



# *Under the Home*

*First Grade Art History  
Lesson Guide Printout*

*Learn from the Masters*

# UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

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## Lesson 1 Guide: The View of Collioure

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

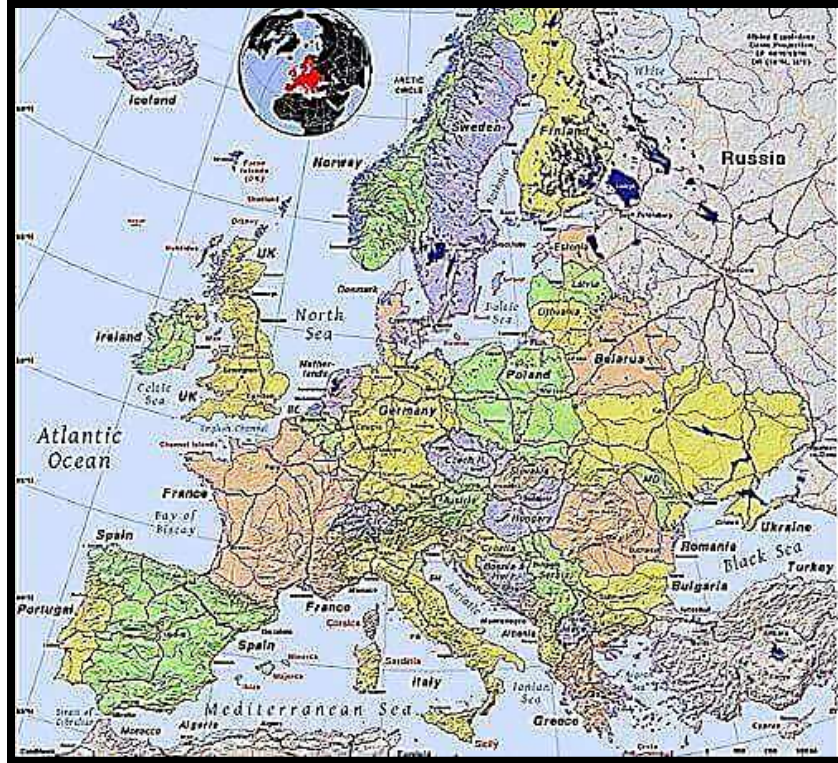
The surreal colors of Henri Matisse's 'The View of Collioure' reveals the landscape as another example of Fauvism. Tucked in among the mountains, Collioure is a seaside fishing village in southern France. Matisse captures the small village, the sea, the mountains, and the sky using broad brushstrokes of vivid color.

### Vocabulary

- **Fauvist:** A style of painting with vivid, unnatural colors.
- **Surreal:** Strange, like a dream.
- **Vivid:** Brightly colored.
- **Landscape:** A wide view of the countryside, or a painting of this view.
- **Village:** A grouping of country houses that is smaller than a town.
- **Broad:** Large in area or wide.
- **Brushstroke:** The long, narrow mark of a paintbrush.

### Artist

1. Henri Matisse was born in 1869 in France.
2. Find Matisse's country of birth on the map of Europe on the next page.
3. Matisse was an important figure in modern art. Modern art embraces breaking with tradition and experimenting with new techniques.
4. Matisse experimented with bright, unnatural colors in a style called Fauvism. His works shocked people at the time they were released.
5. Matisse died in 1954 at the age of 84.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following:

Hat, Face, Eyes, Nose, Eyebrows, Chin, Cheeks, Dress, Glove, Fan, The color turquoise, Something that is downturned



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Recreate the Painting - Make a Fan and Pose**

One day this week, recreate the painting.

Make and decorate your own fan by folding a piece of paper.

- Get a piece of printer paper or construction paper. Color or decorate it if you wish.
- Fold the bottom of the paper up around 1 inch.
- Flip the paper over.
- Again, fold the bottom of the paper up around 1 inch. This will include the first fold you made.
- Repeat flipping and folding until you reach the top of the paper.
- To create a handle crease the paper around two inches from the bottom.

Put on a hat and gloves, hold the fan, and pose like the woman in the painting.

**Activity 5: Color the Artist**

Complete page 3 of 'Art History Coloring Pages for First Grade.'

**Activity 6: Color the Painting**

Complete page 4 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The sole character is a woman wearing a hat.
2. **What does the woman wear in the painting?** The woman wears a big, bright hat, a fancy dress, and gloves.
3. **What does the woman hold in the painting?** The woman holds a fan.
4. **Why is this painting an example of Fauvism?** Matisse used bright and unnatural colors for the painting. For example, Matisse used turquoise to shade the woman's face.

## Lesson 2 Guide: The Open Window

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

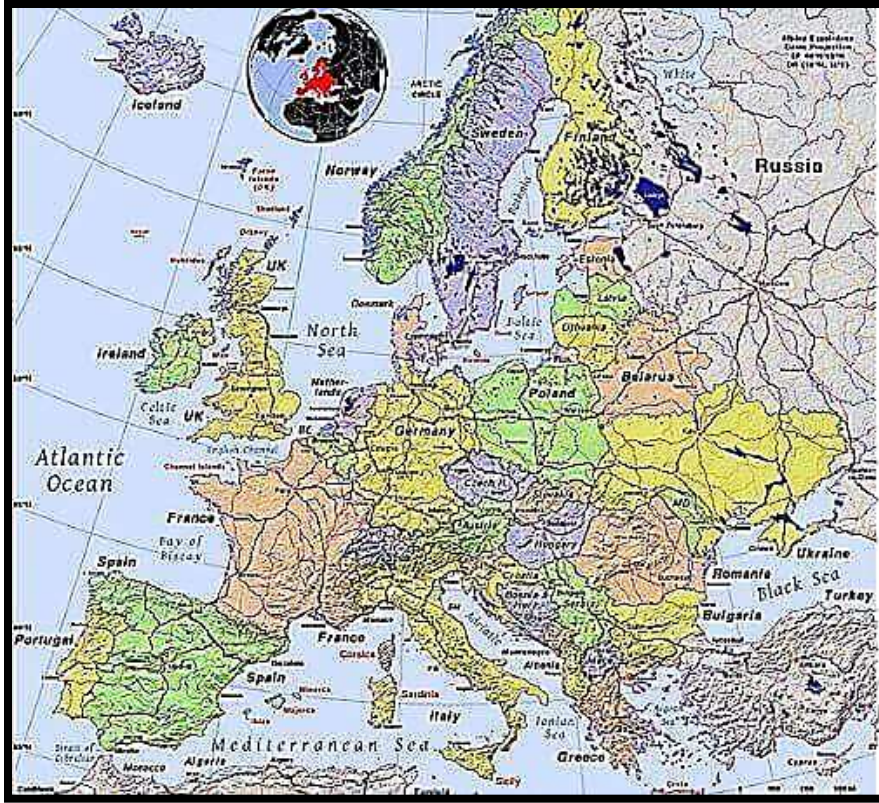
Painted in a modernist, Fauvist style, Henri Matisse's 'The Open Window' features a view from a window. The shutters have been thrown open to reveal a surreal view of sailboats bobbing on a gentle sea. Potted flowers and creeping vines adorn the outside of the house. The sky is in shades of white, purple, and pink, and the sea is mostly white and pink. The walls inside the house are painted in vivid colors.

### Vocabulary

- **Fauvist:** A style of painting with vivid, unnatural colors.
- **Modernist:** Breaking with tradition and experimenting with new techniques.
- **Surreal:** Strange, like a dream.
- **Vivid:** Brightly colored.
- **Shutters:** A pair of hinged panels inside or outside a window that often can be opened and closed.

### Artist

1. Henri Matisse was born in 1869 in France.
2. Find Matisse's country of birth on the map of Europe on the next page.
3. Matisse was an important figure in modern art. Modern art embraces breaking with tradition and experimenting with new techniques.
4. Matisse experimented with bright, unnatural colors in a style called Fauvism. His works shocked people at the time they were released.
5. Matisse died in 1954 at the age of 84.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Sky, Sea, Sailboats, Flowers, Pots, Creeping Vines, Window, Shutters





**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Experiment with Fauvism**

- One day this week, draw the view outside a window in your home.
- Color your picture with Fauvist, unnatural colors. For example, you might make your sun green, your grass blue, your sky purple, and your trees red.

**Activity 5: Color the Artist**

Complete page 5 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **What is the setting of the painting?** The setting is inside a house with an open window.
2. **Why is the work titled 'The Open Window?'** The work is titled 'The Open Window' because the painting shows a view of the sea out of an open window.
3. **What do you see through 'The Open Window?'** We see the sky, the sea, and boats through 'The Open Window.'
4. **What kinds of plants are in the painting?** The plants in the painting include flowers and vines.
5. **Why is this painting an example of Fauvism?** This work is an example of Fauvism because the painting has colors that are bright and unnatural. For example, the sea is mostly white and pink.

## Lesson 3 Guide: The View of Collioure

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

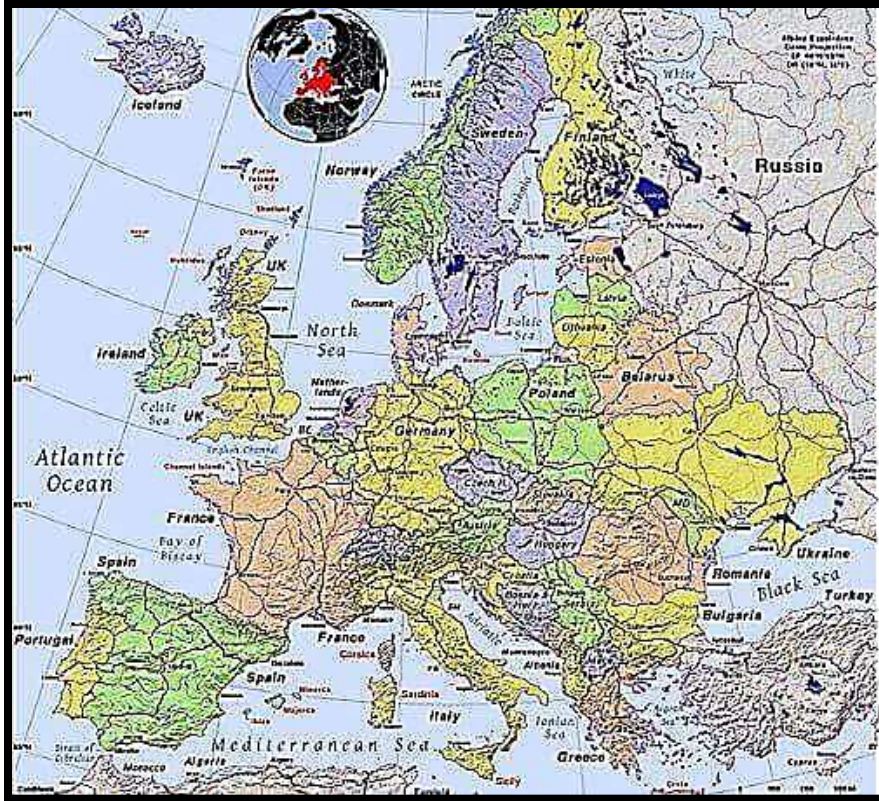
The surreal colors of Henri Matisse's 'The View of Collioure' reveals the landscape as another example of Fauvism. Tucked in among the mountains, Collioure is a seaside fishing village in southern France. Matisse captures the small village, the sea, the mountains, and the sky using broad brushstrokes of vivid color.

### Vocabulary

- **Fauvist:** A style of painting with vivid, unnatural colors.
- **Surreal:** Strange, like a dream.
- **Vivid:** Brightly colored.
- **Landscape:** A wide view of the countryside, or a painting of this view.
- **Village:** A grouping of country houses that is smaller than a town.
- **Broad:** Large in area or wide.
- **Brushstroke:** The long, narrow mark of a paintbrush.

### Artist

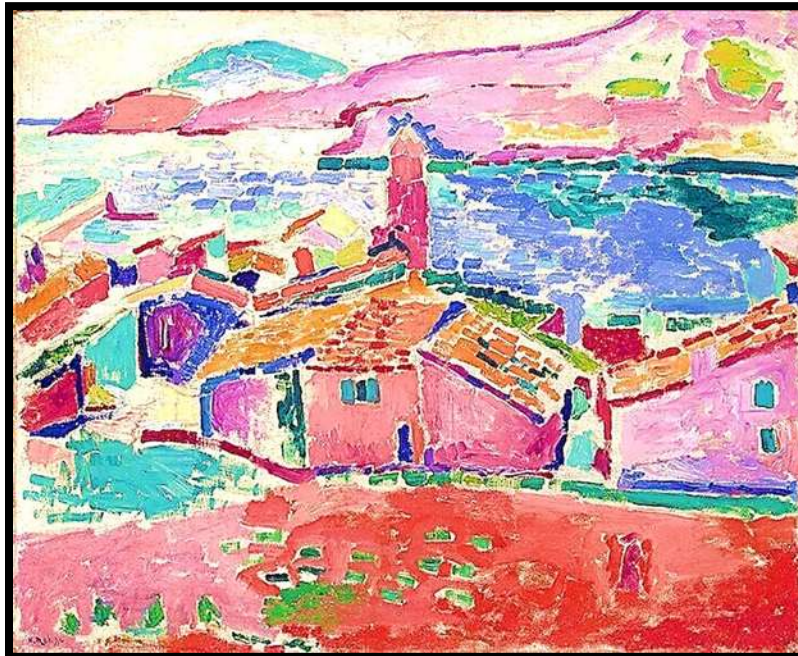
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3. Matisse was an important figure in modern art. Modern art embraces breaking with tradition and experimenting with new techniques.
4. Matisse experimented with bright, unnatural colors in a style called Fauvism. His works shocked people at the time they were released.
5. Matisse died in 1954 at the age of 84.



### *Enrichment Activities*

#### Activity 1: Can You Find It?

Sky, Sea, Church, Houses, Mountains



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Painting**

Complete page 6 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **What is the setting of the painting?** The setting is a small country village.
2. **Why is the work titled 'The View of Collioure?'** The painting shows a view of the small village of Collioure.
3. **Why is this painting an example of Fauvism?** The painting has colors that are bright and unnatural. For example, the houses are mostly in pinks, purples, yellows, blues, and oranges.

## *Lesson 4 Guide: The Dessert: Harmony in Red*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

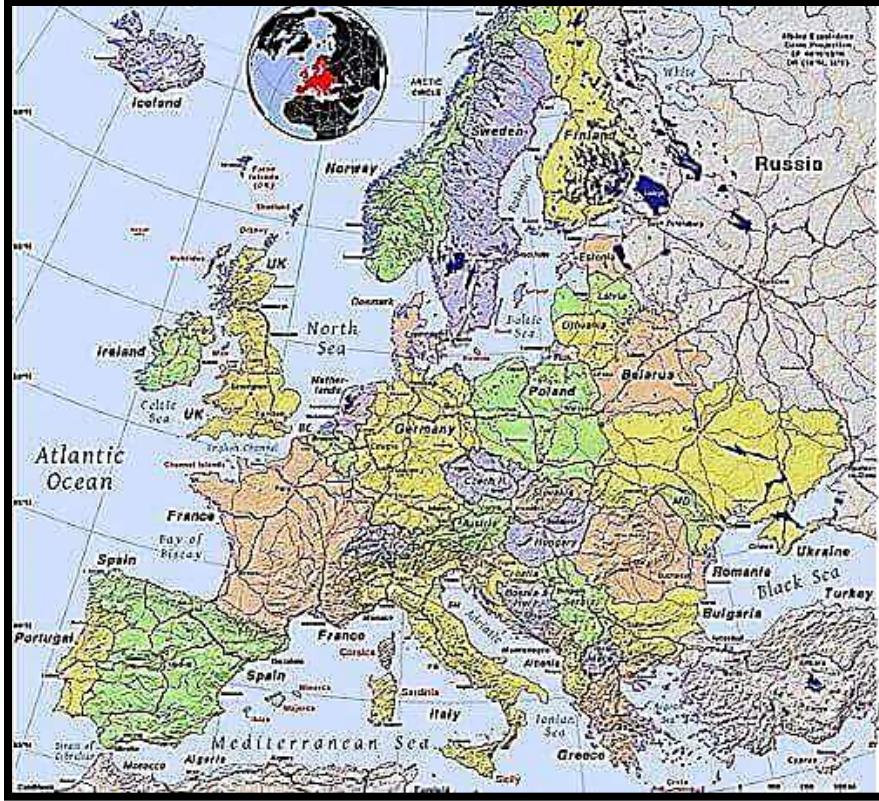
Henri Matisse's 'The Dessert: Harmony in Red (The Red Room)' painting was influenced by Japanese art and features the color red. Matisse first painted the work in blue, but was unsatisfied with the outcome and repainted it red. 'The Red Room' shows a woman tending a table covered in a red cloth and laden with fruit and wine. A view through the window shows a blue sky, a green lawn, bushes, white trees, flowering plants, and a pink building. Some experts consider this painting Matisse's masterpiece.

### *Vocabulary*

- **Japanese:** Of or related to the country of Japan.
- **Harmony:** An agreement or a combination that has a pleasing effect.
- **Dessert:** The sweet course eaten at the end of a meal.

### *Artist*

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### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Sky, Building, Trees, Flowers (both outside and inside), Fruit, Maid, Wallpaper, Tablecloth, Chairs (2), Vase, Wine



#### **Activity 2: Narrate the Painting**

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After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 7 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **What is the setting of the painting?** The setting is a dining room inside a house.
2. **Why is the work titled 'The Dessert: Harmony in Red?'** The painting shows a table set with dessert including fruit and wine. The walls, tablecloth, chair, and some of the fruit are red.

## *Lesson 5 Guide: Woman in a Purple Coat*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

In Henri Matisse's 'Woman in a Purple Coat,' Lydia Délectorskaya, Russian refugee and studio assistant to Matisse, lounges on a chair draped in a striped purple coat. The style of her clothing is Moroccan (a country in northern Africa). The floral painted table in the work holds fruits and a vase of blooming yellow flowers. A magazine lies at her feet. Other than the fruit, most objects in the painting are outlined with thick black lines.

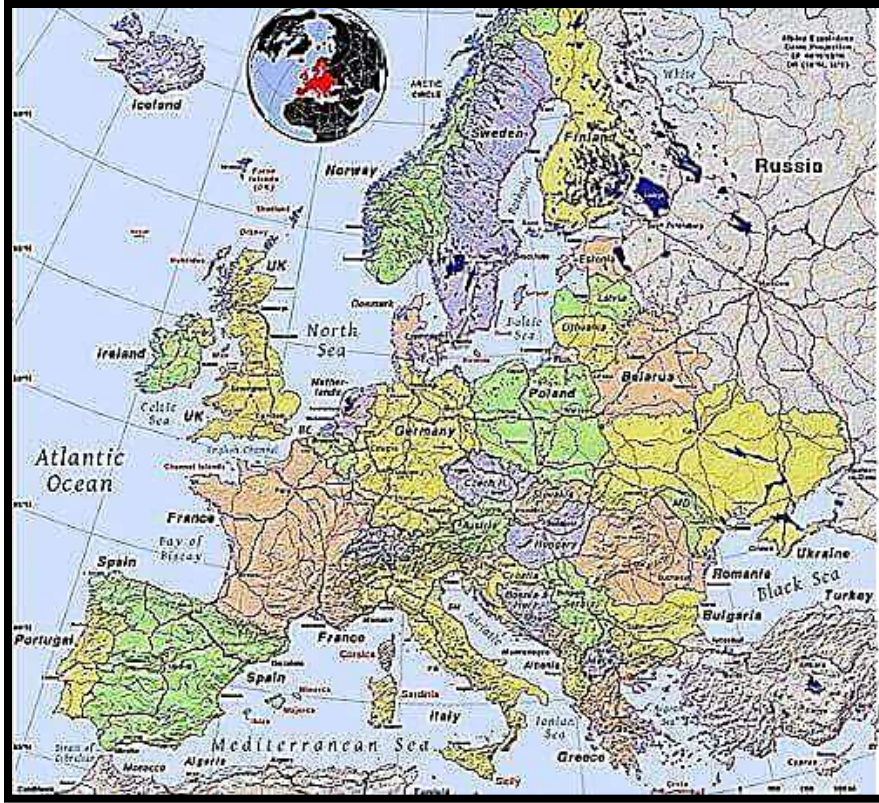
### *Vocabulary*

- **Fauvist:** A style of painting with vivid, unnatural colors.
- **Russian:** Of or related to the country of Russia.
- **Refugee:** A person who leaves their country to escape war, natural disaster, or other harm.
- **Floral:** Of flowers.
- **Vase:** A decorative container often used for displaying cut flowers.

### *Artist*

1. Henri Matisse was born in 1869 in France.
2. Find Matisse's country of birth on the map of Europe on the next page.
3. Matisse was an important figure in modern art. Modern art embraces breaking with tradition and experimenting with new techniques.
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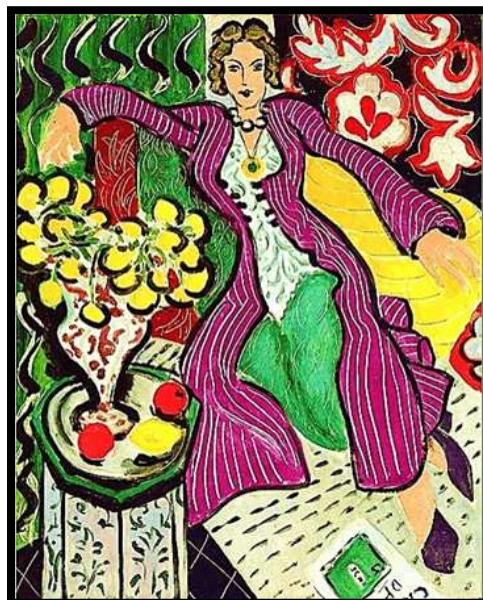




### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Woman, Purple Coat, Apple, Orange, Lemon, Vase, Flowers, Couch, Magazine, Pendant, Pearl or bead necklace, Shoes, Wallpaper, Table



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 8 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **What is the setting of the painting?** The setting is inside a house, possibly in a living room or a sitting room.
2. **Why is the work titled 'Woman in a Purple Coat?'** The painting shows a woman wearing a purple coat.
3. **Why is this painting an example of Fauvism?** The painting has colors that are bright and unnatural. For example, the walls and couch are in contrasting colors of red, black, red, white, and yellow.

## *Lesson 6 Guide: Blue and Green Music*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

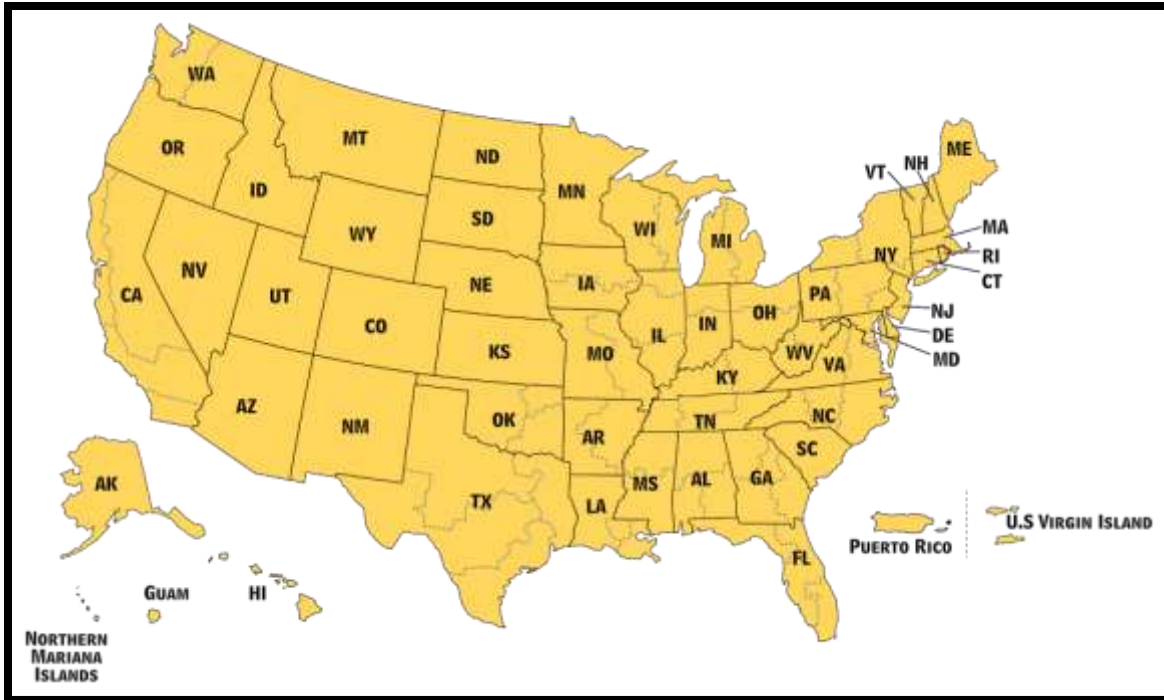
In 'Blue and Green Music,' Georgia O'Keeffe attempts to paint the sound of music in visual color. The undulating lines represent waves of sound.

### *Vocabulary*

- **Visual:** Can be seen with the eyes.
- **Undulate:** Move with a wavelike motion.
- **Sound:** Vibrations that can be heard by your ear.
- **Sound Wave:** A wave that moves through the air and carries sound to your ear.

### *Artist*

1. Georgia O'Keeffe, 'Mother of American modernism,' was born in 1887 in Wisconsin.
2. Find O'Keeffe's birth state on the map of the United States on the next page.
3. Modernism is an artistic movement that embraces breaking with tradition and experimenting with new techniques. Modernism may feature science and technology, change, and new ideas.
4. Many of her works were inspired by nature.
5. She is best known for her later paintings of flowers and southwestern landscapes. (Although UTH features O'Keeffe's earlier works since they are in the public domain.)
6. At the end of her life, O'Keeffe lost her sight, but continued undaunted to paint by employing several assistants.
7. She died in New Mexico in 1986 at the age of 98.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: The color blue, The color green, The color black, The color white, The color off-white, cream, or beige, Waves



**Activity 2: Narrate the Painting**

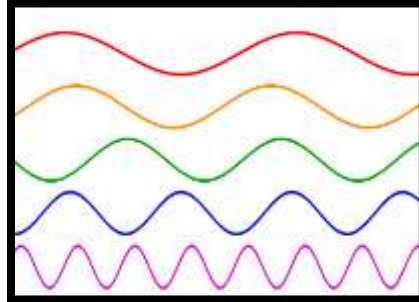
After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Draw the Painting**

- The image below shows the waves that make up sound. Draw your own waves.



**Activity 5: Color the Artist**

Complete page 9 of 'Art History Coloring Pages for First Grade.'

**Activity 6: Color the Painting**

Complete page 10 of 'Art History Coloring Pages for First Grade.'

**Review Questions**

1. **What does the painting represent?** The painting represents sound waves.
2. **Why is the work titled 'Blue and Green Music?'** The work is titled 'Blue and Green Music' because it shows sound waves as waves of green and blue color.
3. **Why is this painting an example of Modernism?** The painting is an example of Modernism because it merges art and science rather than painting concrete objects or people.

## *Lesson 7 Guide: Apple Family II*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

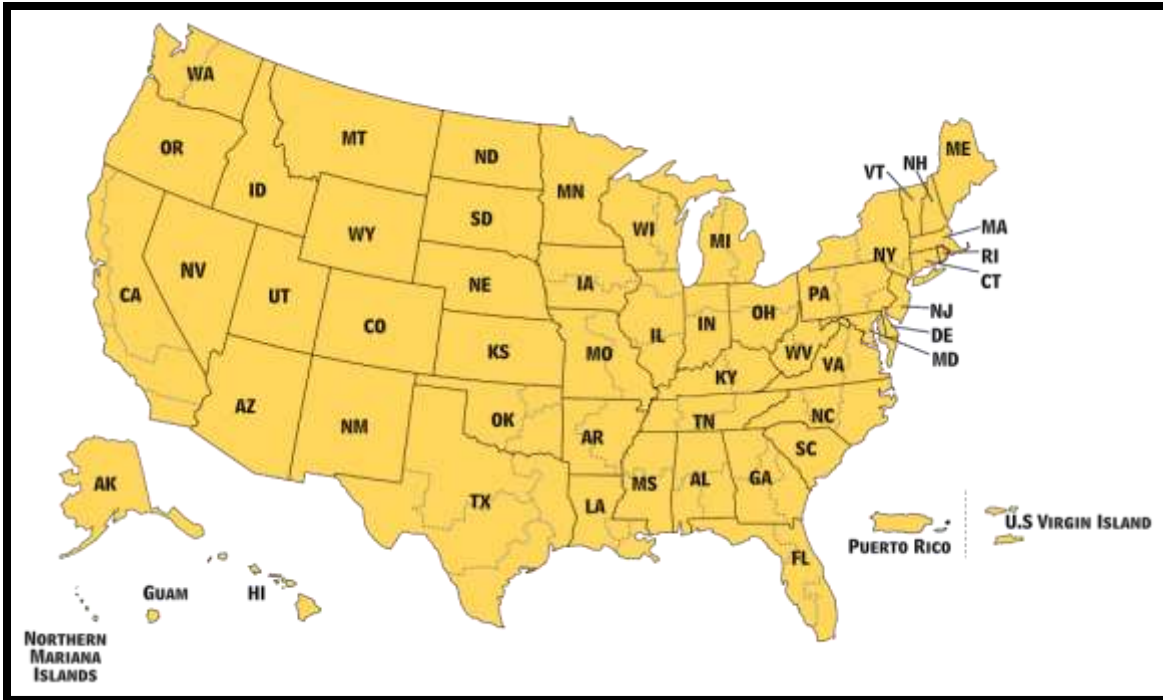
Georgia O'Keeffe's 'Apple Family II' is a still life depicting a variety of apples on a white cloth background.

### *Vocabulary*

- **Still life:** A painting or drawing of an arrangement of objects, often including fruit and flowers.
- **Roman numeral:** A set of letters representing numbers. For example, I is 1 and II is 2.

### *Artist*

1. Georgia O'Keeffe, 'Mother of American modernism,' was born in 1887 in Wisconsin.
2. Find O'Keeffe's birth state on the map of the United States on the next page.
3. Modernism is an artistic movement that embraces breaking with tradition and experimenting with new techniques. Modernism may feature science and technology, change, and new ideas.
4. Many of her works were inspired by nature.
5. She is best known for her later paintings of flowers and southwestern landscapes. (Although UTH features O'Keeffe's earlier works since they are in the public domain.)
6. At the end of her life, O'Keeffe lost her sight, but continued undaunted to paint by employing several assistants.
7. She died in New Mexico in 1986 at the age of 98.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Red apples, Yellow orange apples, Tiny yellow green apple, White cloth



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### Activity 2: Narrate the Painting

After studying the painting, narrate the scene in the painting aloud using your own words.

### Activity 3: Complete Vocabulary Activities

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### Activity 4: Draw a Still Life

Draw your own still life from the photograph of apples, oranges, and orange juice below.



### Activity 5: Color the Painting

Complete page 11 of 'Art History Coloring Pages for First Grade.'

### Review Questions

1. **Why is the work titled 'Apple Family II?'** The painting shows a variety of apples. The 'II' stands for 2, which indicates it is part of a series of multiple paintings of apples.
2. **Why is this painting an example of a still life?** The painting is an example of a still life because it shows an arrangement of fruit on a white cloth.



## Lesson 8 Guide: Lake George

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

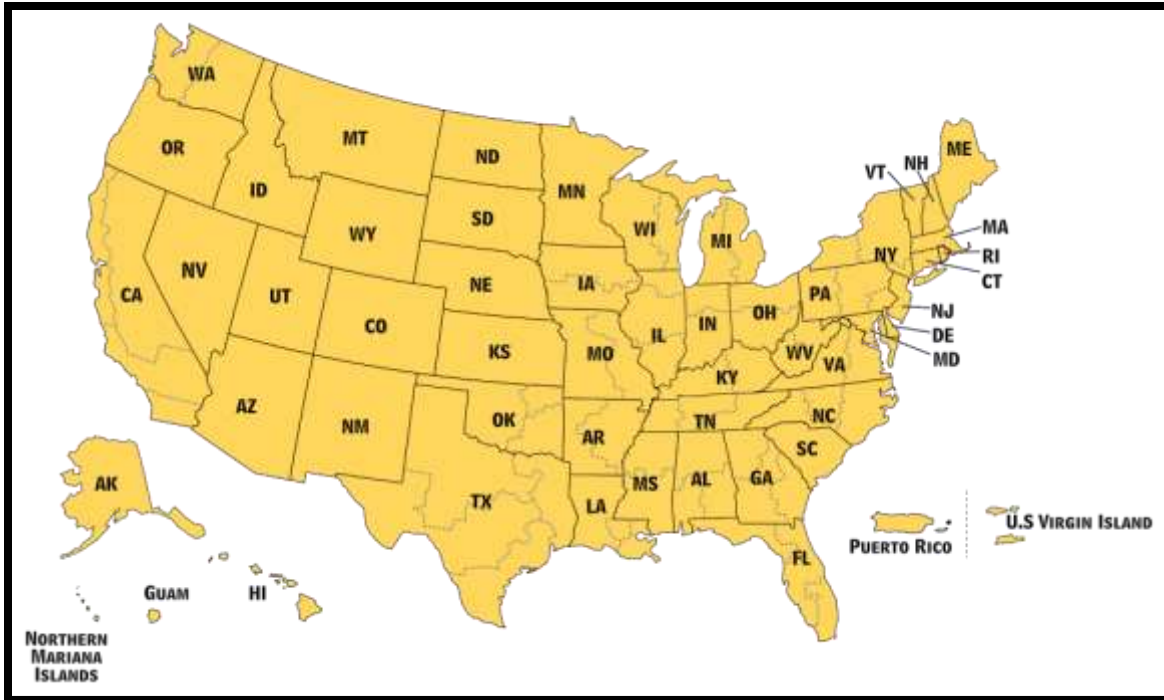
Georgia O'Keeffe spent several years at Lake George, a lake in upstate New York. In O'Keeffe's landscape, 'Lake George,' she captures the gentle peaks of the Adirondacks and their reflection in the waters of Lake George.

### Vocabulary

- **New York:** A north-eastern state of the United States.
- **Peak:** The pointed top of a mountain.
- **Reflection:** An image seen in a mirror or shiny surface.
- **Landscape:** A wide view of the countryside, or a painting of this view.

### Artist

1. Georgia O'Keeffe, 'Mother of American modernism,' was born in 1887 in Wisconsin.
2. Find O'Keeffe's birth state on the map of the United States on the next page.
3. Modernism is an artistic movement that embraces breaking with tradition and experimenting with new techniques. Modernism may feature science and technology, change, and new ideas.
4. Many of her works were inspired by nature.
5. She is best known for her later paintings of flowers and southwestern landscapes. (Although UTH features O'Keeffe's earlier works since they are in the public domain.)
6. At the end of her life, O'Keeffe lost her sight, but continued undaunted to paint by employing several assistants.
7. She died in New Mexico in 1986 at the age of 98.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Lake, Mountain, Mountain Peaks, Reflection, Land, Sky, Water



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene shown in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 12 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **What is the setting of the painting?** The setting is a mountain lake.
2. **Why is the work titled 'Lake George?'** Lake George is the name of the lake O'Keeffe painted.
3. **Why is this painting an example of a landscape?** The painting shows a wide view of the countryside including a lake and mountains.

## Lesson 9 Guide: My Shanty Lake George

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

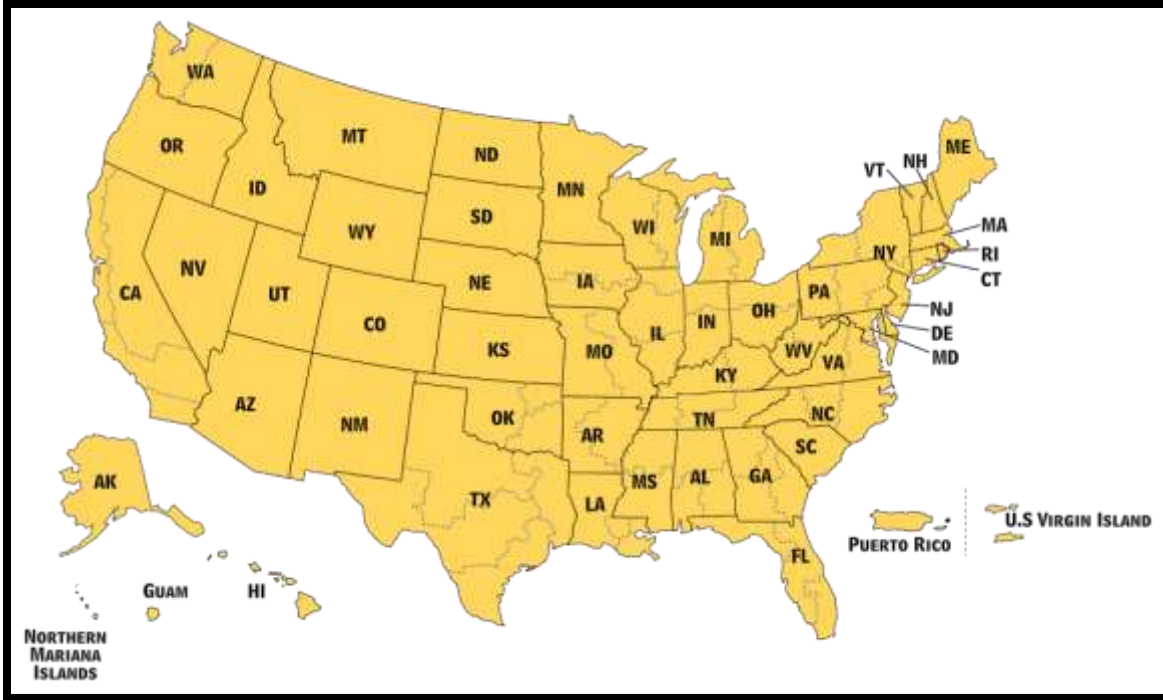
In Georgia O'Keeffe's landscape, 'My Shanty Lake George,' she portrays, 'the shanty,' an old barn that served as her art studio during her time at Lake George, a lake in upstate New York. This work features strong lines and shapes in a Precisionist style. Precisionists painted street, factory, or farm landscapes without people in them. Note the wildflowers, the trees, the dark mountains rising in background, and the grey clouds hovering overhead.

### Vocabulary

- **Landscape:** A wide view of the countryside, or a painting of this view.
- **Shanty:** A small, crudely built shack.
- **Studio:** A room where an artist works.
- **New York:** A north-eastern state of the United States.
- **Precisionist:** Paintings featuring modernization and technology including street, factory, or farm landscapes without people in them.
- **Hover:** Remain in one place in the air.
- **Overhead:** Over the head or in the sky.

### Artist

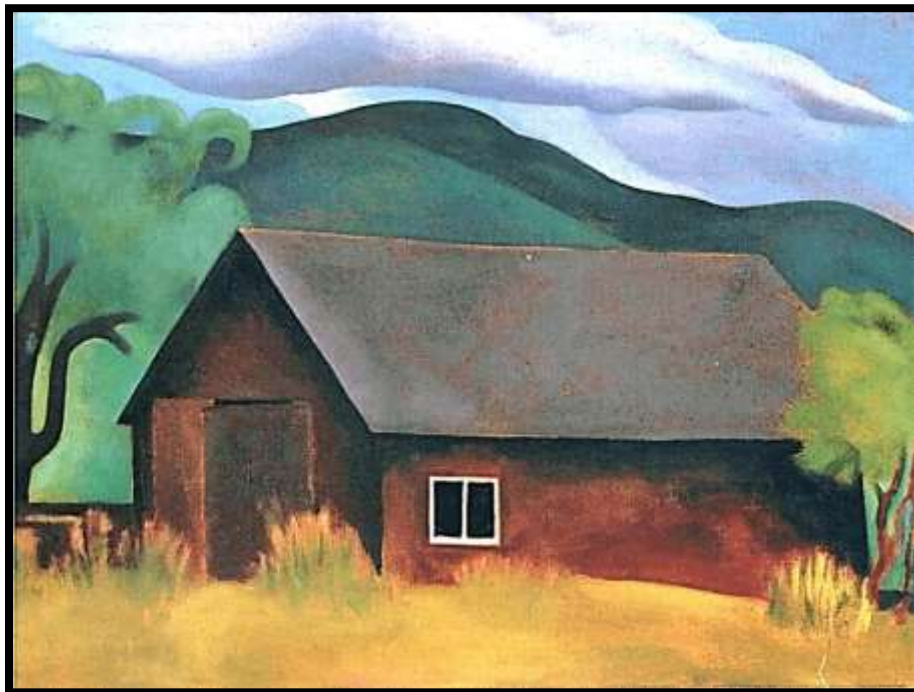
1. Georgia O'Keeffe, 'Mother of American modernism,' was born in 1887 in Wisconsin.
2. Find O'Keeffe's birth state on the map of the United States on the next page.
3. Modernism is an artistic movement that embraces breaking with tradition and experimenting with new techniques. Modernism may feature science and technology, change, and new ideas.
4. Many of her works were inspired by nature.
5. She is best known for her later paintings of flowers and southwestern landscapes. (Although UTH features O'Keeffe's earlier works since they are in the public domain.)
6. At the end of her life, O'Keeffe lost her sight, but continued undaunted to paint by employing several assistants.
7. She died in New Mexico in 1986 at the age of 98.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Cloud, Mountain, Mountain Peaks, Sky, Barn, Trees, Grass, Roof, Window, Doors



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 13 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **What is the setting of the painting?** The setting is a barn near Lake George.
2. **Why is the work titled 'My Shanty Lake George?'** The painting shows the barn studio near Lake George which O'Keeffe painted at. She called her studio 'The Shanty.'

## *Lesson 10 Guide: Maple and Cedar, Lake George*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

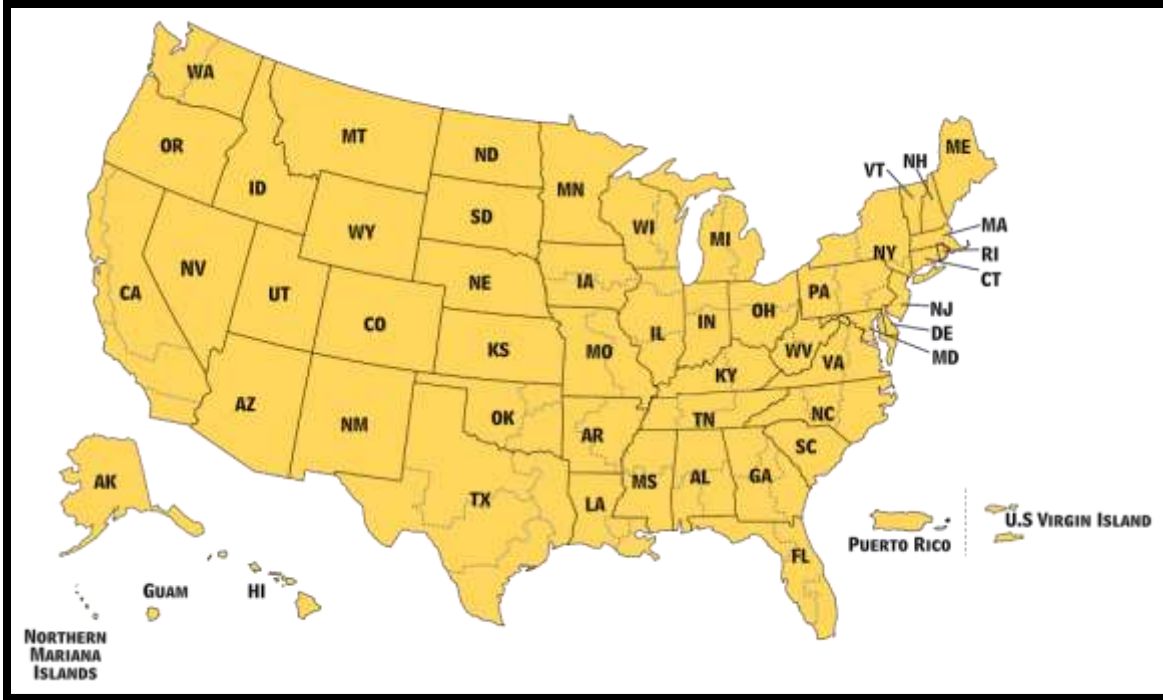
In Georgia O'Keeffe's 'Maple and Cedar, Lake George,' she focuses on the vibrant reds, oranges, and greens of the trees in fall at Lake George, a lake in upstate New York.

### *Vocabulary*

- **Maple:** A tree or shrub with colorful autumn leaves, grown for timber or its syrupy sap.
- **Cedar:** A large evergreen tree known for its fragrant wood.
- **Evergreen:** A tree that stays green all year and does not lose its leaves.
- **New York:** A north-eastern state of the United States.

### *Artist*

1. Georgia O'Keeffe, 'Mother of American modernism,' was born in 1887 in Wisconsin.
2. Find O'Keeffe's birth state on the map of the United States on the next page.
3. Modernism is an artistic movement that embraces breaking with tradition and experimenting with new techniques. Modernism may feature science and technology, change, and new ideas.
4. Many of her works were inspired by nature.
5. She is best known for her later paintings of flowers and southwestern landscapes. (Although UTH features O'Keeffe's earlier works since they are in the public domain.)
6. At the end of her life, O'Keeffe lost her sight, but continued undaunted to paint by employing several assistants.
7. She died in New Mexico in 1986 at the age of 98.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Maple Tree, Cedar Tree, Red Leaves, Yellow Leaves, Evergreen Tree, Sky, Clouds





## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 14 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **What is the setting of the painting?** The setting is outside near Lake George.
2. **Why is the work titled 'Maple and Cedar, Lake George?'** The painting shows maple and cedar trees that O'Keeffe saw in the Lake George area.

## *Lesson 11 Guide: Boy with Baby Carriage*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

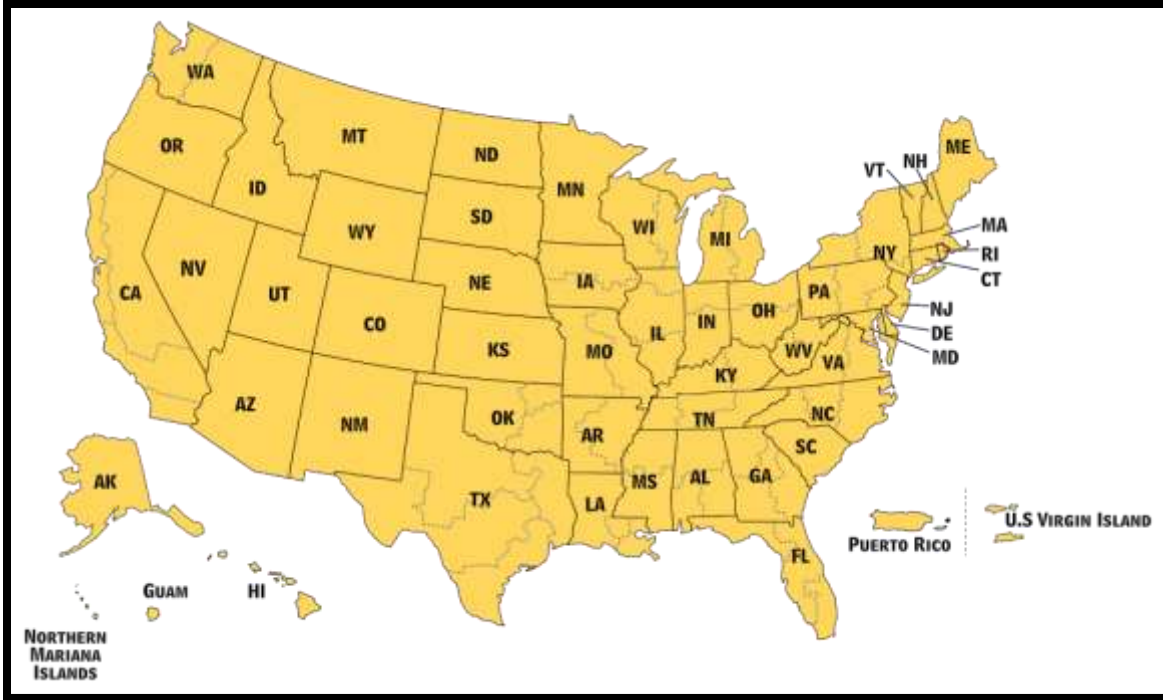
Norman Rockwell's 'Boy with a Baby Carriage' was his very first Saturday Evening Post cover, and it was a hit. The picture shows an unhappy boy dressed up in a suit and black hat and pushing a carriage. The strap of his hat flies through the air, hinting that he is walking fast. A baby bottle of milk sticks out from his pocket. A tiny red shoe is visible in the carriage. Why is the boy so unhappy? Two smirking boys in baseball uniforms are passing by and teasing him. One tips his hat, and the other places a finger to his chin. The uniformed boys are off to have fun playing baseball, while the boy in the suit must take care of his little brother or sister.

### *Vocabulary*

- **Baby Carriage:** A four-wheeled carriage for a baby pushed by a person on foot.
- **Visible:** Able to be seen.
- **Unhappy:** Not happy, sad or angry.
- **Smirking:** A mocking or sarcastic smile.
- **Teasing:** Making fun of someone.
- **Tip (hat):** Lifting and lowering or tilting a hat as a greeting to another person.
- **Suit:** A set of clothes made of the same fabric and designed to be worn together, often a jacket and trousers or a jacket and skirt.
- **Hat Strap:** A strap connecting a hat and another item of clothing to prevent losing to hat.

### *Artist*

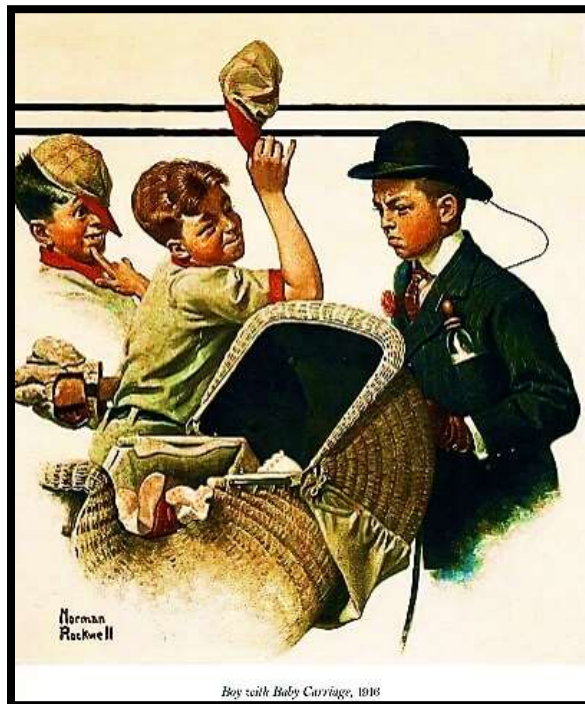
1. Norman Rockwell was born in 1894 in New York City, New York.
2. Find Rockwell's birth state on the map of the United States on the next page.
3. Rockwell painted brightly colored, oftentimes humorous snapshots of American life.
4. At times, Rockwell also portrayed serious social issues, such as the civil rights movement and school desegregation.
5. Between 1916 and 1963, Rockwell painted many covers for the Saturday Evening Post, a bimonthly American magazine.
6. Rockwell died in 1978 in Massachusetts at the age of 84.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Carriage, Suit, Tie, Hat Strap, Baseball Uniform, Baseball Hat, Baby's Foot, Baby Blanket, Baby Bottle, Baseball Glove



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artist**

Complete page 15 of 'Art History Coloring Pages for First Grade.'

**Activity 5: Color the Painting**

Complete page 16 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are a boy caring for his baby brother/sister and his two friends.
2. **What is the setting of the painting?** Most likely outside on a sidewalk or street.
3. **Why is the boy pushing the carriage angry?** He's angry with his friends for making fun of him. He'd rather be playing baseball than caring for the baby.
4. **Why is the work titled 'Boy with a Baby Carriage?'** The painting shows a boy pushing a baby carriage.

## *Lesson 12 Guide: Cousin Reginald Plays Pirates*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

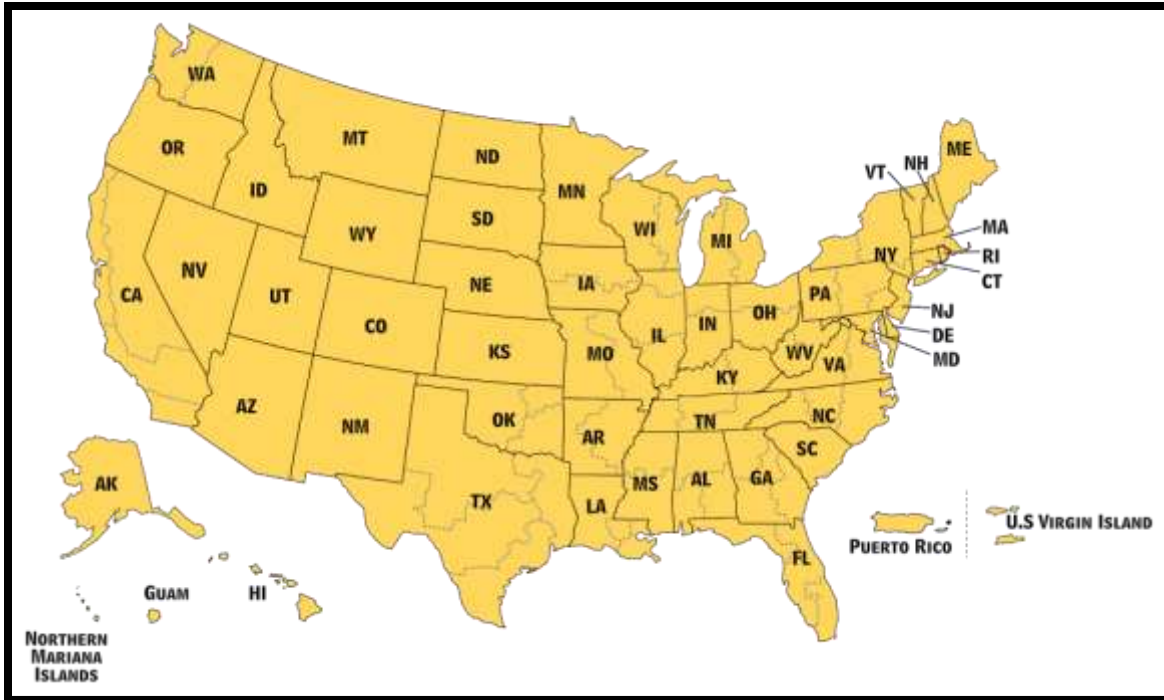
Cousin Reginald is a bespectacled city boy featured in many of Norman Rockwell's paintings. Reginald travels to visit his mischievous cousins in the country to become the 'fish out of water.' In Norman Rockwell's 'Cousin Reginald Plays Pirates,' poor Reginald has been captured and bound by his wild pirate cousins. The main pirate jabs a finger in poor Reginald's face while wearing a black hat, red scarves, and a wooden sword. The seated boy wears a metal pot scrawled with 'Captain Kidd' and a Jolly Roger flag. The bare-chested third boy holds Reginald's rope leash and scowls. He has a black moustache and beard painted on his face. In the background, a dog rides on a small raft.

### *Vocabulary*

- **Bspectacled:** Wearing spectacles or glasses.
- **Mischievous:** One making trouble in a playful way.
- **Bound:** Tied up.
- **Pirate:** A person who attacks and robs ships at sea.
- **Leash:** A strap for restraining and guiding a dog or other animal.
- **Moustache:** A strip of hair above the upper lip.
- **Beard:** A growth of hair on the chin and lower cheeks of a man's face.
- **Raft:** A floating structure of wood or other materials fastened together

### *Artist*

1. Norman Rockwell was born in 1894 in New York City, New York.
2. Find Rockwell's birth state on the map of the United States on the next page.
3. Rockwell painted brightly colored, oftentimes humorous snapshots of American life.
4. At times, Rockwell also portrayed serious social issues, such as the civil rights movement and school desegregation.
5. Between 1916 and 1963, Rockwell painted many covers for the Saturday Evening Post, a bimonthly American magazine.
6. Rockwell died in 1978 in Massachusetts at the age of 84.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Sailboat, Dog, Water, Red Handkerchiefs, Wooden Sword, Small Dagger, Rope Leash, Glasses, Bare Feet, Pot, Jolly Roger



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Painting**

Complete page 17 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are Cousin Reginald and his mischievous country cousins.
2. **What is the setting of the painting?** Outdoors near a body of water.
3. **How many of Reginald's cousins are shown in the painting?** Three of Reginald's cousins are shown in the painting.
4. **Do you think Cousin Reginald is having fun? Why or why not?** Answers will vary, but Reginald does not look as if he is enjoying himself.
5. **Why is the work titled 'Cousin Reginald Plays Pirates?'** Reginald's cousins have tied him up and are having him play the role of pirate's captive.

## *Lesson 13 Guide: A Drum for Tommy*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

Norman Rockwell's 'A Drum for Tommy' shows a rosy faced, white bearded Santa Claus wearing a sprig of holly behind his ear and holding a drum with a tag reading 'Tommy.' Santa also holds his black bag of toys from which a rocket ship is visible. One hand raises a note and a small stocking. The misspelled note reads, 'PLESE GIVE ME A DRUM TOMMY.'

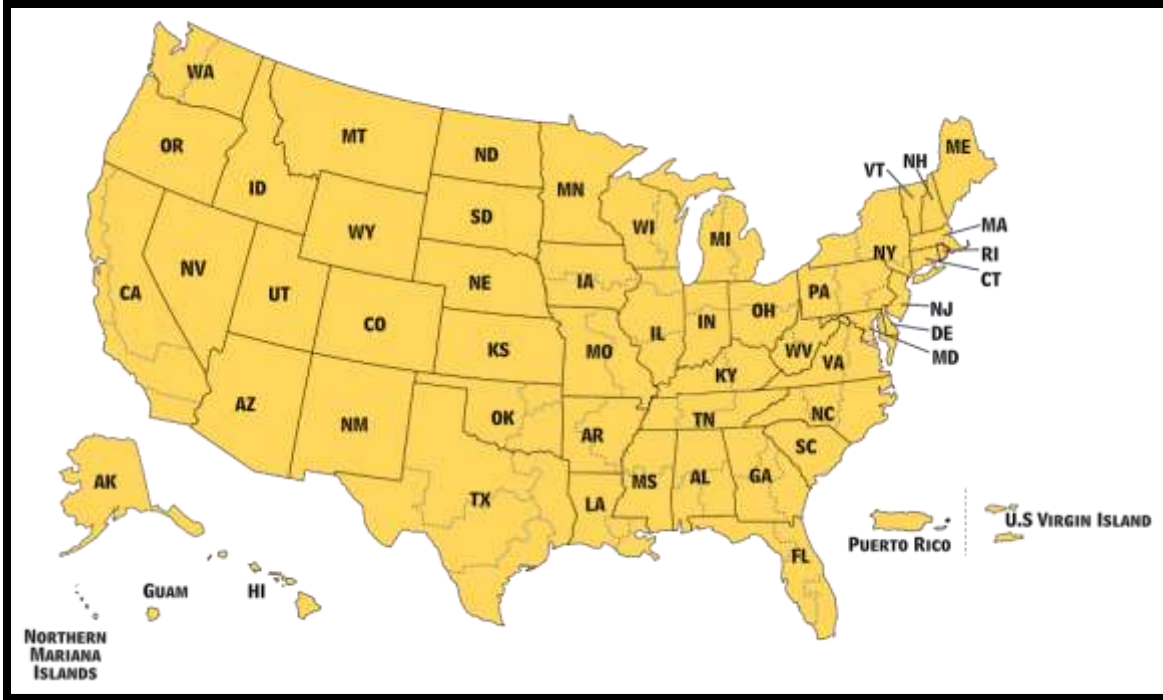
### *Vocabulary*

- **Drum:** A instrument sounded by being struck with sticks or the hands, often cylindrical, with a taut membrane over one or both ends.
- **Rosy:** Colored like a pink or red rose.
- **Beard:** A growth of hair on the chin and lower cheeks of a man's face.
- **Sprig:** A small stem bearing leaves or flowers.
- **Holly:** A shrub with prickly dark green leaves, small white flowers, and red berries.
- **Rocket ship:** A spacecraft propelled a great distance by its rocket engine.
- **Stocking:** A long sock hung up by children on Christmas Eve for Santa Claus to fill with presents.
- **Misspelled:** A word spelled with the wrong letters.

### *Artist*

1. Norman Rockwell was born in 1894 in New York City, New York.
2. Find Rockwell's birth state on the map of the United States on the next page.
3. Rockwell painted brightly colored, oftentimes humorous snapshots of American life.
4. At times, Rockwell also portrayed serious social issues, such as the civil rights movement and school desegregation.
5. Between 1916 and 1963, Rockwell painted many covers for the Saturday Evening Post, a bimonthly American magazine.
6. Rockwell died in 1978 in Massachusetts at the age of 84.





### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Santa Claus, Hat, Sprig of Holly, Coat, Striped Mitten, Drum, Rocket Ship, Christmas Stocking, Note, Rosy Cheeks, Santa's Sack, Drum



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 18 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are Santa Claus and Tommy (who is not pictured).
2. **What is the setting of the painting?** The setting is most likely at Tommy's house.
3. **Which present will Tommy receive?** Tommy will receive a drum for a present.

## *Lesson 14 Guide: The Circus Barker*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

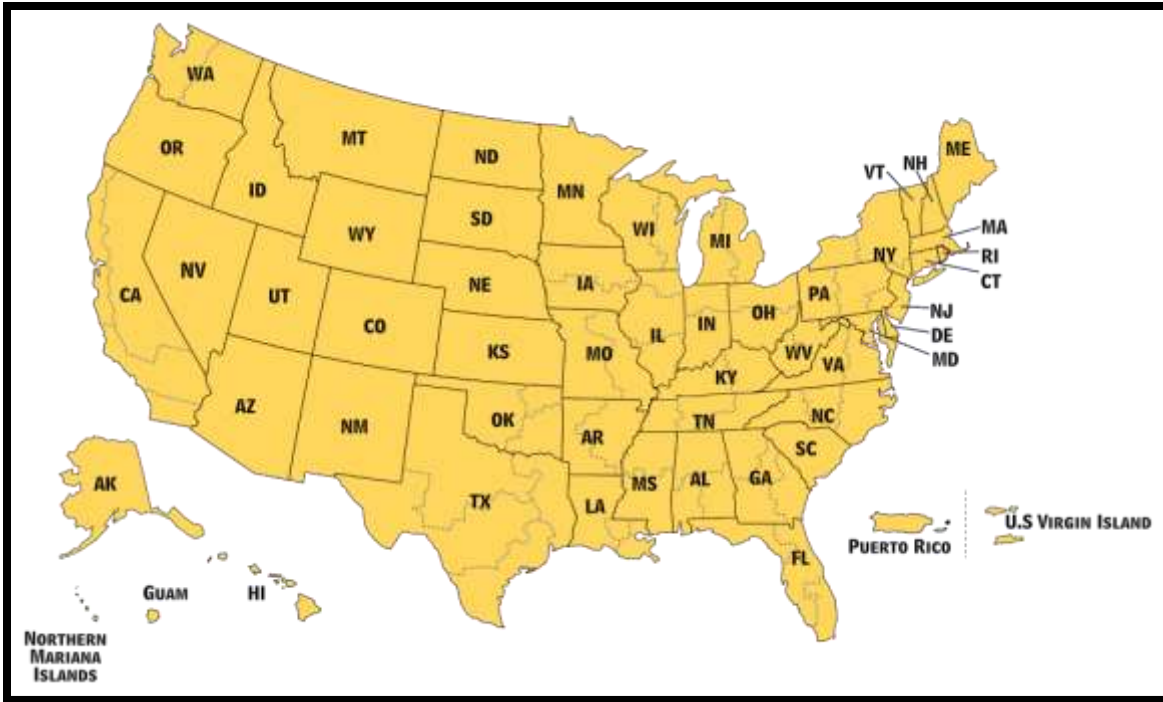
In Norman Rockwell's 'The Circus Barker,' two boys dress up and play circus. One wears a jersey and long underwear and flexes his artificially bulked up muscles as, SANDOW, the show's strongman. 'Sandow' wears a red headband with a feather, has symbols painted on his face, and fake wire hoop earrings. The other wears an oversized top hat and someone's father's suit and has painted a black moustache on his upper lip. A group of children cluster around to see the show.

### *Vocabulary*

- **Circus:** A traveling company of acrobats, trained animals, and clowns that gives performances, typically in a large tent.
- **Barker:** A person who stands in front of a theater, sideshow, etc., and calls out to passersby to attract customers.
- **Jersey:** A garment with long sleeves worn over the upper body, often related to sports.
- **Strongman:** A man of great physical strength, especially one who performs feats of strength as a form of entertainment.
- **Earring:** A piece of jewelry worn on the lobe or edge of the ear.
- **Top hat:** A man's formal hat with a high cylindrical crown.
- **Moustache:** A strip of hair above the upper lip.

### *Artist*

1. Norman Rockwell was born in 1894 in New York City, New York.
2. Find Rockwell's birth state on the map of the United States on the next page.
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6. Rockwell died in 1978 in Massachusetts at the age of 84.



### *Enrichment Activities*

#### Activity 1: Can You Find It?

During the week, study the painting and find the following: Woman, Little Girl, Man, Horse, Black Top Hat, Carriage, Wheel, Whip



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 19 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are two boys dressed as characters from a circus and their audience.
2. **What is the setting of the painting?** The setting is most likely outdoors in the boys' neighborhood.
3. **What is the barker pointing at?** The barker points at the strongman.
4. **What is strongman flexing?** The strongman flexes his biceps muscle.

## *Lesson 15 Guide: The Party Favor*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the **review questions**.



### *Synopsis*

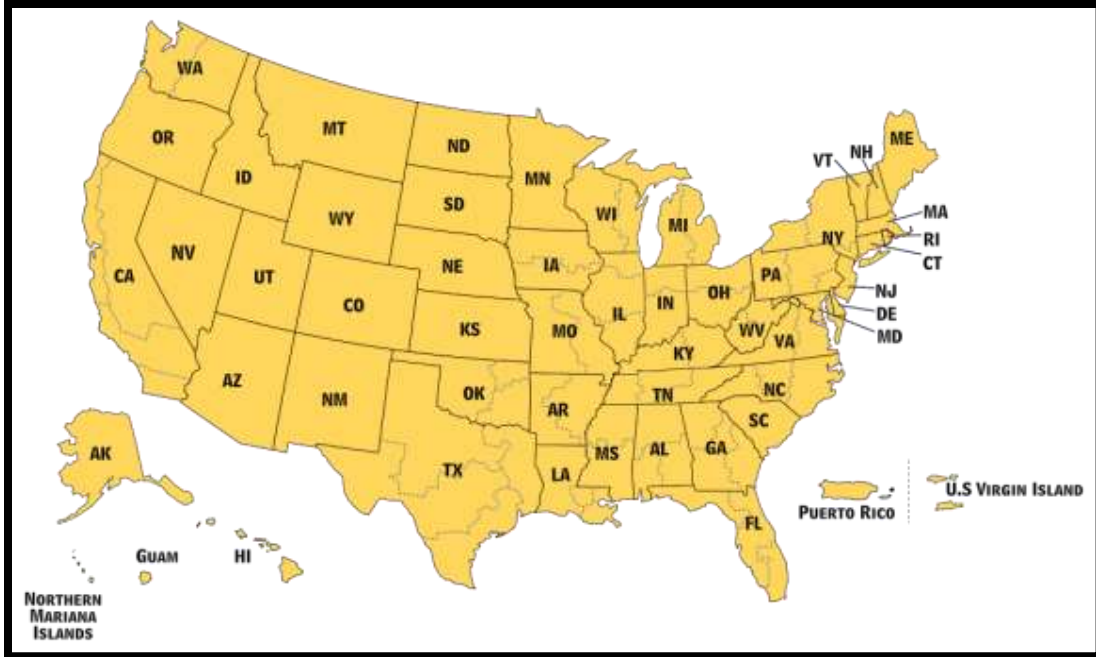
In Norman Rockwell's 'The Party Favor,' a girl and a boy dressed in party clothes tug on the ends of a noisemaker. They wince in anticipation of the 'pop.' The dog, dressed in big pink bow, looks on with excitement. The boy has a second noisemaker in his pocket. Which holiday are they children celebrating? Is it a birthday party? It is most likely Independence Day, also known as the Fourth of July. The girl wears an old-fashioned military hat, and the noisemaker is decorated with the Union Jack, the United Kingdom flag.

### *Vocabulary*

- **Party Favor:** A gift, usually small and inexpensive, given to guests at a party.
- **Noisemaker:** A device for making a loud noise, as at a party or sporting event.
- **Independence Day:** Another term for Fourth of July.
- **Military:** A man of great physical strength, especially one who performs feats of strength as a form of entertainment.
- **Union Jack:** Of, relating to, or characteristic of soldiers or armed forces.
- **United Kingdom:** England, Scotland, Wales, and six counties of Ireland.

### *Artist*

1. Norman Rockwell was born in 1894 in New York City, New York.
2. Find Rockwell's birth state on the map of the United States on the next page.
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### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Boy, Girl, Dog, Bows (3), Red Hat, Noisemakers (2), Suit and Tie, Dress, Bracelet, Union Jack, Socks (4), Shoes (4), Wagging Tail, Tongue, Closed or squinted eyes (3), Lace Sleeves (2), Pink Sash



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Painting**

Complete page 20 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are a boy, a girl, and a dog.
2. **What is the setting of the painting?** The setting is most likely at a Fourth of July party.
3. **What are the boy and girl pulling?** The boy and girl pull a noisemaker.
4. **Why does the girl plug her ear?** The girl plugs her ear because the noisemaker will make a loud pop.
5. **Why is the painting called 'The Party Favor?'** The painting is called 'The Party Favor' because the boy and girl pull a noisemaker party favor from a party.



## Lesson 16 Guide: Battle of Çeşme at Night

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

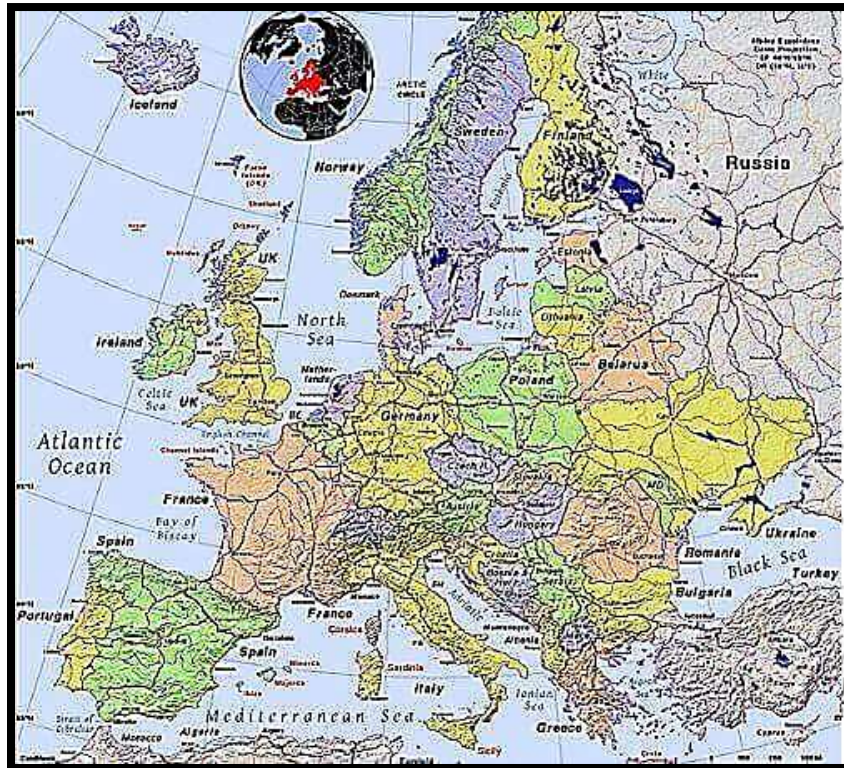
Ivan Aivazovsky's 'Battle of Çeşme at Night,' shows the naval conflict between the Russian and Ottoman fleets at the harbor of Çeşme. The Russians defeated the Ottomans. Çeşme is located on the Aegean Sea. The Aegean Sea is bordered by Greece, Turkey, and the Mediterranean Sea.

### Vocabulary

- **Battle:** A fight between large, organized armed forces.
- **Naval:** Of or relating to the branch of a nation's armed services that conducts military operations at sea.
- **Russian:** Of or relating to Russia.
- **Empire:** A vast land under a single ruler, often called 'emperor' or 'empress.'
- **Ottoman:** Of or relating to Turkey.
- **Fleet:** A large group of warships under one commander.
- **Defeat:** Win a victory over someone.
- **Harbor:** A place on the coast where ships can find shelter from rough water.

### Artist

1. Russian Romantic painter, Ivan Aivazovsky, was born in 1817 in Feodosia, Russian Empire.
2. Find Aivazovsky's country of birth (Russia) on the map of Europe.
3. When Aivazovsky was 16, he moved to the Russian capital, Saint Petersburg, to study at the Imperial Academy of Arts.
4. Aivazovsky became a marine master artist. Many of Aivazovsky's works feature the beauty and power of the sea, a common theme in Romantic art.
5. He painted over 6000 paintings in his lifetime.
6. He died in 1900 in his birthplace of Feodosia at the age of 82.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Ship, Rowboat, Sailors, Water, Harbor, Clouds, Moon, Sails, Masts, Smoke, Fire



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artist**

Complete page 21 of 'Art History Coloring Pages for First Grade.'

**Activity 5: Color the Painting**

Complete page 22 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are Russian and Ottoman sailors.
2. **What is the setting of the painting?** The setting is the harbor of Çeşme.
3. **What is on fire in the painting?** Multiple ships are on fire.
4. **Why is the painting called 'Battle of Çeşme at Night?'** The painting is called 'Battle of Çeşme at Night' because it shows a nighttime naval battle at Çeşme.

## Lesson 17 Guide: Battle of Navarino

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

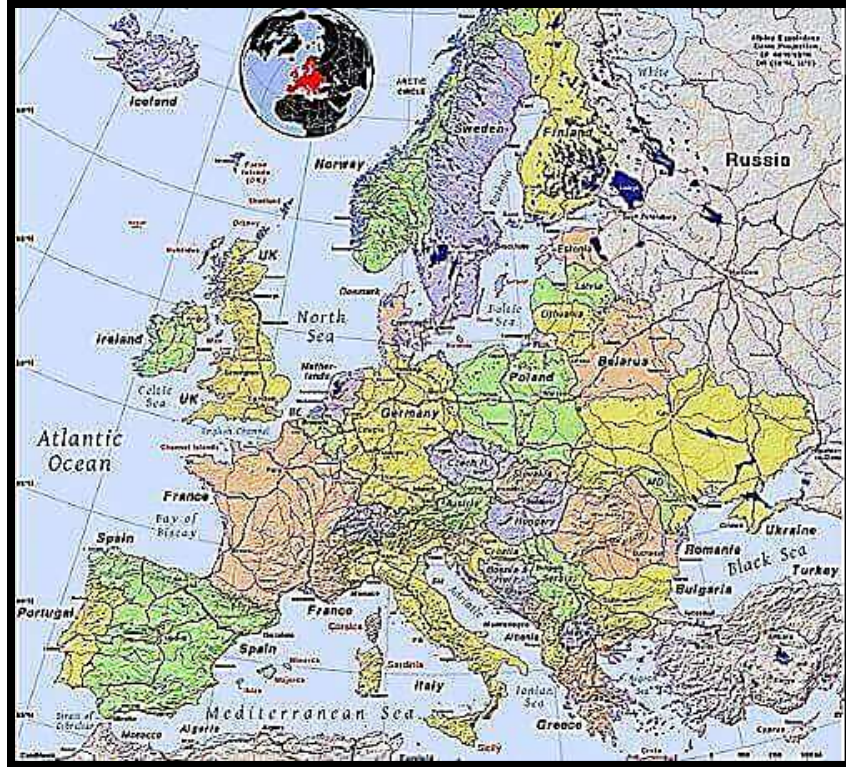
Ivan Aivazovsky's 'Battle of Navarino' depicts a battle in the Bay of Navarin between British-French-Russian naval forces and an Egyptian-Turkish fleet. The British-French-Russian fleet trounced its opposition. This battle helped Greece gain independence from Turkey.

### Vocabulary

- **Battle:** A fight between large, organized armed forces.
- **Naval:** Of or relating to the branch of a nation's armed services that conducts military operations at sea.
- **Independence:** The state or being of free from outside control.
- **Fleet:** A large group of warships under one commander.
- **Trounce:** Defeat heavily in a contest.

### Artist

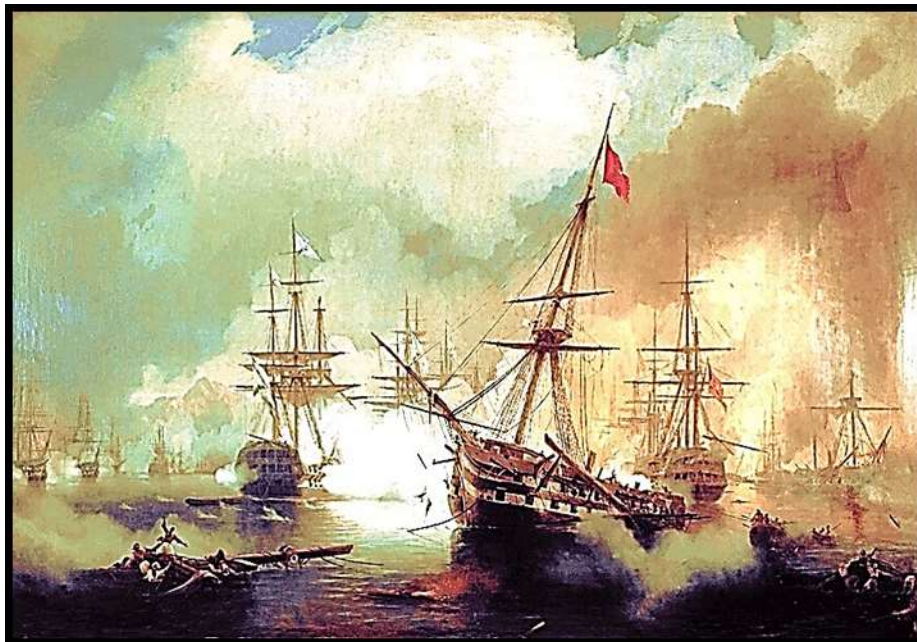
1. Russian Romantic painter, Ivan Aivazovsky, was born in 1817 in Feodosia, Russian Empire.
2. Find Aivazovsky's country of birth (Russia) on the map of Europe.
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4. Aivazovsky became a marine master artist. Many of Aivazovsky's works feature the beauty and power of the sea, a common theme in Romantic art.
5. He painted over 6000 paintings in his lifetime.
6. He died in 1900 in his birthplace of Feodosia at the age of 82.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Ship, Rowboat, Water, Bay, Clouds, Sails, Masts, White Flags, Red Flags, Smoke, Fire, Sailors on Sailing Ships, Sailors in Rowboats, Sailors Falling Overboard, Sailor Draped Over a Mast



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 23 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are Naval sailors.
2. **What is the setting of the painting?** The setting is the Bay of Navarin.
3. **What is on fire in the painting?** Multiple ships are on fire.
4. **Why is the painting called 'Battle of Navarino?'** The painting is called 'Battle of Navarino' because it shows the naval battle in the Bay of Navarin.

## *Lesson 18 Guide: Azure Grotto, Naples*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

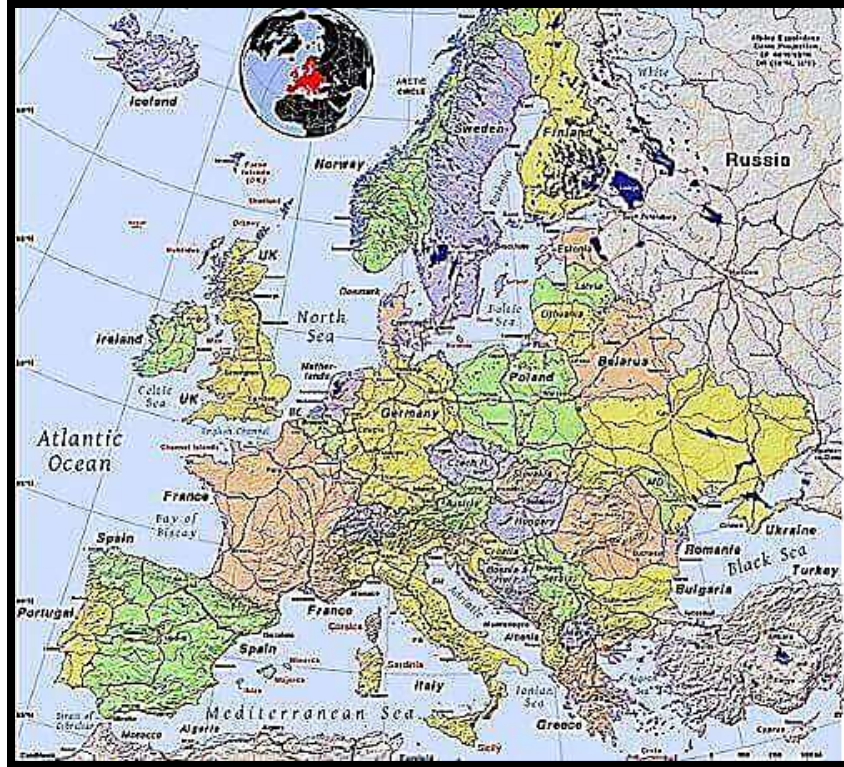
Ivan Aivazovsky's 'Azure Grotto, Naples,' shows 'The Blue Grotto,' a sea cave off an island in southern Italy. Due to interactions between light and water, only blue light enters the cave and items submerged in the grotto's waters look silver.

### *Vocabulary*

- **Cave:** A large underground chamber, typically of natural origin, in a hillside or cliff.
- **Grotto:** A natural or artificial cave, often near water.
- **Italy:** A boot-shaped country in southern Europe.
- **Island:** A piece of land surrounded by water.

### *Artist*

1. Russian Romantic painter, Ivan Aivazovsky, was born in 1817 in Feodosia, Russian Empire.
2. Find Aivazovsky's country of birth (Russia) on the map of Europe.
3. When Aivazovsky was 16, he moved to the Russian capital, Saint Petersburg, to study at the Imperial Academy of Arts.
4. Aivazovsky became a marine master artist. Many of Aivazovsky's works feature the beauty and power of the sea, a common theme in Romantic art.
5. He painted over 6000 paintings in his lifetime.
6. He died in 1900 in his birthplace of Feodosia at the age of 82.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Grotto Entrance/Exit, Rowboats (2), Water, Grotto, Lantern, Rock Walls, Rock Arches





## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 24 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are people in rowboats exploring the grotto.
2. **What is the setting of the painting?** The setting is a grotto near Naples, Italy.
3. **What are the sources of light in the painting?** Light shines through the grotto exit. In addition, light comes from a lit lantern.

## Lesson 19 Guide: Meeting of the Brig Mercury

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

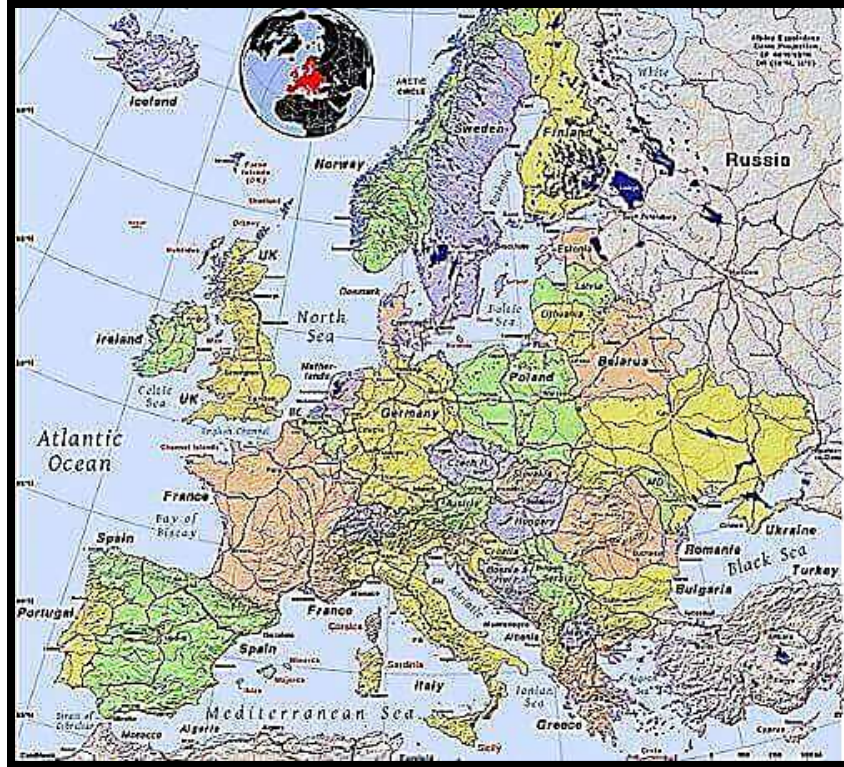
Ivan Aivazovsky's 'Meeting of the Brig Mercury with the Russian Squadron After the Defeat of Two Turkish Battleships,' shows a naval vessel sailing on a calm sea in the moonlight. The Mercury is worse for the wear, several holes are visible in her sails. On the horizon, the rest of the Russian fleet awaits. Note how Aivazovsky captured the translucent glow of the waves under the moonlight. The Mercury was a real ship, a 20-gun brig, that fought many battles in its time.

### Vocabulary

- **Fleet:** A large group of warships under one commander.
- **Squadron:** A group of warships under one commander (smaller than a fleet).
- **Brig:** A two-masted sailing ship.
- **Horizon:** The place where the sky meets the land or the sea.
- **Gun:** A weapon with a metal tube from which bullets, shells, or other missiles are shot with explosive force.
- **Battle:** A fight between large, organized armed forces.
- **Vessel:** A ship or large boat.
- **Sails:** A piece of material extended on a mast to catch the wind and propel a vessel.
- **Translucent:** Substance that allows light, but not detailed images, to pass through.

### Artist

1. Russian Romantic painter, Ivan Aivazovsky, was born in 1817 in Feodosia, Russian Empire.
2. Find Aivazovsky's country of birth (Russia) on the map of Europe.
3. When Aivazovsky was 16, he moved to the Russian capital, Saint Petersburg, to study at the Imperial Academy of Arts.
4. Aivazovsky became a marine master artist. Many of Aivazovsky's works feature the beauty and power of the sea, a common theme in Romantic art.
5. He painted over 6000 paintings in his lifetime.
6. He died in 1900 in his birthplace of Feodosia at the age of 82.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Ship, Sails, Holes in the Sails, Sky, Clouds, Waves, Horizon, Russian Fleet on the Horizon, Moonlight Reflecting off the Clouds, Moonlight Reflecting off the Waves



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 25 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are Russian sailors (unseen).
2. **What is the setting of the painting?** The setting is a calm sea.
3. **What time is it in the painting?** It is nighttime in the painting.
4. **What are the sources of light in the painting?** Light shines from an unseen moon outside the painting and reflects off the clouds above and the waves below.

## Lesson 20 Guide: 'Twelve Apostles'

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

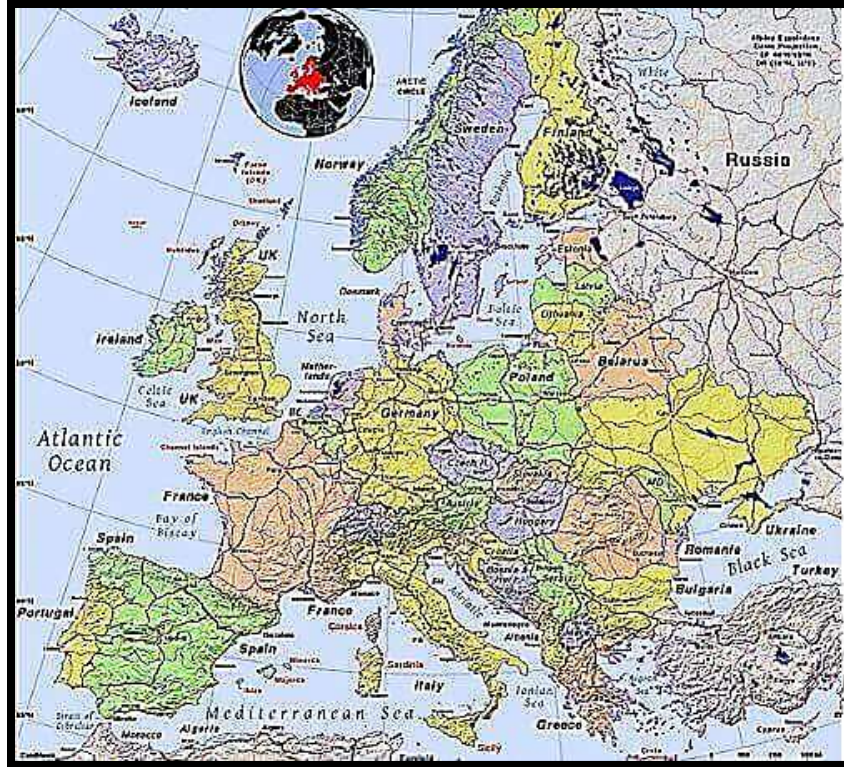
Ivan Aivazovsky's 'Ship Twelve Apostles' features a battle ship called the 'Twelve Apostles.' The 120-cannon Russian battle ship was one of the finest and fastest vessels of its time. In the painting, the ship Twelve Apostles cuts through a choppy sea, its flags billowing in the wind and another ship following in its wake..

### Vocabulary

- **Battle:** A fight between large, organized armed forces.
- **Vessel:** A ship or large boat.
- **Cannon:** A large, heavy gun, typically mounted on wheels.

### Artist

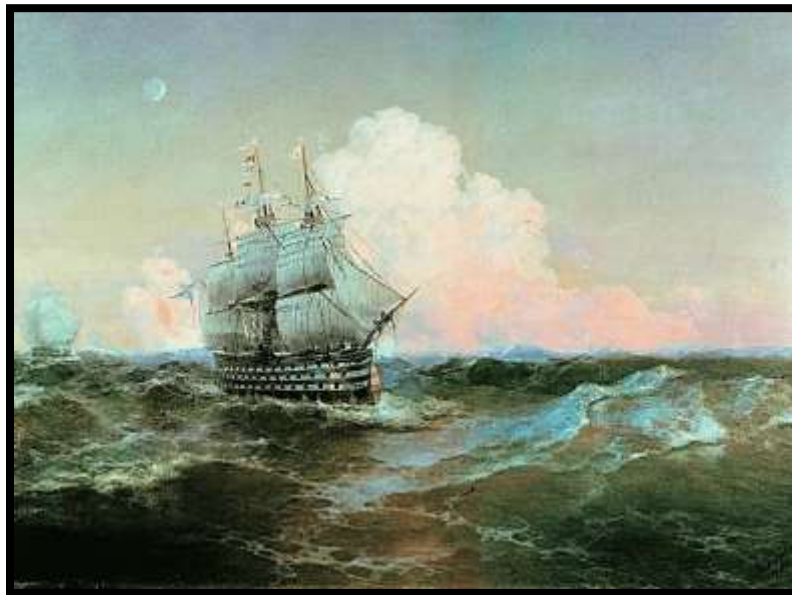
1. Russian Romantic painter, Ivan Aivazovsky, was born in 1817 in Feodosia, Russian Empire.
2. Find Aivazovsky's country of birth (Russia) on the map of Europe.
3. When Aivazovsky was 16, he moved to the Russian capital, Saint Petersburg, to study at the Imperial Academy of Arts.
4. Aivazovsky became a marine master artist. Many of Aivazovsky's works feature the beauty and power of the sea, a common theme in Romantic art.
5. He painted over 6000 paintings in his lifetime.
6. He died in 1900 in his birthplace of Feodosia at the age of 82.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Ship, Sails, Masts, Sky, Clouds, Waves, Horizon, Flags, Cannons, Moon



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

While studying the vocabulary words, point them out in the painting.

Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 26 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are Russian sailors (unseen).
2. **What is the setting of the painting?** The setting is a choppy sea on a windy day.
3. **What time is it in the painting?** It is daytime in the painting.

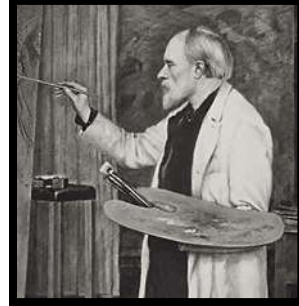
## Lesson 21 Guide: Cinderella

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

Edward Burne-Jones' 'Cinderella' shows Cinderella in front of an endless wall of blue china wearing drab, patched clothing. It is after the ball, for Cinderella wears a single glass slipper. Now she has returned to the drudgery and loneliness of her regular life. She looks thoughtful and a little sad, perhaps thinking about her magical night with the prince. One hand holds out her apron, like she might a long dress while dancing.

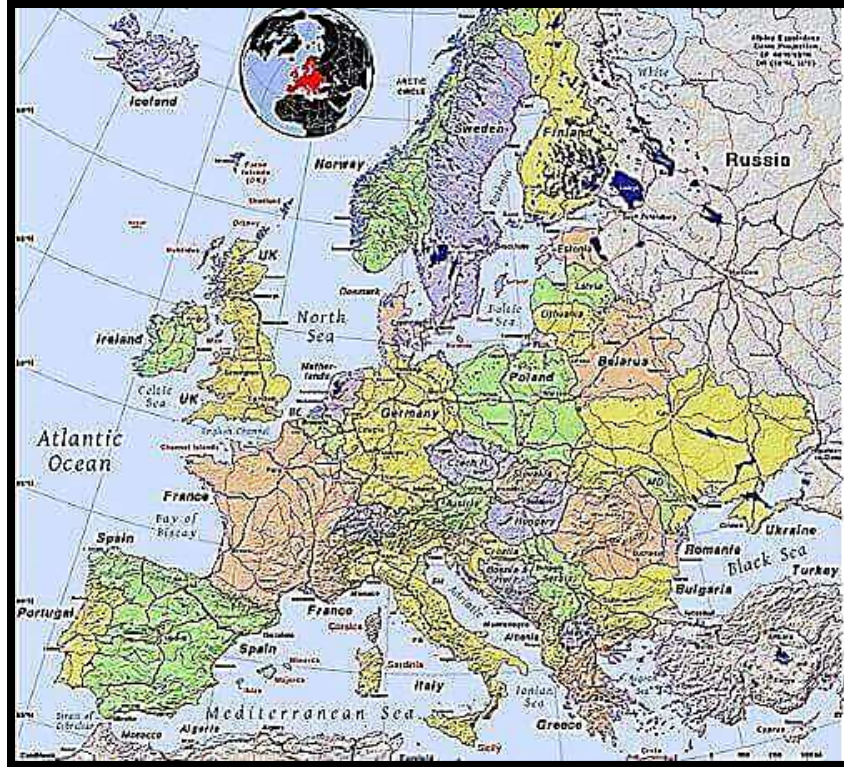
### Vocabulary

- **China (dishes):** A fine white or translucent vitrified ceramic material.
- **Drab:** Lacking brightness or interest; drearily dull.
- **Patched:** Mend or strengthen (fabric or an item of clothing) by putting a piece of material over a hole or weak point in it.
- **Slipper:** A slip-on shoe.
- **Drudgery:** Hard, menial, or dull work.
- **Apron:** A protective garment worn over the front of one's clothes and tied at the back.

### Artist

1. British artist Sir Edward Burne-Jones was born in 1833 in Birmingham, England.
2. Find Burne-Jones' country of birth on the map of Europe.
3. His mother died when he was only days old, leaving his upbringing to his father and their housekeeper.
4. Although Burne-Jones studied theology and originally wished to become a church minister, he later turned to art.
5. His artworks included paintings, stained glass, ceramic tiles, jewelry, tapestries, and mosaics. His subjects were often derived from literature.
6. He died in London, England in 1898 at the age of 64.





### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Cinderella, China Plates, China Cups, Glass Slipper, Something Drab, Patch, Apron, Doors



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artist**

Complete page 27 of 'Art History Coloring Pages for First Grade.'

**Activity 5: Color the Painting**

Complete page 28 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The sole character is Cinderella
2. **What is the setting of the painting?** The setting is inside a house, probably in the kitchen or dining room.
3. **Does the scene in the painting take place before or after the ball?** How do you know? The painting takes place after the ball. We know because Cinderella wears a single glass slipper in the painting.
4. **What makes up the blue background of the painting?** Blue china plates and cups.

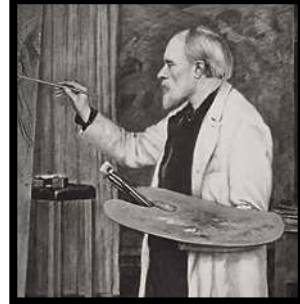
## Lesson 22 Guide: The Rose Bower

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

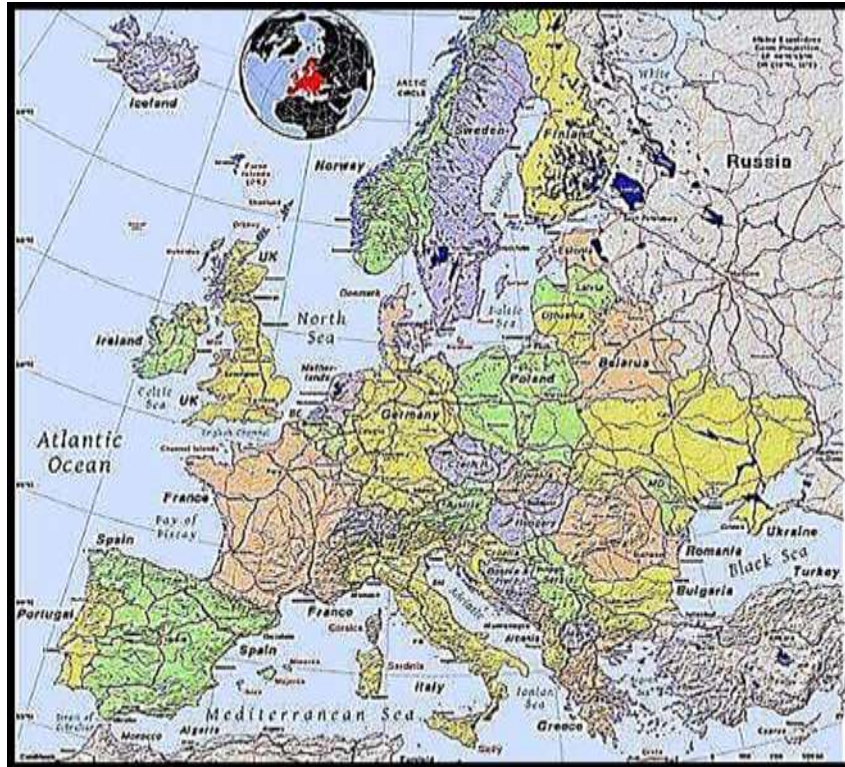
Edward Burne-Jones' 'The Rose Bower' shows Sleeping Beauty and her attendants, all enchanted into a deep sleep. Inspired by the Jacob and Wilhelm Grimm Fairy Tale, 'Little Briar-Rose,' this painting is part of a series called 'The Legend of Briar Rose.'

### Vocabulary

- **Rose:** Red, pink, yellow, or white fragrant flowers.
- **Bower:** A pleasant shady place under trees or climbing plants in a garden or wood.
- **Attendant:** A person employed to provide a service to a person, event, or organization.
- **Enchant** To put someone or something under a spell.

### Artist

1. British artist Sir Edward Burne-Jones was born in 1833 in Birmingham, England.
2. Find Burne-Jones' country of birth on the map of Europe.
3. His mother died when he was only days old, leaving his upbringing to his father and their housekeeper.
4. Although Burne-Jones studied theology and originally wished to become a church minister, he later turned to art.
5. His artworks included paintings, stained glass, ceramic tiles, jewelry, tapestries, and mosaics. His subjects were often derived from literature.
6. He died in London, England in 1898 at the age of 64.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Sleeping Beauty, Attendant, Roses, Bed, Vines, Rug, Apron, Doors



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Read the Poem 'Little Briar-Rose' by William Morris that accompanies this painting:**

*The fateful slumber floats and flows*

*About the tangle of the rose;*

*But lo! the fated hand heart*

*To rend the slumberous curse apart!*

**Activity 5: Color the Painting**

Complete page 29 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are Sleeping Beauty and her attendants.
2. **What are the characters doing?** The characters are sleeping.
3. **Why are they sleeping?** The characters have been put under a sleeping enchantment.
4. **Look at the painting. How many attendants are in the painting?** There are three attendants.
5. **What is the setting of the painting?** The setting is under a rose bower.

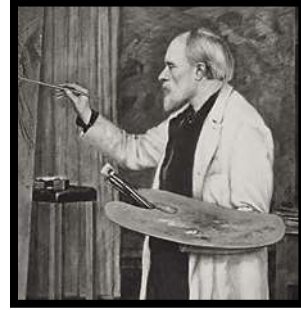
## Lesson 23 Guide: The Briar Wood

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

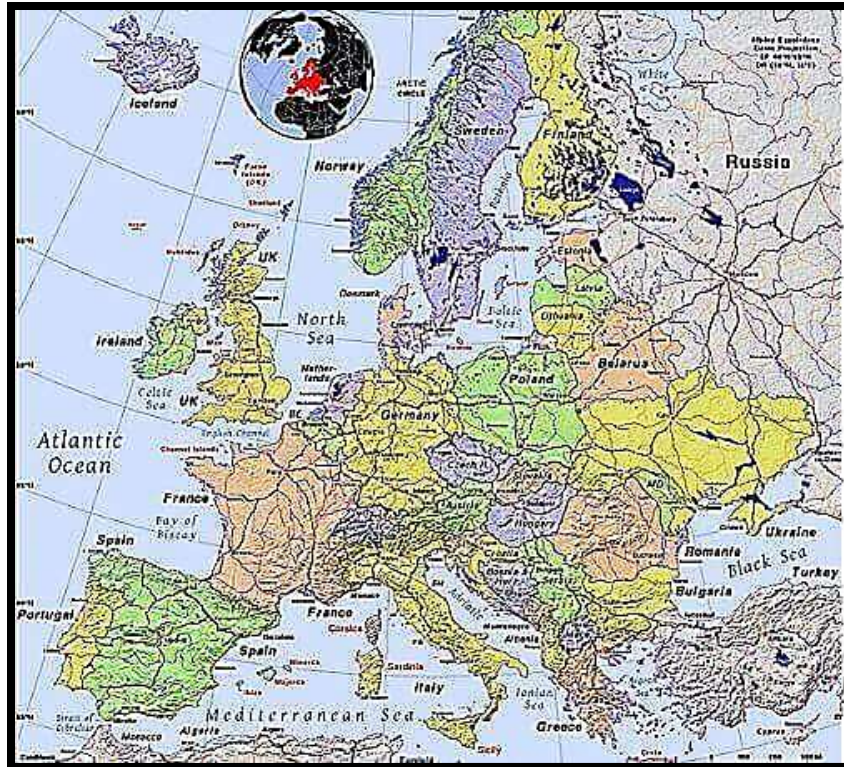
Edward Burne-Jones' 'The Briar Wood' shows soldiers, who were long ago cast into an enchanted sleep, tangled within the thorny clutches of the briar rose. A knight has discovered them while on a quest to rescue Sleeping Beauty and her kingdom. He must brave the thicket of barbed vines to reach the castle, where perhaps he can wake the Sleeping Beauty with a kiss. Inspired by the Jacob and Wilhelm Grimm Fairy Tale, 'Little Briar-Rose,' this painting is part of a series called 'The Legend of Briar Rose.'

### Vocabulary

- **Briar:** Any of a number of prickly scrambling shrubs.
- **Soldiers:** One who fights as part of an organized, land-based armed force.
- **Enchant** To put someone or something under a spell.
- **Knight:** A man who served his sovereign or lord as a mounted soldier in armor.
- **Quest:** A long or arduous search for something or effort to accomplish something.
- **Kingdom:** A country, state, or territory ruled by a king or queen.

### Artist

1. British artist Sir Edward Burne-Jones was born in 1833 in Birmingham, England.
2. Find Burne-Jones' country of birth on the map of Europe.
3. His mother died when he was only days old, leaving his upbringing to his father and their housekeeper.
4. Although Burne-Jones studied theology and originally wished to become a church minister, he later turned to art.
5. His artworks included paintings, stained glass, ceramic tiles, jewelry, tapestries, and mosaics. His subjects were often derived from literature.
6. He died in London, England in 1898 at the age of 64.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Knight, Soldiers, Roses, Helmets, Armor, Sword, Thorns



**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Painting**

Complete page 30 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are a knight and soldiers.
2. **What are the characters doing?** The knight is on a quest to find Sleeping Beauty. The soldiers are sleeping.
3. **Why are the soldiers sleeping?** The soldiers sleep because they have been put under an enchantment.
4. **How many soldiers are in the painting?** There are five soldiers in the painting.
5. **What items are suspended in the briar rose bushes?** Pieces of armor are suspended in the briar rose bushes.
6. **What is the setting of the painting?** The setting is outside, in a thicket of a briar rose branches.



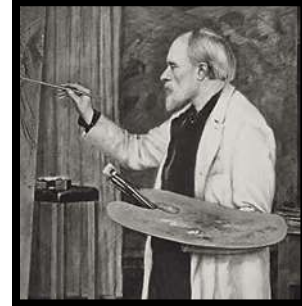
## Lesson 24 Guide: The Golden Stairs

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

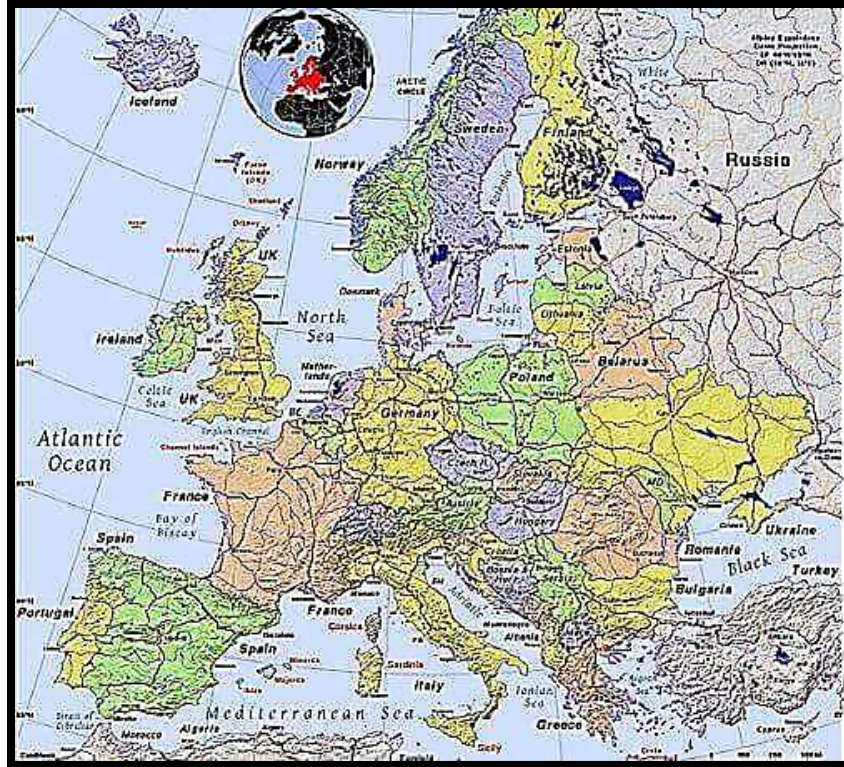
In Edward Burne-Jones' 'The Golden Stairs,' a line of young women holding musical instruments curves down an elegant staircase. Some women wear wreaths of leaves in their hair. Some women chat as they descend. We don't know why the women are there, what they are doing, or why they all hold instruments. Some of the women painted are based on real people. For instance, Burne-Jones' daughter, Margaret, holds a spindly trumpet and stands fourth from the top of the staircase.

### Vocabulary

- **Golden:** Colored or shining like gold.
- **Staircase:** A set of stairs and its surrounding walls or structure.
- **Wreath:** An arrangement of flowers, leaves, or stems fastened in a ring.
- **Descend:** Move or fall downward.
- **Musical Instruments:** An object or device for producing musical sounds.
- **Trumpet:** A brass musical instrument with a flared bell.

### Artist

1. British artist Sir Edward Burne-Jones was born in 1833 in Birmingham, England.
2. Find Burne-Jones' country of birth on the map of Europe.
3. His mother died when he was only days old, leaving his upbringing to his father and their housekeeper.
4. Although Burne-Jones studied theology and originally wished to become a church minister, he later turned to art.
5. His artworks included paintings, stained glass, ceramic tiles, jewelry, tapestries, and mosaics. His subjects were often derived from literature.
6. He died in London, England in 1898 at the age of 64.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Women, Instruments, Staircase, Trumpet, Violin, Dove, Skylight, Plant, Door



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 31 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are young women.
2. **What are the characters doing?** The characters are holding instruments and descending a staircase.
3. **What are some of the instruments on the painting?** Some of the instruments include trumpets, flutes, and violins.
4. **How many women are in the painting?** There are eighteen women in the painting.

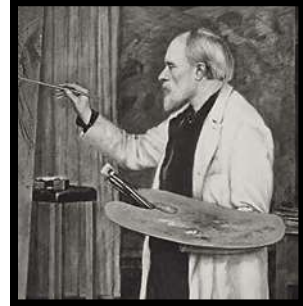
## Lesson 25 Guide: *The Last Sleep of Arthur in Avalon*

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

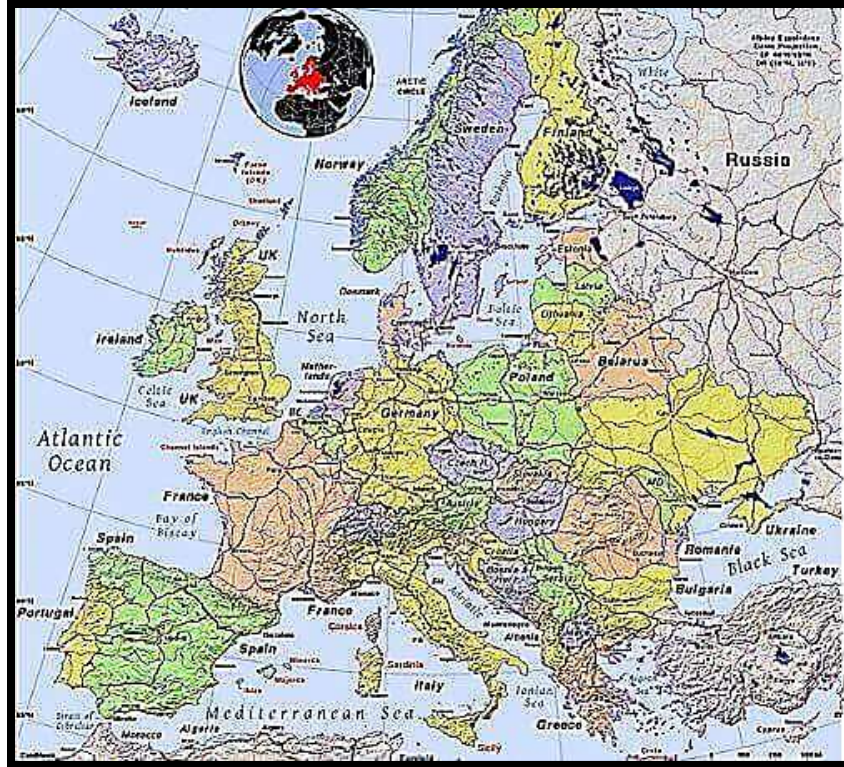
In Arthurian legend, the great King Arthur never died. Instead, he remained in a deep slumber until his nation needed him most. Edward Burne-Jones' 'The Last Sleep of Arthur in Avalon' shows a mortally wounded King Arthur lying under a canopy on a bench in Avalon. Mourning women in flowing robes surround him. Some women play instruments such as dulcimers and a harp. Queen Morgan le Fay, King Arthur's sister, gently cradles his head upon her lap. While painting 'The Last Sleep of Arthur in Avalon,' Burne-Jones became so obsessed with his work he called himself Arthur and slept in the same pose as Arthur in the painting. Burne-Jones worked on the painting during the last years of his own life. He died before he could finish the painting. Look closely, and you'll see that some of the instruments have no strings. The painting is enormous, measuring over nine feet high and 21 feet long. The image of the painting on the next page is only the central portion of the full painting.

### Vocabulary

- **Slumber:** Another word for sleep.
- **Canopy:** An ornamental covering hung or held up over something, especially a throne or bed.
- **Mourning:** The expression of deep sorrow for someone who has died.

### Artist

1. British artist Sir Edward Burne-Jones was born in 1833 in Birmingham, England.
2. Find Burne-Jones' country of birth on the map of Europe.
3. His mother died when he was only days old, leaving his upbringing to his father and their housekeeper.
4. Although Burne-Jones studied theology and originally wished to become a church minister, he later turned to art.
5. His artworks included paintings, stained glass, ceramic tiles, jewelry, tapestries, and mosaics. His subjects were often derived from literature.
6. He died in London, England in 1898 at the age of 64.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: King Arthur, Queen Morgan le Fay, Harp, King's Crown, Flowers, Grass, Bench, Canopy



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 32 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are King Arthur, Queen Morgan le Fay, and mourning women.
2. **What are the characters doing?** The characters are mourning the death of King Arthur.
3. **What is the setting of the painting?** The setting is outdoors, near grass and flowers.
4. **How many women are in the painting?** There are eight women in the painting.

## *Lesson 26 Guide: The Caves*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

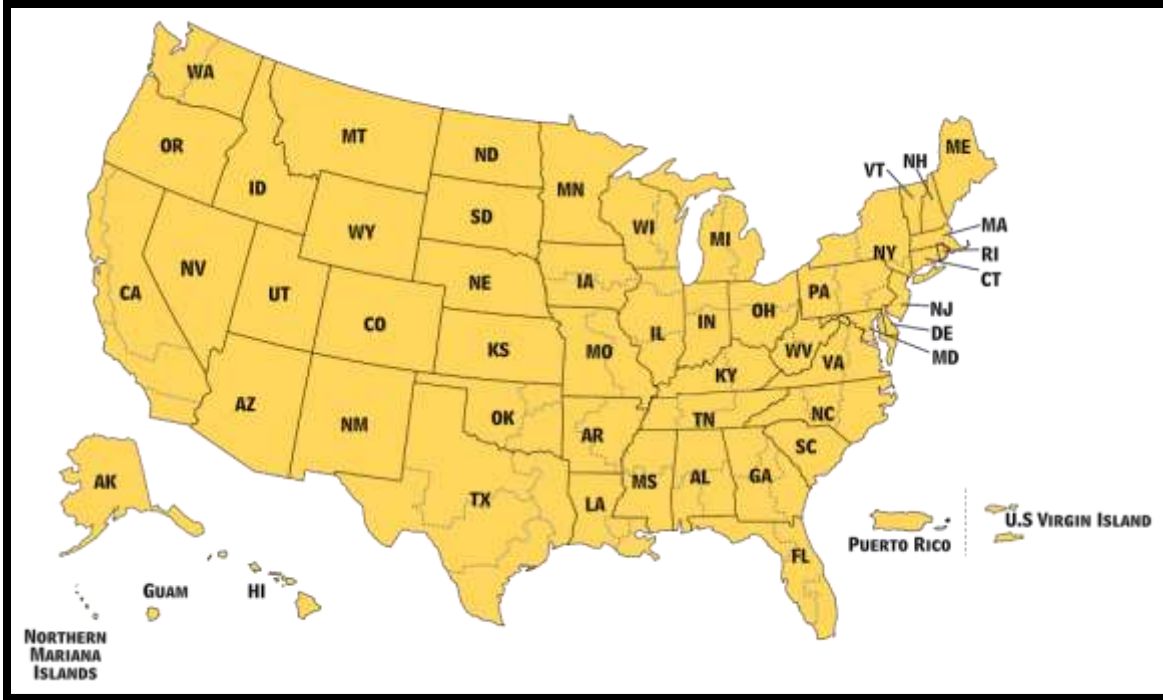
Robert Scott Duncanson's landscape, 'The Caves,' captures the natural beauty of caves in Ohio. On first gaze, the viewer may not spot any humans in the painting. Do you see the people? How many do you see? Do you see the man helping the lady up the incline to the cave openings on the right? Do you see the lady up above them? Do you see any other people? Look closer, and you will see two people fishing on the riverbank in the background. Would you go inside the caves?

### *Vocabulary*

- **Landscape:** A wide view of the countryside, or a painting of this view.
- **Cave:** A large underground chamber.
- **Ohio:** A state in the eastern part of the United States of America.
- **Incline:** A slope, such as on the side of a hill.
- **Brush:** Undergrowth, small trees, and shrubs.
- **Riverbank:** The land alongside a river.

### *Artist*

1. American landscape painter Robert Scott Duncanson was born in 1821 in Fayette, New York.
2. Find Duncanson's birth state on the map of the United States.
3. His father was an emancipated Virginia slave.
4. As a young man, he painted houses, but longed to become an artist.
5. At that time, there were few, if any, opportunities for black people in America to formally study art, so Duncanson taught himself to paint.
6. Through determination, he overcame many obstacles. Consequently, he became a successful artist and traveled the world, capturing some of his adventures in paint.
7. Duncanson died in 1872 at the age of 51 in Detroit, Michigan.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Cave Openings (3), People Touring the Caves, People Fishing, Trees, River, Riverbank





**Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

**Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

**Activity 4: Color the Artist**

Complete page 33 of 'Art History Coloring Pages for First Grade.'

**Activity 5: Color the Painting**

Complete page 34 of 'Art History Coloring Pages for First Grade.'

***Review Questions***

1. **Who are the characters in the painting?** The characters are well-dressed women and men. Two people in the background.
2. **What are the characters doing?** The well-dressed women and men are touring the caves. The two people on the riverbank are fishing.
3. **What is the setting of the painting?** The setting is outdoors, in Ohio near caves.
4. **How many dark cave openings do you see?** There are at least two cave openings on the left and one on the right, although more may be hidden in the brush.

## Lesson 27 Guide: Woodland Stream

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

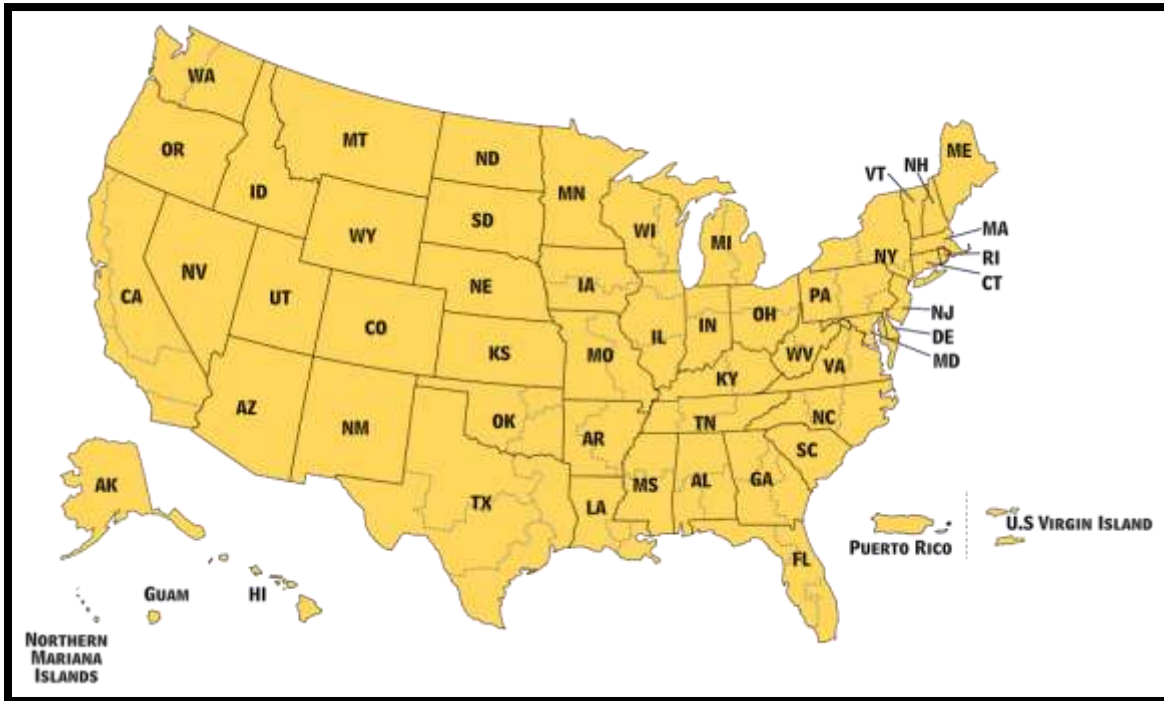
Robert Scott Duncanson's 'Woodland Stream' shows a peaceful sylvan landscape showcasing calm waters flowing under a greenery-draped bridge. Small white flowers adorn a cluster of vegetation on the right bank. A person in red, perhaps a young boy, sits on a rock and enjoys the renewing solitude the scene offers.

### Vocabulary

- **Vegetation:** A grouping of plants.
- **Solitude:** The state of being alone.
- **Sylvan:** Wooden
- **Riverbank:** The land alongside a river.

### Artist

1. American landscape painter Robert Scott Duncanson was born in 1821 in Fayette, New York.
2. Find Duncanson's birth state on the map of the United States.
3. His father was an emancipated Virginia slave.
4. As a young man, he painted houses, but longed to become an artist.
5. At that time, there were few, if any, opportunities for black people in America to formally study art, so Duncanson taught himself to paint.
6. Through determination, he overcame many obstacles. Consequently, he became a successful artist and traveled the world, capturing some of his adventures in paint.
7. Duncanson died in 1872 at the age of 51 in Detroit, Michigan.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Boy, River, Bridge, Rocks, Sky, Trees



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 35 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The sole character is a boy.
2. **What are the characters doing?** The boy sits on a rock next to a river.
3. **What is the setting of the painting?** The setting is outdoors, near a river.
4. **What is the shape of the opening under the bridge?** The shape of the opening under the bridge is a half-circle or semicircle.

## Lesson 28 Guide: Pompeii

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

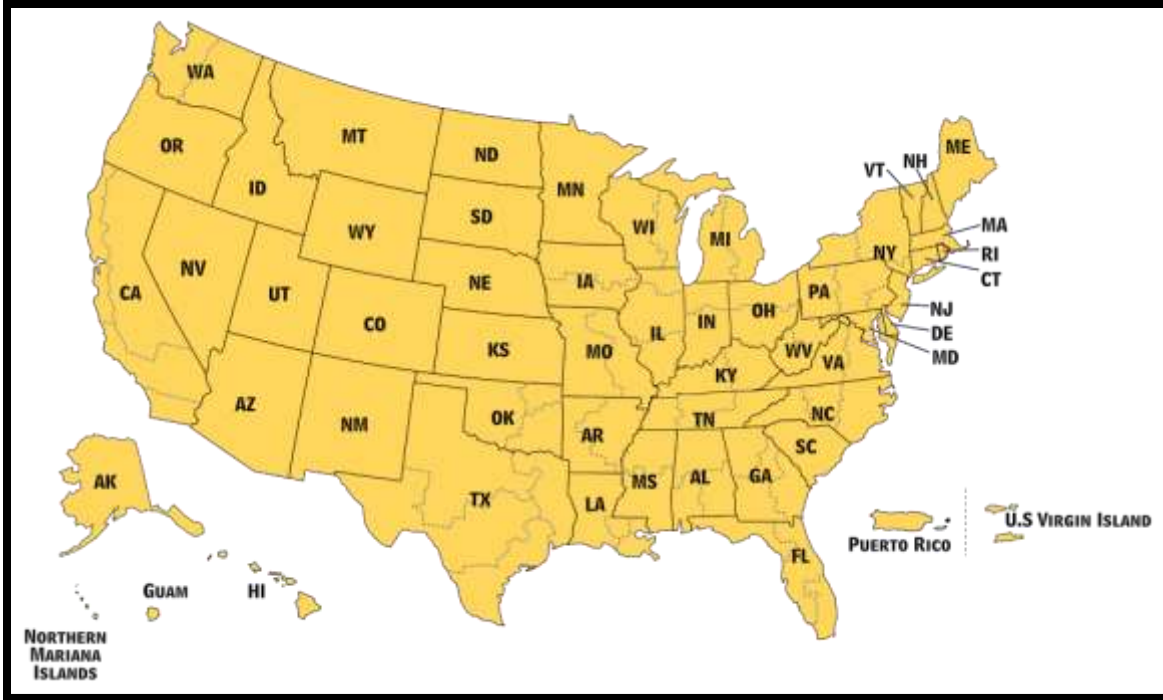
In his world travels, Robert Scott Duncanson spent considerable time in Italy. In Duncanson's 'Pompeii' he paints from imagination the first excavation of the site, which occurred in 1747. Men wearing 1700s garb, gesture toward one of the treasures they have uncovered from the ancient Roman ruins of the city of Pompeii, an intact painting. In the background, sailboats sail the peaceful lake and the volcano, Mount Vesuvius, expels a cloud of smoke.

### Vocabulary

- **Ancient:** Belonging to the very distant past and no longer in existence.
- **Pompeii:** An ancient Roman town in near present-day Naples, Italy.
- **Vesuvius:** A volcano near Naples, Italy.
- **Ruins:** The remains of a building, settlement, town, or city, typically an old one.
- **Volcano:** A cone shaped mountain or hill with a crater or vent through which lava, rock, hot vapor, and gas periodically escape from under the earth.
- **Excavation:** The process of removing earth carefully and systematically from (an area) in order to find buried remains.
- **Pillar:** A tall vertical structure of stone, wood, or metal, used as a support for a building.

### Artist

1. American landscape painter Robert Scott Duncanson was born in 1821 in Fayette, New York.
2. Find Duncanson's birth state on the map of the United States.
3. His father was an emancipated Virginia slave.
4. As a young man, he painted houses, but longed to become an artist.
5. At that time, there were few, if any, opportunities for black people in America to formally study art, so Duncanson taught himself to paint.
6. Through determination, he overcame many obstacles. Consequently, he became a successful artist and traveled the world, capturing some of his adventures in paint.
7. Duncanson died in 1872 at the age of 51 in Detroit, Michigan.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Jesus, Disciples, Boat, Mast, Sea, Reflection of Boat, Reflection of Moon



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 36 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are the men who have excavated the ancient city of Pompeii.
2. **What are the characters doing?** The characters are looking at their excavated treasures.
3. **What is the setting of the painting?** The setting is the ancient Roman town of Pompeii.
4. **What expels smoke in the painting?** A volcano named Mount Vesuvius expels smoke.

## Lesson 29 Guide: Vesuvius and Pompeii

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

Also inspired by his travels to Italy, Robert Scott Duncanson's 'Vesuvius and Pompeii' pairs the smoking volcano, Mount Vesuvius, with various Roman ruins including the ancient Roman city of Pompeii. On the right, two men in suits engage in discussion. One of the men sits on the crumbling steps of an ancient amphitheater. In the center, between two bodies of water, three people enjoy the view. Ribbed pillars jut into the sky, one still topped by an ancient sculpture. A painting that once adorned a wall still stands, retaining its color in defiance of time and weather.

### Vocabulary

- **Vesuvius:** A volcano near Naples, Italy.
- **Pompeii:** An ancient Roman town in near present-day Naples, Italy.
- **Ruins:** The remains of a building, settlement, town, or city, typically an old one.
- **Ancient:** Belonging to the very distant past and no longer in existence.
- **Volcano:** A cone shaped mountain or hill with a crater or vent through which lava, rock, hot vapor, and gas periodically escape from under the earth.
- **Pillar:** A tall vertical structure of stone, wood, or metal, used as a support for a building.
- **Amphitheater:** A round or oval building, typically unroofed, with a central space for the presentation of dramatic or sporting events.

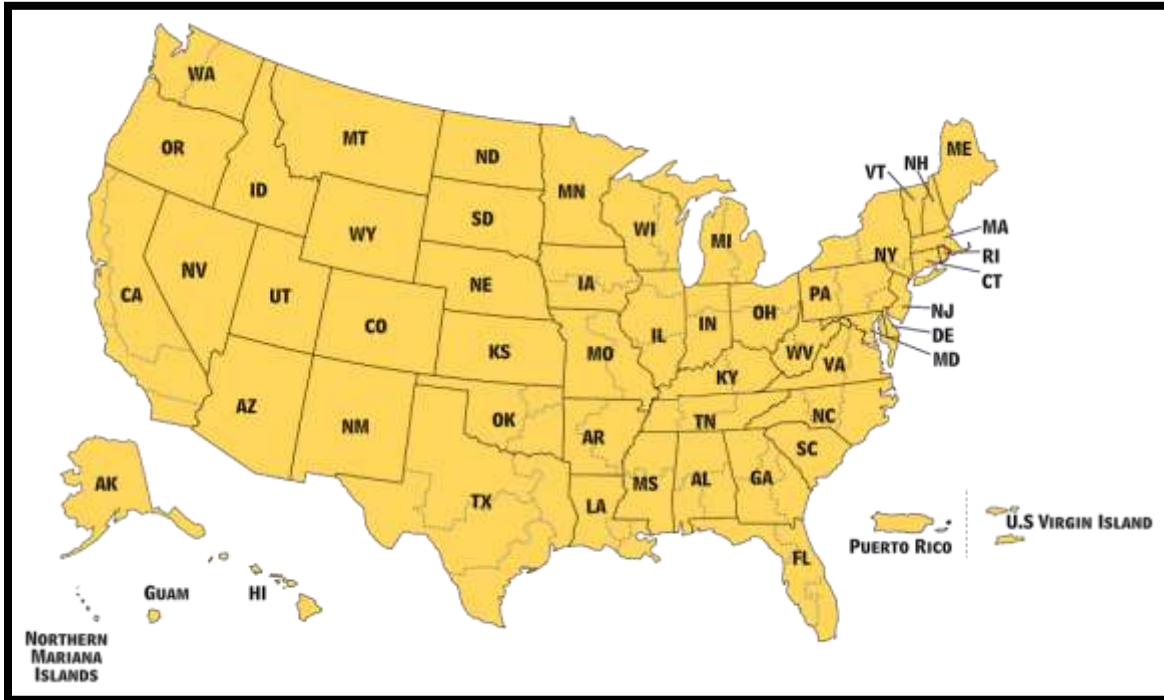
### Artist

1. American painter Robert Scott Duncanson was born in 1821 in Fayette, New York.
2. Find Duncanson's birth state on the map of the United States.
3. His father was an emancipated Virginia slave.
4. As a young man, he painted houses, but longed to become an artist.
5. At that time, there were few, if any, opportunities for black people in America to formally study art, so Duncanson taught himself to paint.
6. Through determination, he overcame many obstacles. Consequently, he became a successful artist and traveled the world, capturing some of his adventures in paint.



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

7. Duncanson died in 1872 at the age of 51 in Detroit, Michigan.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Triumphal Arch of the Star, The Crowd of People



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 37 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are the people visiting the ancient city of Pompeii.
2. **What are the characters doing?** The characters are looking at the ruins.
3. **What is the setting of the painting?** The setting is the ancient Roman town of Pompeii.
4. **What expels smoke in the painting?** A volcano named Mount Vesuvius.

## *Lesson 30 Guide: Mayan Ruins, Yucatan*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

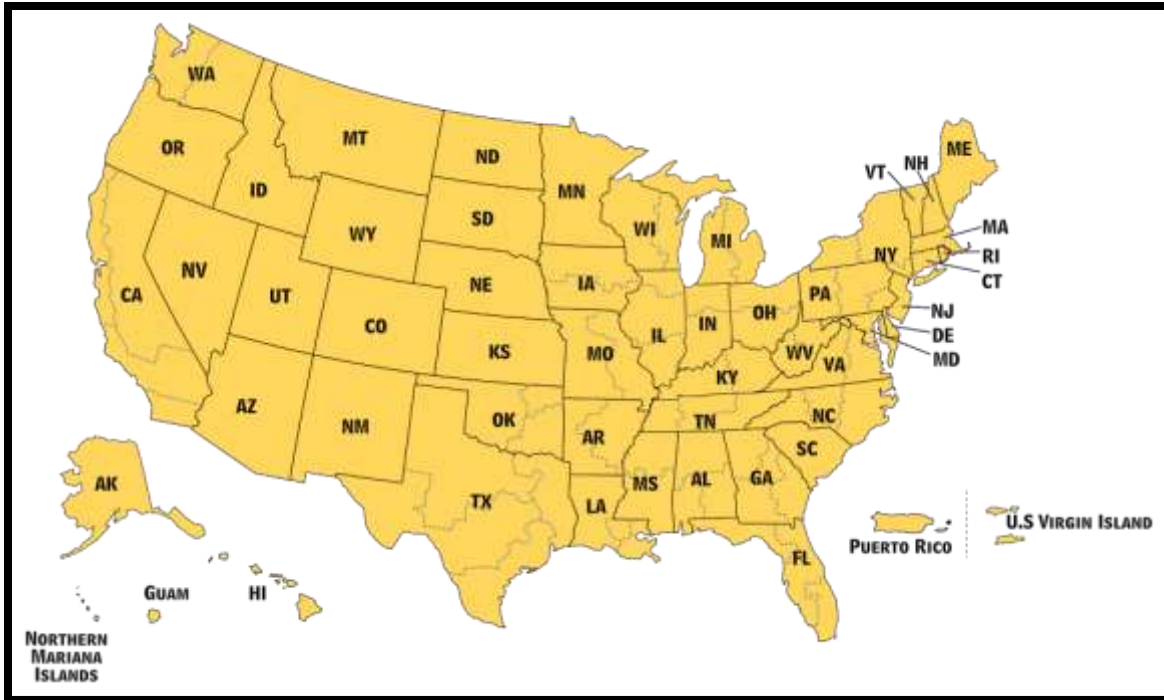
Inspired by exotic engravings in a book about adventures in the Yucatán, Robert Scott Duncanson painted an imaginary view of Mayan Ruins. The Yucatán is a state of Mexico famous for its beautiful beaches and Mayan Ruins. The Maya was a civilization originating in the Yucatán thousands of years ago (2600 B.C.). The Maya people still inhabit Mexico and Central America today.

### *Vocabulary*

- **Yucatán:** A state of Mexico famous for its beautiful beaches and Mayan Ruins.
- **Mayans:** A civilization originating in the Yucatán thousands of years ago (2600 B.C.).
- **Ruins:** The remains of a building, settlement, town, or city, typically an old one.
- **Mexico:** A country located in southern North America, south of the United States.
- **Civilization:** The society, culture, and way of life of a particular area.

### *Artist*

1. American landscape painter Robert Scott Duncanson was born in 1821 in Fayette, New York.
2. Find Duncanson's birth state on the map of the United States.
3. His father was an emancipated Virginia slave.
4. As a young man, he painted houses, but longed to become an artist.
5. At that time, there were few, if any, opportunities for black people in America to formally study art, so Duncanson taught himself to paint.
6. Through determination, he overcame many obstacles. Consequently, he became a successful artist and traveled the world, capturing some of his adventures in paint.
7. Duncanson died in 1872 at the age of 51 in Detroit, Michigan.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: People, Ruins, Vegetation Growing from the Ruins, Sculpted Figure of a Person, Ruins Entrances



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 38 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are the people visiting the Mayan Ruins.
2. **What are the characters doing?** The characters are looking at the ruins.
3. **What is the setting of the painting?** The setting is the Mayan Ruins in present-day Mexico.

## *Lesson 31 Guide: Archangel Michael*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

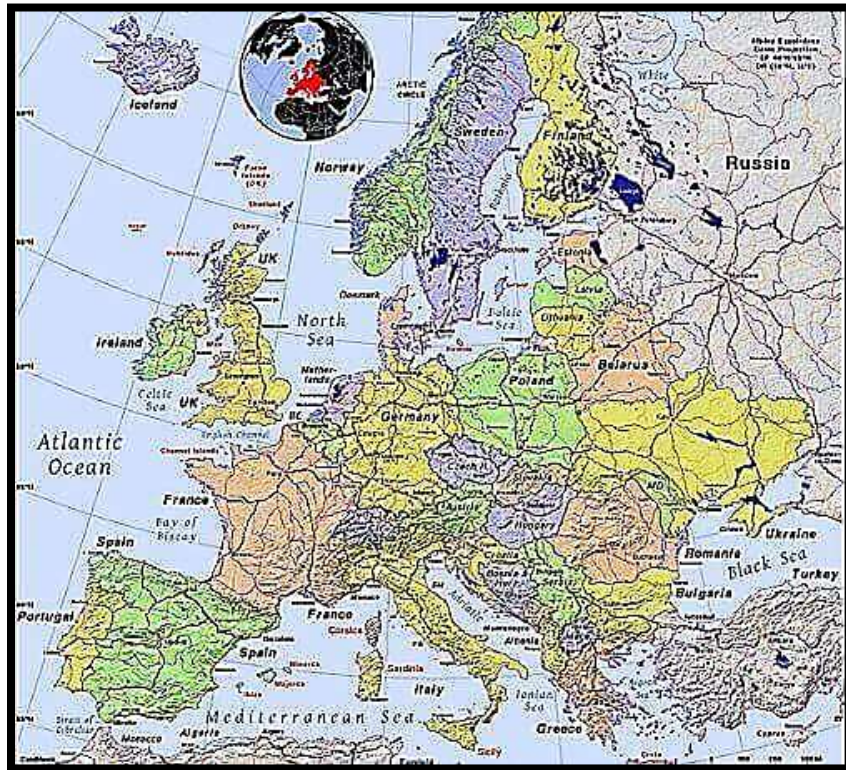
In Natalia Goncharova's vividly colored 'Archangel Michael,' the Archangel St. Michael rides a winged Pegasus under a bright star. He holds a Bible and scales in one hand blows a trumpet using the other. Some believe St. Michael will call all people to be judged for the Biblical Last Judgment. He will then weigh their souls on his scales to determine who goes to heaven and who goes to hell.

### *Vocabulary*

- **Archangel:** An angel of high rank.
- **Pegasus:** A winged horse.
- **Bible:** A book of Christian scriptures.
- **Scales:** An instrument for weighing.
- **Trumpet:** A brass musical instrument with a flared bell.
- **Heaven:** A place regarded by some religions as the abode of God (or gods) and the angels, and of the good after death, often traditionally depicted as being above the sky.
- **Hell:** A place regarded by some religions as a spiritual realm of evil, often depicted as fiery place beneath the earth where the wicked are punished after death.
- **Weigh:** Find out how heavy something is, typically using scales.
- **Soul:** The spiritual or immaterial part of a human being or animal, regarded as immortal.

## Artist

1. Russian avant-garde artist, Natalia Sergeevna Goncharova, was born in 1881 in Nagaevo, Russian Empire.
2. Find Goncharova's country of birth (Russia) on the map of Europe on the next page.
3. Goncharova painted, designed costumes and sets, sculpted, and created illustrations.
4. Starting at the age of 20, Goncharova studied sculpture for eight years at Moscow Institute of Painting, Sculpture and Architecture.
5. Goncharova became an avant-garde artist, breaking conventions with experimental or unorthodox techniques.
6. Goncharova died in Paris, France in 1962 at the age of 81 after a long battle with rheumatoid arthritis.



## *Enrichment Activities*

### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Michael, Trumpet, Scales, Bible, Pegasus, Wings (4), Mane, Hooves, Tail, City Buildings, Star, Hat



### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Artist**

Complete page 39 of 'Art History Coloring Pages for First Grade.'

### **Activity 5: Color the Painting**

Complete page 40 of 'Art History Coloring Pages for First Grade.'

## *Review Questions*

1. **Who are the characters in the painting?** The character is the archangel Michael.
2. **What are the characters doing?** The characters are calling people to be judged for the Biblical Last Judgment
3. **What is the setting of the painting?** The setting is outdoors near a city, under a bright star.



## Lesson 32 Guide: Sheep Shearing

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

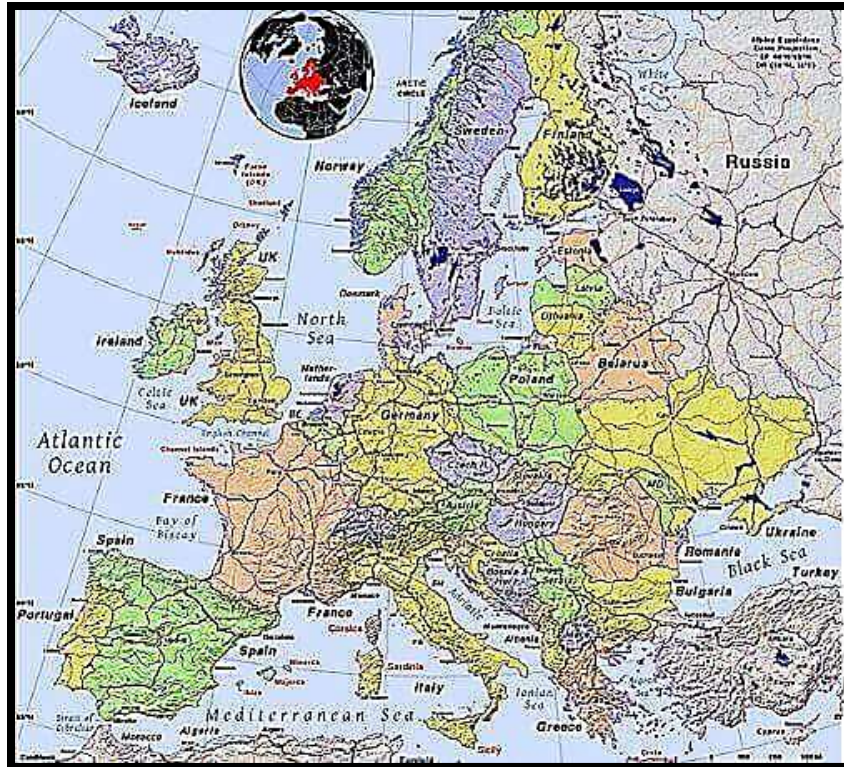
Natalia Goncharova's 'Sheep Shearing' shows peasant women in traditional headscarves and dresses using scissors to cut the wool off sheep. A girl looks on with a sad look as she cradles a lamb. In the background, a woman pulls a young child in a wagon in front of a line of trees and bushes. Simple huts and fences also adorn the background.

### Vocabulary

- **Peasant:** A poor farmer of low social status who owns or rents a small piece of land for cultivation.
- **Shear:** Cut the wool off.
- **Sheep:** An animal with a thick woolly coat and males with curving horns.
- **Lamb:** A young sheep.
- **Headscarf:** A square of fabric worn as a covering for the head, often folded into a triangle and knotted under the chin.
- **Hut:** A small single-story building of simple or crude construction.

### Artist

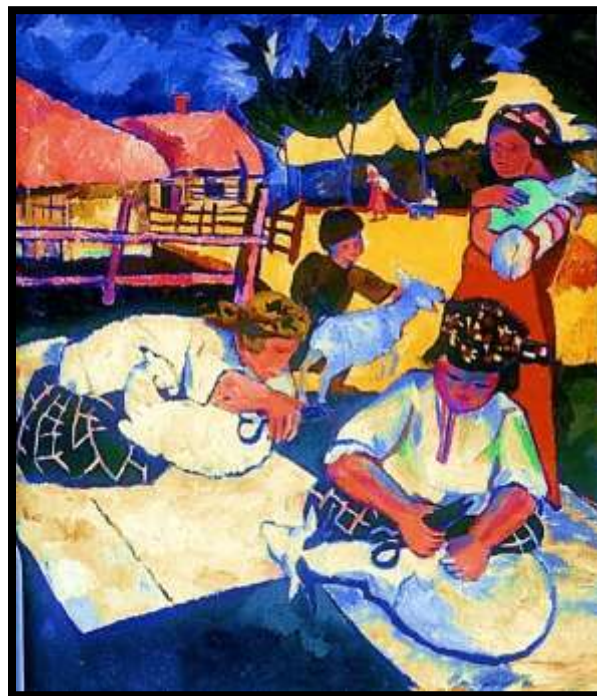
1. Russian avant-garde artist, Natalia Sergeevna Goncharova, was born in 1881 in Nagaevo, Russian Empire.
2. Find Goncharova's country of birth (Russia) on the map of Europe on the next page.
3. Goncharova painted, designed costumes and sets, sculpted, and created illustrations.
4. Starting at the age of 20, Goncharova studied sculpture for eight years at Moscow Institute of Painting, Sculpture and Architecture.
5. Goncharova became an avant-garde artist, breaking conventions with experimental or unorthodox techniques.
6. Goncharova died in Paris, France in 1962 at the age of 81 after a long battle with rheumatoid arthritis.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Sheep, Lamb, Women Shearing, Girl, Baby, Huts, Fence, Headscarves, Wagon, Trees, Chimney, Sky



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 41 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are peasant women, a girl, and a baby.
2. **What are the characters doing?** Three women shear sheep, a girl holds a lamb, and one woman pulls a baby in a wagon.
3. **What is the setting of the painting?** The setting is a small, rural village.

## *Lesson 33 Guide: Spanish Flu*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

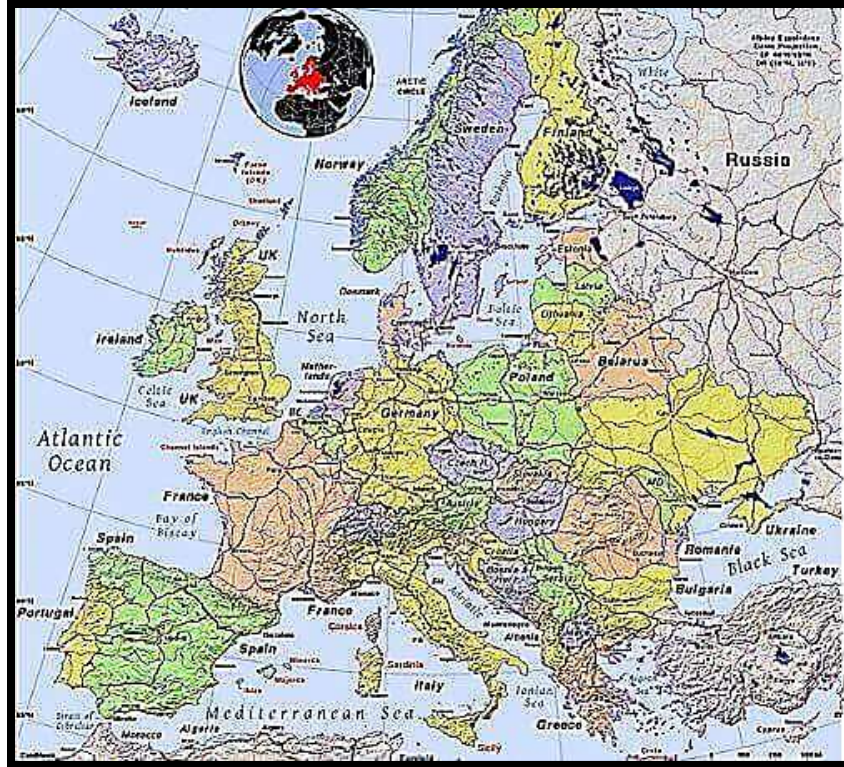
Natalia Goncharova's 'Spanish Flu' (Costume Espagnole) sold for 10.7 million dollars at auction, one of the highest prices for a female artist ever. It features the costume design for a Spanish dancer.

### *Vocabulary*

- **Spanish:** Of or relating to Spain.
- **Flu:** Short for influenza, a highly contagious viral infection.
- **Costume:** A set of clothes in a style typical of a person, character, object, particular country, or historical period.

### *Artist*

1. Russian avant-garde artist, Natalia Sergeevna Goncharova, was born in 1881 in Nagaev, Russian Empire.
2. Find Goncharova's country of birth (Russia) on the map of Europe on the next page.
3. Goncharova painted, designed costumes and sets, sculpted, and created illustrations.
4. Starting at the age of 20, Goncharova studied sculpture for eight years at Moscow Institute of Painting, Sculpture and Architecture.
5. Goncharova became an avant-garde artist, breaking conventions with experimental or unorthodox techniques.
6. Goncharova died in Paris, France in 1962 at the age of 81 after a long battle with rheumatoid arthritis.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Flowers, White Triangles, Red Triangles, Brown Triangle, Orange Triangle, Red Lines, Orange Lines, Leaves



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

While studying the vocabulary words, point them out in the painting.

Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 42 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Describe the shapes in the painting.** Lines form triangles and other irregular shapes, the painting itself is rectangular.
2. **What item is featured in the painting?** The items in the painting are different types of flowers.
3. **Which colors are featured in the painting?** The colors in the painting include orange, yellow, blue, white, red, pink, brown, and purple.

## *Lesson 34 Guide: The Cyclist*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### **Synopsis**

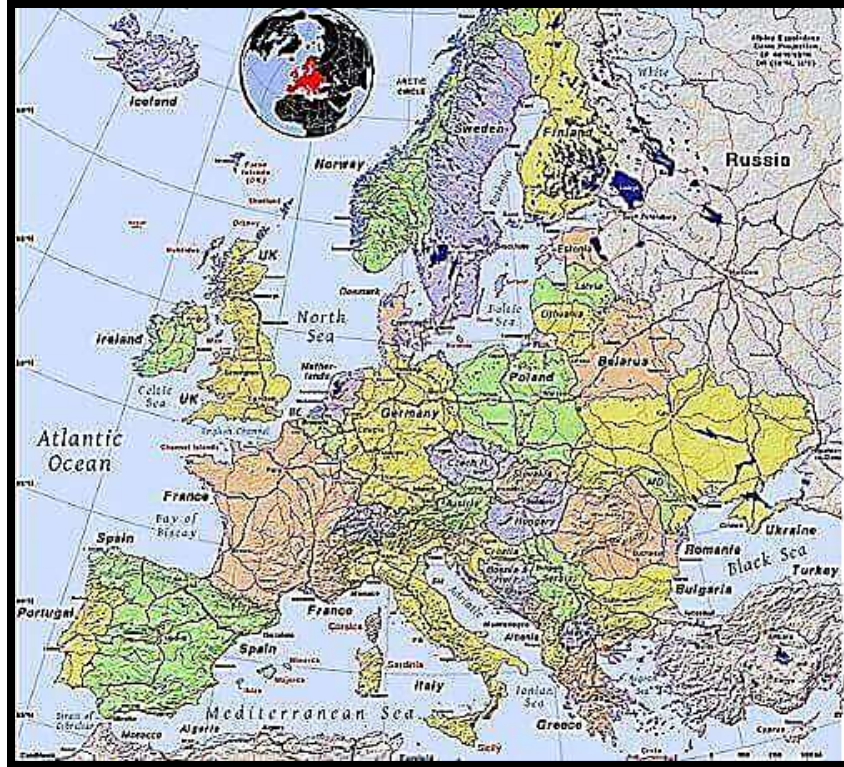
Natalia Goncharova's 'The Cyclist' is an example of Futurism, an art form that features topics such as youth, industrialism, technology, and transportation.

### **Vocabulary**

- **Cyclist:** A person who rides a bicycle.
- **Futurism:** An art form that features topics such as youth, industrialism, technology, and transportation.

### **Artist**

1. Russian avant-garde artist, Natalia Sergeevna Goncharova, was born in 1881 in Nagaevo, Russian Empire.
2. Find Goncharova's country of birth (Russia) on the map of Europe on the next page.
3. Goncharova painted, designed costumes and sets, sculpted, and created illustrations.
4. Starting at the age of 20, Goncharova studied sculpture for eight years at Moscow Institute of Painting, Sculpture and Architecture.
5. Goncharova became an avant-garde artist, breaking conventions with experimental or unorthodox techniques.
6. Goncharova died in Paris, France in 1962 at the age of 81 after a long battle with rheumatoid arthritis.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Cyclist, Bicycle, Bicycle Pedals, Bicycle Chain, Top Hat, Cup, Letter R, Letter T, Letter H, Number 402, Cap





## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 43 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The character is a male cyclist.
2. **What are the characters doing?** The man rides a bicycle.
3. **What is the setting of the painting?** From the background and artistic form, the setting is most likely a city.
4. **How does the painting show movement?** The man is upright on the bicycle. The artist used multiple offset images to imply motion or snapshots in time.

## *Lesson 35 Guide: Women with Rakes*

### *Directions*

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### *Synopsis*

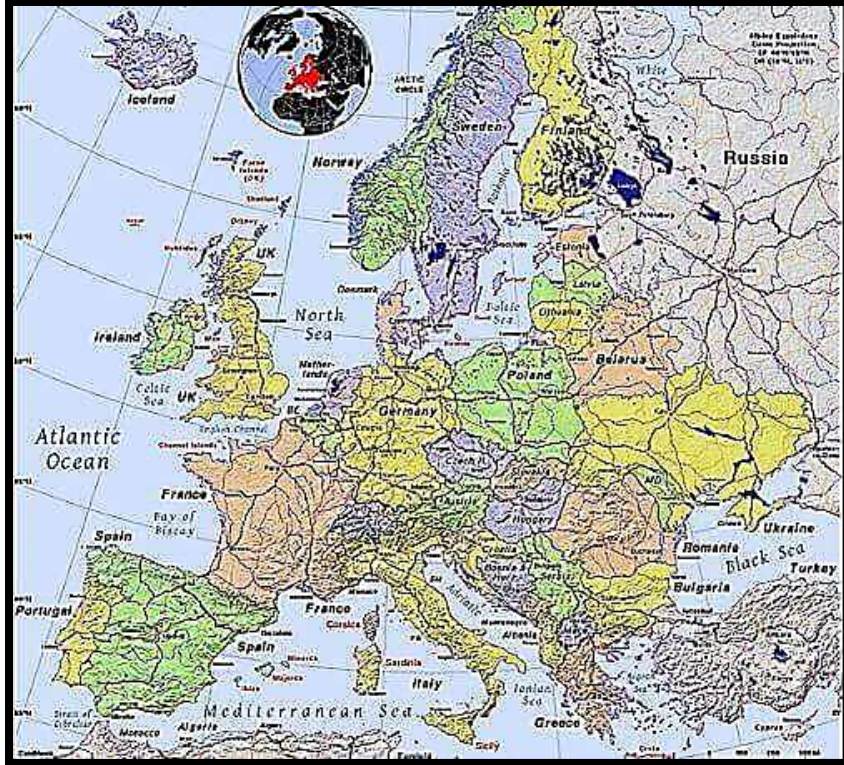
Natalia Goncharova's 'Women with Rakes' shows peasant women in traditional headscarves and dresses. They carry rakes over their shoulders as they walk to or from work.

### *Vocabulary*

- **Peasant:** A poor farmer of low social status who owns or rents a small piece of land for cultivation.
- **Rake:** A pole connected to a metal comb or tines, used to gather leaves or other items into piles.
- **Headscarf:** A square of fabric worn as a covering for the head, often folded into a triangle and knotted under the chin.

### *Artist*

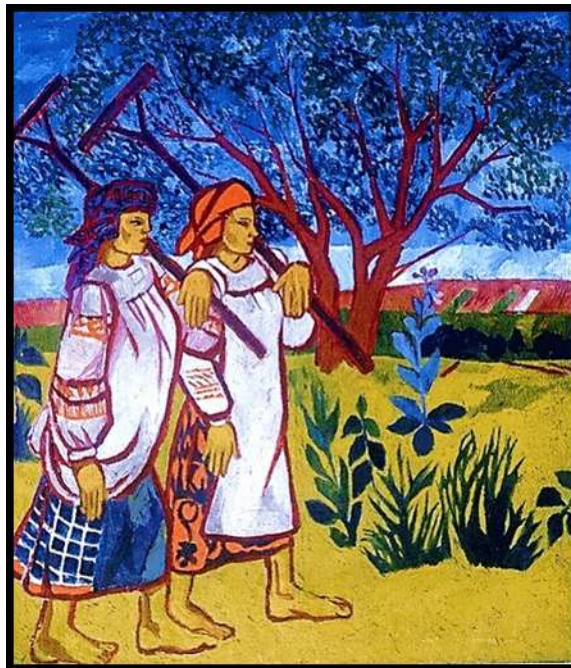
1. Russian avant-garde artist, Natalia Sergeevna Goncharova, was born in 1881 in Nagaev, Russian Empire.
2. Find Goncharova's country of birth (Russia) on the map of Europe on the next page.
3. Goncharova painted, designed costumes and sets, sculpted, and created illustrations.
4. Starting at the age of 20, Goncharova studied sculpture for eight years at Moscow Institute of Painting, Sculpture and Architecture.
5. Goncharova became an avant-garde artist, breaking conventions with experimental or unorthodox techniques.
6. Goncharova died in Paris, France in 1962 at the age of 81 after a long battle with rheumatoid arthritis.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Peasant Women, Headscarf, Rake, Tree, Sky, Bare Feet, Apron, Small Plants, Ground



## UNDER THE HOME FIRST GRADE ART HISTORY GUIDE

### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 44 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The characters are two women.
2. **What are the characters doing?** The characters are walking with rakes over their shoulders.
3. **What is the setting of the painting?** The setting is outdoors, somewhere rural.

## Lesson 36 Guide: Cats

### Directions

Study the painting for one week.

Over the week:

- Look at the painting.
- Read the synopsis.
- Study the vocabulary words.
- Read about the artist.
- Practice reciting the names of the artist and the painting.
- Complete the enrichment activities.
- Study the review questions.



### Synopsis

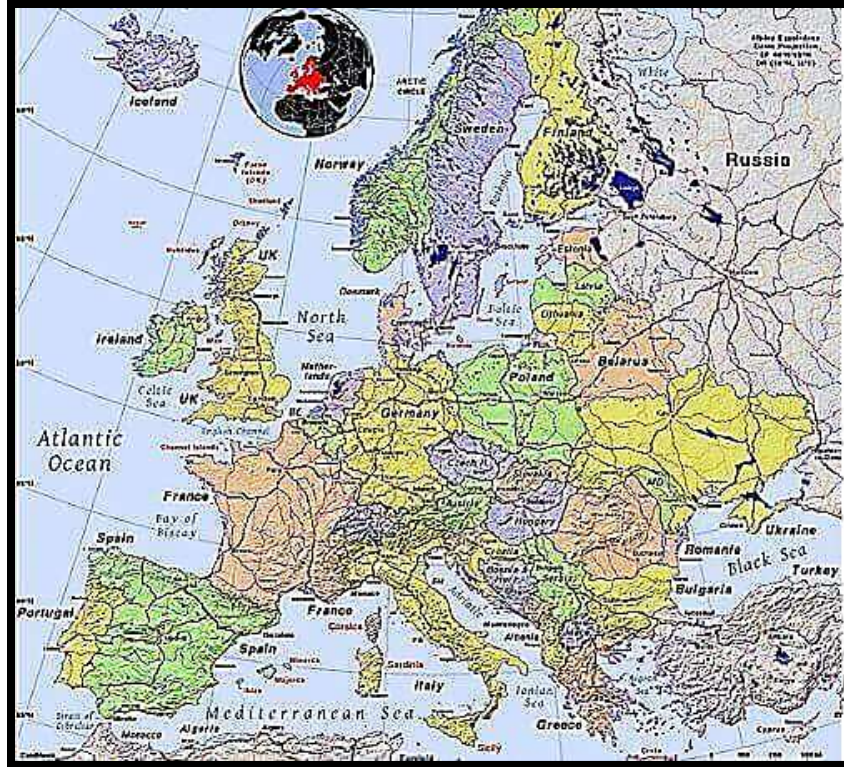
Natalia Goncharova's 'Cats' is an example of 'Rayonism,' which sought to show objects not as they appeared, but as the rays of light reflecting off the objects. Look at the painting. Do you see the actual cat - the eyes, whiskers, or nose? Look at the painting again. Does the painting suggest a cat, or does it prompt your imagination to picture a cat? Perhaps the lines cutting across the canvas remind you of a cat slashing with its claws. Perhaps the triangles remind you of the shapes of the face or ears of a cat.

### Vocabulary

- **Abstract:** Existing in thought or as an idea but not having a physical or concrete existence.
- **Abstract Art:** Art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.

### Artist

1. Russian avant-garde artist, Natalia Sergeevna Goncharova, was born in 1881 in Nagaev, Russian Empire.
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5. Goncharova became an avant-garde artist, breaking conventions with experimental or unorthodox techniques.
6. Goncharova died in Paris, France in 1962 at the age of 81 after a long battle with rheumatoid arthritis.



### *Enrichment Activities*

#### **Activity 1: Can You Find It?**

During the week, study the painting and find the following: Triangles, Lines, V Shape, Crosses, Stars



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### **Activity 2: Narrate the Painting**

After studying the painting, narrate the scene in the painting aloud using your own words.

### **Activity 3: Complete Vocabulary Activities**

- While studying the vocabulary words, point them out in the painting.
- Define each of the vocabulary words in your own words.

### **Activity 4: Color the Painting**

Complete page 45 of 'Art History Coloring Pages for First Grade.'

### ***Review Questions***

1. **Who are the characters in the painting?** The character is a cat.
2. **Do you see a cat in the painting?** No, we do not see a cat. The painting attempts to capture the reflection of light rays off a cat.

## *References*

Definitions in this document derived from Google Search 'define'.  
See individual online lessons at <https://underthehome.org> for references.