Ruth Sanderson's immaculate rendition of her life and artistry.

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English Language Arts

Reading Comprehension

Before reading *A Storm of Horses*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

- Look at the cover illustration. Describe what you see.
- How would you describe the energy of the scene?
- Choose someone or something in the image and mimic what they are doing. How does it make you feel?
- Can you guess what the story might be about? What are some clues you can find in the cover and title page illustrations?
- Can you guess when the story might take place? Is this modern day or from long ago? What clues in the cover illustration indicate the time period?
- Explain that Ruth Sanderson's name is the only name on the cover because she is both the author and the illustrator of *A Storm of Horses*. What does an author do? What does an illustrator do? What does it mean if there is an author-illustrator?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- When and where was Rosa born?
- Who inspired her earliest longing to be an artist? How so?
- How would you describe Rosa as a child?
- Why was Rosa sent home from boarding school? How did she feel about being sent home?
- What was expected of women when Rosa was young? Does Rosa fit in with these expectations? Support your answer with evidence from her story.
- Why do you think artists might want to copy paintings and sculptures found at famous museums like the Louvre?
 - What do you think the purpose of this is?
- Name three ways that Rosa set out to learn more about the anatomy of a horse.
- Why was it especially notable that Rosa was accepted both into the Paris Salon annual exhibition and won the gold medal?
- What changes allowed Rosa to "finally begin work on a large painting she'd been dreaming about for years"?

- Why did Rosa want to attend the horse market in Paris?
 - What was standing in her way?
 - How did Rosa eventually get to attend the horse market?
- Explain the phrase “a storm of horses” in your own words.
- Describe Rosa’s process in creating the large painting.
- Why couldn’t people believe that a woman painted *The Horse Fair*?
- Why is Rosa described as spirited and untamed, like the horses?

Now, let’s look closely at the illustrations.

- Look closely at how people are dressed in *A Storm of Horses*.
- Print out photos from the Internet of French clothing styles in mid to late 1800s.
- Draw your own character wearing clothing from this time period.
- Display the finished drawings in the classroom.

What Happened? ~ *A Storm of Horses’s* Plot

A Storm of Horses has a plotline with one central conflict or problem—Rosa Bonheur has a dream to be a famous painter of horses, despite the restrictions of the culture of her time. Help students define the plot arc within *A Storm of Horses*.

Beginning	Middle	End
Rosa is born.	First	<i>The Horse Fair</i> is Rosa’s masterpiece.
	Then	
Enter problem:	Next	
	After that	
	Finally,	

Who is Rosa Bonheur? ~ Character Study

How a character acts and what a character says can tell readers a lot about who the character is.

Read *A Storm of Horses* paying close attention to the character of Rosa. Scene by scene, record your thoughts, in a chart like the one below.

What she does	Why do you think she does what she does?	How would you describe her?	What might she say?
Example: Rosa poses for her father when she was four.	She has her own dreams of being an artist, too.	Curious, ambitious, full of dreams.	"Can I be an artist, too?"

After gathering information regarding Rosa's character, use the scenarios below to write a new scene for *A Storm of Horses*. What would Rosa do and say in one of the following situations?

- A grown Rosa meets the girl who is holding a sketchbook and looking at the painting at the end of the book. This young girl dreams of becoming an artist, too.
- Rosa is the first woman to win a prestigious award and gives an acceptance speech.
- Young Rosa needs to take something in to school for show n' tell.

Reading Nonfiction

While reading *A Storm of Horses* aloud to the class, have students take notes in two columns:

- *Things We Learned*
- *Questions We Have*

Pause before each page turn to add notes to the columns. These columns can either be individual or hung on the board and worked on as a class.

Things We Learned (Facts)	Questions We Have	Answers We Found

- Once the story is read, discuss the *Questions We Have* column.
 - Were any of these questions answered as the story went along?
 - If so, ask students to find the answer within the text.
 - Record the answer next to the question in a third column labeled *Answers We Found*.
- For all remaining questions in the *Questions We Have* column, that have yet to be answered, students will need to take the steps to find answers, either through Internet or book research.
 - Discuss how to find answers to questions through research.
 - Assign students to specific questions to help them focus.
 - Record all answers in the *Answers We Found* column.
- After the answers have been shared with the class, engage in a discussion on research practices.
 - What was most difficult about finding answers?
 - Was it easier to find answers on the Internet or in a book?
 - Which source is more reliable, the Internet or a printed book? Why?
 - How can you determine whether to trust a source?

- What tips would you give someone who is about to do research?
- Read the additional information about Rosa and the Author/Illustrator's Note at the back of the book.
 - Create an additional chart to document what information in this section was included in the story and what information was not included.
 - Why do you think certain information was chosen to include in the story and leave other information to the back matter?
 - Choose three facts from the back matter that were not included in the story and explain why you think each was excluded.

Extension: Design and illustrate posters representing each Fact, Question, and researched Answer based on *A Storm of Horses* and display them within the classroom.

Writing Activities

I Want to Attend the Horse Fair: Writing a Persuasive Essay

Although her father was supportive, Rosa lived during a time when women were supposed to be mothers and wives, nothing more. But Rosa dreamed of being an artist. She especially loved painting horses and wanted to paint them unharnessed. Some people thought she should only paint tame subjects. Society believed it was too dangerous for women to attend the horse fair wearing their long skirts and it was illegal for women to wear pants. Rosa needed to persuade someone to get her into the horse market.

Ask your students if they know what "persuade" means. If not, can they make any guesses?

Discuss:

- What it means to persuade
- Times you might want to persuade someone (e.g., persuade your parents to let you stay up late, persuade your teacher to not give a test)

Writing to persuade tells the reader what you believe, gives the reader at least three reasons why you believe it, and has a good ending sentence. You want to try and convince the reader to agree with you.

Pretending to be Rosa Bonheur, have students write a persuasive essay to someone who disapproves of women attending the horse market. Use the following TREE structure:

T = Topic sentences

The topic sentence tells the reader what you think or believe. Example: *I am writing to you because I wish to attend the horse market to study horses unharnessed for a painting.*

R = Reasons

The reasons why you believe what you believe. Write at least two to four sentences supporting three reasons. Use evidence directly from the text.

E = Ending

Wrap it up with a conclusive sentence.

E = Examine

Look closely. Do you have all of your parts?

Share your essays with the class. Which is the most persuasive? Why do you think so?

Speaking and Listening Extension: Create a TV commercial or PowerPoint presentation to encourage people to read *A Storm of Horses*. Be sure to incorporate the TREE structure!

Language Activities

New Vocabulary: Courage

What is courage?

Look up 'courage' in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.)

- Read the definition.
- Then, define 'courage' in your own words.

After better understanding courage, discuss whether the following examples are 'courageous' or not.

- Trying a food that you've never tried before.
- Engaging in a new experience.
- Standing up for someone who is being picked on.
- Asking for help.
- Helping out a person or animal in need, even if it might put you in a little bit of danger.
- Taking a stand against an unfair social or economic practice.

Discuss:

- Can you think of a time when you were courageous?
- Something that you can do today to be courageous.
- Was Rosa Bonheur courageous? How so? Explain.

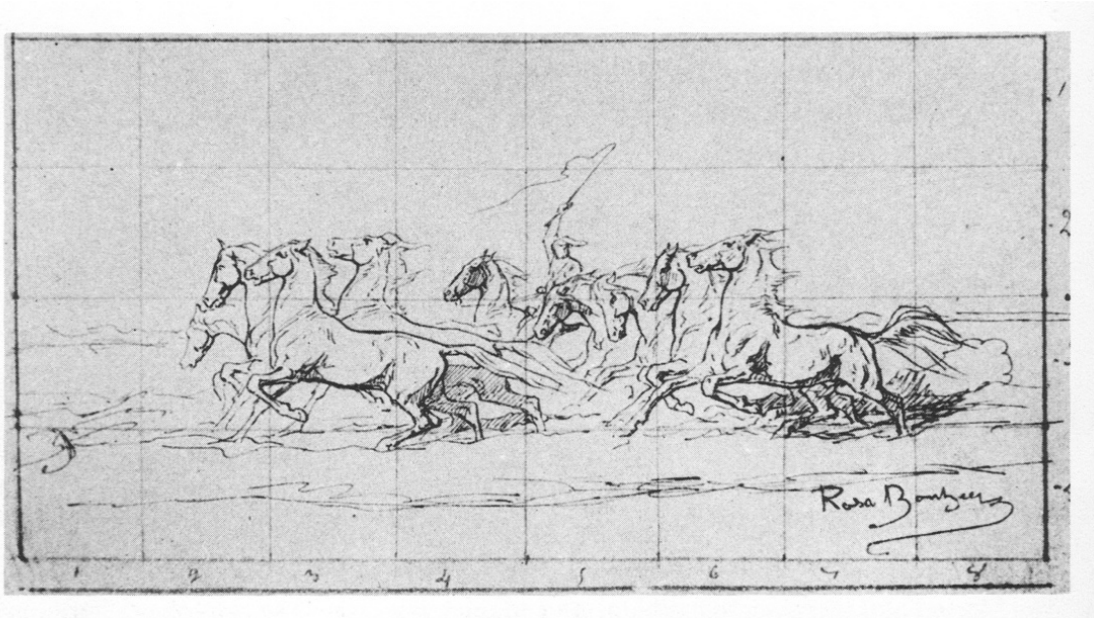
Vocab Detectives

A Storm of Horses contains a few words which may be new for students, such as galloped, clutching, and portrait. Encourage them to use context clues from both the text and illustrations to infer meanings.

- While they read, ask students to look carefully for words they do not know. As soon as they come across a new vocabulary word, they should jot it down.
- Look up the unknown word in the dictionary. (Depending on the level of your students, a student volunteer can do this or the teacher can.) Read the definition.
- Come up with a way to remember what the word means. Using Total Physical Response, students can create an action that symbolizes the word and helps them remember it.

Math

The Grid Method of Enlarging a Drawing



The grid method has been used by artists for centuries as a tool for creating correct proportions when making large paintings based on small preliminary drawings. The grid basically divides the original image into smaller blocks so that you can more easily see what belongs where when you want to create a larger version of a drawing or photo to make the outline for a painting.

The drawing above of horses was a small sketch for a painting called *Threshing Wheat* by Rosa Bonheur. You can see that she drew a grid of squares over the drawing, numbering them along the bottom and sides. She then drew a larger grid with the same number of squares onto a large canvas.

Looking at one square at a time, Rosa carefully copied what was in each square onto her large canvas to create a large drawing with the correct proportions of the small drawing. Then she painted the picture.

Rosa likely used this grid method for most if not all her paintings. This sketch is a rare instance of one that survived. Most artists would probably consider these gridded drawings disposable after they were used, as they were not art that could be sold. It is likely she used this grid method for *The Horse Fair* painting, though that drawing was not found in the author's research.

The Grid Method Exercise

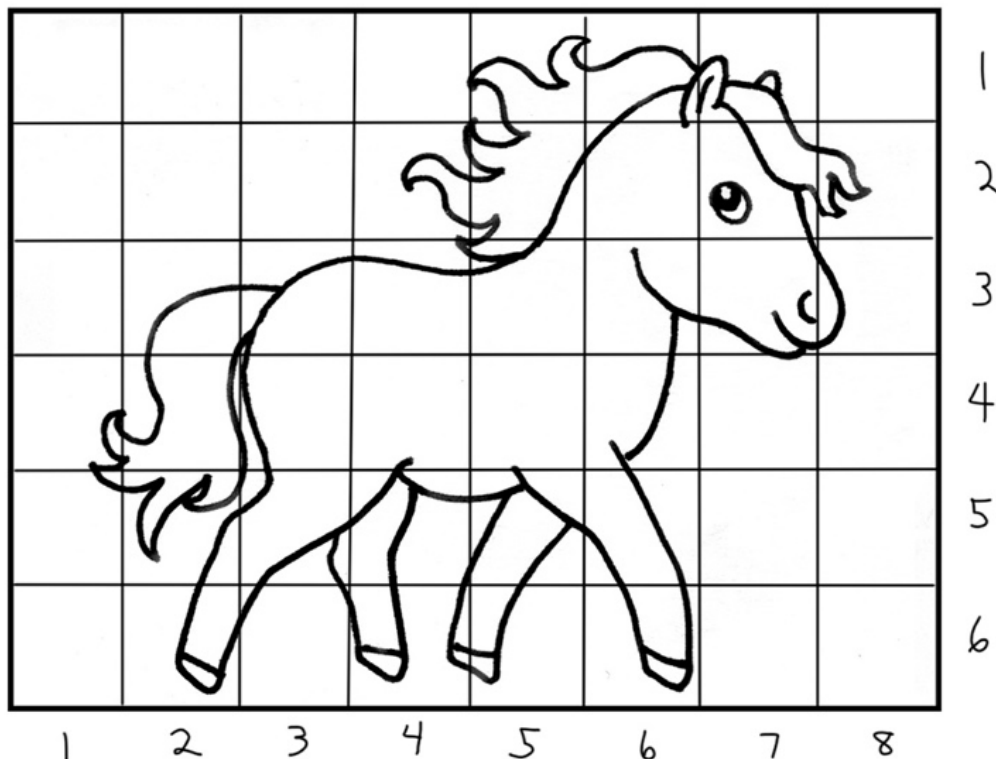
Remember to keep the proportions correct. For instance, if your photo is 3" x 4" you can easily create a larger drawing by multiplying each side x 2 if you want a picture twice as big, x 3 if you want to make a picture three times as big, and so on. This drawing of a cartoon horse is 3" high x 4" wide. Here are the steps to make a copy of this picture enlarged to 6" x 8," twice as big as the original. You can use this same method to enlarge any image you choose.

This example eliminates the first step of the exercise. For older grades you can have them grid up reference pictures, then create larger grids on their paper. I kept this example small for the enlargement to fit on 8.5x11 paper. This method also works great for murals.

A. To make a copy of this cartoon pony twice as big as this 3" x 4" drawing, you would multiply $3 \times 2 = 6$ and $4 \times 2 = 8$. So, draw a 6" x 8" rectangle on your paper.

B. The original squares are $\frac{1}{2}$ inch, so you will make the new squares one inch. ($\frac{1}{2} \times 2 = 1$ inch.)

C. Use a ruler and pencil to make a small mark at each inch along the edges of the bottom and top of your rectangle, and along the sides. Use your ruler and **very lightly** connect the marks to create a grid of squares. Number them the same as the original.



D. Tackle one square at a time, copying what you see onto your larger squares. Note where each detail falls within the square and try to copy the angles and lines as closely as you can.

E. Once you are happy with your enlarged copy, use a marker to make a thick "cartoon" line drawing. Erase the grid lines. Color if you wish with your medium of choice.

The Geometry of Art

Drawings, even if complex like the realistic style of Rosa Bonheur are simple shapes put together to create an object.

Find circles, squares, ovals, rectangles, and triangles within the illustrations of *A Storm of Horses*.

How many circles can you find? Or rectangles? What are the various shapes that could be put together to make a basic shape of a horse?

Divide the students into 4 teams: Circles, Squares, Triangles, and Rectangles.

Lead them on a field trip to the library, playground, or through the school hallways.

As a group, each team must look for their assigned shape in various objects seen on the trip.

If possible, each team should be given a digital camera to record their findings.

As they find an object, take a picture of it.

Another student should take notes and jot down what object they found and where they found it.

Every student in the group should have the opportunity to take at least one picture and to write at least one set of notes.

At the end of the field trip, students should return to the classroom and try to draw the items as realistically as possible, starting with the shape and then using the photos to help recreate details.

Optional: For further technological experience, teams can use the computer and a scanner to create a multimedia presentation of their findings to present to the class.

USING SHAPES TO CREATE REALISTIC HORSES

In these two pages from Ruth Sanderson's book, *DRAWING HORSES*, she shows how to look for and draw simple shapes and lines that serve as a base foundation when drawing a realistic horse. Always draw lightly at first, and when you refine the outline at step 3, you can erase the extra lines. Can you find some similar shapes that make up the horses in *A STORM OF HORSES*?

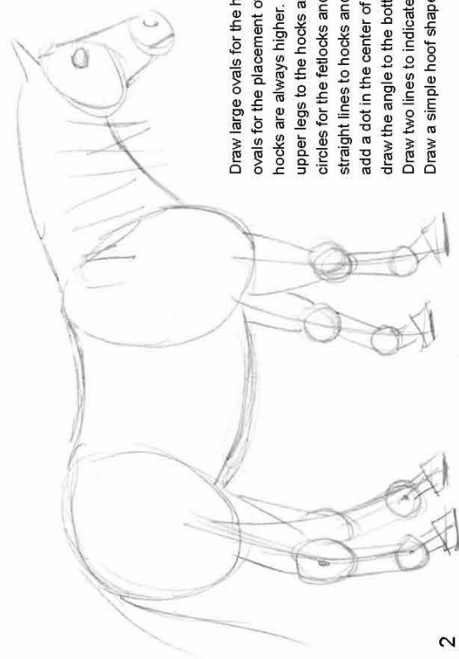


1. Block in the head with simple shapes first. I suggest first measuring the head and mark out how many heads wide he should be and put light marks on your paper so you won't run out of room.



1

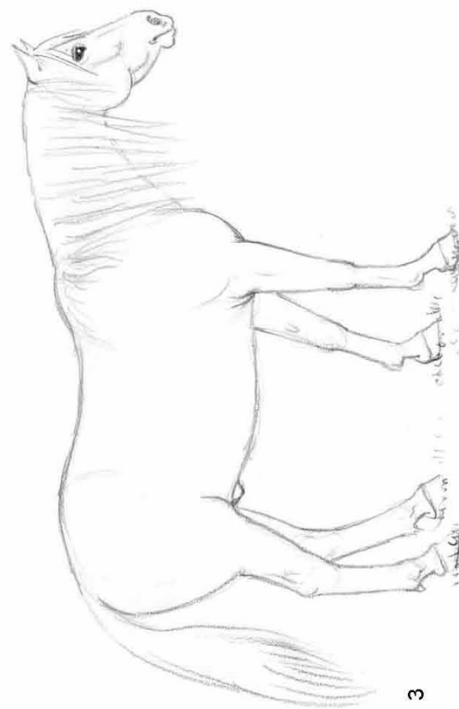
Draw an egg shape for the horse's front end, with the small part of the egg making up the withers. Draw an upside down egg shape for the rear end. The withers and the top of the hindquarters are usually at the same height. Connect the two shapes with lines for the back and belly, curving them in a similar way to the photo. For placement of the legs, at first I draw very simple "gesture" lines for placement. Note that the feet closest to us are lower, due to perspective. I mark where the bottom of the hoof would be.



2

Draw large ovals for the hocks and smaller ovals for the placement of the knees. The hocks are always higher. Connect the upper legs to the hocks and knees. Draw circles for the fetlocks and connect with straight lines to hocks and knees. I often add a dot in the center of the pastern and draw the angle to the bottom of the hoof. Draw two lines to indicate the pasterns. Draw a simple hoof shape.

2. Now is the time to **check your proportions** and make any changes. Look at the photo and at your drawing. If you are unsure, use the head as a unit of measurement, like the chart of body proportions. Is the head too big or too small? Do the legs look too long or too short? Body too long? Is he too fat or too thin? Adjust.



3

3. Looking carefully at the photo, start to refine the block-in shapes into the lines of the exact outlines of shapes and angles that you see. Add a few lines to indicate the muscles and bones that are prominent. I erase most of my initial block-in shape lines as I go. Notice how much thinner his legs are now.

Science

Horse Research Project

Rosa Bonheur took great interest in learning all she could about horses in order to better paint them. She even had her own stable connected to her studio!

Take a trip to the school library and research horses.

Possible sources for information:

- Nonfiction books
- Encyclopedias
- The Internet

Take notes and gather as much information as possible on the following 6 topics:

- Physical traits (including teeth!)
- Food
- Domesticated vs. Wild
- Babies
- Other fun facts

Once the information is gathered, work to create either an illustrated poster or booklet of the findings.

Social Studies

Where to See More Work by Rosa Bonheur

Visit a few of these museums which feature Rosa's work on the Internet.

- Brooklyn Museum, New York
- Art Institute of Chicago, Illinois
- Dahesh Museum of Art, New York
- Cleveland Museum of Art, Ohio
- Fine Art Museums of San Francisco, California
- Haggin Museum, California
- Harvard Art Museums, Massachusetts
- Metropolitan Museum of Art, New York
- Minneapolis Institute of Arts, Minnesota
- National Museum of Women in the Arts, Washington, D.C.
- Ringling Museum of Art, Florida

- Whitney Western Art Museum, Wyoming

Explore all of the things to see and do at one of these museums and create a tourism brochure encouraging people to visit, while also highlighting the work of Rosa on exhibit.

Museums

Discuss museums with the class.

- What is a museum?
- Describe the museums in the illustrations of *A Storm of Horses*. What kind of museum do you think it is? What is it a collection of? Do you think it is loud or quiet inside? How are things displayed (glass cases, on walls, etc.)?
- Have you ever been to a museum? If so, what kind of museum? Describe a museum you have been to.
- Not all museums feature fine art. Visit a few of these wacky museums on the Internet:
 - The Trash Museum in Hartford, CT
 - The Giant Shoe Museum in Seattle, WA
 - The Lunch Box Museum in Columbus, GA
 - The Museum of Bad Art in Boston, MA
 - The International Banana Museum in North Shore, CA
 - The Burlingame Museum of Pez Memorabilia in Burlingame, CA
 - The Bigfoot Discovery Museum in Felton, CA
 - The Bunny Museum in Pasadena, CA
- If you could go to any kind of museum where would you like to go?

BONUS: A museum can be a collection of *anything!* As a class, design (with interesting displays and printed information) your own museum! Be as creative and wacky as you want! Invite other classes to visit your museum.

A Public Mural

Throughout history, art has been used to transform public spaces into places of beauty and reflection. Most importantly, these pieces of public art are used to bring about tighter community.

Look up examples of public art on the Internet: examples in subways, under bridges and in parks. Be sure to find examples of traditional murals painted on walls, but also sculptures and knit bombing.

How can art be used to foster community?

- Bring people together to create it
- Reflect all people in the community in the artwork
- Create a space that people will want to visit and hang out in

Make your own piece of public art for your school community!

1. Choose a space within the school that could use some brightening or some inspiration. Bonus if the space is eight feet tall by sixteen and a half feet wide.
2. Brainstorm a mural or other piece of temporary art called "Simply Charge Ahead," inspired by people like Rosa Bonheur who were courageous to live their dreams against all odds.
3. Brainstorm how this mural can build community.
4. Involve as many people as possible in the creation.

Art

An Artist's Eye for Nature

Nature in itself is beautiful art.

Go on a nature walk around the school or ask students to take a nature walk in their neighborhoods and gather pieces of natural art that they find. Acorns, leaves, flowers, petals, rocks, etc. *Be sure to point to not pick or harm any growing/living thing to gather items.*

Once items have been gathered, take time to look at each item closely.

What are the shapes that make up this piece of nature?

What are the different colors?

Are there small details that you didn't notice before?

Rosa Bonheur painted in a realistic style, meaning that attention was paid to the details so that paintings look very similar to photographs.

Another painter who focused on realism was Georgia O'Keeffe.

Show the class examples of Georgia O'Keeffe's flower paintings. As the children look closely, tell them about her life and her work.

Two great books on O'Keeffe are *Through Georgia's Eyes* by Rachel Victoria Rodriguez and Julie Paschkis (Holt 2006) and *My Name is Georgia: A Portrait of Georgia O'Keeffe* by Jeanette Winter (HMH 2003).

Explain that making something larger than life catches our attention and causes us to look more closely.

- Each student should choose one item to paint.
- Using pencils, have the children draw the basic outline, or outer edge, of their item on paper. Encourage them to draw the outline so big that it touches or even goes off the edge of the paper.
- Have students paint their item, closely observing the variety of colors, textures and details.
- When the paintings are completed, the students should paint the backgrounds.

Display the paintings in a classroom gallery.

Artists Like Me

It is important that students see faces that mirror their own in all areas of life.

For girls, that means learning about a female artist. Maybe for another student it might mean knowing artists can be Mexican like Frida Kahlo and Diego Rivera, Black like Horace Pippin, or disabled like comic artist Larime Taylor.

- Guide students through researching other artists like them in either gender or ethnicity. The list of books below can be a starting point.
- Create a brief oral report on:
 - The artists' greatest art contribution or what they are known for
 - What influenced the artist?
 - What was the main subject matter of the artist's work (landscapes, still life, portraits, etc.)?

The Lives of Artists

There are thousands of museums worldwide to celebrate art. But who are the people behind the art? What led them to become artists?

The following list of books is a great starting point to read individually or as a class.

Beatrix Potter, Scientist by Lindsay H. Metcalf, illus. Junyi Wu (Albert Whitman & Co, 2020)

Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock (Knopf, 2014)

A Splash of Red: The Life and Art of Horace Pippin by Jen Bryant, illus. Melissa Sweet (Knopf, 2013)

In Mary's Garden by Tina Kugler and Carson Kugler (HMH Books for Young Readers, 2015)

Dream Something Big: The Story of Watts Towers by Dianna Hutts Aston, illus. Susan L. Roth (Dial, 2011)

Draw! by Raul Colon (Paul Wiseman Books, 2014)

Emily's Blue Period by Cathleen Daly, illustrated by Lisa Brown (Roaring Brook Press, 2014)

Viva Frida by Yuyi Morales (Roaring Brook Press, 2014)

Frida by Jonah Winter, illus. Ana Juan (Arthur A. Levine Books, 2002)

Diego by Jonah Winter, illus. Jeanette Winter (Dragonfly Books, 1994)

The Iridescence of Birds: A Book about Henri Matisse by Patricia MacLachlan, illus. Hadley Hooper (Roaring Brook, 2014)

Magic Trash: A Story of Tyree Guyton and His Art by J.H. Shapiro, illus. Manessa Brantley-Newton (Charlesbridge, 2011)

My Hands Sing the Blues: Romare Bearden's Childhood Journey by Jeanne Walker Harvey, illus. Elizabeth Zunon (Two Lions, 2011)

George Bellows: Painter with a Punch by Robert Burleigh (Abrams, 2012)

Fabulous! A Portrait of Andy Warhol by Bonnie Christensen (Holt, 2011)

Just Behave, Pablo Picasso by Jonah Winter, illus. Kevin Hawkes (Arthur A. Levine, 2012)

It Jes' Happened When Bill Traylor Started to Draw by Don Tate, illus. H. Gregory Christie (Lee & Low, 2012)

Action Jackson by Jan Greenberg, illus. Robert Andrew Parker (Square Fish, 2007)

The Fantastic Jungles of Henri Rousseau by Michelle Markel, illus. Amanda Hall (Eerdmans Books for Young Readers, 2012)