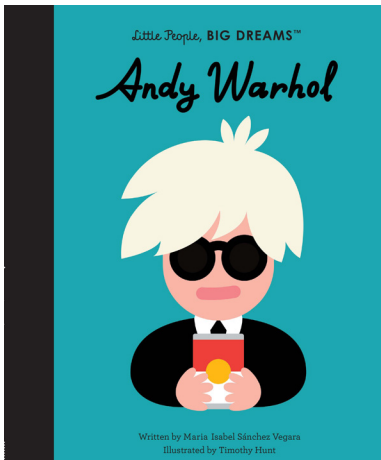


Little People, BIG DREAMS™

TEACHERS' GUIDE



Andy Warhol

Little People, BIG DREAMS™

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LEARNING OBJECTIVE:

Andy Warhol was born in Pittsburgh, Pennsylvania in 1928 and grew up with three older brothers. No matter where he was or what he was doing, Andy was always drawing or creating art in some way. After college, Andy moved to New York City and illustrated for magazines under a new name--Andy Warhol. Andy became even more famous for using everyday items to create fine art. He is one of the most well-known 'Pop' artists in history and a dreamer who inspires everyone to be unique.

ESSENTIAL QUESTIONS IN THIS UNIT

1. What big dream did little Andy have as a child?
2. Where did Andy find inspiration for his art?
3. What is the type of art called that Andy created and made famous?
4. What is one of Andy's most well-known works of art?
5. Why is the word 'unique' often used to describe both Andy and his art?

CLASSROOM DISCUSSION TOPICS

1. Andy dreamed of being charming, famous, and rich (p.6), but he was worried that being shy would get in the way. When people have a growth mindset, they realize that they might not be able to do things YET, but they can work hard to accomplish whatever they set their minds to, even when there are challenges. Ask the students to share something they aren't able to do YET but that they hope to continue working hard on and achieving someday.
2. On p. 7, Andy feels invisible in art class until he starts being able to create and then his talent really shows. Ask the students to share with a partner a time when they felt really shy. What helped to make them feel better? Was it doing a fun activity like Andy and his art? Was it a kind individual?
3. When the 'A' at the end of Andy's last name was left off by his first published illustration, he liked it and decided to stick with it (p. 9). Explain to the students that events like this are called "happy accidents" because we don't mean for them to happen, but something good comes from them. Ask the students to share any happy accidents that have happened in their lives. It could be the smallest

of events, like maybe they found a penny on the sidewalk one day and had great luck, or it could be bigger events like bumping into someone on the playground and that person becoming their best friend.

4. Andy ate Campbell's tomato soup every day for lunch, and that inspired one of his most famous works of art (p. 10). Ask the students a "Would You Rather..." question like, "Would you rather eat the same thing for lunch every single day or never eat the same thing twice?" Depending on the level of your students, adjust the questions accordingly. If possible, invite students to share their own WYR questions with the class.

STUDENT ACTIVITIES

1. **Personal Symbol Design:** On pg. 3, we learn that Andy was a small and pale child. That made him feel like a little ghost, so he drew the picture of a child dressed up as a ghost that readers see him holding. Ask the children to think of characteristics that describe themselves and choose two that they can use to create a personal symbol design like Andy's ghost picture. For example, if a student chooses brave and friendly, they might draw a smiling lion wearing a 'Be Kind' shirt. Or if they choose shy and quiet, they might draw a mouse peeking out from behind something. Provide time for children to share about their personal symbol pictures with each other.

2. When Andy had to stay in bed for months, he liked creating collage art by cutting pictures out of magazines (p. 5). Provide a variety of magazines and other printed material for students to use, as well as scissors, glue and paper. Allow them to choose items to cut out of the magazines to create their own collage pictures.

3. **I Can Make Art Like Andy:** Some of Andy's most famous works of art use the same image but repeated multiple times and changed just a bit each time. Readers learned about the Campbell's soup can art on p. 11. Show students a real life image of the piece of art and ask them to choose one everyday item in their life from which to create art. Provide them with one piece of paper and show them how to fold it into fourths to create four same-size boxes. Within each box, students will draw their everyday item and just like Andy, they will make minor adjustments to the picture or color to make it unique.

4. **We Can Make Art Like Andy:** The book teaches readers that Andy's 'Pop Art' used many copies of the same picture and "made each one unique with his interesting perspective and bright colors" (p. 13). Pair up the students and provide them with the same black and white image. Each student within the pair will take their image and privately use their own perspective to make it unique. When both partners are done, they will come back together to share and discuss the similarities and differences between the pictures.

5. **Gallery Walk:** Display all of the children's art created throughout the activities like a fancy art gallery. Invite students from around the school to come and do a gallery walk of the amazing art inspired by the work of Andy Warhol. The gallery can be opened up to the students' families as well.



Frances Lincoln
Children's Books

