Objectives

Students will:

• Create a story based off of an artwork.
• Identify the characters and story line of a book.
• Develop a piece of art based off of a personal experience.
• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Introduction

Begin the class by talking about road trips. Ask the following questions:

• Who has been on a road trip before?
• Where did you go?
• What do you need to go on a road trip?

Explain that road trips are a great way to get to see a lot of different landscapes. As a class, define a landscape (explain that it is a specific view of a section of land). Have the students look for the different landscapes depicted as you read “Roadtrip!” by Roger Echbacher. After you have finished with the story, ask:

• Where did they visit in this book?
• Who did they travel with?
• What landscapes did you see?

Explain that a landscape is also a kind of artwork that captures a view of a section of land. Explain how colors can affect the mood of a landscape painting. Show a few images of landscapes from the Springville Museum of Art. Ask the students what moods they identify with each painting and why.

Learning Activity

Take the students on a brief “road trip” around the classroom to visit different landscapes.

1. Print off the images listed below and post them in different spots around the room.
2. Give each student a small notebook to use as their travel journal.
3. Explain that today these students are going to go on their own road trip through Utah. They will get to choose 4

Materials

• A copy of Roadtrip! by Roger Echbacher
• Images of landscapes (see Images from the Museum)
• Additional landscape images (opt.)
• Small notebooks or booklets
• Pencils
• Paints
• Paint brushes
• Paper

Images from the Museum

• Sven Birger Sandzen, Moonrise in the Canyon, Moab Utah 1928
• James Taylor Harwood, Richard’s Camp, Holiday Park--Weber Canyon
• Dennis Von Smith, Keeper of the Gate
• Armon Valoy Eaton, Antelope

Utah Core Standards

Integrated Core
Standard I Objective 3a
Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing).

Integrated Core
Standard I Objective 3b.
Express how colors, values and sizes have been controlled in artworks to create mood, tell stories or celebrate events.

Reading
Literature Standard 1
Ask and answer questions about key details in a text

Writing
Writing Standard 3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding
Learning Activity Cont.

4 different places for their vacation. They can choose any 4 of the paintings they want to visit and they’ll need to “drive” (pretend they are driving a car) from one destination to another. Explain that they will all need to travel the same direction, just like they were driving on a one-way road. At each destination, have the students record their feelings about the landscape they are viewing and what colors they see.

Ask them to imagine and record where they are visiting, what they did there, and who they are with. Students will know it’s time to move on when you “turn on the radio” so they can drive to their next spot.

4. Repeat this process until the students have done all 4 entries.

5. Have the students all drive to the front of the class to do their last journal entry. Invite them to write about a place they actually visited. Ask them to record who they were with, what they did there, and what feelings they felt there.

Art Making Activity

Have the students make their own landscape painting based off of their last journal entry. Have them choose one of the reference paintings to base their color scheme off of. Challenge them to use one that matches their mood on their real-life vacation.

Extension

You may challenge students to include illustrations as they fill out their travel journals. They could draw a thumbnail sketch of the painting or do a small drawing describing what they would have done at that place. These drawings could be done in pencil and could be colored in later. You would want to extend the amount of time for students to complete each entry during their road trip.

Variation

You could also print out small versions of the paintings and have students glue them into a notebook. They could then reference those works while doing their journal entries.

Assessment

Have students write a brief artist statement about their landscape. Have them explain what memory it comes from. Ask them to tell you what colors they chose to use and why.

After collecting the paintings, show several of them to the class and ask them if they can figure out what mood they wanted to show. Then share what the student wanted to show. Have them determine if they were successful or not. Ask them what they would change to make the mood more evident if it is different from before.
Sven Birger Sandzen, *Moonrise in the Canyon, Moab Utah* 1928
Armon Valoy Eaton, *Antelope 1971*