

VIEWS OF MARC CHAGALL'S LIFE AND ART

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BY
BARB ROSENSTOCK

ILLUSTRATED BY
MARY GRANDPRÉ

THROUGH THE WINDOW

VIEWS OF MARC CHAGALL'S LIFE AND ART

EDUCATORS' GUIDE

ABOUT THE BOOK

A gorgeous, expressive picture-book biography of Marc Chagall by the Caldecott Honor team behind *The Noisy Paint Box*.

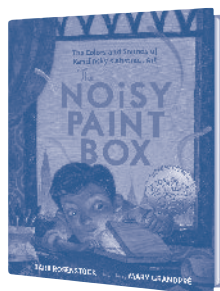
Known for both his dazzling paintings and his stained-glass windows, Marc Chagall rose from humble beginnings to become one of the world's most renowned artists. Chagall's small Russian town lived vibrantly in his imagination even after he built a successful career in Paris. He forged a path that spanned decades and continents, and he never stopped learning. This lyrical narrative—inspired by the language of his autobiography—shows readers, through many different windows, the childhood and wartime experiences that shaped Chagall's life and his art. From the creators of the Caldecott Honor Book *The Noisy Paint Box*, about Vasily Kandinsky's abstract art, *Through the Window* is a stunning book that demonstrates the revolutionary power of art.

ABOUT THE AUTHOR & ILLUSTRATOR

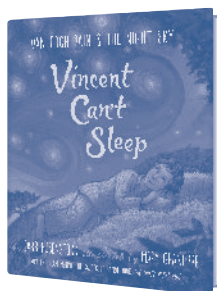
BARB ROSENSTOCK is the author of the Caldecott Honor Book *The Noisy Paint Box* and *Vincent Can't Sleep*, also illustrated by Mary GrandPré, as well as *The Camping Trip That Changed America*, illustrated by Mordicai Gerstein, and *Fearless: The Story of Racing Legend Louise Smith*, illustrated by Scott Dawson. She lives outside Chicago with her husband, sons, and two big poodles. Visit her at BarbRosenstock.com.

MARY GRANDPRÉ is best known as the original illustrator of the Harry Potter books. She also illustrated the Caldecott Honor Book *The Noisy Paint Box*, as well as *The Carnival of the Animals*, written by Jack Prelutsky, and *Chin Yu Min and the Ginger Cat* by Jennifer Armstrong, among many others. Visit her at MaryGrandPre.com.

Also by
Barb Rosenstock
and
Mary GrandPré



The Noisy Paint Box:
The Colors and Sounds of
Kandinsky's Abstract Art
HC: 978-0-307-97848-6
EL: 978-0-307-97850-9



Vincent Can't Sleep:
Van Gogh Paints the Night Sky
HC: 978-1-101-93710-5
GLB: 978-1-101-93711-2
EL: 978-1-101-93712-9



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Preschool – Grade 3

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EL: 978-1-5247-1753-7



COMMON CORE STANDARDS CORRELATIONS

The following informational text standards are for the second-grade level. Find a coordinating standard in the same strand if you teach a different grade.

KEY IDEAS AND DETAILS:

CCSS.ELA-LITERACY.RI.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CRAFT AND STRUCTURE:

CCSS.ELA-LITERACY.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-LITERACY.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

INTEGRATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.RI.2.8: Describe how reasons support specific points the author makes in a text.

PRE-READING ACTIVITY

Project either *Self-Portrait with Seven Fingers* or *Circus Horse* by Marc Chagall onto a whiteboard or bring in a poster of one of the famous paintings. Have students choose one or more of the following activities to do before reading the book:

- Write about an object or person in the painting, including what you imagine they're doing and thinking.
- Explain why you think the artist chose these colors. What do you feel as you look at it?
- Brainstorm what inspired Chagall to create this picture.
- Paint your own self-portrait or create a picture of an exciting scene from your life.

DISCUSSION QUESTIONS

- As a boy, what does Moishe Shagal notice from his window in the city of Vitebsk?
- What do butchers, bakers, and blacksmiths do? Why do you think Moishe is not interested in these careers?
- Why do you think Moishe's papa worries? Would your parents worry if you said you wanted to be an artist? Why or why not?
- Where does Moishe's mother take his pictures? What is she hoping to find out?
- How does Moishe have a brave heart?
- What are the two faces or sides of St. Petersburg? Why did Moishe move there?
- Do Moishe's teachers at art school like his work? What does Moishe like to paint? What do they want him to paint?
- How does Moishe earn enough money for his food and rent in St. Petersburg?
- Why is Paris called the "good-life city"? How does it compare to St. Petersburg?

- What does Moishe Shagal change his name to in Paris? What do his new friends do for a living?
- When Chagall goes home for his sister's wedding, why does he get stuck there?
- Describe Chagall's new family in Russia.
- Why did Chagall decide he must leave Russia for Paris once more?
- Does Chagall find success as an artist?
- Why does Chagall move again? Where does he go?
- What new materials does he use as he ages?
- Do other artists start working with Chagall? How do you know?
- Chagall's art is displayed in places where people "heal, pray, and learn." What types of places might these be?
- How does Chagall use windows in a new way?
- What types of images appear in them?

From the Author's Note:

- How were windows important to Chagall throughout his life?
- Why was it particularly difficult to be Jewish during this time?
- Describe life for Chagall once he moved back to his hometown during World War I.
- Why did the Chagall family move to America in 1941?
- In his later life, what new art form did Chagall study?

WORD STUDY

Barb Rosenstock uses very descriptive language to bring the story to life. Have students look back into the story to identify key adjectives or adverbs. Below is a table they can use to get started.

What Rosenstock described in the story	Adjectives or adverbs used
Moishe Shagal	
The view outside his St. Petersburg window	
His new name and friends in Paris	
The colors or subjects of his paintings	

Name _____

Through the Window: Views of Marc Chagall's Life and Art is a biography, a story about a person's life. Research a famous artist, musician, athlete, or leader. Fill out the following chart as you look for information. Then write a paragraph about this person.

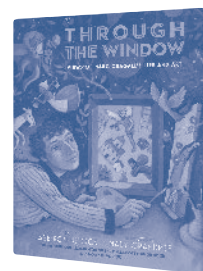
NAME:	
Dates of birth and death (if applicable)	
Where they studied or learned in their field	
Three details about their personal life	1. 2. 3.
The work or product that they are most famous for	
Why people should learn about them	





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EDUCATORS: Reproduce this sheet for students.



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Name _____



FOCUS ON VERBS

Verbs are the action in a sentence. They tell us what the subject (person, animal, or topic) is doing. The right verbs can really make your sentences stand out. Identify what these verbs mean and then try to write a new sentence using each one.

VERB FROM THE STORY	WHAT IT MEANS	THE VERB IN A NEW SENTENCE
"Papa trudging home from work"		
"Mama sprinkling gossip like bits of sugar"		
"Neighbors squabble "		
"Moishe Shagal, daydreaming in Vitebsk"		
"Neighbors crammed in filthy rooms."		
"His name transformed to Marc Chagall"		
"He's stranded as the world wars"		
"Again, war stomps across France."		
"Like a child, he dabs and smudges each pane."		

