



Educational Resources  
from the Springville Museum of Art

# THIRD GRADE

A series of lesson plans designed to help third grade teachers  
use art as a tool to teach Utah's Core Standards.



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

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# THE POWER OF ART

*“An elementary school that treats the arts as the province of a few gifted children, or views them only as recreation and entertainment, is a school that needs an infusion of soul. The arts are an essential element of education, just like reading, writing, and arithmetic.”*  
William Bennett, Former US Secretary of Education

## Art is a powerful teaching tool.

Recent academic research supports what many teachers already know, “arts education helps close the achievement gap, improves academic skills essential for reading and language development, and advances students’ motivation to learn.” Yet for many educators it has become increasingly difficult to make time for the arts in their classrooms.

## We can help.

The Springville Museum of Art is excited to announce a new series of lesson plans designed to help educators use art as a tool to teach core subjects like **language arts**, **math**, **social studies**, and **science**. Each lesson in this packet incorporates Utah’s core standards, and historically and artistically significant images from the Springville Museum of Art’s permanent collection. We have redesigned our lesson plans to be simple, easy to use, and appropriate for each grade level.

## Additional Resources

The following educational resources and programs are available, for little or no cost, to Utah educators.

- *Art Talks*: Our museum outreach educators will come to your school and provide interactive classes for students, training for teachers, and materials for classroom use.
- *Posters*: These 18” x 24” full-color fine art posters feature art from the Museum’s permanent collection. The back of each poster includes information about the artist, artwork, and curriculum connections.
- *Postcard-Size Image Sets*: This educational postcard set includes 59 full-color images from the Museum’s permanent collection. Each postcard includes information to help students engage with the artwork through *learning, looking, asking and creating*.
- *Museum Tours*: You are invited to come and visit the museum with your class. We provide guided tours, pre- and post-visit lesson plans, and subsidized bus transport (to qualified schools). All tours must be scheduled at least two weeks in advance.
- *Evenings for Educators*: Learn how to implement arts education in your classroom through hands-on workshops and special presentations. *Evening for Educators* events happen during the school year at museums and galleries throughout the state

## Contact Us!

Our education staff is eager to help you harness the power of art in your classroom. Don’t hesitate to contact us to ask questions, schedule tours, order materials, or to arrange an Art Talks visit. For more information visit [www.smofa.org](http://www.smofa.org) or call 801-489-2727.

### Art Talks

Rachel Stratford  
Outreach Coordinator  
RSTRATFORD@springville.org

### Educational Materials and Tours

Julie Hall  
Teacher Coordinator  
JHALL@springville.org

### General Information

Jessica Weiss  
Associate Curator of Education  
JWEISS@springville.org

### Objectives

- Explore the world of fantasy through reading a story.
- Understand how illustrations can help tell a story.
- Create a three-part narrative artwork.
- Use temporal words to create a narrative title.

### Introduction

Read and show students the book *Tuesday* by David Wiesner. Discuss the illustrations in the book, focusing on the sequence of events, by asking questions such as the following:

- What is the first unusual thing that happened in this book?
- Have you ever seen frogs on flying lily pads?
- What happened next?
- How do the illustrations help us understand the story?
- What happens at the end of the book?

Talk to student about how the artist mainly used the illustrations in his book to tell the story. Ask them if they think the things that happened in the books could really happen, or if they are imaginary.

Explain that art based on imaginary ideas is called Fantasy Art. Show the class some fantasy art from the *Images from the Museum* section of this lesson and have students identify what is realistic and what is not realistic about the image. Ask students to imagine what happened right before, and right after, the scene depicted in the artwork.

### Learning Activity

Explain to students that they will now tell their own imaginary story using only pictures. Each student will create their own artwork depicting an imaginary event in three parts: the beginning, the middle, and the end. The only words they will use will be a carefully chosen title that uses temporal words (e.g. Just Before Midnight). Talk about the title of David Wiesner’s book and the way he uses time and temporal words to narrate the story.

Give students time to brainstorm a title. Give them some examples of temporal words to get them started (see chart below). Encourage them to write down at least five different ideas using 5 different temporal words. Here are some examples:

- “After the Storm”
- “While Everyone Was Sleeping”
- “Before My Mom Came Home”

#### Temporal Words

after	before	between	by
during	following	for	from
on	since	till	to
until	within	while	except



James Christensen, *Fantasies of the Sea*, 1985, acrylic on board (detail)

### Materials

- *Tuesday* by David Wiesner
- Images of fantasy paintings (see Images from the Museum)
- Paper, pencils, or pens
- Crayons and other colored mediums

### Images from the Museum

Images are available as individual full-color posters, in postcard-size image sets, or digitally as part of this packet

- James Christensen, *The Rhinoceros*
- James Christensen, *Fantasies of the Sea*
- Brian Kershisnik, *Flight Practice with Instructor*

### Utah Core Standards

English Language Arts: Literacy: W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

English Language Arts: Literacy: W.3.3c

Use temporal words and phrases to signal event order.

English Language Arts: Literacy: RL.3.7

Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Visual Arts: Standard 4: Objective 3: a

Use a visual arts form as a help in expressing an idea in a nonart subject.

### Learning Activity

Once students have decided on an interesting title they can begin their illustrations.

1. Look at the illustrations in David Wiesner's book again. Point out to student some of the illustrations that are divided into three sections. Students will use a similar format.
2. Students should divide a scrap piece of paper into three sections. The sections do not have to be equal. This can be achieved by using a ruler to draw a single vertical line from the top edge of the paper to the bottom edge. Then students should draw a horizontal line from one side of their paper until it intersects the vertical line.
3. At the top of each section they should write beginning, middle, and end respectively. In each section, students will sketch an idea for their artwork. Their sketches should show a clear sequence of events.
4. Once they have finished their preliminary sketches students can begin working on their final drawings. The final drawing should include three sections, similar to the planning sheet, but should not be labeled.

5. Students should use the whole paper and carefully use detail and color to complete their drawings.

6. Students will add a title to their artwork using temporal words.

### Assessment

Have the students turn in rough draft with their finished artwork. Give them completion points or assign points based on grade-level appropriate criteria. Make sure students know what the criteria are before they begin the assignment. For example,

1. The artwork should be divided into three sections
2. The illustrations should include details that help tell the story.
3. The whole drawing should be colored in.
4. The title is neatly written and easy to read.

### Literacy Extension

Use this lesson as an introduction to writing fantasy narratives. Students could write narratives based on their own artwork or the illustrations created by their classmates. They could also write narratives using fantasy images from the Museum as inspiration.



Brian Kershisnik, *Flight Practice with Instructor*, 2000, oil on canvas

### Objectives

- Understand and identify quadrilaterals.
- Create an artwork using various quadrilaterals.
- Compare and contrast artworks from the Springville Museum of Art.
- Evaluate artworks based on criteria that students compose.

### Introduction

Pass out the “Quadrilateral Worksheet” and discuss the definition and attributes of quadrilaterals. In order to emphasize that quadrilaterals come in different shapes and sizes, visit:

[www.mathsisfun.com/geometry/quadrilaterals-interactive.html](http://www.mathsisfun.com/geometry/quadrilaterals-interactive.html).

This web site allows you (or students) to stretch and tweak different quadrilaterals. As you demonstrate the many variations of a quadrilateral, have students draw examples in the spaces provided on the worksheet.

Show students the artworks from the Springville Museum of Art listed in this lesson and ask them to identify the quadrilaterals. Remind them that quadrilaterals can take on a number of different identities. Show students that many of the artworks contain shapes that are “almost” quadrilaterals, but be careful to note that traditionally quadrilaterals encompass straight lines.

### Learning Activity

1. Pass out dice to each person and explain that students will be creating an artwork using different kinds of quadrilaterals. Each number on the die relates to one of the quadrilateral shapes on the worksheet.
2. Students must roll the die 30 times and each time they will add a shape to a large sheet of paper. Have the students use rulers to emphasize that quadrilaterals have straight lines.
3. Remind them that their shapes do not need to be identical to those found on the worksheet. In many cases they can be shorter, taller, thinner, fatter, and so forth. Encourage students to overlap shapes and combine them in a variety of ways. As students are rolling the dice, remind them to continue to correctly identify the quadrilateral shapes that they encounter.
4. When students have finished their compositions, invite students to color in the quadrilaterals using oil pastels. As they color in each shape the colors will overlap creating new colors. Encourage students to look to the professional examples from the Springville Museum of Art for ideas and inspiration.
5. When students have finished drawing, pin the drawings up around the room and critique them. What do they have in common? What are the differences?



Jacqui Biggs Larsen, *Cottage Industry*, 1997, mixed media

### Materials

- Quadrilateral worksheet
- Paper
- Oil pastels
- Rulers
- Dice (one die for each student)

### Images from the Museum

Images are available as individual full-color posters, in postcard-size image sets, or digitally as part of this packet

- Jacqui Biggs Larsen, *Cottage Industry*
- James Christensen, *Rhinoceros*
- Edith Taylor Roberson, *Channel Three*
- Louise Richards Farnsworth, *Captial from North Salt Lake*
- Lee Udall Bennion, *Snow Queen: Portrait of Adah*
- Donald Penrod Olsen, *Chelsea VI*

### Utah Core Standards

Math: Geometry: 3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Visual Arts: Standard 3: Objective 2: d

Create a work of art that uses a similar subject matter, symbol, idea, and/or meaning found in a significant work of art.

### Assessment

During the discussion about quadrilaterals, the teacher will monitor student progress by identifying correct and incorrect quadrilaterals on the worksheet.

For the painting, the teacher will discuss and evaluate student thought processes and execution of those processes on a scale of 1-5. Five=Magnificent, Four=Great, Three=Good, Two=Standards were not met, One=Needs Improvement.

Possible criteria may include: quality work, shows 30 different quadrilaterals, quadrilaterals are drawn correctly, ruler was used correctly, paper space is completely filled, and project shows evidence of creativity.



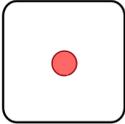
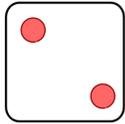
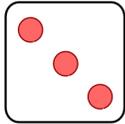
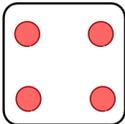
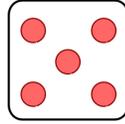
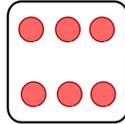
Donald Penrod Olsen, *Chelsea VI*, 1980, acrylic on canvas



Edith Taylor Roberson, *Channel Three*, 1981, acrylic on board

## What is a Quadrilateral?

A flat shape with four straight sides

Quadrilateral	Properties
	4 right angles, opposite sides are equal 
	4 right angles, 4 equal sides 
	2 pairs of parallel sides, opposite sides equal. 
	Parallelogram with 4 equal sides 
	Two sides are parallel 
	Two pairs of adjacent sides of same length. 

### Objectives

- Develop a scientific and cultural understanding of the moon's phases
- Understand the cultural significance of the Lunar Calendar
- Research the names and meanings of moon phases in Native American lore and mythology.
- Create an original work of art which interprets a cultural meaning of a moon phase.

### Introduction

Start your discussion of the moon by showing the students three works of art that feature the moon. Ask the students to identify the moon in each picture. Point out that the moon looks different in each picture. Ask them what differences they see. Why would the moon look different in each picture? Does the moon actually change shape and color? Let students share their ideas.

### Demonstration

Explain to students that the moon is always the same shape and color. However, the moon looks different to us on earth depending on the time of day, the atmosphere, the season, and the light from the sun.

The moon is always a sphere, like a ball. Sometimes we see the whole moon and it looks like a full circle. Sometimes we only see part of the moon because the earth is blocking the light from the sun. The earth's shadow covers up part of the moon.

Use the black circle (earth's shadow) and the yellow circle (moon) to demonstrate how the earth's shadow covers part of the moon to create the different phases.

Help children understand the cyclic nature of the moon, which is divided into 4 basic parts:

- New moon (where you see no moon at all)
- First quarter (only half of the moon can be seen)
- Third quarter (only half of the moon can be seen)
- Full moon (the entire moon can be seen)

### Discussion and Experimentation

Your moon phase lesson should discuss the orbits of the earth and moon. The moon orbit around the earth is about 28 days and is the basis of lunar calendars. Explain how the positions of the earth, sun, and moon affect the phases of the moon. Explain that the moon can be seen both day and night, and sometimes we don't see it at all.

Keep it fun and interesting for the students. Remember that students will understand the phases of the moon better (and enjoy the lesson more) if you use a variety of teaching tools such as hands-on experiments using flashlights and playground balls,



Wulf Barsch, *The Valley of the Sun and the Moon*, 2000, oil on canvas (detail)

### Materials

- Moon artwork (see Images from the Museum)
- Scratch paper
- Pencils
- One black circle and one yellow circle
- Circular, silver, take-out lids (can be requested or purchased at restaurants like Cafe Rio or Costa Vida)
- Colored permanent markers

### Images from the Museum

Images are available as individual full-color posters, in postcard-size image sets, and digitally at the end of this packet

- Sven Birger Sandzen, *Moonrise in the Canyon, Moab, Utah*
- Alfred Lambourne, *Twilight Near the Mouth of the Jordan, Utah*
- Wulf Barsch, *In the Valley of the Sun and the Moon*

### Utah Core Standards

Science: Standard 1: Objective 1 and 2

Describe the appearance of Earth and the moon. Describe the movement of Earth and the moon and the apparent movement of other bodies through the sky.

Social Studies: Standard 1: Objective 3: d

Compare perspectives of various communities toward the natural environment.

Visual Arts: Standard 4: Objective 3

Use a visual arts form as a help in expressing an idea in a nonart subject

having students act out the orbits, diagrams, and pictures, as well as verbal explanations.

### Learning Activity

Once the science of moon phases has been discussed, explored, and understood, it is time to learn about the cultural meaning of the moon.

Ask students if they have ever heard of a “blue moon” or a “harvest moon.” Explain that different cultures all over the world use names to describe the moon when it looks a certain way, or appears at a certain time of the year. The moon phases are predictable so many cultures have used them as a calendar.

Some American Indian tribes had a different name for the full moon that occurred each month. The name was used for the moon through all its phases until another full moon arrived.

Share one or two American Indian moon names with the students. Talk about the time of year and why the Indians would have given the moon that name.

Give students time to research American Indian cultures and their moon meanings (see American Indian Full Moon Names Handout). The handout is just a starting point. Students could google “Full Moon Names” or “American Indian Moon Names.”

### Creative Activity

Let students choose a full moon name and a phase to render as a personal art project.

Give each student a cardboard take-out lid. Students should trace around the lid onto scratch paper creating a circle. This will allow them to plan their moon picture.

Emphasize that students need to show a distinct phase of the moon. The moon illustration should also have something to do with its name and meaning. Make it personal by asking, “What do you think a “Hunter’s Moon” would look like?”

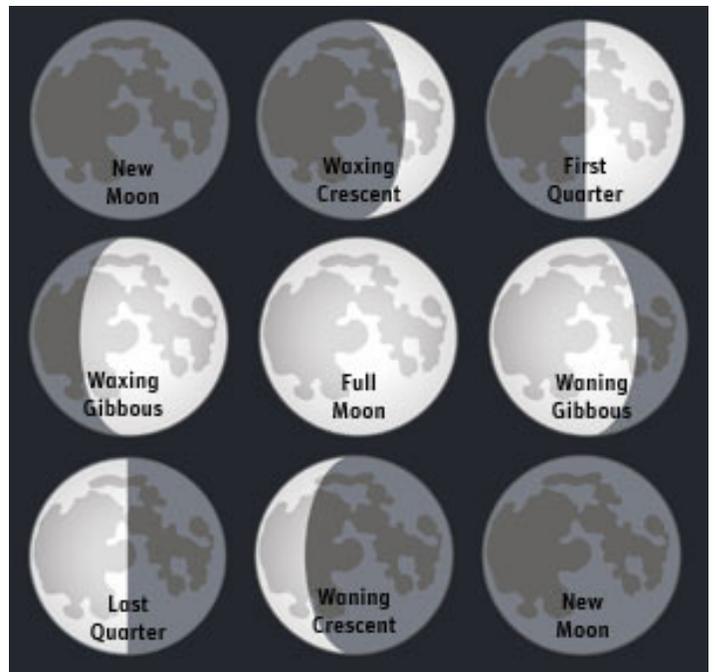
When students finish planning their moon picture, let them begin working on the shiny side of their take-out lid. They can use a dull pencil to carve into the surface creating texture. They can work from the back of the lid to create a raised embossed effect. Students can also use colored permanent markers to add color to their moon.

### Assessment

Students should write a brief description of their moon artwork. The description should include the name of their moon, the phase of the moon, what culture it represents, and why they choose it. Work can be assessed for completion, accuracy, and creativity.



Sven Birger Sandzen, *Moonrise in the Canyon, Moab, Utah, 1928*, oil on canvas (detail)



<https://fretzreview.wikispaces.com/allieclairemoonphases+--+blue>

# Phases of the Moon

## American Indian Full Moon Names

### Choctaw

January:	Cooking Moon
February:	Little Famine Moon
March:	Big Famine Moon
April:	Wildcat Moon
May:	Panther Moon
June:	Windy Moon
July:	Crane Moon
August:	Women's Moon
September:	Mulberry Moon
October:	Blackberry Moon
November:	Sassafras Moon
December:	Peach Moon

### Cherokee

January:	Cold Moon
February:	Bony Moon
March:	Windy Moon
April:	Flower Moon
May:	Planting Moon
June:	Green Corn Moon
July:	Ripe Corn Moon
August:	Fruit Moon
September:	Nut Moon
October:	Harvest Moon
November:	Trading Moon
December:	Snow Moon

### Dakota Sioux

January:	Moon of the Terrible
February:	Moon of the Raccoon, Moon when Trees Pop
March:	Moon When Eyes are Sore from Bright Snow
April:	Moon when Geese Return in Scattered Formation
May:	Moon When Leaves are Green, Moon to Plant
June:	Moon When June Berries are Ripe
July:	Moon of the Middle Summer
August:	Moon When All Things Ripen
September:	Moon When the Calves Grow Hair
October:	Moon When Quilling and Beading is Done
November:	Moon When Horns are Broken Off
December:	Twelfth Moon

Find more information by visiting the following websites:

[farmersalmanac.com/full-moon-names](http://farmersalmanac.com/full-moon-names)

[moonconnection.com/full-moon-names](http://moonconnection.com/full-moon-names)

[home.hiwaay.net/~krcool/Astro/moon/moonnames.htm](http://home.hiwaay.net/~krcool/Astro/moon/moonnames.htm)