# Introductory Information

<table>
<thead>
<tr>
<th>Submitted by</th>
<th>Nicole Gavin</th>
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<tbody>
<tr>
<td><strong>Title of Book</strong></td>
<td><em>Edward Hopper Paints His World</em></td>
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<tr>
<td><strong>(Optional) Additional Texts</strong></td>
<td><em>N/A</em></td>
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<tr>
<td><strong>Title of Unit</strong></td>
<td><em>Who was Edward Hopper?</em></td>
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<tr>
<td><strong>Grade level (interest)</strong></td>
<td>2nd Grade</td>
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<tr>
<td><strong>Lexile Level</strong></td>
<td>910 L</td>
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<tr>
<td><strong>Reading Grade level</strong></td>
<td>K-4</td>
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<tr>
<td><strong>Guided Reading level</strong></td>
<td>K-4</td>
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## A. Purpose for Instruction/ Essential Questions
Students will learn about Edward Hopper as a historical character, and the events and challenges that shaped his life. Students will draw upon illustrations in the story to determine facts about Edward’s life and to consider what inspired him. Through reading a biography, students will learn about a biographies features and components.

- What makes a hero?
- Who was Edward Hopper and what was his philosophy towards painting?
- How can illustrations elicit emotions or moods?
- What are the features and components of a biography?

## B. Alignment to the depth of the Common Core – Standards addressed and assessed

**CCSS ELA Standards**
- CCSS.ELA-Literacy.RI.2.1- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy.RI.2.3- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-Literacy.RI.2.6- Identify the main purpose of a text, including what the author wants to answer, explain or describe.
- CCSS.ELA-Literacy.RI.2.7- Explain how specific images contribute to and clarify a text.

## C. Student Learning Outcomes – Targeted standards in Student Friendly Language
• Ask important questions about Edward’s life, and explore the text to answer them.
• Decide how the places that Edward traveled inspired his paintings.
• Determine why the author thinks that it is important for people to learn about Edward Hopper.
• Explain how the illustrations in the book help us understand what is happening in Edward’s life.

Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

D. Text Sections to Be Read Closely
p. 4- Edward bullied/different from others
p. 11- Edward facing hardships in New York
p. 18- Jo encouraging Edward
p. 29- Nighthawks
p. 32- Edward’s purpose

Text Dependent Questions
• What hardships has Edward faced?
• How has Edward shown characteristics of a hero?
• What was Edward inspired by?
• What were major events in Edward’s life?

Vocabulary
Tier 2 Words
• Inspiration
• Hero

Tier 3 Words
• Biography
• Edward Hopper

Bloom’s Levels Addressed: (Check all that apply)
- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating
**E. Instructional Supports**

<table>
<thead>
<tr>
<th>Research Based Strategies</th>
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<tbody>
<tr>
<td>- Student-centered learning</td>
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<tr>
<td>- Use of technology</td>
</tr>
<tr>
<td>- Authentic activities and assessments</td>
</tr>
<tr>
<td>- Use of target language by teacher and students</td>
</tr>
<tr>
<td>- Learning goals identified</td>
</tr>
<tr>
<td>- Resources available in classroom</td>
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**Smartboard Strategies**

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| Acknowledging students’ heroes (star activity) |
| Using terms and phrases to describe *Nighthawks* |
| Analyzing what Edward drew inspiration from (photo activity) |
| Identifying components of a biography |

**F. Assessment (Align to Section B)**

<table>
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<tr>
<th>Formative</th>
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<tbody>
<tr>
<td>- Thumbs up, thumbs down</td>
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<td>- Exit slips</td>
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<tr>
<th>Summative</th>
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<tr>
<td>- Student participation</td>
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<td>- Student autobiography project</td>
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**Procedure**

**Day One**

**Smartboard pages:**

- Introduce the students to the definition of a *hero*.
  - Write definition of *hero* on chart paper.
  - “Turn and talk” to brainstorm characteristics of a hero.
  - Share out and write on chart paper.
  - Reveal pre-made chart paper with characteristics:
    - Someone who stands up for what is right.
    - Someone who overcomes challenges.
    - Someone who is courageous even in scary or bad situations.
    - Someone who encourages others.
    - You can be your own hero! Stay positive and do the right thing.

- Who is a hero in your life and why?
  - “Turn and talk”
  - Use SmartBoard to write heroes in stars.

- “Now we are going to read a book about another hero. His name was Edward Hopper, and he was a very talented artist. Some people even consider him a hero. As we are reading, watch for ways that Edward may be considered a hero”.

- Read story (Questions to ask during read-aloud):
  - P. 4- “Was it courageous for Edward to be different from the other boys his age?”
  - P.11- “Do you think that it was difficult for Edward to paint in this apartment? Do you think he continued to paint?”
  - P. 14- “Do you think Edward continued to paint even though no one was buying his paintings?”
  - P. 18- “How is Jo acting like a hero?”

- Group discussion on ways in which Edward is a hero.
Who are the heroes in your life and why?
Procedure
Day Two
Smartboard pages:

• Discuss *Nighthawks*, a painting in the text on p. 30
• Read excerpt from glossary:
  o “The most famous of Edward Hopper’s paintings, *Nighthawks* captures the feeling of a city late at night. Light streams through the glass windows of the diner onto the street outside, while three people sit at the counter, each lost in solitude. Who are they? Why are they there? Perhaps the painting is attempting to depict the loneliness of a large city”.
• “Turn and talk”
  o What is this painting about?
  o What are some words that describe this painting?
  o Why would Edward have painted this?
• SmartBoard activity.
Choose terms that describe this painting:

Word Bank:
- exiting donuts
- drinking coffee
- reading newspapers
- loneliness
- cheerful
- solitude
- exciting
dancing
eerie
- lost in thought
- dancing
- writing a story
Procedure Day Three
Smartboard pages:

- What inspired Edward?
- What did he paint?
- Where are the places that Edward traveled? How could these places have inspired his paintings?
  - Create a timeline of Edwards’s life on chart paper.
- Smartboard activity:
  - Ask students to look at scenes that Edward would have looked at when he visited various places.
  - Have students go up to the board and identity (circle, highlight, etc.) parts of the scene, and connect them to how they believe this specific area/component of the scene inspired the painting.
- Class discussion- “What could we paint around Chicago?” Lake, buildings, prairie, etc.

Edward’s Inspiration

- Lighthouse Hill, 1927
- Nyack, New York
- Cape Cod, Massachusetts
- Paris, France
Procedure Day Four

Smartboard pages:

• What makes a biography?
• Edward Hopper as a biography.
• Turn and talk.
  • What makes Edward Hopper special?
  • Dates, illustrations, real people, real events, etc.
• Smartboard activity:
  • What can we find in Edward Hopper, all biographies?
  • Use infinite clone to click and drag checks and exes accordingly.
• Work time: Students write mini biography on themselves.

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Can you find this in a biography?

- Real people
- Make-believe
- Facts that can be proven
- Fictional characters
- Quotations
- Information provided by illustrations
- Places that don't exist
- Dates
- Challenges
- Accomplishments
- Real times and places

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