

# RANDOLPH CALDECOTT : THE MAN WHO COULD NOT STOP DRAWING

## RANDOLPH CALDECOTT : THE MAN WHO COULD NOT STOP DRAWING

Based on the book by Leonard S. Marcus

Ages: 8 and up

Themes: biography, art history

### COMMON CORE CONNECTIONS:

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media.

**CCSS.ELA-Literacy.CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**CCSS.ELA-LITERACY.CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-LITERACY.CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-LITERACY.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### SUMMARY

At the age of 15, in 1861, Randolph Caldecott was a bank clerk with a promising career ahead. What his colleagues could not have guessed, was that the doodling that he did in his spare time was more than just a hobby. Caldecott knew that he could turn his passion into a career, and he sought out mentors, teachers, and opportunities to showcase his work. Soon, Caldecott was well connected with an artistic crowd in London and became a sought-after illustrator in his own right.

Caldecott's drawings in children's books and magazines set a new standard for the trade and inspired the creation of the Caldecott Medal, awarded to the children's books with the best illustrations. This movie brings viewers into Caldecott's world, in which the Industrial Revolution expanded people's minds and experiences, and gave rise to art that captured the movement and innovation of the time.

### OBJECTIVES

- Students will compare and contrast life in the 1800s with life today.
- Students will identify the impact of the steam engine on transportation and communication.
- Students will study the illustrations in Caldecott-winning books and write informative and persuasive essays.

### BEFORE VIEWING ACTIVITIES

Build students' background knowledge about the Industrial Revolution.

Consider using the following texts and websites:

- <https://kidskonnnect.com/history/industrial-revolution/>
- <http://www.history.com/topics/industrial-revolution>
- [http://www.factsfornew.scholastic.com/article?product\\_id=nbk&type=0ta&uid=10676850&id=a2014620-h](http://www.factsfornew.scholastic.com/article?product_id=nbk&type=0ta&uid=10676850&id=a2014620-h)
- *The Industrial Revolution for Kids: The People and Technology That Changed the World* by Cheryl Mullenbach
- *Industrial Revolution From Muscles to Machines* by Carole Marsh

Use a **KWL** chart to elicit background knowledge (a three-columned chart: What I Know, What I Want to Know, What I Learned). Students will brainstorm what they know about life in the 1800s. Record all of this information in the What I Know column of the KWL chart. Next, have students generate a list of questions of what they want to know. Record these ideas in the next column. Tell them that they are about to watch a movie about Randolph Caldecott, a famous illustrator in the 1800s. Encourage students to watch and listen for ways that life in the 1800s was different from life today. Revisit the KWL chart after viewing the movie to fill in the What I Learned column.

Read aloud some Caldecott Medal-winning books to students. Choose books from different eras. Discuss the illustrations, differences, and similarities.

Guiding questions:

- What do you notice about the illustrations in these books?
- How are the illustrations in books from the past different from illustrations in more modern books? What changes do you notice? What stays the same?
- How do the illustrations in the books add to the story? What can the reader learn from the illustrations that are not expressed in the text?

### AFTER VIEWING ACTIVITIES

**Common Core Connection Activities - CCRA.R.1, CCRA.R.3, CCRA.SL.1, CCRA.SL.2, CCRA.W.2, CCRA.W.9:**

Revisit the KWL chart. Students should independently make a list of what they learned from the movie. Then, have students share what they learned and record it on the KWL chart. Then lead students in a discussion in which they compare and contrast life in the 1800s with life today. Guiding questions:

- What were some of the differences in technology between the 1800s and today?
- How did technology in the 1800s impact the jobs that people had? How does technology impact the jobs that people had today?
- How was communication different in the 1800s than it is today?
- What were some similarities between the 1800s and today?

Consider having students use a graphic organizer such as a Venn diagram or a table to record their ideas. Conclude the discussion with having students write a comparative essay about the two time periods.

**Common Core Connection Activities - CCRA.R.7, CCRA.SL.1, CCRA.SL.2, CCRA.W.9:**

The movie tells us: "*Caldecott realized there was nothing stopping him as an illustrator from introducing characters and other story bits that were nowhere mentioned in the text. The illustrations might tell a second story that somehow complemented the one told in words.*" Have students examine the Caldecott award-winning books that were introduced in the Before Reading Activities through this lens. Encourage them to notice the details that the illustrations reveal, that aren't stated in the text. Students can discuss and/or write about their findings.

**Common Core Connection Activities - CCRA.R.7, CCRA.SL.1, CCRA.SL.2, CCRA.W.2:**

Discuss the criteria for winning a Caldecott award, found here: <http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottterms/caldecottterms>.

Then, have students work in groups to examine various picture books in order to choose one to nominate for the medal. Students should take into consideration the qualities of previous Caldecott award winners in their deliberations. Each group will nominate a book to win the Caldecott award and write a persuasive speech or essay that details why that book should be the recipient. Groups will present the books and their persuasive speeches to each other and the class will vote on the winning book.

### OTHER AUTHOR BIOGRAPHIES/DOCUMENTARIES AVAILABLE FROM WESTON WOODS:

- **Beatrix Potter: Artist, Storyteller and Countrywoman** – based on the biography by Judy Taylor. Narrated by Lynn Redgrave
- **Ezra Jack Keats: His Life and Art**
- **Virginia Lee Burton: A Sense of Place**

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