

To Market, To Market

Feasting on Art



focus artwork

Jacob Lawrence (1917–2000), United States
Fruits and Vegetables, 1959
Mr. and Mrs. Harry S. Leyman Endowment, 2003.260

focus book

Cathryn Falwell
Feast for 10
New York: Houghton Mifflin Company, 1993.

teacher information unit overview

Community helpers surround us every day. They help us be safe, meet our need for food and clothing, and help us learn. In this unit, the market in particular and its role as community helper will be highlighted. Through this look at the market, students gain an understanding of how a community works together to meet the needs of its members. This look at community helpers will be taught using Focus Artwork *Fruits and Vegetables* by Jacob Lawrence. In this work, Lawrence portrays a vibrant market scene. Correlating with this painting, Focus Book *Feast For 10* by Cathryn Falwell, portrays a family's trip to the market as a means to fulfill their need to have dinner. With this painting and book as central objects, You may facilitate large and small group activities that focus on discussion, while integrating new vocabulary and encouraging closer observation of artworks.

grade level: pre-K (ages 3–5)

unit objectives

- Students closely examine several works of art from the Cincinnati Art Museum's permanent collection, including Focus Artwork *Fruits and Vegetables* by Jacob Lawrence.
- Students gain confidence in looking at and discussing artwork through the expression of their personal interpretations, feelings, and opinions.
- Students understand and incorporate new vocabulary and concepts related to the theme of community helpers, in particular the market, through various literacy and art activities.
- Students gain further understanding of how people work together in a community to meet the needs of the community as a whole.

about the artist

Jacob Lawrence was born on September 7, 1917, in Atlantic City, New Jersey. As a child he lived in Pennsylvania and moved with his family to Harlem, New York, at the age of thirteen. At that time, America was in the middle of the Great Depression, and Lawrence had to work to help support his family. He developed an interest in art after taking classes at his local YMCA. He held many odd jobs during that time, including running a paper route and working at a laundry, as well as a printer's shop. These experiences enabled him to be familiar with the neighborhood and the people he later painted.

Between 1932 and 1934, Lawrence studied at the Harlem Art Workshop under Charles Alston, its director. For a few dollars a week, Lawrence rented a small space to work in an area of Alston's studio. While studying at the center, he would listen to the conversations of people like Langston Hughes, Ralph Ellison, Katherine Dunham, and Alain Locke, well known African American writers and artists of the time. As Lawrence was much younger, he was not included in their discussions; however, their words influenced and encouraged him greatly. He took pride in the achievements of his fellow African American artists.



Lawrence soon developed his own unique style. He was inspired by African sculpture and used Cubism to form constructions of line and color on flat surfaces. In 1938, he joined the WPA Federal Art Project for eighteen months. Lawrence was required to create two paintings every six weeks, for which he was paid \$23.86 per week. This enabled him to establish himself as a professional artist.

Lawrence's first narrative series consisted of forty-one paintings and told the story of Toussaint L'Overture and Haiti's fight for independence. The completed series was shown at a gallery on Vesey Street in Manhattan, his first show outside Harlem. While working on the WPA project, Jacob painted two other series. Both were based on American abolitionists who lived during the time of Civil War, the *Fredrick Douglass Series* (1938–1939), and the *Harriet Tubman Series* (1939–1940).

In 1940, Lawrence applied for and received three consecutive Rosenwald Foundation fellowships. Soon after, he started work on his series *The Migration of the*

Negro, a subject close to him because many of the elders in the community had been part of the Great Migration. *The Migration of the Negro* series consisted of sixty panels depicting the migrants of the South, hopeful for a new life, moving north. This series of work brought him widespread recognition. Soon after, he met and married fellow artist Gwendolyn Knight.

In 1943, Lawrence was drafted into the United States Coast Guard just as the country entered World War II. Upon returning from sea, he resumed painting familiar subject matter—his neighborhood. Soon after, he was invited to teach at Black Mountain College in North Carolina. Well-known artists, including Robert Rauschenberg, Merce Cunningham, and John Cage, also taught at the college. Lawrence became greatly inspired by Josef Albers, the head of the art department. After returning to New York he began work on the *War Series*, which consisted of four panels.

During the 1950s, while teaching art at Pratt Institute in Brooklyn, Lawrence continued to record more urban scenes. Many of the street scenes from this period reflect the neighborhood of Bedford-Stuyvesant in Brooklyn. In 1960, The Brooklyn Art Museum held Lawrence's first major retrospective. Soon after this exhibition, he was invited to Nigeria by the American Society of African Culture and the Mbari Club of artists and writers. He found the trip so stimulating that he returned to Africa in 1964 to live and work for eight months. While there, he created eight paintings and several drawings. One of these, *Meat Market*, highlights the bright light, hot sun, and exciting atmosphere he experienced while in Africa.

Returning to New York, he continued exploring the subject matter of civil rights activities in the South. These paintings were very dramatic and sometimes violent. Lawrence's accomplishments were widely acknowledged throughout the 1960s, and in 1965, he was elected to membership to the National Institute of Arts and Letters.

In 1967, he was approached by a publisher to illustrate a book. He was allowed to choose his own subject matter, and chose the story of Harriet Tubman. The book, *Harriet and the Promised Land*, consisted of seventeen illustrations, accompanied by the story in verse. In 1970, he also illustrated *Aesop's Fables* for the same publisher.

In 1971, Lawrence was asked to take a permanent position as a professor at the University of Washington in Seattle. It was there that he created the *Builder Series*, a group of work more graphic in style than his earlier works. In 1972, he created a poster for the Munich Olympics, and during the 1976 United States Bicentennial celebrations, several of his works were spotlighted. Throughout the late 1970s and early 1980s, Lawrence spent most of his time on commission work. Throughout the 1980s and 1990s, he became increasingly respected as one of the most influential African American artists of his time. Jacob Lawrence died on June 9, 2000, at the age of 82 in Seattle.

about the art

Fruits and Vegetables is one of many street scenes Jacob Lawrence painted during his career. Inspired by his surroundings, the painting depicts and represents his affection for the city. In this colorful painting, he shows the everyday life of the marketplace. He captures women and children as they go about their daily shopping. Children are seen competing for their mothers' attention as they reach for an array of fresh fruits and vegetables, including: potatoes, bananas, plantains, limes, lemons, butternut squash, tomatoes, corn, apples, and cantaloupe.

In this work, Lawrence has adapted aspects of modern abstract painting and married them with aspects of his own heritage. This combination of styles and influences can be seen in the African-inspired masklike faces and colorfully patterned fabrics and in the abstract use of color and line.

information on focus book

Cathryn Falwell, *Feast for 10*.

Feast For 10 by Cathryn Falwell tells the story of a family working together to prepare a family feast. The numbers one through ten are used as they shop at the grocery store, prepare the food, and cook their dinner. This book was chosen because it is a wonderful complement to the market scene portrayed in Jacob Lawrence's painting *Fruits and Vegetables*, helping children draw a connection between their personal experiences and the painting. In addition, it was chosen for its representation of a group of people working together as a community to fulfill a common need.



Lesson #1

What or Who Is a Community Helper?

time/setting

Large Group Time

objectives

- Students participate in a large group discussion on the topic of community helpers and in particular the market.
- Students learn and use appropriately new vocabulary as it relates to the theme of market.
- Students strengthen their understanding of the role of the market in the fulfillment of community needs.

vocabulary

(definitions from Merriam-Webster Online Dictionary www.webster.com)

community: people with common interests living in a particular area

market: self-service retail store selling food and household merchandise

need: requirement for the well-being of a person or animal

neighborhood: people living near one another

materials

large writing tablet

markers

examples of items found at the market (paper or plastic bag from a local store, a box of cereal, apples, etc.)

procedure

1. Gather students together for group/circle time.
2. Introduce the theme of community helpers to students. Possible questions to encourage discussion may include the following:
 - What does it mean to help someone? Why do we help each other?
 - What is a community?
 - Do people in a community help each other?
 - Who in the community helps you? How do they help you? (Possible answers may be my parents, teacher, police officer.) You may wish to make a list of community helpers as students discuss this question.
 - Can the market be a community helper? Why or why not? Students should understand that yes, the market is a community helper because that is where we buy the food we eat and that is something we all need.
3. Ensure that students understand that they are surrounded by people and places that help a community fulfill its needs and wants. Then tell students that they are going to explore a particular community helper, the market. Teacher may wish to introduce the concepts of needs and wants before continuing with this lesson.
4. Use examples of items found at a market for visual aids to introduce and discuss the topic of market and its role in meeting the needs of the community. Possible questions for discussion may include the following:
 - What is a market or grocery store?
 - Why do people go to the market?
 - Who takes you to the market?
 - What do you buy at the market?
 - How do you remember what you need to buy?
 - Do you think that the market helps you? How?
5. Use a large writing tablet and markers to record the student responses for future display in the classroom. You may also wish to set up a dramatic play area in class that represents a market. Books and visuals on markets and other community helpers should also be made available for further student exploration.



national standards

ECONOMICS

Standard 4: Understands basic features of market structures and exchanges.

LANGUAGE ARTS

Standard 1: Uses the general skills and strategies of the writing process.

Standard 8: Uses listening and speaking strategies for different purposes.

WORKING WITH OTHERS

Standard 1: Contributes to the overall effort of a group.

Standard 4: Displays effective interpersonal communication skills.

head start outcomes

LANGUAGE DEVELOPMENT

LISTENING & UNDERSTANDING

LD 1: Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

LD 3: Understands an increasingly complex and varied vocabulary.

SPEAKING & COMMUNICATING

LD 5: Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.

LD 6: Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

LD 7: Uses an increasingly complex and varied spoken vocabulary.

LITERACY

EARLY WRITING

LI 15: Develops understanding that writing is a way of communicating for a variety of purposes.

LI 16: Begins to represent stories and experiences through pictures, dictation, and in play.

SOCIAL & EMOTIONAL DEVELOPMENT

COOPERATION

SED 7: Increases abilities to sustain interactions with peers by helping, sharing, and discussing.

SED 9: Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.

Lesson #2

Learning to Look A Trip to the Market with *Fruits and Vegetables*

time/setting

Large Group Time

objectives

- Students examine closely a reproduction of Focus Artwork *Fruits and Vegetables* and respond to guiding questions concerning what they see and feel about the painting.
- Students participate in a large group discussion in which they share their opinions and interpretations of the painting.
- Students learn and appropriately use new vocabulary related to the theme.

vocabulary

(definitions from Merriam-Webster Online Dictionary www.webster.com)

fruit: usually edible reproductive body of a seed plant

market: self-service retail market selling food and household merchandise

need: requirement for the well-being of a person or animal

vegetable: usually herbaceous plant (as the cabbage, bean, or potato) grown for an edible part that is usually eaten as part of a meal

materials

large writing tablet

markers

large reproduction of Focus Artwork *Fruit and Vegetables* or a class set of laminated copies

procedure

1. Give each student his or her own copy of the Focus Artwork *Fruits and Vegetables* to explore. You should encourage silent/quiet looking, followed by the use of guiding questions to elicit their responses to what they see. You may choose to have plastic examples of the fruits and vegetables in the painting available for visual aids. These include potatoes, bananas, plantains, limes, lemons, butternut squash, tomatoes, corn, apples, and cantaloupes.

Questions should include the following:

- What do you see?
- What is happening in this picture?
- Where do you think the people in the picture are?
- What are they doing?
- What fruits and vegetables do you see?
- Does this market look like the market you visit with your family? Why or why not? What is the same? Different?

You should be careful to repeat to the group what each child has observed and to avoid any judgments or right/wrong answers.

2. Encourage students to visit the dramatic play center on the market, if applicable, and to explore books on the market. *You may also wish to hang the large reproduction of the Focus Artwork up in class for future close looking.*

head start outcomes

CREATIVE ARTS

ART

CA 6: Begins to understand and share opinions about artistic products and experiences.

CA 5: Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

LITERACY

EARLY WRITING

LI 15: Develops understanding that writing is a way of communicating for a variety of purposes.

LI 16: Begins to represent stories and experiences through pictures, dictation, and in play.

national standards

LANGUAGE ARTS

Standard 8: Uses listening and speaking strategies for different purposes.

LIFE SKILLS

Standard 1: Contributes to the overall effort of the group.

Standard 4: Displays effective interpersonal communication skills.

VISUAL ARTS

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others



Lesson #3

Let's Shop for a Feast for 10

time/setting

Large Group Time

objectives

- Students engage in the group reading of Focus Book *Feast for 10*.
- Students relate the events in the story to their personal experiences.
- Students draw connections between the Focus Book and the Focus Artwork.
- Students build concepts about cardinality and numerals as they relate the numeral on each page to the amount of objects on that page.
- Students learn and incorporate new vocabulary related to the theme.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

feast: elaborate meal often accompanied by a ceremony or entertainment

fruit: usually edible reproductive body of a seed plant

groceries: food and cleaning materials sold at a market

market: self-service retail market selling food and household merchandise

vegetable: usually herbaceous plant (as the cabbage, bean, or potato) grown for an edible part that is usually eaten as part of a meal

materials

Focus Book *Feast for 10*

large reproduction of Focus Artwork *Fruit and Vegetables* by Jacob Lawrence

procedure

1. Arrange students in a group so that all may see the Focus Book *Feast for 10*.
2. Share the book, asking students what they think the story might be about from looking at the front cover.
3. Read the book and allow time for questions and discussion of each page.
Questions may include the following:
 - What are they doing? Where are they going?
 - What does the word "feast" mean?
 - What do you think they will buy next?
 - What do you think they will cook with this food?
4. During the reading, draw attention to the numerals in the book, occasionally counting the objects on each page to correspond with the numeral. You may wish to have plastic fruits and vegetables or flashcards with images in the correct quantities for students to count along with the book.
5. Upon completing of the book, promote further discussion by asking the following:
 - What items were on this family's grocery list?
 - What vegetables did they buy?
 - What fruits did they buy?
 - Do you go to the market with your family?
 - Do you ever get to choose a favorite food? What is it?
6. Next, share the reproduction of the Focus Artwork *Fruit and Vegetables* with students. Ask if they can identify any of the same fruits or vegetables that they saw in *Feast for 10*. Encourage students to have a discussion comparing and contrasting the painting and the book. What is the same? Different?
7. Upon completing of this activity, make the book available for individual reading along with other appropriate market-related books.

national standards

LANGUAGE ARTS

Standard 5: Uses the general skills and strategies of the reading process.

Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts.

MATHEMATICS

Standard 2: Understands and applies basic and advanced properties of the concepts of numbers.

head start outcomes

LITERACY

BOOK KNOWLEDGE & APPRECIATION

LI 6: Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.

LI 7: Shows growing interest in reading-related activities such as having to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend reading with other students.

LI 8: Demonstrates progress and abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.

LI 9: Progresses in learning how to handle and care for books, viewing one page at a time in sequence and moving from front to back.

MATHEMATICS

NUMBERS & OPERATIONS

MA 1: Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.

MA 3: Develops increasing ability to count in sequence to 10 and beyond.

MA 4: Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

MA 5: Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Lesson #4 *My Mom Gave Me a Nickel*

time/setting

In preparation for this lesson, you will need to prepare an interactive chart using the following materials:

- poster board
- markers
- glue sticks
- index cards for interactive word cards with picture cues
- self-adhesive magnet strips or Velcro for attaching the word cards

Print the following predictable text on the poster board. Leave a blank space, long enough to fit the interactive word card, on the appropriate line.

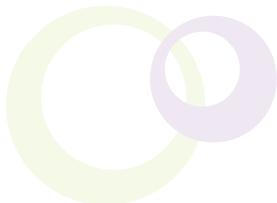
my mom gave me a nickel
to buy a pickle.
I didn't buy a pickle.
I bought some _____

Print the interactive word cards. Be sure all word cards are the same length. Interactive words might be objects in the painting *Fruits and Vegetables* or in the book *Feast for 10*.

Laminate the chart and interactive word cards for durability.

Attach magnet strips or Velcro on the blank space on the chart and on the back of each word card.

Attach chart to wall for display in classroom. Place word cards in basket with the chart.



objectives

- Students strengthen their understanding of voice-print pairing that occurs during the reading of the *My Mom Gave Me a Nickel* chart.
- Students draw connections between the interactive chart, the Focus Book *Feast for 10* and the Focus Artwork *Fruits and Vegetables*.
- Students continue to appropriately use vocabulary introduced in previous lessons.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

community: *people with common interests living in a particular area*

feast: *elaborate meal often accompanied by a ceremony or entertainment*

fruit: *usually edible reproductive body of a seed plant*

groceries: *food and cleaning materials sold at a market*

market: *a self-service retail store selling food and household merchandise*

neighborhood: *people living near one another*

need: *requirement for the well-being of a person or animal*

vegetable: *usually herbaceous plant (as the cabbage, bean, or potato) grown for an edible part that is usually eaten as part of a meal*

materials

interactive chart with word cards for *My Mom Gave Me a Nickel*

Focus Book *Feast for 10*

large reproduction of Focus Artwork: *Fruit and Vegetables*

procedure

1. Arrange students in a group so that all may see the interactive chart titled *My Mom Gave Me A Nickel*. Tell students that they are going to play a game using the market and food words that they learned while looking at the Focus Artwork and while reading the Focus Book.
2. Introduce and read the interactive chart to students, pointing to each word as it is read. You should choose a word out of the basket of interactive word cards to fill in the blank.
 - My mom gave me a nickel to buy a pickle.
I didn't buy a pickle.
I bought some _____

3. Repeat activity so each student has a turn choosing a word for the chart. The class will read along with each new version of the sentence.

national standards

LANGUAGE ARTS

Standard 5: Uses the general skills and strategies of the reading process.

Standard 8: Uses listening and speaking strategies for different purposes.

LIFE SKILLS

Standard 1: Contributes to the overall effort of the group.

Standard 4: Displays effective interpersonal communication skills.

head start outcomes

LITERACY

BOOK KNOWLEDGE & APPRECIATION

LI 6: Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.

PRINT AWARENESS & CONCEPTS

LI 10: Shows increasing awareness of print in classroom, home, and community settings.

LI 11: Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.

LI 12: Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.

LI 13: Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.

LI 14: Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

LANGUAGE DEVELOPMENT

LISTENING & UNDERSTANDING

LD 1: Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

LD 3: Understands an increasingly complex and varied vocabulary.



Lesson #5

A Trip to Market

vegetable: usually herbaceous plant (as the cabbage, bean, or potato) grown for an edible part that is usually eaten as part of a meal

materials

large writing tablet

disposable cameras

favorite food recipe (should be decided by class)

procedure

1. Arrange students in a group so that all may see the large writing tablet with the words "Shopping List" written on top. Tell students that they are going to take a field trip to the local market to buy items to make a favorite class recipe. You may decide to have a few suggestions for students to choose from—chocolate chip cookies, vegetable soup, spaghetti, etc. If a class visit to the market is not possible, you may collect the ingredients.
2. Once students have decided what recipe they would like to make, discuss with students what they think they will need to get at the market. List items on the writing tablet, thus creating a shopping list. Students may not know everything that goes into a particular recipe, and you will need to help with this process.
3. Prepare students for their trip to the market by going over rules for behavior.
4. During the visit, you will give small groups of students disposable cameras in order to document the visit. Before you leave the market, turn in cameras to be developed, and pick them up at a later time. You may wish to show students some of the products depicted in *Feast for 10* or *Fruits and Vegetables*.
5. Upon returning to class, unpack groceries on a main table. Ask students to discuss their visit to the market. Possible questions may include the following:
 - What did you see at the market?
 - What was your favorite part of the visit?
 - Was the market we visited like the market in *Feast for 10*? Or in *Fruits and Vegetables*? How was it different?
6. Tell students that you (or the school cafeteria) is going to use the ingredients they purchased to create a treat for the class. You should discuss this with school cafeteria or make recipe at home and bring it in for class.
7. Create a feast atmosphere, much like that in *Feast for 10*, and allow students to enjoy their treat. Pictures of the visit should be available for students to explore and discuss.

time/setting

For this activity, the class will visit a local market to purchase ingredients for a favorite class recipe.

objectives

- Students participate in a large group discussion on the topic of community helpers and in particular the market.
- Students create a shopping list for a trip to the market.
- Students visit (if possible) a local market with their classmates.
- Students visually document their visit to the market.

vocabulary

(Definitions from Merriam-Webster Online Dictionary www.webster.com)

community: people with common interests living in a particular area

feast: elaborate meal often accompanied by a ceremony or entertainment

fruit: usually edible reproductive body of a seed plant

groceries: food and cleaning materials sold at a market

ingredient: components needed to create a recipe

market: self-service retail market selling food and household merchandise

neighborhood: people living near one another

need: requirement for the well-being of a person or animal

recipe: set of instructions for making something from various ingredients

national standards

ECONOMICS

Standard 4: Understands basic features of market structures and exchanges.

LANGUAGE ARTS

Standard 1: Uses the general skills and strategies of the writing process.

Standard 8: Uses listening and speaking strategies for different purposes.

WORKING WITH OTHERS

Standard 1: Contributes to the overall effort of a group.

Standard 4: Displays effective interpersonal communication skills.

resources

Bond, Michael. *Paddington Bear Goes to Market*. New York: Harper Festival, 1998.

Ehlert, Lois. *Eating the Alphabet: Fruits & Vegetables from A to Z*. San Diego: Harcourt Children's Books, 1989.

Ehlert, Lois. *Growing Vegetable Soup*. New York: Scholastic Inc., 1987.

Falwell, Cathryn. *Feast for 10*. New York: Houghton Mifflin Company, 1993.

Field, Rachel. *General Store*. New York: Scholastic Inc., 1990.

McIlwain, John. *The DK Student's Illustrated Dictionary*. New York: DK Publishing, Inc., 1994.

Miranda, Ann. *To Market, To Market*. San Diego: Harcourt Brace, 1997

Rockwell, Anne. *Apples and Pumpkins*. New York: Simon and Schuster Books For Young Readers, 1989.

head start outcomes

LANGUAGE DEVELOPMENT

LISTENING & UNDERSTANDING

LD 1: Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.

LD 3: Understands an increasingly complex and varied vocabulary.

SPEAKING & COMMUNICATING

LD 6: Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

LD 7: Uses an increasingly complex and varied spoken vocabulary.

SOCIAL & EMOTIONAL DEVELOPMENT

COOPERATION

SED 7: Increases abilities to sustain interactions with peers by helping, sharing, and discussing.

SED 9: Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.





Art-Making Experience Market Collage

vocabulary

(Definitions from Merriam-Webster Online Dictionary
www.webster.com)

- community: people with common interests living in a particular area
- feast: elaborate meal often accompanied by a ceremony or entertainment
- fruit: usually edible reproductive body of a seed plant
- groceries: food and cleaning materials sold at a market
- ingredient: components needed to create a recipe
- market: self-service retail market selling food and household merchandise
- neighborhood: people living near one another
- need: requirement for the well-being of a person or animal
- recipe: set of instructions for making something from various ingredients
- vegetable: usually herbaceous plant (as the cabbage, bean, or potato) grown for an edible part that is usually eaten as part of a meal

materials

- large sturdy base for collage (cardboard, posterboard)
- students' grocery item packages brought from home (cereal box, chip bag, etc.)
- coupons, circulars, and supplemental grocery packaging brought in by teacher
- photos from class trip to the market
- glue or tape
- student scissors
- adult scissors

procedure

1. Share with students that, as a class, they are each going to create a collage of their favorite foods, or at least the packaging from each of their favorite foods. Ask students to think about some of their favorite foods that they may purchase at the market. Tell students that they are each going to bring from home the packaging of one product that they would really like to include on the collage.
2. Collect students' grocery item packages in common display area of classroom. If time allows, have a discussion with students about each of their items.
3. Prepare art-making experience area by displaying students' grocery item packages, pictures from class market visit, coupons and circulars, along with collage base, scissors, and glue or tape.

4. Encourage students to contribute to the collage by placing the available materials onto the base. Some students may only want to place one item while others may want to work longer, placing many items.
5. Using leading questions and comments, facilitate student interest and involvement.

Examples include:

- Where do you think you will put your grocery item on the collage?
- How can you make the collage more colorful?
- Will you choose a coupon or a package to glue on the collage?

6. Display finished collage in classroom or school area and discuss.

sample parent letter

Dear Families,

We are currently studying the topic of community helpers. Specifically, we are focusing on the market's role in the community as a resource to meet people's needs. Our in-depth exploration will include activities that target goals in literacy and artistic development.

Additionally, we will be taking two field trips in the upcoming weeks. The first will be a trip to the Art Museum, ENTER DATE. While there we will view larger versions of paintings we are looking at in the classroom. Then on ENTER DATE, we will take a walking field trip to a local market to buy ingredients for a favorite class recipe. Please sign and return the attached permission slips. Through these trips we hope to solidify the students' understanding of the topic while exposing them to art and their community in a positive way.

We will also be creating a large collage as a classroom community. We would like to incorporate into this collage items that represent your child. Please send to school a picture of or the packaging from your child's favorite thing to buy at the grocery store. We would also appreciate any coupons or grocery store circulars you may have available. Please bring these items to school by ENTER DATE

If you have any questions or suggestions, please feel free to share them.

Thank You,

signature



national standards

VISUAL ARTS

Standard 1: Understands and applies media, techniques, and processes related to the visual arts.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

WORKING WITH OTHERS

Standard 1: Contributes to the overall effort of a group.

Standard 4: Displays effective interpersonal communication skills.

Standard 5: Demonstrates leadership skills.

head start outcomes

CREATIVE ARTS

ART

CA 3: Gains ability in using different art media and materials in a variety of ways for creative expression and representation.

CA 4: Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.

CA 5: Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.

SOCIAL & EMOTIONAL DEVELOPMENT

COOPERATION

SED 7: Increases abilities to sustain interactions with peers by helping, sharing, and discussing.

SED 8: Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.

SED 9: Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.

SELF-CONTROL

SED 4: Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.

KNOWLEDGE OF FAMILIES & COMMUNITIES

SED 9: Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.

SED 15: Develops growing awareness of jobs and what is required to perform them.

cincinnati art museum



Jacob Lawrence, *Fruits and Vegetables*, 1959, Mr. and Mrs. Harry S. Leyman Endowment, 2003.260

Dear Adult Friends and Caregivers,

As you know, your child recently participated in an art-integrated curriculum created by the Cincinnati Art Museum which explored the concept of community helpers and the market. During this series of lessons and a visit to the Art Museum, your child had the opportunity to discover this painting by famed American artist, Jacob Lawrence. The painting, entitled *Fruits and Vegetables*, inspired a variety of responses and conversations.

We hope that you will look at *Fruits and Vegetables* together with your child and talk about it. Below please find a variety of extension activities that you and your child may wish to try to expand the learning they have begun in class.

1. See if your town or city has a local farmer's market, go visit.
2. Visit a local farm to pick fruits or vegetables.
3. Visit a health food store to see how it is different from your usual grocery store (or vice versa).
4. Help an adult make a pizza and arrange the ingredients in artful ways. Make a pepperoni smile and mushroom eyes.
5. Cut up old magazines with food pictures and glue together interesting combinations such as blueberry pancakes with salsa on top.
6. Visit the Cincinnati Art Museum. Call (513) 721-ARTS for more information, or go online at www.cincinnatiartmuseum.org You can see the original *Fruits and Vegetables* while here.

Not from Cincinnati? Visit your local museum and look for images of other community helpers: policemen, teachers, firemen, etc.

through a
child's
eyes

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Jacob Lawrence (1917–2000)

United States

Fruits and Vegetables, 1959

Mr. and Mrs. Harry S. Leyman Endowment, 2003.260