

Tor Warren-Guerette

Demo went fine. I was happy my classmates (and you) were active enough to play along and participate. I actually had to interpret a lot of what I had written in my lesson plan because I did not know how the time was going to go, which students I was going to have, if they would have any arts background or any idea what I was talking about at all, and how many of them there would be in the classroom. I think it went pretty perfect timing-wise and seeing which group of “students” I got to work with, there was not a minute to spare. I feel like I have a pretty casual and also urgent teaching voice that I am working on perfecting and I got some expected reactions from my mock students as well. Surprised and willing participation!

Planning-wise, I’ve done a variation of this lesson at least twice before, it felt like it was the beginning of how to draw comics and what to start with planning, and I wanted to start on a first step that students would not be afraid to engage with even if they are not happy with their art.

My formative was having the students draw out their own stories in beginning, middle, and end. Because art is subjective, I like to have students look over and critique each others’ works, so it was the students who were verifying whether the beginning, middle, and end were identifiable or not.

Anyway, my planning is below. This is the lesson outline I use at CAHS.

Beginning Middle and End

Resident: Tor Warren-Guerette
Course: Comics 1
Date: October 8, 2024 Period: 1
Estimated Time: 15 minutes
Project/Activity Name: Beginning Middle End

Illinois Arts Learning Standards: Media Arts Standards

CREATING

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Revise, refine, and complete artistic work.

PRODUCING

- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.

RESPONDING

- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Construct meaningful interpretations of artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.

CONNECTING

- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Lesson Objective:

Students will be able to recognize the beginning, middle, and end of a story and draw a quick, original comic using that knowledge.

CTR Competencies For Feedback

Competency 1: Facilitates positive and efficient routines & transitions

Routines and procedures
Clear Directions
Restorative Language
Positive Feedback
Fluent Corrections
Do it again
Scan
Attention signal
Teacher Voice
Logical Consequences

Competency 2: Knows students and builds positive teacher-student relationships

Trust Generators
Talking Circles
Emotional Self Management
Rituals
The Pact
Warm Demander

3+ Competencies of Focus:

- Routines and Procedures
- Clear Directions
- Warm Demander

Agenda	Teacher Notes and Script
Story Definition	<p>Hello class! Today we will be going over the three basic parts of a story, and then drawing our own short story. Before we begin, can anyone tell me what a story is?</p> <p>My definition of a story , which includes the ones found in books, movies, music, verbal, and of course comics is an account of imaginary or real events told for entertainment.</p> <p>When I say there are three parts of a story, can anyone guess what that means?</p> <p>A story has a beginning, a middle, and an end.</p> <p>The beginning sets the scene, and tells us what used to be normal. The middle changes the “normal,” usually in an exciting way The end shows us a revelation, and brings us back to normal.</p>
Three Little Pigs Example	<p>“I’m going to take three sticky notes. At the bottom of each one, I’m going to write one word. Any guesses on what these words will be? Yes, exactly, beginning, middle, end.”</p> <p>“These are going to act as our panels, so we will have three individual pictures to tell our story through.”</p> <p>“So let’s do an example together. Does everyone here know the story of the Three Little Pigs? If you don’t, you’ll learn it today 😊”</p> <p>“Ok. Can someone tell me what happens at the beginning of the Three Little Pigs? Think about the setting, who is there, and what they are doing.”</p> <p>“Three little pigs build their own houses. Right.”</p> <p>“So the middle is when this normal we set has changed somehow. Lots of times it’s in an exciting way. What is the middle of this story?”</p>

	<p>“The Big Bad Wolf comes and blows down the houses. How many does he blow down? All of them?”</p> <p>“The end brings us to a new normal for our characters. So in our case, all the pigs come to live together in one house and the wolf goes away. This is when they live Happily Ever After.”</p>
<p>Your Turn! 8 minutes</p>	<p>“So everyone, let’s each take three sticky notes the same as mine. At the bottom of each one, we’re going to write Beginning, Middle, and End.”</p> <p>“You all will have some time now to draw out the Beginning, Middle, and End of a story of your choice. You can draw out a story that has happened to you, or a story that you remember watching in a movie or reading in a book, or a completely new and original story!”</p> <p>“The most important part of this activity is not how beautiful your drawing looks. Above everything else, you want to communicate your ideas to your classmates. Which means it’s ok if your drawing doesn’t look perfect, as long as someone else can understand it. We unfortunately don’t have a lot of time for drawing, so try to draw quickly. Make sure you have a drawing in each box.”</p>
<p>Swap! 5 minutes</p>	<p>“Now that we’ve completed our comic drafts, I want everyone to swap one to the right. On a sticky note, I want you to write out –</p> <p>Beginning: Middle: End:</p> <p>And describe what is happening in each panel.”</p> <p>“Once you finish, return the comic to the original artist so they can check to make sure you got the story right.”</p>
<p>Closing</p>	<p>“And that’s how you tell a story from Beginning, Middle, and End. Remember, this is just one of many, many, many ways to draft and tell stories. We will be using this technique in our projects later!”</p>

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