

Americana: Word and Image

Identifying With Monuments and National Parks

Grades K-3

Summary

Monuments and National Parks have been designated for Americans to enjoy and appreciate for their unique characteristics. Just like a postcard can give a quick synopsis of a Monument or National Park, students decide how to give a quick synopsis of their unique characteristics by creating a personal postcard. Given a list of uncommon adjectives to choose from, students will make an artistic postcard that expresses who they are, then write a quick note on the back giving a few hints. Instead of signing their names, they will sign "Classmate of Room # ____." The postcards are dropped into the mail-bag, and one by one they are shown and read to the class. The class gets three tries to guess and then the student who made the postcard can raise their hand.

Curriculum Ties

Fine Arts – Visual Arts K-3

Social Studies K-3

Language Arts- English Language Proficiency K-3

Language Arts- English Language Arts K-3

Time Frame

1 Hour

Materials

Card Stock cut to dimensions of a standard Post Card: 4.5 H X 6 L

Poster Paint

Colored Pencils

Markers

Resources

Kate Ericson and Mel Ziegler examined community, social, and political issues in America through public art and social practice during their decade-long collaboration. Some of the work

they made was site specific and involved mapping trajectories, questioning history, and highlighting what makes a place unique.

www.vanderbilt.edu/arts/ziegler.html

www.perrotin.com/artiste-Kate Ericson et Mel Ziegler-181.html

www.nytimes.com/2014/08/03/arts/design/kate-ericson-and-mel-ziegler-collaborated-in-color.html? r=0

Describing Art: www.theartstory.org/definition-abstract-vs-figurative-art.htm

List of Adjectives: www.enchantedlearning.com/wordlist/adjectives.shtml

A

Able	Adept	Anchored
Absolute	Admirable	Angelic
Adorable	Admired	Animated
Adventurous	Affectionate	Artistic
Academic	Agile	Assured
Acceptable	Alert	Astonishing
Acclaimed	Altruistic	Athletic
Accomplished	Amazing	Attentive
Accurate	Ambitious	Authentic
Acrobatic	Amusing	Aware
Active		

B

Beautiful	Bouncy	Bubbly
Beloved	Brave	Burly
Big-Hearted	Bright	Bustling
Blissful	Brilliant	Busy
Bold	Brisk	

C

Calm	Classic	Cool
Candid	Clever	Cooperative
Carefree	Compassionate	Coordinated
Careful	Competent	Courageous
Caring	Complex	Courteous
Cautious	Composed	Creative
Charming	Considerate	Cuddly
Cheerful	Constant	Cultured
Cheery	Content	

D

Dapper	Dazzling	Decisive
Daring	Decent	Deep

Delightful
Dependable
Descriptive
Detailed
Determined

Devoted
Different
Diligent
Direct
Discrete

Doting
Dramatic
Dutiful

E

Eager
Earnest
Easy-Going
Elegant
Enchanting

Energetic
Enlightened
Equatorial
Ethical
Exemplary

Exciting
Experienced
Expert
Extroverted

F

Fabulous
Fair
Faithful
Familiar
Fancy
Fantastic
Fast

Fearless
Feisty
Firm
Flamboyant
Flashy
Focused
Formal

Forthright
Frank
Friendly
Frugal
Funny

G

Generous
Gentle
Genuine
Giddy
Giving

Glamorous
Gleeful
Glorious
Good-Natured
Graceful

Gracious
Grateful
Gregarious
Grounded

H

Handsome
Handy
Happy
Happy-Go-Lucky

Harmonious
Heavenly
Helpful
Hilarious

Honest
Honorable
Hopeful
Humble

I

Idealistic
Illustrious
Imaginative
Immaculate
Impassioned

Imperturbable
Impressive
Incomparable
Instructive
Intelligent

Interesting
Internal
Ironclad

J

Jolly

Jovial

Joyful

Jubilant

Judicious

K

Kaleidoscopic

Keen

Kind

Kind Hearted

Knowledgeable

L

Lighthearted

Likable

Lively

Lone

Loud

Lovable

Lovely

Loving

Loyal

Lucky

Luminous

M

Magnificent

Majestic

Marvelous

Mature

Mellow

Memorable

Merry

Mindful

Modest

Moral

Mysterious

N

Neat

Nice

Nimble

Nocturnal

Nonstop

Novel

O

Obedient

Offbeat

Open Minded

Optimistic

Original

Outgoing

Outrageous

Overjoyed

P

Passionate

Peaceful

Perky

Personable

Pleasant

Polite

Poised

Popular

Positive

Powerful

Practical

Productive

Proud

Punctual

Pure

Q

Qualified

Quick

Quick-Witted

Quiet

R

Radiant

Real

Realistic

Reasonable

Reliable

Remarkable

Respectful

Responsible

Rowdy

S

Satisfied
Sarcastic
Self-Assured
Self-Reliant
Sentimental
Serious
Smart
Sociable
Solid

Sophisticated
Soulful
Sparkling
Spectacular
Speedy
Spirited
Spry
Stable
Strong

Studios
Stupendous
Stylish
Subtle
Supportive
Sure-Footed
Svelte
Swift
Sympathetic

T

Talkative
Tender-Hearted
Terrific
Thorough

Thoughtful
Thunderous
Tidy
Tough

Treasured
True
Trustworthy
Truthful

U

Uncommon
Unique

Unselfish
Upbeat

V

Vibrant
Victorious

Vigilant
Vigorous

Virtuous
Vivacious

W

Warm
Warm-Hearted
Well-Groomed

Whimsical
Wise
Wonderful

Worldly
Worthy

Y

Young
Youthful

Z

Zany
Zealous

Students Should Understand the Following Vocabulary

National Park - an area of land that is owned and protected by a national government because of its natural beauty or its importance to history or science.

Abstract Art- art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.

Non-Representational Art- Nonrepresentational art refers to compositions which do not rely on visual references in the world. Abstract art, nonfigurative art, nonobjective art, and nonrepresentational art are related terms, indicating a departure from reality in depiction of imagery in art.

Post Card- a rectangular piece of thick paper or thin cardboard intended for writing and mailing without an envelope.

Intended Learning Outcomes

1. Students develop the ability to draw themselves in the way that makes them unique.
2. Students demonstrate creative expression through language by the use of adjectives that are less commonly used. In this way, students will grow their vocabulary and learn about description and how to create emphasis in their writing.
3. Students better understand the importance National Parks play in our society and how we as individuals place value on them.

Instructional Procedures

1. Students create a drawing of themselves on one side of the postcard with markers, colored pencils and poster paint.
2. The students write a message describing themselves without giving away who they are. They will use less common adjectives taken from the board to describe who they are.
3. All of the postcards are put into the mailbag for the teacher to draw one at time. The teacher will show the class the postcard and then read them the letter. The students will decide which classmate the postcard is about. After a two or three tries, the student who made the postcard can raise their hand.

Questions to ask during the art making process:

Have you ever sent a postcard in the mail?

Have you ever received a postcard in the mail?

What things might you show to represent your personality?

How would you highlight your strengths in a way that they become monumentalized?

Questions to ask at the end of the project:

Was it easy to share things about yourself that others may not know?

Was it difficult not to reveal yourself to the class before they guessed your postcard was about you?

Did you learn commonalities between you and classmates that you did not expect?

Did you learn differences between you and classmates that you did not expect?

Do you think it is easy or hard to give a quick synopsis of a place or person?