

**What's the Story? Connecting Art & Literacy "Wild Ride"**  
**2nd Grade Arts Integrated Unit**  
**Lessons created by: Amy Myers, Education Specialist, Powder Springs Elementary School, 2015**  
**Booth Western Art Museum**

**Big Idea:**

Connecting Literature to History

**Essential Questions:**

What is important about the lives of historical figures such as James Oglethorpe, Tomochichi, Mary Musgrove, Jackie Robinson, Martin Luther King Jr., and Jimmy Carter? How does the setting of a story affect the choices of a character in the story? How were the geographical features of Georgia important to the lives of the historical figures studied? How can I determine the main idea of a passage or an image?

**Objectives:**

Students will use various art modalities to link literature such as tall tales and folk tales to important events in history. Students will develop a deep understanding of how the elements and structure of a story are important to the overall story content.

**Vocabulary:**

Setting, character, conflict, main idea, sculpture, geographical feature, dialogue, mood, emotion

Learning Experience	Standard Addressed	Assessment
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## Experience 1

### Procedures:

- Begin by displaying pictures of Tall Tales and Folk Tale characters around the room in a gallery fashion. Pieces should be connected to one another because they should all represent elements of folk tales and tall tales. **See Resource Packet**
- Students will explore the gallery and decide what the pieces of work have in common. Make sure to honor all answers to build student confidence in analyzing and evaluating art.
- Students will then add their thoughts to a class chart. Guide the class to include the important elements of this type of literature:
  - Larger than life character
  - Exaggeration
  - Conflict resolution due to special skill of character
  - Strong verbs
- Students will then work to create their own piece of art work to reflect the elements of this type of literature. Students can use any kind of media they choose. This piece of work could be as simple as drawing a picture and using crayons or as elaborate as trying a print making technique. For different processes that can be used to create art **See Resource Packet.**

## Experience 2

### Procedures:

- Review the major historical figures studied in 2nd grade curriculum (Depending on when you will be completing these lessons, some direct instruction may be necessary).
- Provide students with a graphic organizer to record important facts about each figure. These facts will guide the development of the tall tale/folk tale they will create. **See Resource Packet**
- Explain to students that they will be developing a Tall Tale or a Folk Tale (their choice) about one of the historical figures they have been studying. As they plan their tale, they must remember to include important facts about the historical figure as well as elements of a tall tale/folk tale.

## CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

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Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

### **SS2HI The student will read about and describe the lives of historical figures in Georgia history.**

- a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrave (founding of

- Evaluate student art work to determine if they have created a piece of work that reflects the elements of literature listed on the class chart.

- Evaluate students graphic organizers to determine if they have an understanding of why historical figures are important
- Evaluate their tall tale/ folk tale plan. Determine if students are incorporating all elements of the literature as well as important facts about the historical figure they have chosen
- Analyze and evaluate art work for student stories. Determine if art work matches the important events students

- Display several covers of books or non-traditional literature around the room. Ask students to discuss each cover and make assumptions about why the author chose to use that particular picture as the cover. Was it because it showed action? Was it because it caused the reader to be curious? Did the picture summarize the characteristics of the hero?
- Once tall tale/folk tale is complete, students will then create a piece of art work to illustrate an important event from the story. Remind students of the discussion that pertains to why authors choose the covers they choose. Student art work can be any kind of media the teacher is comfortable using.

### Experience 3

#### Procedures:

- Begin by reviewing the importance of the setting in a story. Ask students to think about how the setting of the story drives the direction of the story. For example, characters in a story where the setting is a city might face different challenges than characters in a story where the setting is a farm.
- Ask students to think about the setting of the tall tale/folk tale they wrote (if you did not complete the previous lesson, simply use a tall tale/folk tale of your choice). Remind them of the time period in which the historical figures lived and what the land looked like then. Students can work in groups to research the geographical features of the land in Georgia and use this information to guide the plan for the setting of their story.
- Divide students into groups and have them choose a tall tale/folk tale written about a historical figure by a classmate. Students will decide what the setting of their story will look like based on the information provided about the geographical features of Georgia.
- Students will build the setting of their tall tale/folk tale. They must draw a sketch (blueprint) of their design and label any important features that will be included in the final set. These sets can be as simple as pictures on butcher block paper or as elaborate as 3-d sets for plays depending on the comfort level of the teacher and the ability of the students.

Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).

#### **SS2HI The student will read about and describe the lives of historical figures in Georgia history.**

- Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).

#### **SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2HI and Georgia's Creeks and Cherokees.**

- Identify specific locations significant to the life and times of each historic figure on a political map.

included in their tall tales/folk tales

- Observe student conversations regarding the setting of a story. Determine if students understand the importance of the setting and its effect on a story
- Observe and evaluate student research on the geographical features of Georgia. Ensure that students are making proper connections to the life of the historical figure and the environment in which the figure lived.
- Evaluate student set design and determine if important geographical features are included and support the story

- Students can then act out their tall tale/folk tale using the appropriate setting.

#### Experience 4

##### Procedures:

- Step into the story: Begin by showing students pictures of different sculptures (depicting action) and ask them to identify what they believe is going on in the piece of art. Guide students to think about what they think this piece of art would say to the audience if it came alive and what kinds of emotions it may be feeling if it were a real person in that circumstance. **See Resource Packet**
- Choose one student to volunteer. Ask the student to choose one of the sculptures evaluated by the class and re-create it with their body. Now ask the student to come alive when the teacher taps his/her shoulder and use dialogue to express what he/she believes that character is thinking or feeling at the moment.
- Classmates can offer suggestions and feedback to this process at the teacher discretion.
- Have a few other volunteers practice this art of stepping into a situation.
- Students can then use tin foil to create their own sculptures of historical figures studied in class. After sculptures are complete, students can repeat the step into the story activity using their own art pieces as sources.

#### Experience 5

##### Procedures:

- Begin by setting up centers around the room that have informational documents about four different "legends" (Jackie Robinson, Muhammad Ali, Bill Pickett, Larry Munson; you can choose your own legends too) Students will rotate through stations and they will research each legend and pay close attention to the things they all have in common. What makes a legend a

- b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.

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- b. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).

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- c. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a

- Evaluate students' responses to sculptures and step into the story activity. Determine if the dialogue created and the emotions depicted by the students is reasonable for the sculpture being used
- Evaluate tin foil sculptures and observe students as they practice making sculptures come to life. Determine if students are using accurate facts and information to create dialogue and emotion for the historical figure sculptures

- Evaluate student research on different legends and determine if facts are accurate
- Observe student analysis of art work and ensure that they are able to accurately and reasonably determine the main idea of a text and an image

legend? Create a class chart that contains the elements of a legend to guide students in their project

- Display examples of Hollywood Movie posters from Booth Museum. Ask students to evaluate each piece of art and determine the main idea of each piece. **See Resource Packet**
- Students will choose one of the legends researched in class (you can also include MLK to tie in further with standards). Students will work to create their own movie poster to illustrate the important aspects of each legend. These posters should be inspired by those at the Booth and they should summarize why the legend chosen is important.

Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).

[CCSS.ELA-LITERACY.RI.2.2](#)

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

[CCSS.ELA-LITERACY.RI.2.6](#)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe

- Evaluate student art and determine if they are able to pick out the most important ideas about the legend they have chosen



