Caldecott Awards:

Arts Infusion Unit:

Kara MacPhee

Grade 6

Language Arts Outcomes:

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

GCO 2: Student will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Visual Arts Outcomes:

1.3.1 Use a combination of visual elements and principals of art and design in art-making.

GCO 5: Student will bring personal meaning to artwork and communicate their discoveries.

GCO 6: Students will demonstrate an awareness and appreciation of art as a lifelong process.

A unit based on reading, writing, analyzing, illustrating, dramatizing, adding music to, and the studying art techniques of these incredible artists that should inspire any elementary level. I intend on developing this unit for grade 6 students in an attempt to rekindle their interest in picture books and invite them to see children’s literature in a new light. By reading picture books, students of all reading levels can be engaged and various differentiated lessons can occur. By studying the Caldecott Award books, the aim is to broadening their understanding of children’s literature and become critical thinkers of stories, illustrations and picture books and novels. Students will complete this lesson having a wider knowledge of authors and illustrators.

Teachers are not confined to these outlined lessons & the more awarded books you read the more lessons can be developed out of them.

**Lesson Plans for Language Arts:**

Introduce Caldecott awards:

Since 1938, the Caldecott Award has become one of the most prestigious honors recognizing outstanding illustrations in American children’s literature. This will be unit looking at as many Caldecott books as possible and cross into Science, Social Studies, Visual Arts, Music & Language Arts.

For a list of all winning and honored books reference the American Library Association listed at the bottom of the page.

Initial activities:

Ask students to record their thoughts and feelings on picture books? Save this paper and later include in their alter journals. At the end of the unit ask students the same question and get them to record their response again on a different piece of paper. Will there be growth or change on their perspective?

These are American awards. Questions to think about: how are Canadians influenced by American books? How are we are similar and different when we looks these books? (Shared experiences can occur?) Could a book take you anywhere and therefore does it matter where it was written?

Book buddies:

Read a Caldecott Award winning book with your primary book buddy. After the story ask your buddy, what they think about it? What happened in the story? What is the theme or message to the story? What characters they may have like and why? Record their answers and compare answers to your own. What are the differences and similarities? Are their larger themes within the story that you understand or notice more than your younger buddy? Do the different experiences you have had since you were 5 influence you to see some books differently than your buddy? What can you teach your buddy about a book? What can you buddy teach you?

Discuss about other awards systems:

Newbery Awards, Scholastic Canada Awards, Canadian Library Association (CLA) Books of the Year for Children, the Carnegie Medal etc. What they are, where they are from, criteria for entering, what it means to win these awards.

You Be the Judge:

In groups of 4 or 5, look at a collection of books that were honor by Caldecott and the medal winning book. Read the set of books aloud to the group members having each look at the pictures as well. As a group decide if the medal winning book deserves it. Is it the best? Is there another book in the collect that your group believes is better? Have one recorder per group write down which book is the best and award it the medal. Record why your group decided to choose a new book or keep the medal with the same book. How do illustrations impact the story? Art takes various forms compare and contrast the works of the different recognized books.

Continue with the same groups until each group has visited all the stations with Caldecott books and votes have been made on what book in the collection deserves the medal. Afterwards have groups explain their choices and see if there are any agreements or disagreements.

\*\*This activity aims to spur on debate and group consensus. If a group cannot achieve consensus they are able to award 2 books within the collection but the decision must be justified.

And the Caldecott Award Goes To...:

Have students sign up at the beginning of the unit to share & bring in their favorite children’s picture book to share with the class. Tell why it’s your favorite and why it too deserves a Caldecott award.

Books to Illustrate Language Arts Techniques:

***Casey at the Bat*** illustrated by Christopher Bing, written by Ernest Thayer highlights word play.

McElligot's Poolby Dr. Seuss displays rhyme therefore students are able to make inferences of what is to come.

Uri Shulevitz:

Research Uri Shulevitz a Caldecott award winner and 3 times honored author/illustrator from. Read *The Fool of the World and the Flying Ship, The Treasure, Snow*, and *How I Learned Geography* are there similar themes through-out? How is the art work different or the same? Reading these 4 books by him what inferences can we make about him and his life? \*Ties in with Social studies.

Top 5 Must Read

Write a letter to family member telling them about your top 5 Caldecott awards books and why they are your favorites. What gives merit to a good book? Characters? Plot? Theme? Art? Use some illustrations in your letter.

**Lesson Plans for Science:**

Endangered Awareness:

Grade 6 science themes biodiversity of life read Gone Wild: An Endangered Animal Alphabetby **David McLimans. Use this book as a launching pad for lessons about biodiversity, environmental degradation, classification of species, adaptations and modifications in life and learning about species at risk in our nation & province.**

**Lesson Plans for Social Studies:**

The Colors of Canada:

Grade 6 social studies looks at Canada as a multiracial, multicultural mosaic as well as studies human rights and acceptance/ understanding of other cultures. Read ***Henry's Freedom Box: A True Story from the Underground Railroad*** illustrated by **Kadir Nelson,** written by Ellen Levine. Have students discuss the Underground Railroad and Canada’s role in it. Discuss human rights, slavery, and Canada’s multicultural history.

For global perspectives on history /culture:

***The Wall: Growing Up Behind the Iron Curtain*** by Peter Sís

How I Learned Geography by Uri Shulevitz

***All the World***,illustrated by Marla Frazee, written by Liz Garton Scanlon

***Martin's Big Words: the Life of Dr. Martin Luther King, Jr.*** illustrated by Bryan Collier, written by Doreen Rappaport

Lesson Plans of Visual Arts:

Introduce altered book journals:

Have students paint the pages of the altered book, or leave some pages unpainted if they wish to keep the text, and creating collages, sketches, word art, and pizzazz to create a personally unique journal.

-glue pages together if there is too many, larger books help in collage making, thicker pages better for painting.

-talk about property of the books and idea of not destroying them but giving them a second life.

\*Somewhere in the journal record your information about the Caldecott Awards you’ve read to capture your memory. This can be done my book title, sketches, themes or whatever else helps with recall.

Studying the works of Caldecott artists:

#1 Look at the art work of Ezra Jack Keats. Her cheery yet, simple art work is a fusion of print making and collage work. Do lesson on print making through silk screening. Bring in a professional and help with style and techniques.

Do a lesson on collage making. Save scraps of paper, tin foil, wrappers, newsprint, wrapping paper as well as painted paper. Stress using as much recycled or reused paper. Look though Ezra Jack Keats book *The Snow Day* for understanding of background and foreground and design.

A Class Recreation of..:

Have students pick out an intricate image from a book that would serve well as a large piece of class art. Grid off the page and have students work on one square each so that when it is all brought together it will be a collaboration completed by the whole class.

Bringing a Book to Life:

Students will be divided into groups and each will be asked to choose one of their favorite Caldecott book, or one they believe will be most enjoyable to act out. They will be encouraged to add additional script if need be and to either dress up in costumes from the in class tickle-trunk or bring in items from home to assist in the performance.

Music:

These classical books were first a song and hearing them in their original form broadens understanding and adds insight to music tradition and popular genres.

*The Fox Went out on a Chilly Night* by Peter Spier

Frog Went A-Courtin', illustrated by Feodor Rojankovsky; text: retold by John Langstaff

Sing in Praise: A Collection of the Best Loved Hymns, illustrated by Marjorie Torrey; text: selected by Opal Wheeler

Sing Mother Goose, illustrated by Marjorie Torrey; music: Opal Wheeler

Time after Time:

Since the award has been honoring illustrators since the 1930’s, we can analyze if much has changed in the way of art in these books. Any trends they may see or ground breaking artistic style? Has the illustration and themes of stories changed much over the past 70 years? How and why? Or what makes a book “timeless?”

\*ie, Looking at books over the course of history will surely tie into cross curricular linking for example the 1962 honor book, *The Fox Went out on a Chilly Night*. The story is an illustrated old traditional song that themes a fox who steals from farmer John to feed his kits. The theme of this book is less relatable for children today since majority of students will never own a farm nor understand the difficulty farmers had with foxes killing their animals. However, it serves as unique traditional song that students can put music to or play a recorded copy in an attempt to change perspective on the story.

Evaluation of the Unit: (100%)

Students as their assessment for this unit will be asked to complete a portion of their altered books. (50%)

**Caldecott Award Unit – Altered Journals Assessment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| CATEGORY | **Poor - 0** | **Good - 1** | **Excellent – 2** |
| Depicts or writes about the main themes of Caldecott books read. | Does not | Some of the time | All of the time |
| Selectively incorporates the original book into new altered journal | Does not | Some of the time | All of the time |
| Includes figurative writing | Does not | Shows an Attempt | Complete |
| Creates a journal page influenced by the art from a Caldecott Book | Does not | Shows an Attempt | Complete |
| Creatively uses a variety of materials (ie, recycled, different textures, different art supplies, etc.) | Does not | Some of the time | All of the time |
| Includes a favorite quote from a Caldecott book that is meaningful. | Does not | Shows an Attempt | Complete |
| Personalizes the altered journal (ie. adding biographical info, pictures, uniqueness, original art, interests, etc.) | Does not | Shows an Attempt | Complete |
| Has a page dedicated to the process of creating an altered journal, time spent on it, learning, procedure, future plans or development. | Does not | Shows an Attempt | Complete |

Students have choice of: (50%)

Design a new logo for the Caldecott award for both the winning books and the honor books. A brief write up must also be submitted on the newly designed award explaining their choice.

Write new words a book to better match the images or create an alternate ending for a book.

Create new illustrations for a book to better the story ie, comic book style, or anime.

Write a song or the music to accompany a Caldecott book.

Materials Needed:

\*as many Caldecott awards as possible:

McElligot's Poolby Dr. Suess

***Casey at the Bat*** illustrated by Christopher Bing, written by Ernest Thayer

*The Fox Went out on a Chilly Night* by Peter Spier

Frog Went A-Courtin', illustrated by Feodor Rojankovsky; text: retold by John Langstaff

Sing in Praise: A Collection of the Best Loved Hymns, illustrated by Marjorie Torrey; text: selected by Opal Wheeler

Sing Mother Goose, illustrated by Marjorie Torrey; music: Opal Wheeler

*The Fool of the World and the Flying Ship, The Treasure, Snow*, and *How I Learned Geography all by* Uri Shulevitz

***The Wall: Growing Up Behind the Iron Curtain*** by Peter Sís

***All the World***,illustrated by Marla Frazee, written by Liz Garton Scanlon

***Martin's Big Words: the Life of Dr. Martin Luther King, Jr.*** illustrated by Bryan Collier, written by Doreen Rappaport

***Henry's Freedom Box: A True Story from the Underground Railroad*** illustrated by **Kadir Nelson,** written by Ellen Levine

Wild: An Endangered Animal Alphabetby **David McLimans**

Works Cited

# American Library Association. (2010). Caldecott Medal & Honor Books, 1938-Present. *Association of Library Services to Children.* Retrieved November 28th, 2010, from

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/caldecottmedal/caldecotthonors/caldecottmedal.cfm>

Whole Schools Initiative Staff. (2004-2008). A Picture is Worth a Thousand Words – The Caldecott Awards. *Whole Schools Initiative.* Retrieved November 28th, 2010, from http://www.mswholeschools.org/lesson-plan-search.php