TPS Primary Source Learning Activity

Section I

1. **Title of Lesson:** Why was the Caldecott Award created?

2. **Overview:** This lesson is for 2nd grade. During our study of the Caldecott Award I introduce Randolph Caldecott as one of the first illustrators of children's books and explain that when the award was conceived in 1938 it was named for him. I will include primary sources from the time period to help the students understand the context of the two books illustrated by Randolph Caldecott, *Hey Diddle Diddle the Cat and the Fiddle and Baby Bunting (1883)* and *Randolph Caldecott's Picture Book No. 2 (1881)* which I show the children as examples of his work.

Maurice Sendak once said of Randolph Caldecott, "Caldecott's work heralds the beginning of the modern picture book. He devised an ingenious juxtaposition of picture and word, a counterpoint that never happened before. Words are left out-but the picture says it. Pictures are left out-but the word says it. In short, it is the invention of the picture book."

We will look at several examples of the early Caldecott winners and compare and contrast them with the works of Randolph Caldecott and with books that have won the award recently for the purpose of realizing the connections between the illustrations and the text.

3. **Learning Goals:**

   - Students will understand the purpose of the Caldecott Award.
   - Students will gain a greater understanding of the connection between the illustrations and text in books that have won the Caldecott Award.

4. **Time Required/Duration of Activity:** 2 class periods approximately 25 minutes each class

5. **Recommended Grade(s):** 2nd grade

6. **Subject:** PA Core English Language Arts; PA Standards Reading, Writing, Speaking, and Listening

7. **Credits:** Kathy Baldauf, Hopewell Elementary, Independence Elementary, Margaret Ross Elementary

8. **LDC Teaching Task:**
   Guiding Investigative Question: How do picture books convey information?

   After viewing *The Children’s Object Book* students will write 3 sentences explaining their understanding of the purpose of the book and why children from that time period might have enjoyed it.
Section II

9. **PA Common Core Standards:**

   CC.1.3.2.G

   CC.1.4.2.A

10. **Materials Used:**


11. **Resources Used:**


    *A little pretty pocket-book : intended for the instruction and amusement of little Master Tommy, and pretty Miss Polly* [http://hdl.loc.gov/loc.rbc/juvenile.05880.1](http://hdl.loc.gov/loc.rbc/juvenile.05880.1)

Section III

12. **Instructional Procedures:**

    Working in pairs students will speculate about who might have created *The Children's Object Book* and for what purpose.

    Working individually, students will describe 5 items from *The Children's Object Book* that they cannot identify. Then, working in pairs, students will speculate on the purpose of 2 of the items they each described.

    Working in pairs, students will evaluate a recent Caldecott Award book (nothing older than 2000) to determine the success of the illustrations paired with the text in telling the story. Students will write 3 sentences summarizing the story and describing the illustrations, and 3 sentences supporting their opinion on whether or not the illustrations paired with the text successfully tell the story.

Section IV

13. **Assessment:**

    INFORMATIONAL TEMPLATE TASKS - NYC-LDC SCORING RUBRIC FOR GRADE 2

    I will be assessing student ability to examine a topic and convey ideas and information through their writing.

    I will use the rubric to assess student work summarizing the stories and describing the illustrations of the recent Caldecott Award winning books.