

Joslyn Art Museum Comprehensive Study Lesson Plan

Created by Athena Cho, Ryan Deike, Angela Fischer and Laura Huntimer.

Theme: Discover Cultural Heritage

Focus: Grant Wood and his *Stone City, Iowa*

Objectives:

- Understand the importance of heritage in art.
- Create a list of items in an artwork and determine how it relates to that culture.
- Discover the importance and symbols of their own cultural heritage.

After completing this lesson, students will be able to do the following:

- By exploring regionalism students will be able to explore their own heritage using the elements of a culture web.

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 for additional resources.

Suggested Materials: Grant Wood's *Stone City, Iowa* framed reproduction or teaching poster, images of traditional and contemporary technologies (i.e. windmills and water towers, growth fields, farm equipment), culture web, images (Grant Wood, Thomas Hart Benton and John Steuart Curry), *The Big Read* materials, painting supplies (including tempera paint),

Vocabulary: culture, genograms, Great Depression, eco-friendly, heritage, holocaust, inflation, inventory, recession, regionalist, rural, turbine.

Procedure:

- **Engage 1:** Gather around Wood's *Stone City, Iowa*. Take a visual inventory of the objects in the painting. How many of can you find? How many of each type? Can you identify their function?
- **Engage 2:** *Mark Twain on the Lecture Circuit*. Use the information from the Twain presentation at March 2009 Third Thursdays for Teachers to create an engaging activity to start this lesson plan. Check out The Big Read's Teacher's Guide for additional help. Refer to **Webology** for web site address.
- **Art Talk:** The Art of Literature. Refer to *The Adventures of Tom Sawyer*. Students can act out the different parts from the book or from Wood's painting. Think about who the people are in the painting. Talk about what they are doing. Who is in the painting that you don't see?
- **History:** Who is Grant Wood? Refer to the **Bibliography** and **Webology** in **Teacher Support Materials** for additional information.

- **Aesthetics:** American Regionalists. Study the works of Grant Wood, Thomas Hart Benton and John Steuart Curry. Discuss how their cultural heritage affected their artwork. Refer to September 2008 **Teacher Support Materials** for additional information about Thomas Hart Benton.
- **Production 1:** Shades of Green. Gather around Wood's *Stone City, Iowa*. Discuss the power of color in our lives and what colors dominate our own heritage. Note how green dominates Wood's landscape. Challenge students to make as many tints and shades of green as possible and paint these on a chart. If time allows, paint a landscape using all the newly mixed greens.
- **Production 2:** Hand map of cultural identity. Refer to the vocabulary from your culture web to create a visual map of cultural identity. Have students draw three contour hands. The hands represent the following: identity, hobby and culture. Each hand should be holding an object to represent those ideas. Refer to **Other** in this lesson plan.
- **Other:** Culture web. Familiarize students with the culture web as an opening to **Production 2** activity. Refer to the **Culture Web** in **Teacher Support Materials**.
- **Close:** After learning about and taking an inventory of the painting, identify the different foods/agricultural products you see in the image (i.e. the artichoke shrubs). How could this be a representation of hope during the Great Depression?

Extensions:

- **Cultural Connections 1:** Genograms/family tree. What is the history of your family? Brainstorm a unique characteristic of your cultural heritage and create a visual representation. Write a story or act out that specific cultural characteristic. Have students also share their family tree.
- **Cultural Connections 2:** Study Wood's *Daughters of Revolution*. Discuss the history and controversy surrounding this pivotal artwork. Also consider the Daughters of the American Revolution (DAR) distaste for Wood's World War I memorial window. Were their concerns valid?
- **Fine Arts:** Study Wood's *American Gothic* and determine the elements that represent the cultural heritage. Create an updated American Gothic that represents your cultural heritage.
- **Language Arts 1:** News story. How is your town special? What brings money to our region that is unique to Omaha, other areas? Write a story or create an advertisement to bring people to Omaha.
- **Language Arts 2:** The Big Read. Read the book (or excerpts from the book) *The Adventures of Tom Sawyer*, by Mark Twain. Think about any conclusions you can come to regarding Twain's cultural heritage or the cultural heritage represented in his book. Next think about what conclusions about Wood's cultural heritage or the cultural heritage represented in his artworks.
- **Math:** The Great Depression. Compare the Great Depression with what is going on in our economic world today. Talk about what inflation is and how it affecting us. Create story problems to further understand inflation's impact.
- **Science:** Going Green. Study Wood's *Stone City, Iowa* taking note of the windmills. Talk about wind energy and expand to solar energy. What does it mean to "go green?" How do these older technologies differ from contemporary technologies such as wind turbines?

Selected References: Go online to **Teacher Support Materials** and review the **Bibliography**, **Webology** and **Videos**.