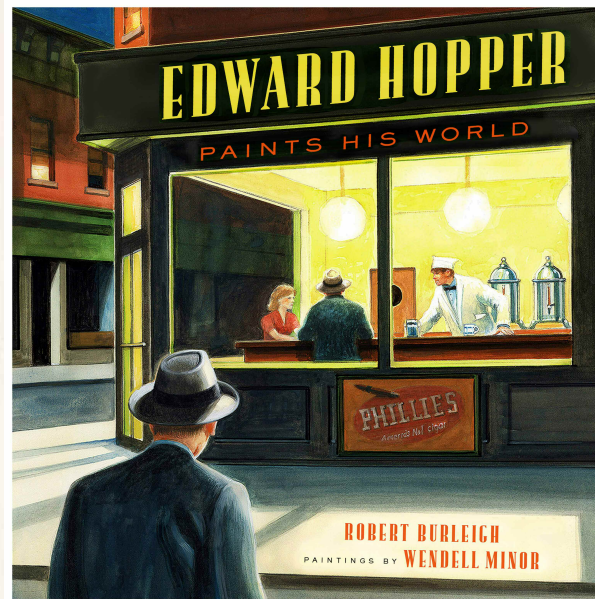


EDUCATOR'S GUIDE

EDWARD HOPPER PAINTS HIS WORLD

BY ROBERT BURLEIGH, PAINTINGS BY WENDELL MINOR

*Discussion guide prepared by Connie Rockman,
Youth Literature Consultant,
and editor of the 8th, 9th, and 10th
Books of Junior Authors and Illustrators.*

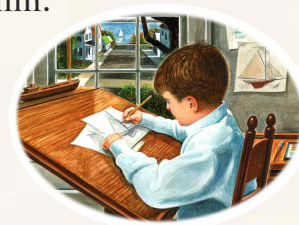


ABOUT THE BOOK

American painter Edward Hopper (1882-1967) worked throughout his life to develop and improve his unique style of realism in art. While many 20th-century artists were experimenting with abstract styles, Hopper remained true to his vision of starkly realistic landscapes, depicting both country landscapes and city life. This book captures the influences on Hopper's work and the places that inspired him.

DISCUSSION QUESTIONS AND ACTIVITIES

Young Edward Hopper, by Wendell Minor, 2014, Christy Ottaviano Books



KEY IDEAS AND DETAILS 1. How did Hopper's childhood home contribute to his ambition to become an artist? Discuss the effect of the natural setting of his home on his early art. Compare Hopper's home in Nyack to his surroundings when he went to New York City to study. CCSS.ELA.RI.3-6.1

The Art Student, by Wendell Minor, 2014, Christy Ottaviano Books

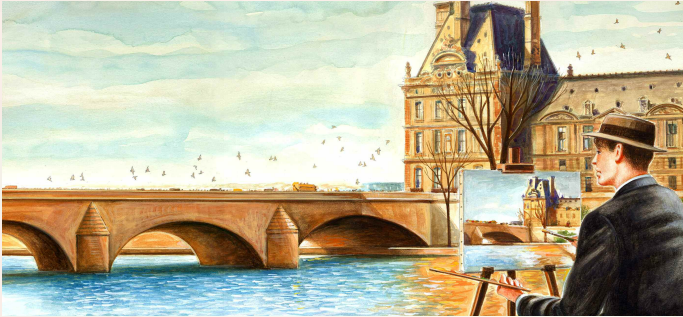


EDUCATOR'S GUIDE

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KEY IDEAS AND DETAILS

2. Why did Hopper travel to Paris? What did he learn from his experience of being in Paris? CCSS.ELA.RI.3-6.1, 3



Hopper in Paris by Wendell Minor, 2014, Christy Ottaviano Books



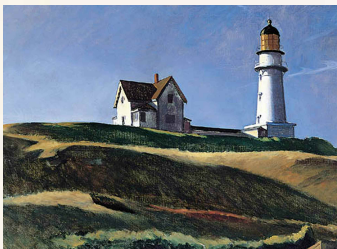
Le Pont Royal
by Edward Hopper, 1909
Whitney Museum
of American Art

3. Discuss the quote from Hopper: “All I want to do is paint sunlight on the side of a house.” How does this comment reflect Hopper’s approach to art? How does it help you to understand his style? CCSS.ELA.RI.3-6.2



Hopper in Maine
by Wendell Minor, 2014
Christy Ottaviano Books

4. Compare the images of the four Hopper paintings in the Afterword. What do they have in common? What are the stylistic similarities on all of Hopper’s work, whether the subjects are city or country scenes? CCSS.ELA.RI.3-6.2



Lighthouse Hill
by Edward Hopper, 1927
Dallas Museum of Art



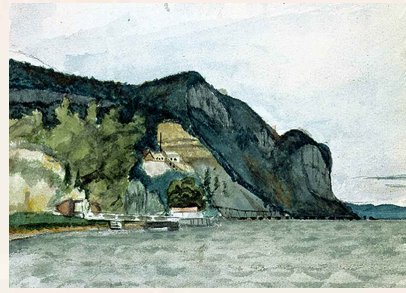
Early Sunday Morning
by Edward Hopper, 1950
Whitney Museum
of American Art

5. Discuss Edward Hopper’s comment when someone asked him why he painted: “I’m after ME.” What can you conclude about Hopper’s personality from studying his paintings? What do the paintings tell us about the world he lived in and the way he connected to that world? CCSS.ELA.RI.3-6.2,3

EDUCATOR'S GUIDE

EDWARD HOPPER PAINTS HIS WORLD

KEY IDEAS AND DETAILS



Hook Mountain
by Edward Hopper,
1899
Edward Hopper
House Art Center

CRAFT AND STRUCTURE

6. In the Afterword, the author calls Edward Hopper a hero and an explorer as well as an artist. Discuss the meaning of these words in the context of Hopper's life.

CCSS.ELA.RI.3-6.4

7. The author also states that many artists during Hopper's lifetime were experimenting with abstract art – Cubism, Dadaism, and Surrealism. Look up the meaning of these terms and describe how each of these styles differs from Hopper's style.

CCSS.ELA.RI.3-6.4

8. How did Hopper's style develop from his early work through his more mature style? List the influences you feel were most important in the development of his unique style.

CCSS.ELA.RI.3-6.5

9. In the artist's note at the back of the book, Wendell Minor states that he "tried to create the feeling of Hopper's art while maintaining my own style." Compare the illustrations in the book to the four Hopper paintings reproduced at the end of the book. What are the differences you can see between Hopper's style and the illustrator's style?

CCSS.ELA.RI.3-6.6



Diner
by Wendell Minor,
2014
Christy Ottaviano
Books



Nighthawks
by Edward Hopper,
1942
The Art Institute
of Chicago

EDUCATOR'S GUIDE

EDWARD HOPPER PAINTS HIS WORLD

INTEGRATION OF KNOWLEDGE AND IDEAS:

10. Visit the websites listed under the author and artist's references at the back of the book. Each of these museums makes available examples of Hopper's work on line. What further insight into this artist can you gain by looking at the paintings in these various museums? Take a virtual tour of Hopper's New York neighborhood on the Whitney Museum web site and discuss the influence on his work of the city in which he lived: <http://whitney.org/Collection/EdwardHopper>
CCSS.ELA.RI.3-6.7



Flatiron Building by Wendell Minor, 2014, Christy Ottaviano Books

11. Discuss how the author uses facts about Hopper's life, direct quotes, and the paintings themselves to convey a sense of the man and his work. Cite specific places in the book where you can see a direct connection between the life and work of Edward Hopper. CCSS.ELA.RI.3-6.8

12. Visit the website of the Edward Hopper home in Nyack:
<http://www.edwardhopperhouse.org/edward-hopper-prelude-the-nyack-years.html> and read about Hopper's early years in this house. Compare what you learn on the website to what you learn in this book. How would your understanding of Hopper's work be enhanced by a visit to the house?
CCSS.ELA.RI.3-6.9



*Edward Hopper's House
by Wendell Minor, 2014,
Christy Ottaviano Books*

EDUCATOR'S GUIDE

EDWARD HOPPER PAINTS HIS WORLD

COMMON CORE STATE STANDARDS FOR GRADE 4



Young Hopper on the Hudson River by Wendell Minor, 2014, Christy Ottaviano Books

Key Ideas and Details

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

CCSS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text.

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-LITERACY.RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

