

Objectives

Students will:

- Learn the importance of budgeting time and money
- Create an imaginary “National Park”
- Students will purchase imaginary souvenirs with imaginary budgets

Introduction

Bring students to the carpet and begin by asking students about their favorite Utah family vacations. Ask them to close their eyes and try to remember all of the fun things they went. Ask the following questions:

- Where did you go on your Utah family vacation?
- What activities did your family do while on the vacation?
- Did you buy any souvenirs?

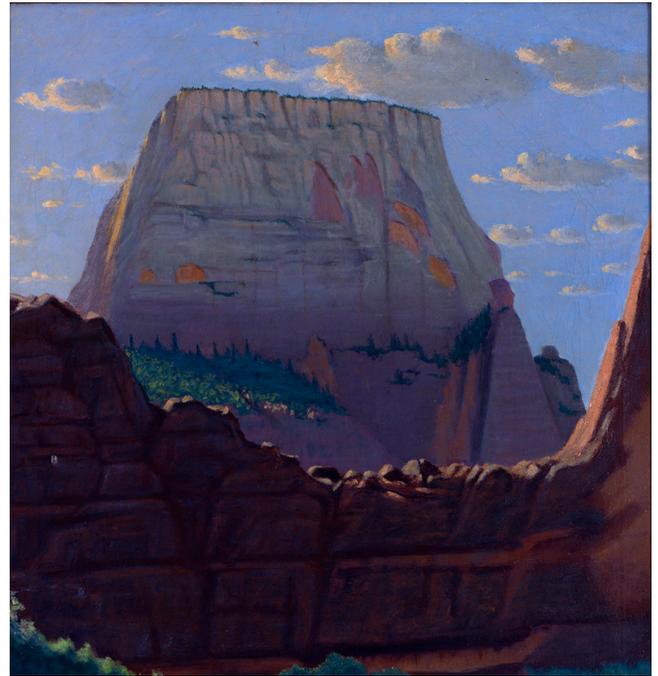
Begin showing landscape paintings from the Springville Museum of Art’s permanent collection. As you show them each piece, ask them to raise their hands if they have ever been to that place (or one that is similar to it) on vacation. Also, ask them what kind of things do they think they might want to do or buy in these kinds of places. Examples could include entrance fees, binocular rentals, tour guide tickets, and souvenirs such as keychains.

Next, ask them how a person can decide what things they will do when they go on vacation. Can someone do every single activity at any given place? Talk about how people are limited by time and money, and therefore have to pick and choose what they will do rather than doing everything.

Art Making Activity

Give them a short amount of time to do a basic drawing on the provided worksheet. They may add occasional details (trees, rocks, plants, animals, etc.) Ask them to give a name to their imaginary place. Instruct the class that they will be creating their own outdoor vacation spot from their imagination.

Before giving them the handout, help them understand the use of depth in an artwork by showing them the following visual, or by drawing a similar one yourself:



John B. Fairbanks, *Great White Throne Through the Saddle*, 1919

Materials

- Writing and Drawing Utensils
- Paper
- Dice (1 per child)
- Attached Handout
- Images from SMA’s permanent collection.

Images from the Museum

- Floyd Emil Breinholt, *Box Canyon*
- John B. Fairbanks, *Great White Throne Through the Saddle*
- Loren Covington, *Angel’s Landing*
- Sven Birger Sandzen, *Moonrise in the Canyon, Moab Utah*
- Henry Lavender Adolphus Culmer, *The Three Tetons*

Utah Core Standards

Math

Measurement and Data 2.MD

Work with Time and Money

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

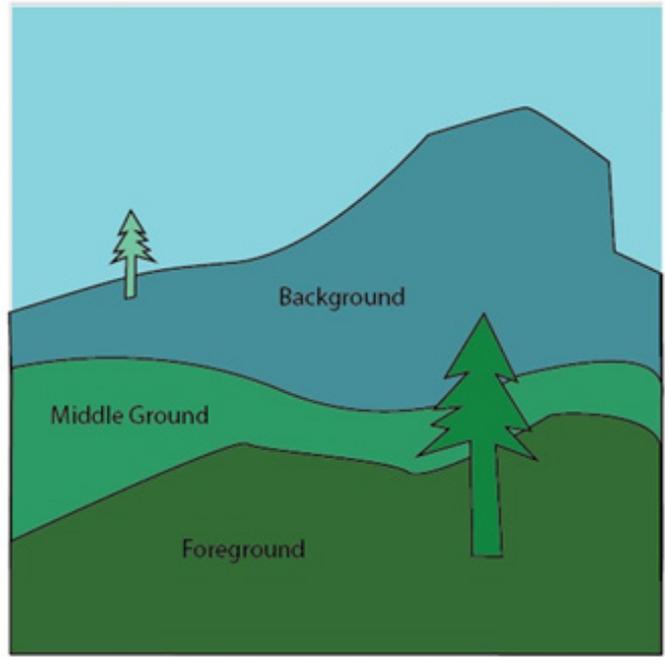
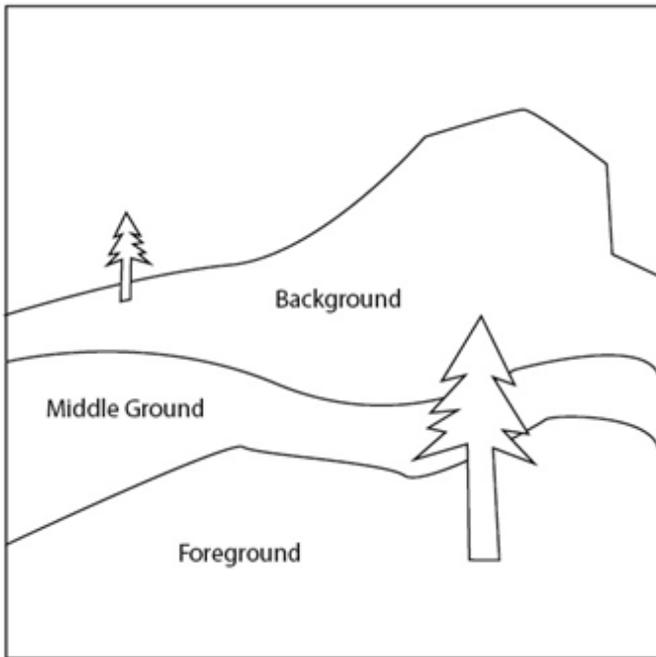
Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Fine Arts

Objective 3a

Develop and use skills to communicate ideas, information, and feelings

Express personal experiences and imagination through dance, storytelling, music, and visual art



Here is a version that includes color, showing how far away objects are usually lighter and bluer, while closer objects are darker and more saturated.

Learning Activity

Talk to students about the importance of budgeting. Lead the following discussion: What does it mean to budget? What does it mean to budget your time? What does it mean to budget money? Have you ever budgeted anything before?

Once that is finished, ask students to use the chart on the worksheet to make up things that could be bought at their outdoor park (tickets, souvenirs, food etc.) Have them assign prices to each thing, making sure that each one does not cost more than \$2.

Next, each kid will get a die. Have them roll the die, and write the number next to the coin, starting with Quarters, going through the coins, and ending with dollars. Help the kids add up their money, reminding them about the appearance and values of each coin.

After the kids have added up their money, have them partner up. Have partners check and see if they think they did it right, then see what you can afford from your partner. Fill out the areas that say what it is, how much it costs, and how much is left over after purchasing it.

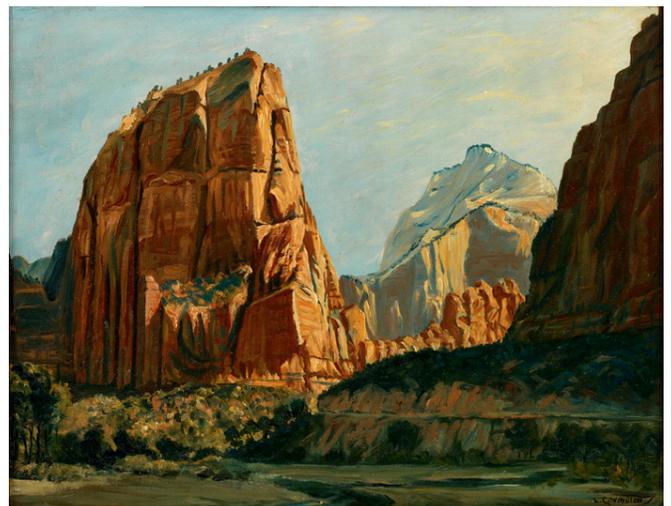
Assessment

After students have completed the worksheets with their partners, bring them back to discuss what they learned about budgeting. What was difficult? How did they decide what they would buy?

Collect worksheets to make sure students completed all of the components.

Variations

You may want to actually create a "National Park" in your classroom. You can set up a "Class store" and allow students to purchase small items.



Loren Covington, *Angel's Landing*, 1925



Floyd Emil Breinholt, *Box Canyon*, 1967



Loren Covington, *Angel's Landing*, 1925



Sven Birger Sandzen, *Moonrise in the Canyon, Moab Utah* 1928



Henry Lavender Adolphus Culmer, *The Three Tetons*, 1911