

## Grades 1–5

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### The Many Stories of Verrocchio's *David*

#### Georgia QCC:

<b>Multiple Intelligence:</b>	Linguistic, Spatial, Logical, Interpersonal, Intrapersonal, Naturalist
<b>Character Education:</b>	Self-Respect, Diligence, Creativity, Patience, Cooperation
<b>Bloom's Taxonomy:</b>	Recall, Application, Analysis, Synthesis

Goal Students will see relationships between descriptive and informational language in response to a work of art.

Objectives Students will listen to and read a story, newspaper article, and instructions; look closely at the statue of David; write key words about the object, stories, and instructions; organize descriptive and informational language using a cluster diagram; and write a paper using the diagram.

#### Materials

- Verrocchio's *David*
- Instructions for the lost-wax casting process
- David and Goliath story
- Paper, pencils
- *A New Look at a Sculpture of David*, New York Times, Feb. 11, 2003, p. B1

#### Preparation

- Students will read with partners: David and Goliath, *New York Times* article, and lost-wax casting instructions.
- Students will attend a field trip to the High to see Verrocchio's *David*.

#### Lesson

### 1. Motivation

Students will brainstorm as a class to make lists of words, which describe or tell about Verrocchio's *David* and the written materials. (In grades 4–5) the class could do this

with another object, so that the students can generate their own words about the *David*).

## 2. Activity

Students will write the words in the list from a cluster diagram organizing the words into associations that show layers of meaning in response to David.

## 3. Wrap up

Students write paragraphs using the cluster diagram as an outline and a vocabulary source.

### Extensions

- Students draw responses and make illustrated cluster diagram.
- Students write poetry using the cluster diagram.
- Students can compare and contrast the writing styles of the story, newspaper articles, and instructions.

### EXAMPLE:

