

GALLUP NEW DEAL ART

Lesson Plan: *Water is Life*

Primary Subject Area

Social Studies, Visual Art, Speaking and Listening

Grade Levels

K & 1st Grades

Estimated Length

40—50 minutes total (broken up into 4 short activities)

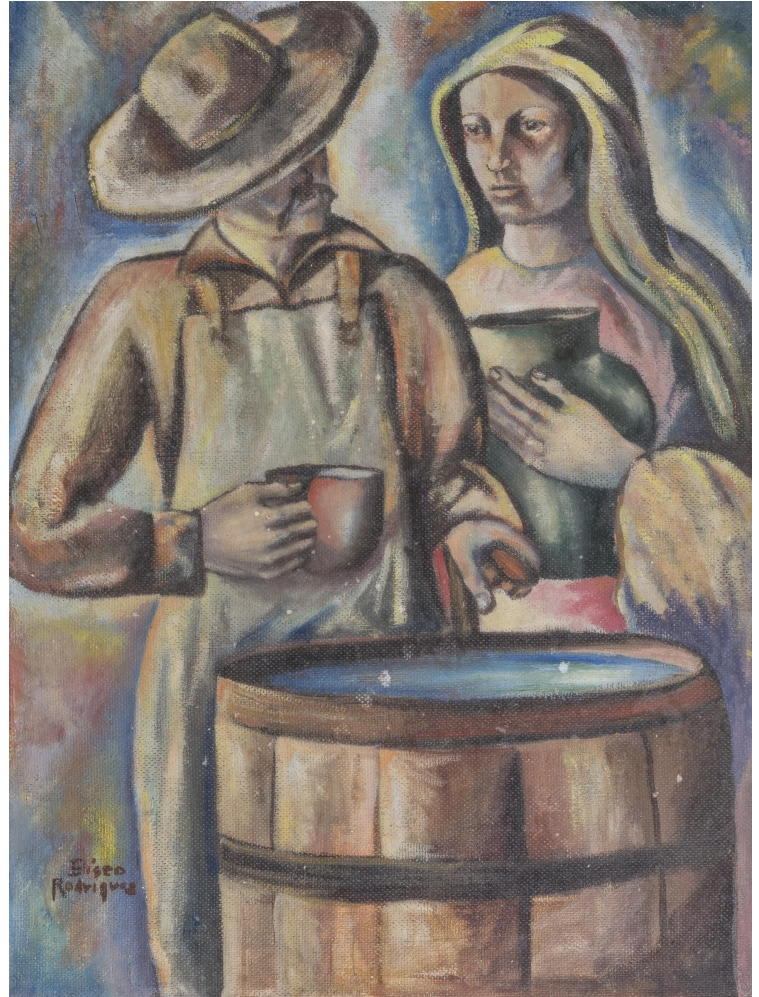
Summary

Students will discuss the 1939 painting *Quenching Their Thirst* by Eliseo Rodriguez and make their own watercolor paintings to explore and express the need for water.

Objectives

Students will be able to:

- 1) Distinguish between a “need” and a “want,” and understand in what ways water is a “need.”
- 2) Observe, visually analyze, and discuss a painting.
- 3) Create and present a painting of their own communicating clear ideas about the need for water.



Eliseo Rodriguez
Quenching Their Thirst
About 1936—1939
Oil on masonite
18” W x 24” H

Materials

- [Digital image](#) of *Quenching Their Thirst*
- Prints of “Water Uses” (see attachments)
- Projector (optional)
- Printer (optional)
- Tape (masking tape recommended)
- Watercolor paints
- Cups of water
- Paint brushes
- Paper for painting (watercolor paper recommended)
- Paper towels
- Drawing boards (optional)
- Aprons or clothing covers (optional)

Based on a lesson by Ms. Rachael Herrera.



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Common Core Standards

ELA Speaking & Listening	
Kindergarten	1st Grade
<u>CCSS.ELA-LITERACY.SL.K.1</u>	<u>CCSS.ELA-LITERACY.SL.1.1</u>
<u>CCSS.ELA-LITERACY.SL.K.4</u>	<u>CCSS.ELA-LITERACY.SL.1.2</u>
<u>CCSS.ELA-LITERACY.SL.K.6</u>	<u>CCSS.ELA-LITERACY.SL.1.3</u>

ELA Language	
Kindergarten	1st Grade
<u>CCSS.ELA-LITERACY.L.K.5</u>	<u>CCSS.ELA-LITERACY.L.1.5</u>

National Arts Standards

<https://www.nationalartsstandards.org/>

Creating	
Kindergarten	1st Grade
VA:Cr2.1.Ka	VA:Cr2.1.1a
VA:Cr2.2.Ka	VA:Cr2.3.1a

Responding	
Kindergarten	1st Grade
VA:Re7.2.Ka	VA:Re7.1.1a
VA:Re7.2.Ka	VA:Re8.1.1a

Connecting	
Kindergarten	1st Grade
VA:Cn10.1.Ka	VA:Cn11.1.1a



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Activity #1: Conceptualizing

Materials

- Front board
- Prints of “Water Uses” images
- Tape

Duration

8—10 minutes

Activity Steps

- 1) Gather students together for a group discussion.
- 2) Ask students: “Do you use water?”
- 3) Partner students up by whom they are sitting next to. Ask students, “What do you use water for?” Tell students to share with their partner two different ways they use water.

Pro—tip:

- Facilitate partner discussion by having students with longer hair share first.

- 4) Bring students back to the group discussion, and challenge them to brainstorm as many uses of water as possible. Call on students one by one to name uses of water, prompting them not to repeat any answers.

⇒ *Example responses: drinking, cooking, watering plants, playing (e.g., sprinklers, swimming pools, splash pads), washing hands, building (e.g., mixing cement or adobe), painting, laundry*

Pro—tip:

- Make this activity kinetic by having students act out each use as it named (for example: by pretending to drink a glass of water, by making swimming motions, etc.)

- 5) Divide the front board into two columns by drawing a line down the middle and labeling one side “NEED” and the other “WANT.”
- 6) Explain to students: Needing something is different than wanting something. We need things that help us live. Things that we want are things we can live without, that we don’t need to live. For example, we *need* to eat nutritious food every day to survive and stay healthy. While we may *want* to eat ice cream every day, we do not *need* ice cream to stay alive.
- 7) Ask students: “Is water a *need*? Does it keep us alive?”
- 8) Hold up “Water Uses” images one by one, and ask students to identify each as a “need” or “want,” posting the images in the appropriate columns on the front board.



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9) Ask students: “Who else needs water to live?”

Pro—tip:

⇒ Prompt students to be more specific than just “plants and animals”

- *Example answers: trees, flowers, birds, fish, dogs*

10) Summarize: As humans, we need water to live—we need clean drinking water to keep our bodies moving, we need water to grow crops for food, and we need water to clean. We also want water to play and make things with, but those aren’t things we need to survive. Plants and animals are like us: they need water to live—it feeds their bodies and provides them places to live.



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Activity #2: Looking

Materials

- Projected [digital image](#) of *Quenching Their Thirst* (or prints of the image)

Duration

8—10 minutes

Activity Steps

- 1) Project [image](#) of *Quenching Their Thirst* on a screen/wall. (If projector is not available, print copies for partners to look at together.)
- 2) Ask students: “What do you see in this painting?”
⇒ Follow-up questions:
 - “What are the people doing?”
 - “Why do you think they are doing that?”
- 3) Ask students: “Do you know what an artist is? What does an artist do?”
- 4) Explain to students that this painting was made by an artist named [Eliseo Rodriguez](#). Share that Eliseo grew up in Santa Fe, New Mexico and went to art school when he was 15 years old. He said that he was the “only Spanish” in his class. Explain that this painting shows images about Eliseo’s community and culture and shares ideas that were important to him.
- 5) Continue to discuss the painting, asking:
 - ⇒ “How do you think the artist created this painting? What did he do?”
 - ⇒ “What story is the artist telling?”
 - ⇒ “How do you think the people in the painting are feeling?”
 - ⇒ “How do you feel when you look at the painting?”
 - ⇒ “What do you like about the painting? What do you not like?”
- 6) Closure: This painting is about water. It is about how water nourishes us. It is about how we all need water to live. It is about how we have to work together and help each other and share water.

Pro—tip:

- For a full interpretation of the painting, visit www.gallupnewdealart.org/special-exhibits/new-deal-nuevo-mexicano-and-decorative-arts/objects-and-place



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Activity #3: Making

Materials

- Watercolor paints
- Cups of water
- Paint brushes
- Paper for painting (watercolor paper recommended)
- Paper towels
- Tape (masking tape recommended)
- Drawing boards (optional)
- Aprons or clothing covers (optional)

Duration

15 minutes

Activity Steps

- 1) Tell students they are now going to be artists and make paintings of their own about water (and using water!).
- 2) Pass out supplies:
 - ⇒ Each student will need a:
 - Cup of water
 - Paper towel(s)
 - Piece(s) of paper
 - Paint brush(es)
 - Set of watercolor paints

Pro—tip:

- So that papers do not slip and slide while students are painting, tape them (at the corners works) to drawing boards or tables/desks.

- 3) Tell students they are going to make a painting that shows the need for water. Their painting should show a person, animal or plant using water to live.
- 4) Prompt students to brainstorm the image they would like to paint.
- 5) Before students begin, give them a few tips for watercolor painting:
 - ⇒ Don't use too much water or your painting will become a puddle.
 - ⇒ Clean your brush between colors by swirling it in your water cup, then patting it dry on the paper towel.
- 6) Give students time to paint.
- 7) Extensions:
 - ⇒ Have students title their paintings.
 - ⇒ Have students write a sentence or two about their paintings.



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Activity #4: Presenting and Reflecting

Materials

- Students' paintings (from Activity #3)

Duration

10—15 minutes

Activity Steps

- 1) Have students share their paintings through “Show-and-Tell.” One by one, have students present their work to the class, explaining what they painted and why, and answering one or two questions from their peers.
- 2) Gather students together to reflect on what they learned. Ask:
 - What did you learn today?
 - What are you wondering about after today's lesson?





Eliseo Rodriguez
Quenching Their Thirst
About 1936—1939
Oil on masonite
18" W x 24" H

Water Use Images

