

Honoree Name: David A. Williams

Subject: Visual Arts

Grades: 8th-12th grades

Standards/Indicators:

High School

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

VAH1-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works.

VAH1-3.3 Select and effectively use subject matter, symbols, and ideas to communicate meaning through his or her artworks.

Social Studies:

Standard 8-6: The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century.

8-6.3 Explain the reasons for depressed conditions in the textile mills and on farms in South Carolina and other regions of the United States in the 1920s and the impact of these conditions on the coming of the Great Depression.

8-6.4 Explain the effects of the Great Depression and the lasting impact of the New Deal on people and programs in South Carolina, including James F. Byrnes and Mary McLeod Bethune, the Rural Electrification Act, the general textile strike of 1934, the Civilian Conservation Corps, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper electricity project.

Standard WG-5: The student will demonstrate an understanding of the role that geography plays in economic development.

WG-5.3 Explain the spatial relationships between various economic activities (e.g., the integrated relationship between farms and markets in agriculture).

Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

USHC-6.3: Explain the causes and consequences of the Great Depression, including the disparities in income and wealth distribution; the collapse of the farm economy and the effects of the Dust Bowl; limited governmental regulation; taxes, investment; and stock market speculation; policies of the federal government and the Federal Reserve System; and the effects of the Depression on the people.

Goals and Objectives: The student will compare the subject matter in the works of Grant Wood to the agricultural influences of David Williams. They will use these observations to create paintings of rural life in South Carolina.

Connections to Other Subjects (If applicable): History, Economics and Literature

Essential Questions (If applicable): How does the artist, Grant Wood's, depictions of rural America relate the life of David Williams?

Resources and materials: www.grantwoodartgallery.org,
xroads.virginia.edu/~MA98/haven/wood/intro.html

Literature connections: *The Grapes of Wrath*, John Steinbeck, *This Child's Going to Live*, Sarah E. Wright

Instructional Activities:

Have the students examine examples of Grant Wood's art including *American Gothic* and *Young Corn*. Have the students discuss the influences of the depression on agriculture and the similarities to David Williams' life. Have students use their observations to create a painting of a rural South Carolina scene.