

DOUBLE MEANING: EDWARD HICKS' "THE PEACEABLE KINGDOM"

Special Area: Art (Third Grade)

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Length of Unit: Three Lessons

I. ABSTRACT

The students will view and discuss "The Peaceable Kingdom" by Edward Hicks and compare it to some of his other works. They will be given a brief history of Edward Hicks and appreciate him as a "primitive" or "folk artist." They will discuss the symbolism in the painting and suggest reasons why Hicks chose this symbolism. They will review types of perspective used in Hudson River School landscapes (which they studied in 2nd grade), especially overlapping, and the differences in the size of objects in the background, middle ground, and foreground. They will each paint a simple landscape. Then, they will draw and paint (or color with markers) two carnivorous ("fierce") and two herbivorous ("gentle") animals of varying relative sizes. They will cut out the animals and glue them to the background in such a way as to demonstrate their understanding of size-perspective (size seems smaller in the distance).

II. OVERVIEW

A. Concept Objectives

1. The student will identify innovative solutions used by Edward Hicks to solve visual problems in "The Peaceable Kingdom." [Visual Arts SOL for Virginia Public Schools 3.1]
2. The student will identify...foreground, middle ground, and background in "The Peaceable Kingdom." [Visual Arts SOL for Virginia Public Schools 3.9]
3. The student will analyze "The Peaceable Kingdom" for the use of
 - a. Rhythm
 - b. Balance – symmetry and asymmetry
 - c. Spatial relationships – overlapping, size, proportion, and placement
4. The student will discuss how history, culture, and the visual arts influence each other in terms of Hicks' "The Peaceable Kingdom." [Visual Arts SOL for Virginia Public Schools 3.13]

B. Content from the *Core Knowledge Sequence*

1. The student will understand the spatial terms "two-dimensional" (height, width) and "three-dimensional" (height, width, depth). [CKS "Visual Arts: Grade 3," p. 74]
2. The student will observe how Edward Hicks made the two-dimensional painting of "The Peaceable Kingdom" look three-dimensional by creating an illusion of depth and will examine the foreground, middle ground, and background in this painting. [CKS "Visual Arts: Grade 3," p. 74]
3. The student will examine design – how the elements of art work together – in "The Peaceable Kingdom." [CKS "Visual Arts: Grade 3," p. 74]

C. Skill Objectives

1. The student will use various art processes and techniques to produce a work of art. [Visual Arts SOL for Virginia Public Schools 3.2]
2. The student will mix primary and secondary colors to make intermediate colors (paint) and use them in his work of art. [Albemarle County, Virginia Instructional Objectives, Grade 3, and Visual Arts SOL for Virginia Public Schools 3.4, The student will identify and use intermediate colors...]

3. The student will...use foreground, middle ground, and background in a two-dimensional work of art. [Visual Arts SOL for Virginia Public Schools 3.9]
4. The student will create the illusion of depth on a two-dimensional surface using overlapping, size variation, and placement in the picture plane. [Visual Arts SOL for Virginia Public Schools 3.8]
5. The student will produce a work of art that communicates feelings (in this case, “peace”). [Visual Arts SOL for Virginia Public Schools 3.11]

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Fager, Chuck. “A Quaker At War With Himself; The Folk Art Of Edward Hicks.” *Christianity Today*, October 25, 1999, Volume 43, Number 12, page 98. (Internet Site: <http://www.christianitytoday.com/ct/features/arts.html>)
2. Holt, Frank. “The Kingdoms of Edward Hicks.” *Folk Art Messenger*, Spring, 1999. (Internet Site: <http://www.folkart.org/messenger/hicks/hicks.html>)
3. Janson, H.W. and Dora Jane. *The Story of Painting for Young People*. New York, New York: Harry N. Abrams, Inc.
4. Weekley, Carolyn J. *The Kingdoms of Edward Hicks*. New York, New York: Harry N. Abrams, Inc., 1999. ISBN 0-8109-1234-1.
5. Williams, Helen. *Stories in Art*. Brookfield, Connecticut: The Millbrook Press, 1991. ISBN 0-395-64558-1.

B. For Students

1. Internet Site: “Edward Hicks – American, 1780-1849.” (<http://www.albrightknox.org/ArtStart/sHicks.htm>)
2. Kinghoro, Harriet, Badman, Jacqueline & Lewis, and Spicer, Lisa. *Let’s Meet Famous Artists*. Minneapolis, Minnesota: T.S. Denison & Co., Inc., 1991. ISBN 0-513-02050-0.
3. Zadrzynska, Ewa. *The Peaceable Kingdom*. New York, New York: M.M. Art Book, Inc., 1993. ISBN 0-9638-904-0-9.

IV. RESOURCES

- A. Hicks, Edward. “The Peaceable Kingdom” art print. Shorewood Art Reproductions. Call toll-free: 1-800-494-3824.

V. LESSONS

Lesson One: Viewing and Discussing “The Peaceable Kingdom” by Edward Hicks.

A. Daily Objectives

1. Concept Objectives
 - a. The student will identify innovative solutions used by Edward Hicks to solve visual problems in “The Peaceable Kingdom.” [Visual Arts SOL for Virginia Public Schools 3.1]
 - b. The student will identify...foreground, middle ground, and background in “The Peaceable Kingdom.” [Visual Arts SOL for Virginia Public Schools 3.9]
 - c. The student will analyze “The Peaceable Kingdom” for the use of rhythm, balance (symmetry and asymmetry), and spatial relationships (overlapping, size, proportion, and placement). [Visual Arts SOL for Virginia Public Schools 3.22]
 - d. The student will discuss how history and culture influenced the painting, “The Peaceable Kingdom.” [Visual Arts SOL for Virginia Public Schools 3.13]
2. Lesson Content
 - a. Background information about Edward Hicks should include
 - 1) He was born in Pennsylvania in 1780, when our country was only 4 years old.

- 2) His mother died when he was a baby and his father could not take care of him, so he went to live with an aunt and uncle on their farm.
 - 3) He was apprenticed to coach makers when he was 13 years old. That is where he learned decorative painting, a trade he used all his life.
 - 4) He lived a wild life as a teenager and young man.
 - 5) When he was 22 he got very sick and almost died. When he got well he believed it was a sign from Heaven.
 - 6) He decided to repent of his wild ways and joined the Quaker church (The Society of Friends). He later became an itinerant Quaker minister, preaching the gospel from town to town.
 - 7) The Quakers believed in non-violence, and that everyone is equal.
 - 8) Since he never had formal art training or attended art school he is considered a “primitive” or “folk artist.”
 - 9) When he painted pictures he mostly painted Biblical themes, including Noah’s Ark and the passage describing animals living together peaceably. In fact, he liked that theme so much, he painted over 100 versions of “The Peaceable Kingdom” (62 still exist today).
 - 10) The passage from the book of Isaiah, Chapter 11, verses 6 through 9, which inspired Hicks to paint “The Peaceable Kingdom,” reads:

“The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together; and a little child shall lead them. And the cow and the bear shall feed; their young ones shall lie down together; and the lion shall eat straw like the ox...”
 - 11) He died when he was 69 years old, in 1849.
- b. If possible, additional artwork by Edward Hicks should be presented. We include “Noah’s Ark” and various other versions of “The Peaceable Kingdom.”
 - c. “The Peaceable Kingdom” is an allegorical painting: it represents the ideal of peaceful coexistence of mankind, rather than an actual scene.
 - 1) The fierce and peaceful animals living peaceably together.
 - 2) The signing of the peace treaty between William Penn and the Indians.
 - d. The discussion should also include, but not be limited to:
 - 1) How was Hicks able to fit in all the Indians and William Penn and his men in such a small space? Are the people really so much smaller than the animals, or just farther away?
 - 2) This painting is a two-dimensional depiction of a three-dimensional scene. How did Hicks make it look three-dimensional?
 - 3) Where is the foreground in this painting? What objects are there? Where is the middle ground? What objects are there? The background?
 - 4) Artists use “rhythm” in their paintings to unify the artwork. How did Hicks use rhythm in this painting? (Gentle, curving lines and shapes.)
 - 5) Artists are concerned that their paintings are well balanced. Some pictures are symmetrical, with the same design on each side. Is this painting symmetrical or asymmetrical? How did Hicks balance his composition (the things in his painting)?
 - 6) Rhythm and balance are two important principles of art. Space is an important element of art. The background, middle ground, and foreground comprise the space in many pictures. These are some ways an artist shows “perspective” in a painting (what is close up, and what is farther away; what is in front, and what is behind).

- 7) Other spatial relationships that also show perspective include overlapping, size, proportion, and placement of objects in the picture plane.
 - 8) How did Hicks use the other elements of art in this painting? (Line, Color, Shape, and Texture)
 - 9) How did the history of Pennsylvania influence this painting? (Penn's treaty with the Indians)
 - 10) How did Hicks' own background influence this painting?
 - a) He had been around farm animals all his life, so he painted them more realistically than the wild animals that he had never seen.
 - b) The religious theme reflects his own religious faith.
 - c) His lack of formal training is evident: the characters have a folksy, child-like quality.
 - e. The students will identify which animals are carnivorous and which are herbivorous in the painting.
 - f. The students may discuss how they would expect this assortment of animals to behave with one another under ordinary circumstances and why they think the animals can be safely together in this picture.
 - g. The students will suggest a title for the painting (before being told the actual title). After several suggestions, they will learn the actual title.
3. Skill Objectives
- a. Each student will be encouraged to make comments and ask questions about the painting.
 - b. Students will be encouraged to approach the art print and point out the areas they are discussing.
 - c. Students will make a practice sketch of two carnivorous and two herbivorous animals.

B. *Materials*

1. Art print of "The Peaceable Kingdom," at least 22 x 26 inches.
2. A pointer (optional).
3. Pictures of other similar works by Edward Hicks.
4. Pictures of animals.
5. Pencils.
6. Strips of heavy white drawing paper, 70-90 pounds, 3" x 12", two per student.

C. *Key Vocabulary*

1. Edward Hicks: An early American Folk Artist, born 1780 in Pennsylvania, learned to paint signs and furniture, became a Quaker minister, died in 1849.
2. "The Peaceable Kingdom": The title given to over 100 paintings by Edward Hicks, depicting gentle and fierce animals coexisting peacefully, and usually also including a scene depicting William Penn signing a peace treaty with the Indians.
3. Primitive or Folk Art: That which is made by someone with no formal art training.
4. Elements of Art: The components of a work of art, at least one of which can be found in any artwork. They include color, line, shape, texture, and space.
5. Space: The element of art dealing with both:
 - a. The use of the space on the picture plane
 - b. The illusion of depth or distance created by the artist
6. Background: The farthest away objects in a picture, usually near the top of the picture plane. In a landscape it is the sky and the farthest land.
7. Middle Ground: The objects and land in a picture that are mid-distant, in front of the background.
8. Foreground: The objects and land that are "before" or in front of everything else in the picture.

9. Rhythm: The regular repetition of an element of art (line, shape, color) or of a motif (subject) in a work of art.
10. Balance: The pleasing arrangement of components (parts) in a work of art.
11. Symmetry: The components on one side of a design are identical to those on the other side.
12. Asymmetry: The components on one side of a design are not identical on both sides, not symmetrical.
13. Overlapping: Closest objects may overlap (partially conceal) objects that are farther away.
14. Size: Closest objects are usually bigger, farthest objects are usually very small, and in-between objects are medium-sized.
15. Proportion: The size of something in relation to the size of something else.
16. Placement in a picture: Closest objects are usually near the bottom, farthest objects are usually near the top, and in-between objects are in the middle.
17. Perspective: The way an artist shows distance or depth in a picture.
18. Quakers: A Protestant denomination called "The Society of Friends" who believe in non-violent, peaceful coexistence and the equality of all people.
19. Isaiah: An Old Testament Biblical prophet who prophesied in the Bible about fierce and gentle animals living together peacefully.
20. Allegory/allegorical painting: A painting that symbolizes an ideal, a moral, or a spiritual meaning, rather than an actual scene.
21. Composition: The arrangement or grouping of the different parts of a work of art.
22. Carnivorous animals: Animals that eat meat (other animals).
23. Herbivorous animals: Animals that eat plants.
24. Neutral colors: Browns, tans, grays, whites, blacks.

D. *Procedures/Activities*

1. The teacher displays art print of "The Peaceable Kingdom" on easel or chalkboard and has students sit nearby so that they can easily view the print and have access to it.
2. The teacher may display and/or distribute other similar works by Hicks.
3. The teacher will give the students some background information about Edward Hicks. (See pages 3 and 4.)
4. The teacher leads the students in a discussion of Hicks' works, with most emphasis placed on "The Peaceable Kingdom," accepting all sincere responses:
 - a. What kind of colors did he use? Did he use many primary colors (red, yellow, blue) or secondary colors (orange, green, and purple) or did he use mostly neutral colors (shades of brown, tan, gray)? How do the colors contribute to the peaceful theme?
 - b. What kind of lines and shapes do you see? Straight, vertical, diagonal, horizontal? Curved, wavy? Geometric or organic? How do the lines and shapes contribute to the peaceful theme? How did he use texture?
 - c. How did Hicks use space? Where is the foreground, middle ground, background? Is anything overlapping something else?
 - d. Why are the animals so big, and Penn and the Indians so small? Discuss proportion. Would the picture have made sense if they were all the same proportionate size?
 - e. Why did he paint more details in the foreground than in the background? (The foreground is closer so objects there are more clearly visible.)
 - f. Is this a historical painting? Why or why not?
 - g. Could this be an actual event? Why or why not?
 - h. Is this a symbolic (allegorical) painting? Why or why not?
 - i. How did Hicks use balance?

- j. How did he use rhythm?
 - k. Why do you think Hicks painted this picture?
 - l. How do you feel about this picture? Do you like it? It is okay to dislike some art and like others? Not everyone has the same taste in art.
 - m. What would you title this painting?
5. Students return to their seats. The teacher passes out heavy white 3 x 12 inch paper (70-90 pound) and pictures of animals.
 6. Each child chooses pictures of one carnivorous and one herbivorous animal.
 7. The teacher will demonstrate on the chalkboard how basic geometric shapes and lines can be used in drawing most animals. The teacher will draw a few simple examples.
 8. The student sketches his animals on his paper. Then, he will exchange his two animals for two others and sketch them as well. He will write his name on each paper.
- E. *Assessment/Evaluation*
1. All students will have participated meaningfully in the discussion.
 2. The students will have followed directions in rendering their practice sketches.

Lesson Two: Mix Intermediate Colors and Paint the Animals

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will observe and appreciate the position of colors on a color wheel.
 - b. The student will observe and appreciate the mixture of primary and secondary colors to create intermediate colors.
 - c. The student will observe and appreciate various painting techniques demonstrated by the teacher.
2. Lesson Content
 - a. Review of artist's name, title of painting, and briefly its content.
 - b. Review of primary and secondary colors.
 - c. Discussion and creation of intermediate colors.
 - d. Painting of the four animal sketches.
3. Skill Objectives
 - a. The student will politely observe, attend to, and follow directions given in any/all demonstrations by the teacher.
 - b. The student will share supplies.
 - c. The student will mix primary and secondary colors together to create intermediary colors.
 - d. The student will use the paintbrush and other painting supplies appropriately.
 - e. The student will use these paints (as well as white, black, and brown) to paint the four animals.

B. *Materials*

1. The art print of "The Peaceable Kingdom" which the students previously viewed.
2. Newspapers to cover the workspace.
3. Smocks for students to wear.
4. Jars of red, yellow, blue, orange, green, and purple tempera paint. (4 sets of each)
5. Four sets each of six empty jars.
6. Popsicle sticks. (2-4 per student)
7. Paint brushes, 1/16 to 1/4 inches wide.
8. Water cans for cleaning brushes.
9. The animal sketches from Lesson One.

C. *Key Vocabulary* (see definitions in previous lessons)

1. Edward Hicks
2. "The Peaceable Kingdom."

3. Space in a picture
 - a. Foreground
 - b. Middle Ground
 - c. Background
 4. Allegory
 5. Perspective
 6. Primitive, or Folk Art
 7. Composition
 8. Carnivores
 9. Herbivore
 10. Primary and Secondary Colors: Primary colors : Red, yellow, and blue. You start with these 3 colors, and when you mix them together, you can create other colors. Secondary colors: Orange, green, and purple. These are the colors that come second, after you mix 2 primary colors together. [Red + Yellow = Orange; Yellow + Blue = Green; Red + Blue = Purple.]
 11. Intermediate Colors: colors made by mixing a primary color with one of its secondary colors: Red + Orange = Red-Orange, Yellow + Orange = Yellow-Orange, Yellow + Green = Yellow-Green, Blue + Green = Blue-Green, Blue + Violet (Purple) = Blue-Violet, and Red + Violet = Red-Violet
 12. Color wheel
 13. The parts of a paintbrush
 - a. Handle: the long part, usually wood or plastic, which the artist holds
 - b. Bristles: the brushy part that holds the paint
 - c. Ferrule: the metal part that holds the bristles onto the handle
 14. Neutral Colors: browns, tans, grays, whites, and blacks
- D. *Procedures/Activities*
1. The students are grouped into four groups or tables.
 2. The newspapers will be spread over the workspaces.
 3. The students will put on their smocks.
 4. Each group will receive a set of primary and secondary colors tempera paint, as well as 6 empty jars, and several popsicle sticks.
 5. The students will each take one jar of paint and one empty jar. They will have to work cooperatively with partners.
 6. The teacher will demonstrate and explain how to pour a little primary color paint and a little secondary color paint into the empty jar and mix with a Popsicle stick to create an intermediate color paint.
 7. The students will then mix their own intermediate colors.
 8. Each group will also receive a set of neutral paint colors (browns, tans, grays, whites, and blacks) and water cans (1 per every 2-4 students).
 9. The students will be given back their animal drawings from Lesson One.
 10. The teacher will demonstrate using the brush, paints, and water can.
 11. The students will paint their four animal drawings and set them aside to dry.
 12. The teacher will give clean-up instructions to the class.
 13. The students will each help clean up their work space by:
 - a. Putting lids on paint jars, putting jars in the paint box, putting paint box on the counter.
 - b. Putting brushes in the water cans, taking water cans to the sink.
 - c. Folding up and disposing of newspapers.
 - d. Returning smocks.
 - e. Washing hands.

E. *Assessment/Evaluation*

1. The students will have politely observed the demonstrations by the teacher.
2. The students will have followed directions in mixing the intermediate colors.
3. The students will have followed directions in painting their animals.
4. The students will have followed directions in cleaning up.

Lesson Three: Create a Background for your own “The Peaceable Kingdom” Picture

A. *Daily Objectives*

1. Concept Objectives
 - a. The student will view and appreciate Edward Hicks’ painting “The Peaceable Kingdom” in terms of the artist’s use of space and the influence of history and culture.
 - b. The student will plan background, middle ground, and foreground scenery for his picture.
 - c. The student will plan the placement of the animals in his picture.
2. Lesson Content
 - a. Review of artist’s name, title of painting, and briefly, its content.
 - b. Review of division of space in the picture plane into foreground, middle ground, and background.
 - c. Painting the background, middle ground, and foreground. (Set aside to dry.)
 - d. Cutting out the 4 animals which were painted in Lesson Two and gluing cardboard “stick-outs” to their backs.
 - e. Review of spatial arrangement of objects in a picture, including overlapping, size/proportion, and placement on the picture plane.
 - f. Placing and gluing the animals onto the painted landscape.
3. Skill Objectives
 - a. The student will politely observe, attend to, and follow directions given in any/all demonstrations by the teacher.
 - b. The student will share supplies.
 - c. The student will use a paintbrush appropriately to paint a background, middle ground, and foreground for an outdoor scene.
 - d. The student will clean up his work area appropriately from the painting phase of Lesson Three.
 - e. The student will use scissors appropriately to cut out the 4 animals he painted in Lesson Two.
 - f. The student will use glue appropriately to affix the 4 animals to the landscape painting in a meaningful arrangement.

B. *Materials*

1. Art print of “The Peaceable Kingdom.”
2. Newspapers to cover the workspace.
3. Smocks.
4. The tempera paint used in Lesson Two.
5. Paint brushes, ¼ to ½ inches wide.
6. Water cans (one per every 2-4 students).
7. Heavy white drawing paper (70-90 pounds), 12” x 15”, one per student.
8. Pencils.
9. A drying rack or designated drying area.
10. The animal paintings from Lesson Two.
11. Scissors.
12. Glue.
13. Strips of corrugated cardboard approximately ½” x 6” to 12” long.

- C. *Key Vocabulary* (see definitions in previous lessons)
1. Edwards Hicks
 2. “The Peaceable Kingdom”
 3. Texture
 4. Space
 - a. Background
 - b. Middle Ground
 - c. Foreground
 5. Overlapping
 6. Perspective
 7. Composition
 8. Colors
 - a. Primary
 - b. Secondary
 - c. Intermediate
 - d. Neutral
 9. The parts of a paintbrush
 - a. Handle
 - b. Bristles
 - c. Ferrule
 10. Three-Dimensional
 11. Landscape: A picture of outdoor scenery that is mostly land and natural settings, which may include sky, mountains, grass, trees, other plants, water (river, stream, lake, pond, sea, waterfall), rock, sand, soil.
 12. Stick-outs: Small pieces of corrugated cardboard, approximately ½” x ½”.
- D. *Procedures/Activities*
1. The students are grouped into four groups or tables.
 2. The newspapers will be spread over the workspaces.
 3. The students will put on their smocks.
 4. Each student will receive a sheet of heavy (70-90 pound) white drawing paper, 12” x 15”.
 5. The student will write his name on the back of his paper with pencil.
 6. Each group will receive a set of painting supplies
 - a. Paint brushes (size- ¼”- ½”)
 - b. The tempera paints from Lesson Two
 - c. Water cans
 7. The teacher will demonstrate using the painting supplies to paint a background, middle ground, and foreground on a sheet of the 12” x 15” white paper.
 8. The students will paint their landscapes and set them aside to dry.
 9. The teacher will give clean-up instructions to the class.
 10. The students will each clean up their workspace by:
 - a. Putting lids on paint jars, putting jars in the paint box, putting paint box on the counter.
 - b. Putting brushes in the water cans, take water cans to the sink.
 - c. Folding up and disposing of newspapers.
 - d. Washing hands.
 11. The student will take his animal paintings (from Lesson Two) and a pair of scissors to his workspace.
 12. The student will carefully cut out all 4 animals.

13. The teacher will demonstrate how to arrange the cut-out animals on the background painting and how to cut small pieces (stick-outs) from the cardboard strips and glue these to the back of the animals to make them “stick-out” from the background.
14. The students will cut stick-outs from the cardboard strips and glue them to the backs of the animals.
15. The student will arrange his animals on his background in a meaningful composition, with some overlapping, with the farthest near the top, the closest near the bottom, the farthest smaller, and the closest bigger.
16. The student will glue the “farthest” animal first, flat against the background, with no stick-outs.
17. The student will glue the next farthest animal with one layer of stick-outs.
18. The student will glue the next farthest animal with two layers of stick-outs.
19. The student will glue the closest animal with three layers of stick-outs.
20. The teacher will give directions for clean-up.
21. The students will each help clean up their workspace by:
 - a. Closing the glue lids and returning to designated space.
 - b. Returning scissors to designated place.
 - c. Discarding scraps from cuttings.
 - d. Putting finished pictures in designated place.
 - e. Removing and returning smocks.

E. *Assessment/Evaluation*

1. The students will have politely observed the demonstrations by the teacher.
2. The students will have followed directions in painting their background landscapes.
3. The students will have followed directions in cutting out their animals and affixing the cardboard stick-outs to the back.
4. The students will have followed directions in arranging and gluing their animals onto their pictures.
5. The students will have followed directions regarding the use and care of supplies and regarding clean-up procedures.

VI. CULMINATING ACTIVITY

- A. The student will give a title to his painting.
- B. The student may write a short story or a poem about his painting.
- C. The paintings are to be mounted and displayed in the school. (The student may choose the color paper on which to mount his painting.)
- D. The students’ stories or poems may be mounted and displayed with their paintings.
- E. Some of the paintings may be selected to be displayed in local or regional student art exhibits or in public locations such as libraries, county office buildings, etc.

VII. STUDENT WORKSHEETS/HANDOUTS

None

VIII. BIBLIOGRAPHY

- Fager, Chuck. “A Quaker At War With Himself; The Folk Art Of Edward Hicks.” *Christianity Today*, October 25, 1999, Volume 43, Number 12, page 98. (Internet Site: <http://www.christianitytoday.com/ct/features/arts.html>)
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