



# Mealtime Traditions

## A Thematic Approach to Art – Grade 3

### Ohio Standards Connection

#### Fine Arts: Visual Art

#### **Historical, Cultural and Social Contexts**

##### Benchmark A

Recognize and describe visual art forms and artworks from various times and places.

##### Indicator 1

Connect various art forms and artistic styles to their cultural traditions.

##### Benchmark B

Identify art forms, visual ideas and images and describe how they are influenced by time and culture.

##### Indicator 2

Use historical artworks such as paintings, photographs and drawings to answer questions about daily life in the past.

### **Lesson Summary:**

*Students study visual artworks and illustrations in children’s picture books focusing on a selected theme to teach them that art is a meaningful endeavor that deals with everyday human concerns. They explore a group of visual artworks from various cultures with the theme and traditions of mealtime, and compare the similarities and differences that connect cultures. To demonstrate what they learn, students create their own artworks based on the mealtime theme.*

**Estimated Duration:** Five hours

### **Commentary:**

In this thematic approach to art, children’s picture books and artworks about mealtime are the main resources. By examining how different illustrators and artists throughout history depict mealtime, students understand the universality of art and how art themes transcend time and culture. Students view and discuss artworks and children’s book illustrations that show various artistic styles, time periods and cultural traditions about the theme. After discussing and observing artwork with a mealtime theme, students better understand a variety of perspectives and ways to depict a universal theme.

### **Pre-Assessment:**

- Have students volunteer to tell what “tradition” means to them. Use their definitions to prompt a short class discussion on what a tradition is, particularly traditions associated with mealtime.
- Have students draw sketches of their mealtime traditions. Be sensitive to a variety of family situations. Keep prompts related to the sketch and open-ended to see what ideas about mealtime they already have in mind. Here are some prompts you may use.



## Mealtimes Traditions

### A Thematic Approach to Art – Grade 3

#### **Creative Expression and Communication**

##### Benchmark C

Develop and select a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

##### Indicator 6

Create an original work of art that illustrates a story or interprets a theme.

- Before you begin your sketch of a mealtime tradition, think about what mealtime means to you. Do you have a mealtime tradition?
- Where do you have meals? Who shares meals with you? What objects or items will you include in your drawing?
- Besides eating food, what else is done at mealtime?

#### **Scoring Guidelines:**

- Conduct a formative assessment while students are doing their drawings and help individual students, as needed.
- Complete the pre-assessment section of Attachment A, *Visual Art Observation Checklist*, for each student.

#### **Post-Assessment:**

Choosing their own media, style and size of artworks, students do preliminary sketches and create their own versions of mealtime traditions.

#### **Scoring Guidelines:**

- Complete the *Final Mealtime Traditions Artwork* section of Attachment A, *Visual Art Observation Scoring Guide*.
- Have students work as pairs to complete Attachment B, *Picture Book and Artwork Student Worksheet*. Student answers should show thoughtful and reflective references to the mealtime traditions they are depicting.
- Have students reflect on and assess their own artworks using Attachment C, *Visual Art Mealtime Traditions Self-Assessment*.
- Have students assess peers' depictions of mealtime traditions using Attachment D, *Visual Art Mealtime Traditions Peer Assessment*.

Students may make changes to their works after completing the assessments and reading the peer assessments of their artworks. You may substitute a class discussion about student works for the peer assessment.



## Mealtime Traditions

### A Thematic Approach to Art – Grade 3

#### **Instructional Procedures:**

##### **Day One**

1. Ask volunteers to share their pre-assessment sketches of mealtime traditions. Suggested questions and prompts for students are:
  - Tell us about your drawing.
  - Who is in your drawing?
  - What are they doing?
  - Is it a special occasion? Describe the occasion, the place and the meal.
2. Select a children's picture book featuring a mealtime tradition and read it to the class. Guide students in discussing how the book's text and illustrations relate to the theme of mealtime.
3. After students share their sketches, model how using qualitative language such as adjectives, adverbs, verbs and metaphors to describe the sketches. Using descriptive language can enhance the viewer's interpretation of the artwork. Here are some example statements using qualitative language to describe the subject matter in a mealtime drawing.
  - The boy in John's sketch looks tall and strong like a ladder reaching toward the sky. He is holding the apple tightly with strong fingers as if he is afraid a cold, blowing wind will carry it away.
  - The luscious food on the table looks larger than life, with apples that look as big as basketballs.
  - With the way Jane colored her picture, I can almost feel the fuzzy, soft, dampness of the peach. The scratchy lines she used to draw the fruit bowl makes me think of something dry like sticks or straw.
  - The swirling wind in the dark, heavy clouds looks like the sky in Van Gogh's *Starry Night*. The surprised faces of the children sitting at that rickety wooden picnic table make me think of jack o' lanterns sitting on a fence in front of a haunted house. The dark purple color in the picture makes it seem sad.
4. Select an additional children's picture book dealing with the theme of mealtime traditions and read it to the class. Guide children in discussing how the text and illustrations are related to the theme. Lead the students with prompts such as:
  - How is mealtime important to the story?
  - How does the mealtime tradition shown compare to yours?
  - How do you feel about the characters in the illustrations? What did the illustrator do to make you feel that way?
  - Choose an illustration from the book and describe it. (Encourage students to use qualitative language in their descriptions.)
5. Select and display a variety of children's picture books and artworks that depict the theme of mealtime. Allow time for the students to view, handle, read and examine the books and prints. Encourage them to share their ideas and discoveries with each other. Pair students and have them complete Attachment B, *Picture Book and Artwork Student Worksheet*.



## Mealtime Traditions

### A Thematic Approach to Art – Grade 3

#### Day Two

6. Lead a whole-class discussion. Have students' pre-assessment sketches and Attachment D, *Picture Book and Artwork Student Worksheet*, available for them to refer to during the discussion. The objectives are:
  - To discuss mealtime practices in different cultures and different historical times;
  - To explore the similarities and differences between illustrations and art prints;
  - To understand that art is a visual way to tell a story;
  - To use qualitative language in the interpretation of works of art.
7. Here are some questions and prompts to help students participate in the discussion.
  - Choose a book or artwork and, using qualitative language, describe how you think the people depicted mealtime.
  - Compare the artist's work to the illustrator's illustration. Does one give the viewer more information than the other? If yes, which one and why? If no, why not?
  - From the selections, choose what you think is an old depiction of mealtime and one you think is modern. What are the similarities and differences?
  - What is an artistic style? Choose a print or book and evaluate how the style, medium or color choices add or detract from the artist's depiction of mealtime.
  - Choose a print or book and pretend that it is a photograph of you and your family or friends. Using qualitative language, tell a story about the "photograph."

#### Day Three

8. Explain to students that they will create their own artworks of mealtime traditions. Tell them that they can choose who and what to depict in their artworks. Explain Attachment A, *Visual Art Observation Scoring Sheet Criteria*. Give examples of *Distinctive*, *Present* and *Limited* levels of accomplishment for each area of criteria being assessed including *Imagination*, *Visual Statement* and *Sense of Completeness*. Have students brainstorm ideas and do sketches for their versions of mealtime traditions. Encourage students to speculate on how their pictures of mealtime will be better than their pre-assessment sketches. Allow students to choose the size, media and style for their artworks.

#### Day Four

9. After completing their sketches and choosing their media, instruct students to gather the materials they need to create their versions of mealtime. Allow enough time for all students to finish their projects.

#### Instructional Tips:

- The time for each aspect of this lesson depends on class length, class size, the pace at which students work and your individual teaching style. Adjust the lesson accordingly and allow time to clean work areas and store artwork that is in progress.
- Create and display a "qualitative-language chart" in your classroom that has examples of adjectives, adverbs, verbs and metaphors. Students can refer to this as they develop their skills in using descriptive language when talking about works of art.



## Mealtimes Traditions

### A Thematic Approach to Art – Grade 3

- Check with the third-grade classroom teachers to find out if students have prior experience using descriptive language.
- Have a variety of art prints, art works and children's picture books that deal with mealtimes traditions available for students to examine and discuss.
- Have a variety of art supplies and materials ready ahead of time for students to examine and choose from to create their mealtimes artwork.
- Display a variety of exemplary student works.

#### **Differentiated Instructional Support:**

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s)

- Display children's picture books that have text for a variety of reading levels including advanced and emerging.
- Use authentic assessments and oral interviews to replace the written assessments for students with different learning styles.

#### **Extensions:**

- Encourage students to interview or survey classmates, teachers and others about their mealtimes traditions. The focus may be on a certain time of the day or a holiday.
- Invite authors and illustrators to speak to the class about their works.
- Have students write short stories using qualitative language, share their stories with another student and illustrate each other's stories
- Gather fast-food containers, modern tableware and food vessels from different times and cultures. Make these available for the students to handle and examine.
- Choose a theme other than mealtimes traditions. Examples are sports, dress, hats and shelter. Find picture books on these themes and relate them to art activities.

#### **Home Connections:**

- Have students interview parents and grandparents about what mealtimes was like when they were the same age as the students.
- Ask students to bring in something that represents a mealtimes tradition in their own families such as special tableware, decorations and cultural artifacts. Have them share or write about the customs or special meanings that the items represent.
- Have students look at children's picture books that they have at home. Ask them to bring their favorite books to school. Ask each student why the book is a favorite. Is it because of the text or the illustrations, or both? Chart all of the students' responses using a graphic organizer such as a Venn diagram that shows favorite text, favorite illustrations and both. Discuss the responses.

#### **Interdisciplinary Connections:**

**Content Area/Discipline: Social Studies**

**Standard: People and Societies**



## Mealtime Traditions

### A Thematic Approach to Art – Grade 3

#### Benchmark B

Compare practices and products of North American cultural groups

#### Indicator 1

Compare the cultural practices and products of diverse groups in North America including; a. Artistic expressions; d. Food.

#### **Content Area/Discipline: English Language Arts**

#### **Standard: Literary Text Standard**

#### Benchmark G

Explain how figurative language expresses ideas and conveys mood.

#### Indicator 7

Interpret how an author's choice of words appeals to the senses and suggests mood.

#### **Materials and Resources:**

*The inclusion of a specific resource, artist or work of art in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, artist or artwork or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page; therefore, it may be necessary to search within that site to find the specific information required for the lesson. Please note that information published on the Internet changes over time; therefore, the links provided may no longer contain the information related to a given lesson. Teachers are advised to preview all sites before using them with students.*

*Note: Some Web sites contain material that is protected by copyright. Teachers should ensure that any use of material from the Web does not infringe upon the content owner's copyright.*

*For the teacher:* a variety of art prints, artworks and children's picture books that include multicultural and different time periods depicting mealtime traditions

*For the student:* art materials (you decide selection and range of materials) to create mealtime artwork



## Mealtime Traditions

### A Thematic Approach to Art – Grade 3

#### **Vocabulary:**

- art prints
- adjective
- adverb
- children's picture book
- custom
- expressive
- gallery
- illustration
- illustrator
- mealtime
- metaphor
- multicultural
- text
- tradition
- qualitative language
- verb

#### **Technology Connections:**

- Have students search online for specific children's picture book illustrators and view the illustrations they find.
- Search online for children's picture book galleries that have links to illustrators' Web sites.
- Have students view food commercials to see how contemporary mealtime is depicted.

#### **Research Connections:**

Hellman, Pamela, "The Role of Postmodern Picture Books in Art Education" – *Art Education - The Journal of the National Art Education Association*, November 2003.

Lazzari, Margaret, Schlesier, Dona. *Exploring Art: A Global, Thematic Approach*. United States: Thomson Learning, Inc. 2002.

Lowenfeld, Viktor. *Creative and Mental Growth*. New York: The Macmillan Company, 1957.

Olson, Janet L. "Children at the Center of Art Education." *Art Education – The Journal of the National Art Education Association*, July 2003.

Tollifson, Jerry. *The Qualitative Visual/Verbal Language Environment: Toward a theory for improving students' art criticism education*. 2005.



## Mealtimes Traditions

### A Thematic Approach to Art – Grade 3

#### **General Tips:**

- Do online research to find children's picture books with mealtimes themes and develop a book list.
- Pair similar children's picture books and artwork together prior to class discussions and develop questions to prompt students during the discussion.
- Be sure children understand that mealtimes can be celebrated in a variety of ways by different groups or families, and that no one way is the correct way.

#### **Attachments:**

Attachment A, *Visual Art Observation Checklist*

Attachment B, *Picture Book and Artwork Student Worksheet*

Attachment C, *Visual Art Mealtimes Traditions Self-Assessment*

Attachment D, *Visual Art Mealtimes Traditions Peer Assessment*

Attachment E, *Resource List – Children's Picture Books*

Attachment F, *Resource List – Art Prints*



# Mealtime Traditions

## A Thematic Approach to Art – Grade 3

### Attachment A

#### Visual Art Observation Checklist

Student \_\_\_\_\_ Class or Grade \_\_\_\_\_

Look at the student's pre-assessment drawing of a mealtime tradition and the final mealtime-tradition artwork. Based on your overall impression of the work, indicate the level at which each of the following characteristics can be seen in the student's artwork.

#### Visual Art Observation Scoring Sheet Criteria:

- *Imagination* – Evidence of creating new forms and combining forms; original and inventive in creating; thinking out of the box;
- *Visual Statement* – Strong interpretation of a mealtime tradition shown in the detail, subject matter and viewpoint of the artwork;
- *Completeness and Craftsmanship* – Extent to which artwork looks finished; the whole picture is treated with sensitivity to balance and cohesiveness, and the student is aware of how parts interrelate with attention to detail and craftsmanship.

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#### PRE-ASSESSMENT DRAWING – MEALTIME TRADITIONS

	Distinctive	Present	Limited
Imagination	_____	_____	_____
Visual Statement	_____	_____	_____
Completeness and Craftsmanship	_____	_____	_____
Comments:			

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#### FINAL ARTWORK - TRADITIONS ARTWORK

	Distinctive	Present	Limited
Imagination	_____	_____	_____
Visual Statement	_____	_____	_____
Completeness and Craftsmanship	_____	_____	_____
Comments:			



## Mealtime Traditions A Thematic Approach to Art – Grade 3

### Attachment B

#### Picture Book and Artwork Student Worksheet (Students work in pairs to answer these questions.)

1. Read a book with a partner. What is the mealtime tradition?
2. Do you think the illustrations go with the words in the book? Why?
3. Look at the artwork with a partner. What is the artist telling us about mealtime? How can you tell this?
4. What is the mealtime tradition in the artwork?
5. What culture or country do you think the mealtime artwork is from? Why?
6. How is it similar or different from your mealtime traditions?
7. What do you like or dislike about the artwork? Why?



# Mealtime Traditions

## A Thematic Approach to Art – Grade 3

### Attachment C

#### Visual Art Mealtime Traditions Self-Assessment

Name \_\_\_\_\_ Class \_\_\_\_\_

1. What is a tradition?
2. Describe the mealtime tradition in your artwork.
3. What do you think is the best thing about your mealtime traditions art project? Why is it the best?
4. What ideas did you get from the picture books and artworks? Where can we see these ideas in your artwork?
5. If you could change one of the choices you made to create your artwork what would it be? Why?
6. What did you learn about mealtime traditions in other cultures that you did not already know?



Mealtime Traditions  
A Thematic Approach to Art – Grade 3

**Attachment D**  
**Visual Art Mealtime Traditions Peer Assessment**

Name (Assessor) \_\_\_\_\_ Class \_\_\_\_\_

Peer \_\_\_\_\_

1. Describe the mealtime tradition in this artwork.

2. What I like best about the artist's choices in this work is:

3. The reason I like that best is:

4. My suggestions for the artist are:



## Mealtime Traditions A Thematic Approach to Art – Grade 3

### Attachment E Resource List – Children’s Picture Books

**Chicken Sunday** – Patricia Polacco. Scholastic, Inc., New York, 1998. ISBN 0698116151.

**Cleversticks** – Bernard Ashley – Illustrated by Derek Brazel  
Crown Publishers, Inc., Dragonfly Books, New York 1995. ISBN 0571883325.

**Dumpling Soup** – Jama Kim Rattigan – Illustrated by Lillian Hsu-Flanders  
Little, Brown, and Company, Boston, New York, London 1998. ISBN 0316730475.

**Evening Meals Around the World** – Michael Zurakowski – Illustrated by Jeff Yesh. Picture Window Books, 2004. ISBN 1404802819.

**Everybody Cooks Rice** – Norah Dooley – Illustrated by Peter J. Thornton  
Lerner Publishing Group, Minnesota, 1992. ISBN 0876145918.

**Grandma’s Latkes** – Malka Drucker – Illustrated by Eve Chwast  
Harcourt Children’s Books, San Diego, N.Y., London 1996. ISBN 0152013881.

**Green Eggs and Ham** – Theodor Suess Geisel. Random House, New York, 1976. ISBN 0394800168.

**The Greatest Table** – Michael J. Rosen – 16 Illustrators – Victoria Chess, Richard McGuire, Floyd Cooper, Guy Billout, Brian Pinkney, Diane Goode, David Weisner, Dena Schutzer, Kevin Hawkes, Eve Chwast, Anita Lobel, Raobert Sabuda, Chris Van Allsburg, Lois Ehlert, Lisa Campbell Ernst, Patricia Polacco  
Harcourt Brace Company, San Diego, New York, London, 1994. ISBN 978015200028.

**Halmoni and the Picnic** – Sook Nyul Choi – Illustrated by Karen M. Dugan  
Houghton Mifflin Company, 1993. ISBN 0359616263.

**Kites Sail High – A Book About Verbs** – Ruth Heller – Grosset & Dunlap, New York, 1988. ISBN 0698113896.

**Many Luscious Lollipops – A Book About Adjectives** – Ruth Heller.  
Grosset & Dunlap, New York, 1989. ISBN 0-448-03151

**Midday Meals Around the World** – Michael Zurakowski – Illustrated by Jeff Yesh. Picture Window Books, 2004. ISBN 1404802827.



Mealtimes Traditions  
A Thematic Approach to Art – Grade 3

**Attachment E**  
**Resource List – Children’s Picture Books, Cont’d**

**Snack Time Around the World** – Michael Zurakowski – Illustrated by Jeff Yesh. Picture Window Books, 2004. ISBN 1404802835.

**Tar Beach** – Faith Ringold. Bantam Doubleday Dell Books for Young Readers, New York, 1996. 0517885441.

**Tony’s Bread** – Tomie dePaola. Penguin Putnam Books for Young Readers, New York, 1996. ISBN 0698113713.

**Up, Up, and Away – A Book About Adverbs** – Ruth Heller. Grosset & Dunlap, New York, 1991. ISBN 0-698-11663-1



## Mealtimes Traditions A Thematic Approach to Art – Grade 3

### Attachment F Resource List – Art Prints

*Dinner for Threshers* – Grant Wood – 1934

*The Dinner Party* – Judy Chicago – 1974-1979

*The Fair at Reynosa* – Carmen Lomas Garza – 1987

*Feeding Time* – Norman Rockwell – 1954

*The Four Freedoms: Freedom from Want* – Norman Rockwell – 1943

*Home for Thanksgiving* – Norman Rockwell – 1945

*The Last Supper* – Leonardo da Vinci – 1495

*Luncheon of the Boating Party* – Auguste Renoir - 1881

*100 Cans of Campbell Soup* – Andy Warhol – 1962

*Pie Counter* – Wayne Thiebauld - 1963

*Saying Grace* – Norman Rockwell – 1951.

*Self-Portrait with Model* – Duane Hanson - 1979

*Tar Beach* – Faith Ringold – 1988

*Woman with Blueberries* – Patrick DesJarlait – 1971

*Nighthawks* – Edward Hopper – 1942

*Wichety Grub Dreaming* – Australia, Aboriginal from Papunya, 1980