

## NR 1309 Carl Gawboy, Painter

Grade level: 4-5

### Standards:

MN 4.1.3.5.1 1. Describe the personal, social, cultural, or historical contexts that influence the creation of visual artworks including the contributions of Minnesota American Indian tribes and communities.

MN 4.1.3.5.2 2. Describe how visual art communicates meaning.

### Objectives:

Students will be able to connect paintings to historical events and time periods.

Students will be able to break down an artists meaning from a painting.

Time Frame: 1-2 class periods

### Lesson:

Watch Carl Gawboy segment [https://youtu.be/1Yn\\_luL9mH4](https://youtu.be/1Yn_luL9mH4)

View some images of prints by Carl Gawboy (attached)

### Discussion:

As you look at images use the following questions as jumping off points for discussion.

-What time period do you think this depicts?

-How does the painting make you feel?

-Transport yourself into this painting, what's the weather like? what sort of day is it? What time of day is it? What sounds do you hear? What are the people doing, why?

-What story do you think the artist was trying to tell?

-If you were to choose a moment to tell a story what would you tell? How would you tell it?

Tell your story with a picture. Use visual arts to tell a moment in your life to preserve it for the future.

Draw or paint a picture that tells about something that makes you unique.

TRADE

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(S) P  
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GRAND PORTAGE  
01 FIRE FIGHTERS W/C  
02 FIRE FIGHTERS I W/C  
AS / TABLE LOCAL  
ASTORIA / SKI  
REMOVAL  
LESSON W/C  
TRAPPE TRIP  
ALL MONDAY  
MAGNETS  
TRIP  
17 WOMENS BALANCE (FR)  
18 MORNING CHORES (FR)  
19 JOINING THE WOMEN (FR)  
~~TRIP~~ (FR)



WOMEN PORTAGE  
TRIP W/C  
(S) (FR) W/C  
10 (S) LOOK FOR THE  
11 NORTHWARD LIGHTS  
12 DRIVE (FR)  
13 NOT WAITING FOR THE GO A  
14 THE POSITIVE CURVES  
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LOOK  
RICE POLE  
CAUSE HEAD  
CAUSE HEAD  
SANDWICH MOUNTAIN (FR)  
STRAWBERRY MOUNTAIN (FR)













Images source: <http://www.mnartists.org/article/still-standing-carl-gawboy>