

# Teachers Guide

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## “Have Fun Painting Ducks” Multidisciplinary Classroom Activities

Teachers guide for the Young Naturalists article “Have Fun Painting Ducks” by Joe Hautman. Published in the September–October 2009 *Minnesota Conservation Volunteer*, or visit [www.mndnr.gov/young\\_naturalists/painting\\_ducks/index.html](http://www.mndnr.gov/young_naturalists/painting_ducks/index.html)

*Young Naturalists teachers guides are provided free of charge to classroom teachers, parents, and students. This guide contains*

*a brief summary of the article, suggested independent reading levels, word count, materials list, estimates of preparation and instructional time, academic standards applications, preview strategies and study questions overview, adaptations for special needs students, assessment options, extension activities, Web resources (including related Conservation Volunteer articles), copy-ready study questions with answer key, and a copy-ready vocabulary sheet and vocabulary study cards. There is also*

*a practice quiz (with answer key) in Minnesota Comprehensive Assessments format. Materials may be reproduced and/or modified to suit user needs. Users are encouraged*

*to provide feedback through an online survey at [www.mdnr.gov/education/teachers/activities/ynstudyguides/survey.html](http://www.mdnr.gov/education/teachers/activities/ynstudyguides/survey.html). Please note that if you are downloading articles from the Web site only the Young Naturalists article is available in PDF.*



### Summary

“Have Fun Painting Ducks” describes the author’s creative approach to painting waterfowl. Joe Hautman and his two brothers have won eight federal duck stamp competitions. Hautman takes the reader step-by-step through the research, composition, drawing, and painting of a pair of mallards in flight. Vocabulary includes a mix of visual art and biology terms.

### Suggested reading levels:

Intermediate through high school grades

### Total words:

1,380

### Materials:

Paper, poster board, pencils, pens, markers, and print resources from your media center

### Preparation time:

One to two hours, not including time for extension activities

## “Have Fun Painting Ducks”—Teachers Guide

**Estimated instructional time:**

**Minnesota Academic Standards applications:**

Two to three 50-minute class periods (not including extensions)

“Have Fun Painting Ducks” may be applied to the following Minnesota Department of Education standards:

### **Language Arts**

#### **I. Reading and Literature**

- A. Word Recognition, Analysis and Fluency
- B. Vocabulary Expansion
- C. Comprehension

#### **II. Writing**

- A. Types of Writing
- B. Elements of Composition
- C. Spelling
- D. Research
- E. Handwriting and Word Processing

#### **III. Speaking, Listening and Viewing**

- A. Speaking and Listening
- B. Media Literacy

### **Science**

Grades 4, 5, 7, and 9–12

#### **IV. Life Science**

- B. Diversity of Organisms

C. Interdependence of Life

F. Flow of Matter and Energy

### **Social Studies**

Grades 4–8, 9–12

#### **V. Geography**

- C. Physical Features and Processes (prairie potholes and wetlands)
- D. Interconnections: The student will describe how humans influence the environment and in turn are influenced by it.

### **Arts**

Grades 4–5, 6–8, 9–12

#### **1. Artistic Foundations: Visual Arts**

#### **2. Artistic Process: Create or Make: Visual Arts**

#### **3. Artistic Process: Perform or Present: Visual Arts**

#### **4. Artistic Process: Respond or Critique: Visual Arts**

Complete Academic Standards are available at [www.education.state.mn.us](http://www.education.state.mn.us). Teachers who find other connections to academic standards are encouraged to contact *Minnesota Conservation Volunteer*.

### **Preview**

The preview for this article will depend on the subject area within which it is used. For language arts you may wish to use the **KWL** strategy (Ogle, 1986) to find out what your students already know (**K**) about ducks, duck hunting, and the federal duck stamp program; what (**W**) they would like to learn; and eventually what they learned (**L**) while reading the article and related materials, and through participating in extension activities. You might begin by asking small groups to brainstorm their ideas. Then combine the groups’ data to make a class list. Display your **K** and **W** ideas on poster board or paper (see Vocabulary preview). Add to your **L** list as you read and discuss the article. See [www.teach-nology.com/web\\_tools/graphic\\_org/kwl](http://www.teach-nology.com/web_tools/graphic_org/kwl) for a **KWL** generator that will produce individual organizers for your students that may be useful as students read the article for answers to **W** questions. If you plan to use the article during social studies, science, or art, you may wish to focus the **KWL** on a specific standard or outcome for that discipline.

Another preview strategy, which may be used across disciplines, is to pose the question “How do wildlife artists help us understand the world?” or “Why is wildlife art so popular?”

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### Vocabulary preview

See the copy-ready vocabulary list included in this guide as well as italicized words in the article. You may wish to modify the list based on your knowledge of your students’ needs or the subject you are teaching. Pretesting vocabulary individually, in small groups, or with your entire class can be an effective vocabulary preview strategy. You may then post-test at the conclusion of this activity (see Assessment section below).

Connections to vocabulary in the article may also be made during **KWL**. If students are not familiar with some of the terms, include them in the **W** list. Other terms may be added to the **W** list as they read the article. Eventually they can be moved to the **L** list. You may write vocabulary from the article in green ink, while other ideas are written in black. Notes: Some of the words in the vocabulary list definitions may require further explanation. Also, preview the study questions for unfamiliar terms.

You may wish to use the study cards found at the end of this guide. Cut along the horizontal line; fold in the middle and tape or staple. Study cards (see *Strategic Tutoring*, Hock, Deshler, and Schumaker, 2000) can be applied to any subject area. On one side of the card, in large letters, write a key word or phrase that students are expected to know. In smaller letters frame the word or phrase in a question or statement. On the other side of the card, in large letters, write the answer to the question. Finally, in smaller letters, frame the answer in a question or statement. Blanks are provided to allow you or your students to add new words or phrases.

### Study questions overview

Study questions parallel the story (the answer to the first question appears first in the article, followed by the second, and so on). Preview the entire guide with your class before you read the article. You may wish to read the story aloud and complete the study questions in class, in small groups, or as an independent activity. The questions may be assigned as homework, depending on the reading ability of your students. Inclusion teachers may provide more direct support to special needs students (see Adaptations section). The study questions may be also used as a quiz. Note: Items 1, 4, 5, and 9 and the Challenge require varying degrees of critical thinking.

### Adaptations

Read aloud to special needs students. Abbreviate the study questions or highlight priority items to be completed first. If time allows, remaining items may be attempted. Peer helpers, paraprofessionals, or adult volunteers may lend a hand with the study questions. With close teacher supervision, cooperative groups can also offer effective support to special needs students, especially for extension activities.

### Assessment

You may use all or part of the study guide, combined with vocabulary, as a quiz. Other assessment ideas include: (1) Students may write an essay describing the creative process Hautman uses. (2) Students may design a duck stamp, which may include a sketch or a painting. (3) Students may write multiple-choice, short answer, or true-false questions to test their classmates’ understanding of the story. Student-generated questions may be then used as an alternative to study questions. (4) Poster presentations may follow #2 and include a critique by classmates.

### Extension activities

1. On page 41 the reader learns that 98 cents out of every dollar spent on federal duck stamps is used to buy or lease wetland habitat. What is the relationship between wetlands and waterfowl in Minnesota?
2. Challenge students, working in small groups or as individuals, to create a crossword puzzle with 20 different species of waterfowl native to Minnesota. Groups can exchange puzzles, or puzzles can be made into a booklet for all students.
3. Invite a DNR wildlife biologist ([www.mndnr.gov/fishwildlife/index.html](http://www.mndnr.gov/fishwildlife/index.html)) or conservation

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officer ([www.mndnr.gov/enforcement/index.html](http://www.mndnr.gov/enforcement/index.html)) to visit your classroom. Possible topics might include wetland preservation, hunting regulations, waterfowl behavior or, in the case of Canada geese, population control.

4. Research the history of duck stamps at the state and federal levels. Studying duck stamps provides an interesting way to learn many species.
5. Waterfowl and waterfowl migration and habitat are ideal subjects for haiku, an excellent complement to poster art.
6. Learn more about the Minnesota duck stamp contest at the link on page 47.
7. See page 46 for a link to the federal junior duck stamp contest.

### Web resources

#### **Federal Duck Stamp Collection (1934–2010)**

[www.fws.gov/duckstamps/federal/stamps/fedimages.htm](http://www.fws.gov/duckstamps/federal/stamps/fedimages.htm)  
[www.fws.gov/duckstamps/Info/Stamps/stampinfo.htm](http://www.fws.gov/duckstamps/Info/Stamps/stampinfo.htm)

#### **Minnesota Duck Stamp Collection (1977–2007)**

[www.brookmanstamps.com/Netcat/DUCK/mn.htm](http://www.brookmanstamps.com/Netcat/DUCK/mn.htm)

#### **Wildlife Artists**

[archives.chicagotribune.com/2009/jul/26/entertainment/chi-ap-mn-wildlifestampart](http://archives.chicagotribune.com/2009/jul/26/entertainment/chi-ap-mn-wildlifestampart)

#### **Cross Word Creator (For up to 20 words)**

[www.crosswordpuzzlegames.com/create.html](http://www.crosswordpuzzlegames.com/create.html)

#### **Minnesota Waterfowl Hunting**

[www.mndnr.gov/hunting/waterfowl/index.html](http://www.mndnr.gov/hunting/waterfowl/index.html)  
[www.ducks.org/hunting/waterfowlgallery.aspx](http://www.ducks.org/hunting/waterfowlgallery.aspx)

#### **Prairie Potholes and Wetlands**

[www.ducks.org/Minnesota/MNContent/3807/wheredominnesotaduckscomefrom.html](http://www.ducks.org/Minnesota/MNContent/3807/wheredominnesotaduckscomefrom.html)  
[www.mndnr.gov/wetlands/index.html](http://www.mndnr.gov/wetlands/index.html)  
[www.mndnr.gov/wetlands/types.html](http://www.mndnr.gov/wetlands/types.html)  
[www.bwsr.state.mn.us/wetlands/publications/wetland.pdf](http://www.bwsr.state.mn.us/wetlands/publications/wetland.pdf)

#### **Haiku**

[volweb.utk.edu/school/bedford/harrisms/haiku.htm](http://volweb.utk.edu/school/bedford/harrisms/haiku.htm)

## “Have Fun Painting Ducks” —Teachers Guide

**Related articles** Many related *Minnesota Conservation Volunteer* articles are available online at [www.dnr.state.mn.us/volunteer/articles/index.html](http://www.dnr.state.mn.us/volunteer/articles/index.html), including:

**September–October 2003**

“Big Lakes, Empty Skies”

[www.mndnr.gov/volunteer/sepoct03/biglakes.html](http://www.mndnr.gov/volunteer/sepoct03/biglakes.html)

**September–October 2005**

“Counting Ducks”

[www.mndnr.gov/volunteer/septoct05/counting\\_ducks.html](http://www.mndnr.gov/volunteer/septoct05/counting_ducks.html)

**September–October 2006**

“Duck Plan Fledges”

[www.mndnr.gov/volunteer/sepoct06/duck.html](http://www.mndnr.gov/volunteer/sepoct06/duck.html)

**November–December 2006**

“Sales Pitch for Farm Habitat”

[www.mndnr.gov/volunteer/novdec06/farmhabitat.html](http://www.mndnr.gov/volunteer/novdec06/farmhabitat.html)

**September–October 2007**

“Bluebills”

[www.mndnr.gov/volunteer/sepoct07/bluebills.html](http://www.mndnr.gov/volunteer/sepoct07/bluebills.html)

**September–October 2008**

“Hunting for Decoys”

[www.mndnr.gov/volunteer/sepoct08/decoys.html](http://www.mndnr.gov/volunteer/sepoct08/decoys.html)

**January–February 2009**

“Fish Decoys as Art”

[www.mndnr.gov/volunteer/janfeb09/fish\\_decoys.html](http://www.mndnr.gov/volunteer/janfeb09/fish_decoys.html)

To request a hard copy of this article, please send the name of the article, month and year of publication, and your mailing address to [mcvarticles@dnr.state.mn.us](mailto:mcvarticles@dnr.state.mn.us).

**References** Hock, M.F., Deshler, D.D., and Schumaker, J.B. *Strategic Tutoring*. Lawrence, Kan.: Edge Enterprises, 2000.  
Ogle, D.S. K-W-L Group instructional strategy. In A.S. Palincsar, D.S. Ogle, B.F. Jones, and E.G. Carr (Eds.), *Teaching Reading as Thinking: Teleconference Resource Guide*, pp.11–17. Alexandria, Va.: Association for Supervision and Curriculum Development, 1986.

## “Have Fun Painting Ducks”—Teachers Guide

### Study Questions

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

1. Why was the author puzzled when he discovered his father’s duck stamps? \_\_\_\_\_

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2. How is the money hunters pay for duck stamps used? \_\_\_\_\_

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3. In order to win a duck stamp contest, what must the artist do? \_\_\_\_\_

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4. The first step in creating a duck stamp painting is research. Describe how the author learns about the species he will paint. \_\_\_\_\_

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5. Of the \$15.00 fee for each duck stamp, how much is used to lease or buy habitat? \_\_\_\_\_

6. When did Joe Hautman become a full-time artist? \_\_\_\_\_

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7. Why does Mr. Hautman sketch before painting? \_\_\_\_\_

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## “Have Fun Painting Ducks”—Teachers Guide

8. When the artist is satisfied with the composition of the scene, what does he do next? \_\_\_\_\_

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9. Why were the ridges on a black scoter’s bill so important? \_\_\_\_\_

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10. Why does the author show his work to people who are not artists? \_\_\_\_\_

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11. Explain how small details can add value to the finished painting. \_\_\_\_\_

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12. What is one detail duck stamp artists must omit? Why? \_\_\_\_\_

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13. In Minnesota what wildlife stamps might you collect? \_\_\_\_\_

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*Challenge:* To what country did Joe Hautman travel to study a specimen of a spectacled eider?

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## “Have Fun Painting Ducks”—Teachers Guide

### Study Questions Answer Key

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1. Why was the author puzzled when he discovered his father’s duck stamps? **His father was not known to collect things. The author decided that his father kept the stamps because the art was beautiful.**
2. How is the money hunters pay for duck stamps used? **The money hunters pay for duck stamps is used to protect ducks’ habitat.**
3. In order to win a duck stamp contest, what must the artist do? **The artist must do two things: (1) paint a realistic portrait of a particular duck species, and (2) place the duck in its natural habitat.**
4. The first step in creating a duck stamp painting is research. Describe how the author learns about the species he will paint. **Answers may vary, but should include: spending time outdoors observing ducks and taking photos, learning as much as possible about that species, and studying stuffed specimens.**
5. Of the \$15.00 fee for each duck stamp, how much is used to lease of buy habitat? **Of every dollar spent on duck stamps, 98 cents is reserved for habitat, so a \$15.00 fee yields \$14.70 for habitat.**
6. When did Joe Hautman become a full-time artist? **Mr. Hautman became a full-time artist after he won his first federal duck stamp contest.**
7. Why does Mr. Hautman sketch before painting? **It is much easier to change a sketch than a painting.**
8. When the artist is satisfied with the composition of the scene, what does he do next? **He makes a detailed drawing on a piece of wood that is painted gray.**
9. Why were the ridges on a black scoter’s bill so important? **The ridges were the detail that caused one of the judges to vote for his painting. His painting won the contest.**
10. Why does the author show his work to people who are not artists? **He wants someone who has not seen the work to notice missing or distracting details.**
11. Explain how small details can add value to the finished painting. **Sometimes a detail can make an eye or feather look just right.**
12. What is one detail duck stamp artists must omit? Why? **Artists must not sign the painting because the judges cannot know who painted the picture.**
13. In Minnesota what wildlife stamps might you collect? **In Minnesota you might collect duck, pheasant, wild turkey, trout and salmon, and walleye stamps.**

Challenge: To what country did Joe Hautman travel to study a specimen of a spectacled eider? **He traveled to Canada. Ottawa is located in Ontario and is the capital of Canada.**



## “Have Fun Painting Ducks”—Teachers Guide

### Minnesota Comprehensive Assessments Practice Items

Teachers guide for the Young Naturalists article “Have Fun Painting Ducks” by Joe Hautman. Published in the September–October 2009 *Minnesota Conservation Volunteer*, or visit [www.mndnr.gov/young\\_naturalists/painting\\_ducks/index.html](http://www.mndnr.gov/young_naturalists/painting_ducks/index.html)

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Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

1. When the author looks at a painting, what measure of success does he look for? \_\_\_\_\_

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- A. Did the artist use the right details?
- B. Did the artist use the right colors?
- C. Did the artist have fun?
- D. Did the artist sign the painting?

2. How many federal duck stamp contests have the Hautman brothers won?

- A. Five
- B. Three
- C. Two
- D. Eight

3. Joe Hautman has used \_\_\_\_\_ paints in his duck stamp paintings.

- A. oil and acrylic
- B. pencil and acrylic
- C. oil and pastel
- D. oil and water

4. If you were to enter a duck stamp contest what plan would you use to create a winning entry? \_\_\_\_\_

5. What type of habitat do ducks need?

- A. Forests
- B. Wetlands
- C. Deserts
- D. Prairies

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1. When the author looks at a painting, what measure of success does he look for? **C. Did the artist have fun?**
2. How many federal duck stamp contests have the Hautman brothers won? **D. Eight**
3. Joe Hautman has used \_\_\_\_\_ paints in his duck stamp paintings. **A. oil and acrylic**
4. If you were to enter a duck stamp contest what plan would you use to create a winning entry? **Answers may vary. The process described by the author includes: Research, composition, drawing, and painting. Students may add many details under each step in the process.**
5. What type of habitat do ducks need? **B. Wetlands**

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### Vocabulary

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- critique** to give a review of someone’s work
- drake** male duck
- dynamic** showing energy and motion
- elusive** hard to find
- federal** central government
- hen** female duck
- migratory** moving to a different region in spring and fall
- minute** very small
- Ottawa** capital city of Canada; named after the Ottawa, a Native American people
- species** group of similar animals that may reproduce with one another
- tonal** value effective combination of color and shading
- waterfowl** swimming game birds

# “Have Fun Painting Ducks”—Teachers Guide

## Vocabulary Study Cards

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Cut along the horizontal lines, fold on the dashed vertical line and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

What is a  
**critique**?

FOLD HERE

A review of someone’s  
work is a

What is a  
**drake**?

FOLD HERE

A  
**male duck**  
is called a

When a picture is  
**dynamic**  
it shows

FOLD HERE

A painting with  
**energy and motion**  
is

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Cut along the horizontal lines, fold on the dashed vertical line and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

An **elusive**  
animal is

FOLD HERE

An animal that is  
**hard to find** is

What does **federal**  
mean?

FOLD HERE

The  
**central government**  
is

The **hen**  
is the

FOLD HERE

The **female duck**  
is the

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Cut along the horizontal lines, fold on the dashed vertical line and tape or staple. Blanks are provided to allow you or your students to add new words or phrases.

What is a  
**species?**

FOLD HERE

A group of similar  
animals that may  
reproduce with  
one another is a

The tonal value  
of a painting is

FOLD HERE

The effective combination  
of color and shading  
is the

A  
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FOLD HERE

A  
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FOLD HERE

FOLD HERE

FOLD HERE