

Quick Pics: Sledding

Winter: Sledding (1959)



Quick Pic: Winter Sledding

GRADE

K-6

THEME

Quick Pics

LENGTH

Each Quick Pic activity is about 5-10 minutes in duration, with each being taught one image per day over a week.

DISCIPLINE

Social Studies, Language Arts: Speaking and Listening, Art

VOCABULARY Election, Vote, Sequence, Decision, Conscience

Big Ideas:

Norman Rockwell created this image for the Brown and Bigelow 1959 calendar. Rockwell lived in a snowy climate in Arlington, Vermont, USA. Sledding was a common winter pastime which children looked forward to all year. Townspeople knew where the best sledding hills were and they looked forward to the perfect snow for thrilling and fast trips downhill.

Notice and Wonder:

- Who are the people in this image? Who is sledding, who is observing? Who is helping others?
- Who are the dogs paying attention to and why? Did you know falling off one's sled is part of sledding?
- Notice the sleds. What are they made of? Do sleds look the same or different today?
- What do you notice about the characters? What are they wearing?
- What do you notice about the home? Is it warm and cozy inside? How can you tell?
- Would you like to be in this picture as one of the people sledding? Which person would you choose to be and why?
- How did Norman Rockwell use the color red to encourage you to look at all the details in the picture?
- What colors did Norman Rockwell use in the sky to convey a feeling of coldness?

Fun Facts:

Rockwell and his neighbors posed for the images. A photographer took pictures and Rockwell constructed the images from the photographs.

Norman Rockwell began working with Brown & Bigelow in 1923 when he created an image for the first Boy Scout calendar. Rockwell painted more illustrations for Brown & Bigelow calendars than for any other publication except the Saturday Evening Post. Beginning in 1948, his series of "Four Seasons" illustrations featured four images each year following characters through a complete year of changing seasons.

What to do:

If you live in a snowy area and haven't tried sledding yet, try it! What outside adventures are exciting and fun for you? Do you and your friends have the same favorite activities outside? Are there outdoor activities which require little equipment that you would like to try?



Norman
Rockwell

Standards:

This curriculum meets the standards listed below. Look for more details on these standards please visit: [ELA](#) and [Math Standards](#), [Social Studies Standards](#), [Visual Arts Standards](#).

Applied Standards

CCSS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

D1.1.9-12.

Explain how a question reflects an enduring issue in the field.

D1.2.9-12.

Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D1.3.9-12.

Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

D1.4.9-12.

Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D1.5.9-12.

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

D2.Civ.10.9-12.

Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.9.9-12.

Use appropriate deliberative processes in multiple settings.

D2.His.1.9-12.

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12.

Analyze change and continuity in historical eras.

— Applied Standards

D2.His.3.9-12.

Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12.

Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12.

Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.6.9-12.

Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D3.1.9-12.

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.9-12.

Evaluate the credibility of a source by examining how experts value the source.

D3.3.9-12.

Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

D3.4.9-12.

Develop claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

D4.2.9-12.

Construct explanations using sound reasoning, correct sequence (linear and nonlinear), examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D4.5.9-12.

Critique the use of the reasoning, sequencing, and supporting details of explanations.