

4: Every Picture Tells a Story

Based on the Iowa quarter reverse



OBJECTIVE

Students will examine the ways in which a work of art represents the culture or lifestyle of people living in a state.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Iowa quarter reverse
- 1 class map of the United States
- 1 overhead transparency of the “Grant Wood’s Life” page (optional)
- Pictures of Grant Wood paintings
- Copies of the “Painting Evaluation” chart
- Copies of art books (which feature paintings or prints)
- Writing paper
- Pencils
- Copies of the “Coin Outline” worksheet
- Crayons or colored pencils



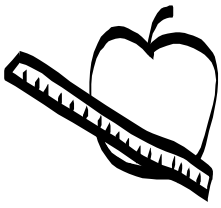
PREPARATIONS

- Make an overhead transparency (or photocopy) of the Iowa quarter reverse.
- Make an overhead transparency of the “Grant Wood’s Life” page
- Locate images of additional paintings by Grant Wood.
- Work with the school art teacher to locate art books (which feature paintings or prints) that would lend themselves to this project.
- Make copies of the “Painting Evaluation” chart (1 per student).
- Make copies of the “Coin Outline” worksheet (1 per student).



GROUPINGS

- Whole group
- Pairs
- Individual work



Every Picture Tells a Story



CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Language Arts
- Art
- Social Studies



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Grant Wood



BACKGROUND KNOWLEDGE

Students should have knowledge of:

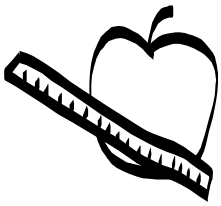
- The writing process
- Essay writing
- Geographic features and the climate of their home state



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Iowa quarter reverse. Locate Iowa on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Explain that this image is taken from a painting, named *Arbor Day*, which was created by a famous Iowan artist named Grant Wood. Point out Wood's name on the coin's reverse, and ask the students whether they have ever heard of this artist. Show the students images of some of Wood's other works, including his most easily identifiable painting, *American Gothic*.
3. Pose the following questions to the students: Do you think that this painting was completed recently or in the past? What does it tell us about the United States and Iowa in the time when Wood painted?
4. Using the overhead transparency of the "Grant Wood's Life" page, share some information with your students about this artist.



Every Picture Tells a Story

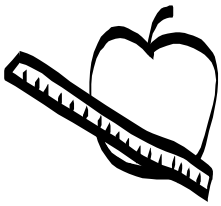
5. Draw the students' attention to the building on the coin and ask what kind of building they think that this might be. Who would the people in the picture be? What might they be doing? Explain that the building on this coin is a school, but that in the 1800s and the early 1900s, most of the schools that existed were small and often had only one room for children of all ages.
6. Read the words "Foundation in Education" to the students and then ask what they think these words might mean. Why do they think that Iowa would put these words and a picture of a school on its quarter reverse? Responses should reflect the idea that schools and education are important to the state.
7. Explain to students that they will be examining a variety of paintings by different artists. Students will research and select a painting that they feel best represents the state where they live. They will then write an essay in which they describe how this artwork reflects life in their state.
8. Assign each student a partner and allow them the remainder of the class period to brainstorm a list of words, ideas, and cultural values which best describe their home state. Students should take notes during their brainstorming session and place these notes in their writing folder to be referenced on the following day.

Session 2

1. Remind students of their assignment and direct them to retrieve their notes from the previous session.
2. On an overhead projector, display a copy of the "Painting Evaluation" chart.
3. Model the use of this organizer with the students based on the painting *Arbor Day*. Explain what is required in each field and take suggestions from the students to complete the chart.
4. Distribute a copy of the "Painting Evaluation" chart to each student.
5. If students need more time to brainstorm about their state, allow this. Otherwise, direct students to select an art book from the collection that has been set aside in the classroom.
6. Independently, students should examine the art books, completing a row on the "Painting Evaluation" chart for any painting that reminds the student of an aspect of their life in their home state.
7. Allow students to continue to explore a variety of books to find the painting which best represents their state. Students should work on their charts independently.

Session 3

1. Direct students to take out their charts from the previous day. Based on their chart, students will need to select the picture they feel best represents their state.



Every Picture Tells a Story

2. Explain that today the students will begin to write the first drafts of their essays. In this essay the students should use their brainstormed list (from the first session) to describe their home state and how they feel about this state. They should also identify the painting that was selected, including its name and artist. They should explain why they feel that this painting best represents their state.
3. Allow the students an appropriate amount of time to write their drafts.

Sessions 4 and 5

1. Allow students to spend sessions 4 and 5 drafting, editing and revising their essays.
2. Upon completion of their essay, instruct students to pick up a “Coin Outline” sheet and draw a quarter design for their state, using elements of the painting that they selected.



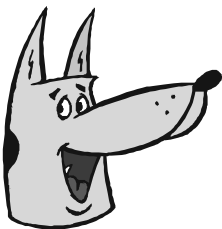
ENRICHMENT/EXTENSIONS

- Use frequently misspelled or misused words from the essays as future spelling or vocabulary words.
- Have students write a creative story about life in Iowa from the perspective of one of the individuals depicted in the painting *Arbor Day*.
- Allow students to create their own paintings in which they depict their own family life in their home state.



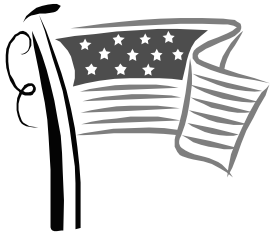
DIFFERENTIATED LEARNING OPTIONS

- Direct the students to incorporate class spelling or vocabulary words into their stories.
- Let struggling readers/writers dictate their ideas to the teacher or a classroom aide. Work with the student to re-read the essay that they wrote.



CONNECTION TO WWW.USMINT.GOV/KIDS

Take an animated journey with your students to the United States Mint H.I.P. Pocket Change™ adventure, *Coins of the World: Japan* and see what amazing art Goldie the Mint Fish finds during her travels. To take this educational journey, stop by the Cartoons section of the site and click on *Coins of the World!* (www.usmint.gov/kids/index.cfm?fileContents=cartoons)



Grant Wood's Life

Grant Wood was an American artist born at the end of the 1800s in Anamosa, Iowa. Wood painted scenes that depicted the life he was familiar with, drawing inspiration from the Iowan people and landscapes in which he had been raised.

In the early 1900s, Wood and a handful of other artists became known for painting in a style that was distinct to the United States. These artists of "The American Scene" depicted realistic scenes of rural life (landscapes, architecture, and individuals) in their paintings.

During this period, European art was becoming more abstract. But the works of these American artists were greatly admired by Americans because they could easily relate to the subject matter.



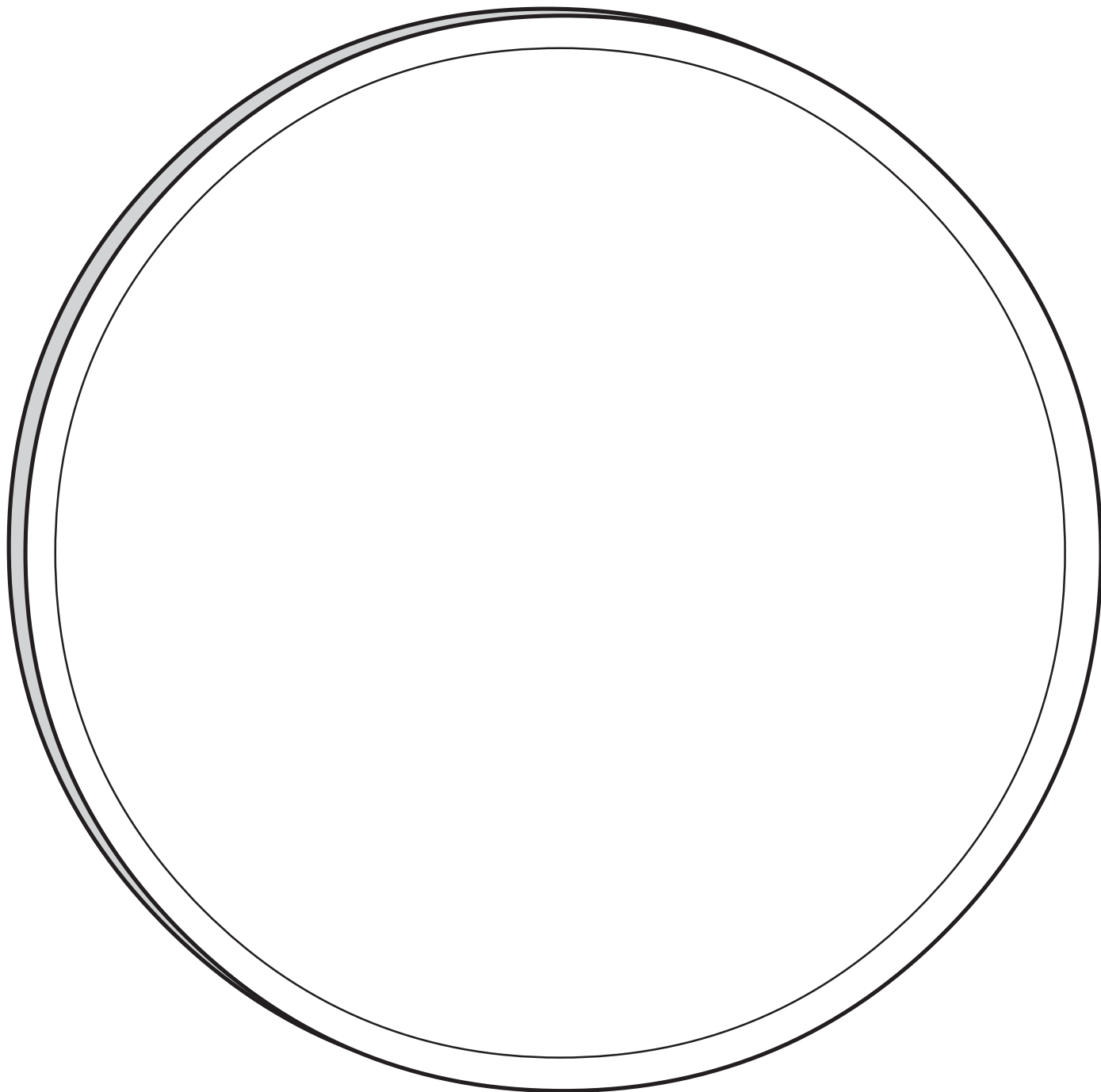
Painting Evaluation Chart

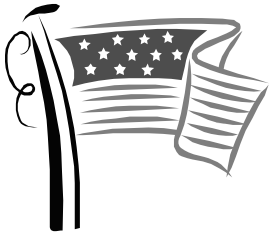
PAINTING NAME	ARTIST	SOURCE INFORMATION (Book Title/Page No.)	PAINTING DESCRIPTION	HOW PAINTING REMINDS YOU OF YOUR STATE	PAINTING'S CONNECTION TO YOUR STATE (1=None/10=Great)
1.					
2.					
3.					
4.					
5.					

NAME _____



Coin Outline





Iowa Quarter Reverse

