



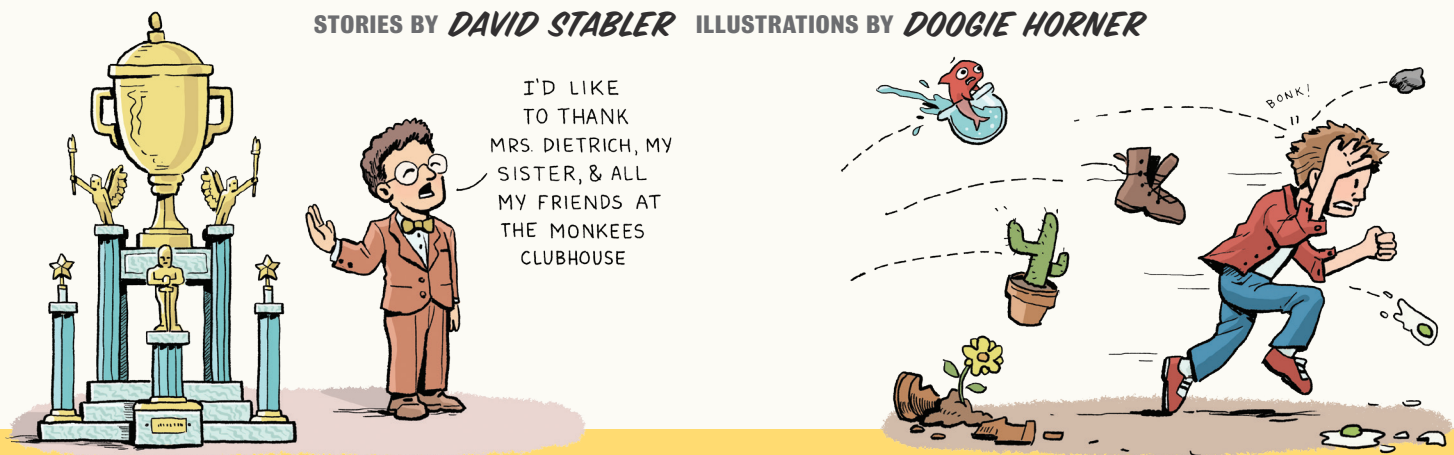
KID ARTISTS

TRUE TALES OF CHILDHOOD FROM

CREATIVE LEGENDS

CURRICULUM GUIDE

STORIES BY **DAVID STABLER** ILLUSTRATIONS BY **DOOGIE HORNER**



COMMON CORE CONNECTIONS

Kid Artists: True Tales of Childhood from Creative Legends contains kid-friendly and relatable childhood stories of seventeen of the world's most talented and influential artists. This curriculum guide, with connections to the Common Core, includes an array of language arts activities, book discussions, vocabulary instruction, and more to accommodate the learning needs of most students in grades 4–7. Students are asked to be careful readers without jeopardizing the fun of reading.

Throughout the guide, specific Common Core Language Arts Standards that correlate to the discussion questions and activities are noted. For more information on specific standards, visit the Common Core website at www.corestandards.org.

★ PRE-READING CREATIVITY ★

Previewing the text helps students understand the informational purpose of the book. Key characteristics of the text include the titles, table of contents, illustrations, chapter headings, bibliography, and index. Ask students to compare and contrast the format of *Kid Artists* with that of a narrative book.

Have students choose an artist featured in *Kid Artists*, and then ask them to conduct research about the artist's most important works. Invite students to share their findings to the class via a multimedia presentation.

Ask your class the following questions. Have students brainstorm, then call on individual students to answer and write (or draw) their answers on the board.

- ★ How do you think a person becomes an artist?
- ★ How do you think an artist chooses his or her medium?
- ★ Think of your favorite artist. What do you think he or she was like a kid?
- ★ Do you think artists need formal training? Why or why not?
- ★ Name some unusual places where you have seen art.
- ★ How do you describe someone who is considered a “success”? What do you think makes an artist successful?
- ★ What makes someone creative?
- ★ List five ways an artist can be inspired to create art.
- ★ Which person featured in *Kid Artists* are you most interested in learning about? Why?
- ★ Draw a picture of what you think an artist should look like.

PRE-READING COMMON CORE CONNECTIONS

The pre-reading activities address the following Common Core State Standards:

WRITING:

Text Types and Purpose

Grade 4 – W.4.1-3e

Grade 5 – W.5.1-3e

Grade 6 – W.6.1-3.e

Grade 7 – W.7.1-1c, 2-2d, 3-3e

Research to Build and Present Knowledge

Grade 4 – W.4.7-9b

Grade 5 – W.5.7-9b

Grade 6 – W.6.7-9

Grade 7 – W.7.7-9a

SPEAKING AND LISTENING:

Comprehension and Collaboration

Grade 4 – SL.4.1-2

Grade 5 – SL.5.1-1d

Grade 6 – SL.6.1-2

Grade 7 – SL.7.1

Presentation of Knowledge and Ideas

Grade 4 – SL.4.4-6

Grade 5 – SL.5.4-5

Grade 6 – SL.6.4-5

Grade 7 – SL.7.4-5

★ DISCUSSION QUESTIONS ★

- What is Leonardo da Vinci's lost masterpiece and what was the inspiration for it?
- Name two things that helped Vincent van Gogh overcome his feelings of loneliness.
- How did Beatrix Potter begin drawing illustrations?
- How did Emily Carr's family life shape her future as an artist?
- How was Georgia O'Keeffe unique in both her life and her paintings?
- What two things did Louise Nevelson discover in Liverpool that stayed with her forever? How did they impress her?
- Why did Dr. Seuss face discrimination? How did this shape his future as an artist?
- What is Jackson Pollock's "signature"? What inspired it?
- How did Charles Schulz overcome his shyness as a boy?
- Why did Yoko Ono and her family lose their fortune? How did it lead her to become both an activist and an artist?
- How did getting hit by a car lead Jean-Michel Basquiat to art?
- How did nature play a part in Claude Monet's success as an artist?
- List three ways Pablo Picasso rebelled against the rules as a child and/or as an artist.
- Describe Frida Kahlo's relationship with her father. How did he help her become a success?
- What is the "Great Migration"? What role did it play in Jacob Lawrence's life?
- Name three ways Andy Warhol's mother inspired and supported his art career.
- Explain how Keith Haring's love of music played a role in his career as an artist.
- Compare and contrast two of the kid artists' childhoods and explain how each one's upbringing contributed to his or her success.
- What do the artists in each of the three parts of the book—Part One: Call of the Wild, Part Two: It's a Hard-Knock Life, and Part Three: Practice Makes Perfect—all have in common? Why did the author set the book up this way?
- List all the seventeen artists featured in *Kid Artists*. Then write down an adjective that best describes each one.
- Which artist in *Kid Artists* is your favorite? Why? How did his or her childhood contribute to the artist's future success?

DISCUSSION QUESTIONS COMMON CORE CONNECTIONS

The Discussion Questions address the following Common Core State Standards for **Reading Informational Text**:

Key Ideas and Details

Grade 4 – RI.4.1–3
Grade 5 – RI.5.1–3
Grade 6 – RI.6.1–3
Grade 7 – RI.7.1–3

Craft and Structure

Grade 4 – RI.4.4–6
Grade 5 – RI.5.4–6
Grade 6 – RI.6.4–6
Grade 7 – RI.7.6

Integration of Knowledge and Ideas

Grade 4 – RI.4.7, 9
Grade 5 – RI.5.9
Grade 6 – RI.6.9
Grade 7 – RI.7.9

Range of Reading Level of Text Complexity

Grade 4 – RI.4.10
Grade 5 – RI.5.10

★ VOCABULARY PRACTICE ★

Review this list of vocabulary words found throughout *Kid Artists*. First ask students if they can guess the meaning by rereading the word in the context of the story. Then have them use dictionaries to check themselves and/or define the word. Also have them use each word in a sentence of their own. Since there are so many vocabulary words, you may choose to review these words over a few class periods and assign some for homework. You can also use them for your weekly list, daily word study, or spelling exercises.

Introduction

crawlspace
overprotective
gruesome
surmounting

Leonardo da Vinci, The Marvelous Medusa Shield

portrait
beguiling
eminent
native
multitude
majesty
varied
discern
apprentice
renowned
tedious
pigments
invaluable
pupils
formidable
wracking
adorn
vanquish
petrifying
summoned
commission
shuttered
beckoned
macabre
ducats

Vincent van Gogh, The Boy Who Loved Bugs

illustrious
peculiar
elusive
skim
trek
specimen
inhabitant
avian
ventured
disposition
eccentricities
elaborate
rivalry
resentful
solace
glowering

dismay
prone
branded
revive
devoted
isolation
endured
setbacks
recapture
serenity
convey

Beatrix Potter, Nature Girl

sprawling
nestled
refuge
drafty
cooped
annual
excursion
teeming
ceased
enchant
specimens
reconstruct
unearthed
concocted
smuggled
enlisted
amassed
menagerie
realistic
fanciful
impressions
skeptical
decipher
prying
accompanied
basis
century

Emily Carr, Out of the Woods

prim
traditions
recognition
gusto
eccentric
troop
unconventional
rebel
staid
heritage

customs
stately
precision
forbade
edicts
scurried
zeal
confined
charred
transgressions
mischievous
mucky
myriad
beset
stern
thrash
forging
bridle
foundation

Georgia O'Keeffe, Born a Rebel

abstract
bolder
rebellious
collision
constantly
praising
gazing
fundamentals
enrolled
inspect
criticism
drab
penchant
defying
curfew
compromised

Louise Nevelson, Coming to America

immigrant
reunite
transformation
shetl
peasant
peddlers
haggling
established
mute
protesting
rapt
voyage

cramped
huddled
jostled
paltry
ladled
lingered
outbreak
quarantine
wharf
flamboyant
sophistication
adopted
heroine
patina
otherworldly
prosperity
tenacity
perseverance

Dr. Seuss, And to Think That He Saw It on Mulberry Street

distinctive
discrimination
resembled
nonsensical
inventive
immigrated
contraption
wordplay
bilingual
patriotic
fervor
traitors
sentiment
scraps
honorees
misfortune
whisked
injustice
inequality
adopt
sensitivity
firsthand

Jackson Pollock, Boy on the Move

recognizable
showman
strutting
garb
outskirts
abode
catastrophe
lopping
ambled
incident
pursuit
dislodged
adapting
livestock
slopping
calligraphy

urging
cultivate
dapper
ceremonial
ritual
sacred
focal
surveyor
ruins
scaled
imprints
artisan

Charles Schulz, The Shy Guy

overcoming
doodler
thriving
populated
rickety
knack
admonish
harsh
criticized
reluctant
bucking
festooned
elated
confident
excel
penmanship
snickering
retreated
bashful
scarfed
wad
indestructible
gluttonous
correspondence
introvert
brash
admiration

Yoko Ono, Reversal of Fortune

activist
conflict
prominent
nobleman
prosperous
servants
leisure
stifling
whim
attendants
disinfect
isolated
domestic
horrified
regal
resolved
exclusive
prestigious

exposed
haiku
overbearing
permanent
rumblings
taunted
fleet
shielded
ferociously
rousted
consumed
depend
bartered
concentrate
dodging
pampered
blend
consequence
distaste
pacifism

Jean-Michael Basquiat, The Anatomy Lesson

radiant
sensation
formal
fortress
solitude
accounting
renaissance
mascot
needlessly
yearned
diagnosed
internal
renderings
harness
tumultuous
meager
graffiti
patrons
contemporary

Claude Monet, Impress to Success

impression
port
cargo
habitat
tempting
inherited
refined
classical
margins
profiles
distorting
essential
scene
passersby
clientele
moored
potential

jaunts
appeal
daubed
enlightened
veil
feverishly
decreed
befriended

Pablo Picasso, Problem Child Makes Good

chafed
innovative
grimaced
bellowed
solo
spirals
exasperated
banished
bare
unruly
incessantly
bison
picadors
matador
surpassed
vowed
adhering
antics
geometric

Frida Kahlo, Like Father, Like Daughter

striking
adversity
defy
archeology
seizures
convulsing
anesthetic
atrophy
disability

limped
withered
nagging
regimen
convalescence
valiant

Jacob Lawrence, Little Kid, Great Migration

pioneering
chronicled
migrate
rural
donate
wardrobes
scarce
economics
limitation
imitate
mural
depression
halted
abolitionists
saga

Andy Warhol, Mother Knows Best

pioneer
region
fictional
whiz
outhouse
barrier
luxuries
frugal
bland
reputation
scamper
toiled
projected
mesmerized
icons
stricken

prescribed
relapse
blotchy
bulbous
foresight
unbeknownst
pictorial
homage

Keith Haring, Through a Kid's Eyes

beloved
boasted
beaming
clutching
spare
segmented
plunged
cellar
hippies
smeared
resurfacing
grudge
bicentennial
garner

After your class is familiar with the vocabulary list, invite them to choose 15–20 words to use to write their own short stories featuring their favorite kid artists.

VOCABULARY PRACTICE COMMON CORE CONNECTIONS

The vocabulary activities address the following Common Core State Standards for **Language**:

Conventions of Standard English

Grade 4 – L.4.1–2
Grade 5 – L.5.1–2
Grade 6 – L.6.1–2
Grade 7 – L.7.1–2

Knowledge of Language

Grade 4 – L.4.3
Grade 5 – L.5.3
Grade 6 – L.6.3
Grade 7 – L.7.3

Vocabulary Acquisition and Use

Grade 4 – L.4.4–6
Grade 5 – L.5.4–6
Grade 6 – L.6.4–6
Grade 7 – L.7.4–6

★ LEGENDARY LANGUAGE ARTS ACTIVITIES ★

Historical Collage

Have each student choose an artist from *Kid Artists*. Ask the class to think about why the person he or she selected is famous. Instruct each child to create a collage of images, words, and phrases that represent the artist's childhood. Invite students to share their collages with the class.

Doodle Dreams

Ask students to pick a person featured in *Kid Artists*. Then have them create doodles depicting key moments from that artist's life. Have students create one doodle per day while you are teaching the book. Choose a featured artist of the day to share their doodles with the rest of the class.

Creative Business Cards

Instruct your class to make business cards for each artist featured in *Kid Artists*. Traditional business cards measure 3.5 inches by 2 inches. Using the pictures and facts found in the biographies or on the internet, have students research the artist and his or her work. Then have them create each card featuring their favorite work of art by their artist on one side and the reasons why the artist is known as a creative legend on the other. Have students present their card to the class.

Creative Compare and Contrast

Have students choose one person from two different sections of *Kid Artists*. Ask them to skim both chapters to find similarities and differences in the two artists' lives. Then have the children compare and contrast the two figures by listing the things they have in common and the things about them that are different. Spark interest by suggesting that students consider: family life, things that inspired their art, the type of art they create, childhood experiences, how they overcame obstacles, and why their art is interesting. Instruct students to use their lists to help them write a compare-and-contrast essay.

Sketch Pad Connections

Ask students to pick an artist from *Kid Artists* that they feel connected to. Have them find the words or events in the book that inspired these connections. Tell students to illustrate this connection using the medium and/or technique their chosen artist is most famous for using. Hang the finished products in a gallery display around the classroom.

Artists' Digest

Have students write a magazine article highlighting the career of a legendary artist from *Kid Artists*. Using examples from the book as well as facts from the internet, instruct students to write about the artist's best-known pieces of art and the contributions he or she has made to the art world. Compile and publish all of the articles into a classroom magazine.

Illustrated Facts

Divide students into groups, and then assign each group an artist. Ask them to go through the book and pick out their favorite facts about their assigned artist's childhood, and illustrate each fact on an index card. When each group has at least ten illustrated facts, tell them to tape their creations to a wall. After every group is finished, instruct your class to share all the illustrated facts with each other.

Comic-al Bios

Let students choose an artist featured in *Kid Artists* to create comics based on the story of his or her childhood. Ask students to draw and write speech bubbles to produce the childhood biography. Encourage them to make their biographies as funny as possible. Be sure to invite students to share their finished stories with the class, and then publish their work in a classroom comic-book compendium.

LANGUAGE ARTS ACTIVITIES COMMON CORE CONNECTIONS

The language arts activities address the following Common Core State Standards:

WRITING:

Text Types and Purposes

Grade 4 – W.4.1–3e

Grade 5 – W.5.1–3e

Grade 6 – W.6.1–3e

Grade 7 – W.7.1–1c, 2–2d, 3–3e

Production and Distribution of Writing

Grade 4 – W.4.4–6

Grade 5 – W.5.4–6

Grade 6 – W.6.4–5

Grade 7 – W.7.4–6

Research to Build and Present Knowledge

Grade 4 – W.4.7–9b

Grade 5 – W.5.7–9b

Grade 6 – W.6.7–9

Grade 7 – W.7.7–9a

SPEAKING AND LISTENING:

Comprehension and Collaboration

Grade 4 – SL.4.1–2

Grade 5 – SL.5.1–1d

Grade 6 – SL.6.1–2

Grade 7 – SL.7.1

Presentation of Knowledge and Ideas

Grade 4 – SL.4.4–6

Grade 5 – SL.5.4–5

Grade 6 – SL.6.4–5

Grade 7 – SL.7.4–5

★ ABOUT THE BOOK ★

“For budding artists, here’s a heartening reminder that 17 unconventional greats—not to mention all the rest—started out as children too.”—*Kirkus Reviews*

“Impressively diverse.”—*Booklist*



The series that began with *Kid Presidents* and *Kid Athletes* has a new volume that chronicles the childhoods of 17 celebrated artists—everyone from Claude Monet and Vincent van Gogh to Beatrix Potter, Frida Kahlo, Jean-Michel Basquiat, and even Dr. Seuss!

Among other things, readers will learn:

- ★ Georgia O’Keeffe was so enthralled by nature that she once ate dirt just to see what it tasted like.
- ★ Jackson Pollock lost the top of his right index finger in a childhood accident (and the severed tip was eaten by a rooster!).
- ★ Andy Warhol’s favorite childhood lunch was—what else?—a bowl of Campbell’s tomato soup.

Every scribble, sketch, and sticky situation comes to life in these kid-friendly and relatable stories, all with Doogie Horner’s trademark full-color illustrations. *Kid Artists* is a delight for budding artists and eager readers alike.

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Ages 9 to 12 ★ Grades 4 to 7

★ ABOUT THE AUTHOR & ILLUSTRATOR ★

Author David Stabler and illustrator Doogie Horner have created many books. Their first collaboration was *Kid Presidents* (Quirk, 2014) and *Kid Athletes* (Quirk, 2015). Both live in New York City.