



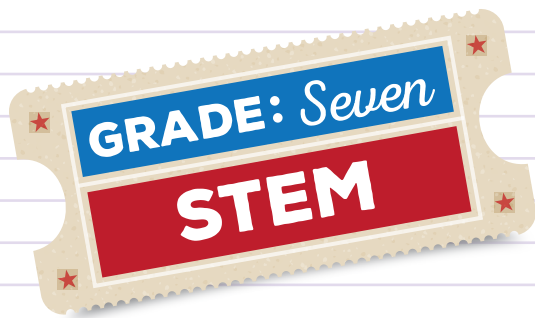
**BIG TEX**  
**GRADE 7 STEM**

THE BIG TEX WORKOUT  
...AND CARICATURIZING AN ICON



# TEACHER

# BIG TEX



## The Big Tex Workout ...and Caricaturizing an Icon



### In this lesson students will:

- ★ Calculate the rate at which they walk and the total distance walked around the State Fair.
- ★ Compete in a State Fair exercise challenge.
- ★ Analyze and practice the art of caricature.
- ★ Create their own caricatures of Big Tex.

Everything is bigger in Texas. We're proud of that saying as it applies to almost everything... except our waistline. After enjoying all of the delicious fried treats, try to meet (or beat) this State Fair Heart Healthy Challenge.

### Standards

- ★ Math TEKS: 7.1(A), 7.1(B), 7.1(C), 7.1(D), 7.1(E), 7.1(G), 7.3(A), 7.4(A), 7.4(E)
- ★ Science TEKS: 7.7(A)
- ★ Art TEKS: 7.1(A), 7.2(A), 7.4(A)

### Before You Go

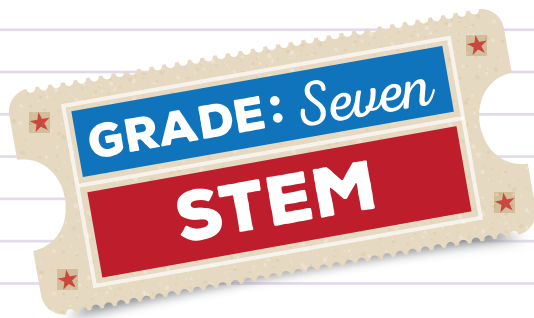
- ★ Discuss the term "work." What does work mean, scientifically?
- ★ Give examples of work done by a book sitting on the desk or a student pushing a chair.
- ★ How much walking should a person do each day to stay in good health?
  - \* Can you take the Big Tex Heart Healthy Challenge to walk at least one mile while you are at the State Fair? Here's how to get started:

1. In an open area, measure and mark off a length of 10 feet.
2. Walk the length, keeping track of the number of steps you take. How many steps did you take when walking 10 feet?
3. Write the number of steps you took to walk 10 feet, as a ratio.
4. Create a proportion to determine the approximate number of steps you might take to walk a distance of one mile.



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### State Fair of Texas Heart Healthy Challenge



Image taken from [http://vbes.amsd.org/files/vbes.amsd.org/files/images/health\\_measuring\\_tape.gif](http://vbes.amsd.org/files/vbes.amsd.org/files/images/health_measuring_tape.gif)



Image taken from <http://m.extension.illinois.edu/firstgarden/fundamentals/images/measuring/pac1.gif>

Step 3: Example: I walked 12 steps in 10 feet.

$$\frac{12 \text{ steps}}{10 \text{ feet}} \quad \text{or} \quad \frac{12}{10}$$

How many feet  
are in 1 mile?



Step 4:

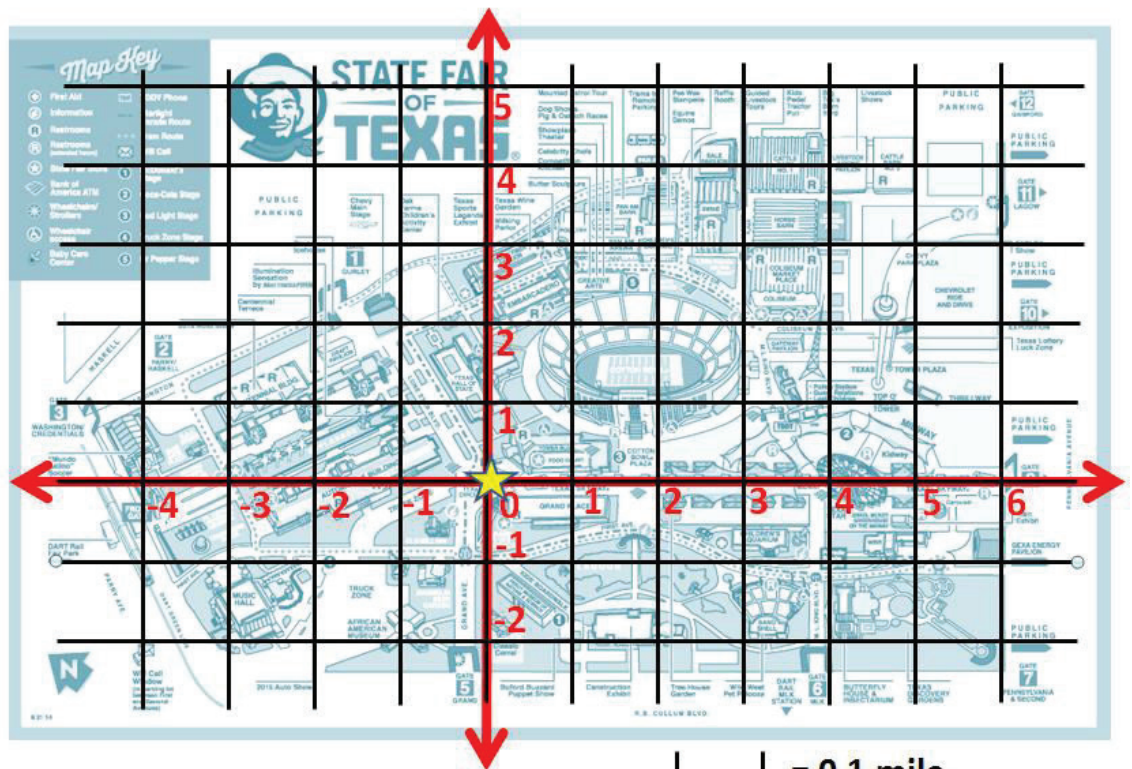
$$\frac{12 \text{ steps}}{10 \text{ feet}} = \frac{? \text{ steps}}{? \text{ feet}}$$

Just how large is Big Tex? Learn more about [him](#) at the State Fair of Texas website.

★ Approximately how many steps would Big Tex take to walk one mile?

★ If Big Tex took the Heart Healthy Challenge, approximately how far would he have walked?

Using the State Fair Coordinate map below, plan your Heart Healthy Challenge route before your trip to the Fair.

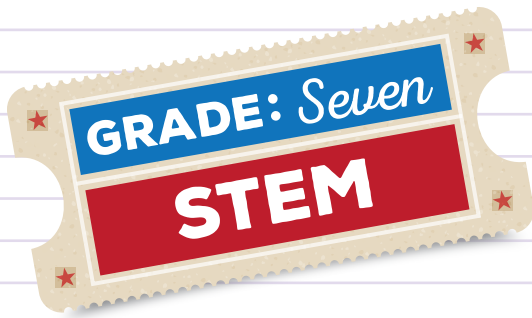


= 0.1 mile

Each unit on the map is  $\frac{1}{4}$  inches

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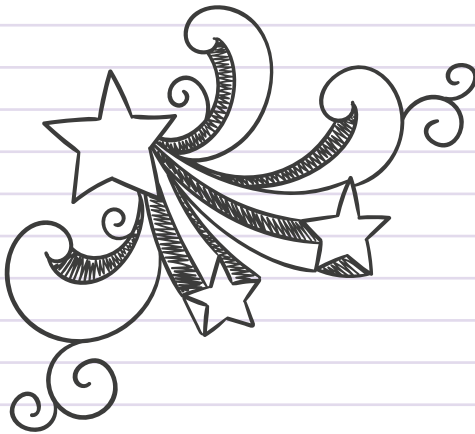
# BIG TEX



## The Big Tex Workout ...and Caricaturizing an Icon

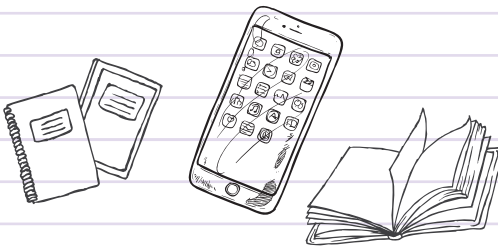
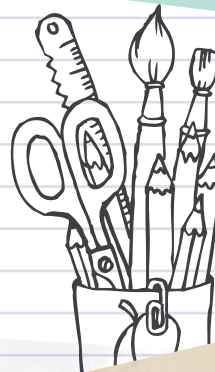
### Plan Your Route.

★ Go directly to Big Tex Circle.



### Optional Materials to Bring

- ★ Smart Phone or Tablet
- ★ Pencil & Notepad
- ★ Sketchbook for Arts Connection
- ★ State Fair of Texas Coordinate map



### While You're There

The objective of your visit is to meet (or beat) the State Fair Heart Healthy Challenge!

Use your State Fair Coordinate Map as you travel from one location to the next.

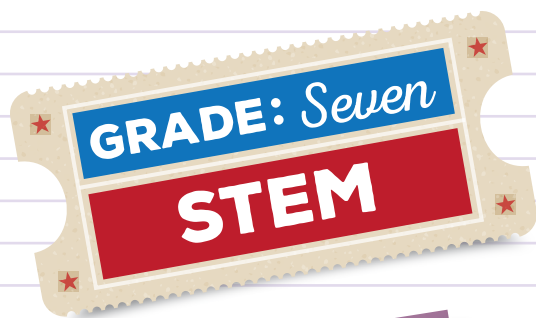
### WORK

- As you travel through the State Fair, take note of how much work it takes to get to different points.
- Be sure to keep track of the time it takes you to reach each location!
- As you travel, observe what other work (or lack, thereof) is taking place.

### ARTS CONNECTION

- At the statue of Big Tex, sit and look closely at him for a while:
- What do you notice about his features?
- What is it that makes Big Tex unique?
- Create some sketches of him, and pay attention to the details of his face. Don't worry about exaggerating anything right now...just try and get some sketches for future reference in your sketch book.
- Pay attention to what is surrounding him.
- What could be added to a caricature of Big Tex to give the viewer an even better idea of who he is, or what he represents?





## The Big Tex Workout ...and Caricaturizing an Icon



### After the Fair

When you return to class following your State Fair visit, you will:

- ★ Calculate the total distance and average rate (miles per hour) you walked at the State Fair.
- \* Remember, on the map we used,  $\frac{1}{4}$ -inch is equivalent to (0.1 or  $\frac{1}{10}$  of a mile.
- \* Did you walk at a constant rate?
- \* What conversions will you use to determine your rate in miles per hour?
- ★ Determine how many steps Big Tex would have taken if he walked your route.
- ★ What would make the work of moving around the Fair easier?
- \* Devise a different way to move around the Fair.
- \* Are you doing the work, or is mechanical energy doing the work?



### Arts Connection Caricaturizing an Icon

In the lesson above, students learned about proportional relationships and solved a related problem, using coordinate points on a map of the State Fair. In art, we also talk about proportion, but in a different way.

Proportion, in art, is described as the relative size of parts to a whole. Oftentimes, we use the human body as a reference when thinking about proportions. There is an art form, however, that throws the rules of proportions out the window and focuses on making one part of a whole overly large. This is known as a caricature. In this lesson, students will create their very own caricature of one of the State Fair's "biggest" icons - Big Tex!

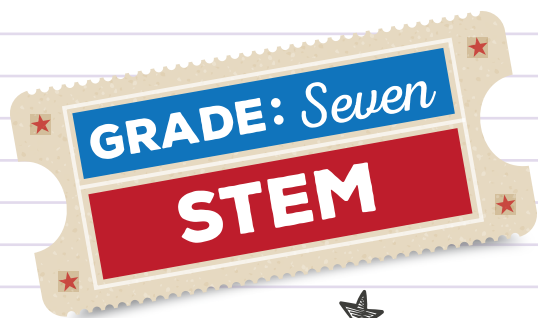
### In this lesson, students will:

- ★ Analyze and practice creating the art of caricature.
- ★ Create their own caricatures of Big Tex.



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the viewer?

- \* Ask the students to think about what a caricature of Big Tex might look like.

Remind the students to take a sketchbook with them to the Fair so they can sketch their ideas when they get to the Big Tex statue.

### Before You Go

Discuss with students what a caricature, in art.

- ★ A caricature is a portrait that takes one feature of the person and exaggerates it, thus throwing off the proportion.
- ★ Although the artist exaggerates a feature, he /she still retains the likeness of the individual.
- ★ Like portraits, caricatures often include objects that give the viewer clues as to what the individual in the artwork likes to do, or is associated with.
- ★ Visit this [caricature gallery](#) to see some examples of caricatures of actors, actresses, sports stars, and musicians. It would be helpful if you could find a photo of them to place next to the caricature for an even better reference to the caricature form. Find a few that you would like to show the students and ask them questions such as:
  - \* What makes this a caricature?
  - \* What feature/s has the artist chosen to exaggerate?
  - \* What features are still the same?
  - \* Do other objects in the work provide clues as to who the person is, or what he/she might like?

Next, show the students some images of [Big Tex](#).

- ★ Talk to them about some of Big Tex's features.
  - \* Are there any that make him unique?
  - \* What about his clothes? What do they tell

### While You're There

- ★ Refer to the main portion of the lesson for instructions.

### After the Fair

- ★ When you return to the classroom, it's time to create your own Big Tex caricature!
- ★ Take out the sketches that you created from the State Fair.
- ★ First, decide what feature you are going to exaggerate.
- ★ Next, think about how to incorporate his other features so the viewer can see that you are depicting Big Tex.
- ★ Also, think about what you are going to place around Big Tex to give the viewer even more clues.
- ★ Don't add too much, however, because it will take away from the main focus of your caricature.
- ★ Make a few preliminary sketches before embarking on your final piece, and be sure to add some bright and vibrant colors to make your caricature pop!