

**Modified Lesson Plan Format**

<b>Name:</b> Tor Warren	<b>Subject Area:</b> Visual Arts
<b>Grade Level:</b> 8 <sup>th</sup> Grade	<b>Length of Lesson:</b> 60 minutes
<b>Instructional Materials</b> (list everything you need): <ul style="list-style-type: none"><li>❖ <u>Bill the Boy Wonder: Secret Co-Creator of Batman</u>. Written by Marc Tyler Nobleman and Illustrated by Ty Templeton</li><li>❖ Papers for the class</li><li>❖ Drawing utensils that are easy to clean up (markers, crayons, pens, pencils)</li><li>❖ Tape for hanging work</li><li>❖ Sketchbook or journal for silent reflection</li></ul>	
<b>Common Core Standard:</b>  8 <sup>th</sup> Grade - VA:Cr2.2.8 a. Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	
<b>Learning Target/Objectives: At the end of the lesson students will know and be able to do...</b>  Students will be able to give credit to artists where due.  Students will understand how credit affects artists.  Students will be able to elaborate on other artists' ideas creatively.	
<b>LEARNING PLAN</b> <b><u>Step-by-Step Lesson Implementation.</u></b> <b>Part 1: How will you introduce the lesson?</b>  <p style="text-align: right;">(10 minutes)</p> Have students participate in quick figure drawing. 2 three-minute, 4 one-minute, 2 thirty-second poses to warm them up to fast drawing and being loose with their art.  <p style="text-align: right;">(15 minutes)</p> "(Show a Batman super signal) This is a symbol used to call someone. Does anyone know who? Think back to like the Ghostbusters, and Superman, and...  Batman! What do we know about Batman? He fights crime, dressed like a bat, and before he was in movies, he was in comics.  Back in the day, American comics were published weekly, so people could only read one chapter at a time. For the modern day, think about it like how you have to wait a week to watch a new episode of anime or keep up with TV shows as they're airing.  We've seen Batman in movies, and some of you have seen him in his comics, but do any of you know who MADE Batman? Let's find out together!"	

## Part 2: During the Lesson

(What will you do after the opening introduction, what will do to **build on** their prior knowledge, how **will you keep them engaged**? What questions will you ask to check for understanding DURING the lesson (write out the questions, be sure to ask a variety—literal, inferential, critical/evaluative)? What STRATEGY will you employ?

(20 minute)

### Questions for Understanding while Reading:

Because the characters have similar names, I want to repeatedly check in and see if they can tell which one is Bill and which one is Bob. Make a point about how that's the main issue of the story, is that they're erasing one of the men. Draw a tree or have a visual of each person in the story and have students point to them.

"Have you ever had someone cheat or copy off of you before? Raise your hands."

- "How did it feel when that happened? Let's share out some one-word responses."
- "Let's keep those feelings in mind while we read this book. That's a hint for how this story will go."

(Hiding the drawing from students) "On this page, there is a drawing of the first Batman ever. What do you think he looks like?"

- Remind students about drafting, and how things look different in sketches.

"Bob is receiving feedback from Bill, so he can make changes to the design. What's that called when we do that?"

- "Critique!" And emphasize how it's not about making the artist feel bad, but about coming up with an even better art.
- Discuss briefly who has more ownership: Bill, who helped critique it, or Bob, who drew the original one.

"So if Bill wrote Batman, and Bob drew Batman, who did Batman belong to?"

- "Think about how in comics, drawings and writing go together."
- "Does it really matter? Why or why not?"
- "Think about those feelings from earlier."

"This page talks about Bill's inspirations while writing. What's the difference between inspirations, and stealing or copying?"

"When Bill's son gets old enough, he asks his son Fred for opinions. Do you think Fred should get credited for help with the story?"

### Commented [TW1]: Other Questions for Understanding:

Why do we see this building on the first page? What do you think it is?

- This building is probably important to the story, and to Batman.
- Can we tell what it is from the outside?
  - Let's read on to find out what's inside.

Like every piece of art, we should investigate the setting.

- What does this sign say about the time period that this takes place in?
- Where do you think this is taking place?

"Bill has to take a job he didn't like even though he wanted to be an artist." Does this sound familiar to you?

- In this time and place, artists aren't paid very much. Is that similar to what you've heard about artmaking?
- What hints do we have that Bill continues to do art?
  - Drawings of paint, ink, and a person model in the middle of the page.

Let's take a look at the materials he's using to draw. We can rely on this picture because the style so far has been pretty realistic, right?

- Do you recognize any of the materials being used in this picture?
- What's different in Bill's studio from yours?

What have you noticed about the art style in this picture book?

- Where do we find words and pictures? Right, in boxes, or panels. This picture book is styled like a comic!
- You can see the stark shading on the characters and the minimalist color palette. Why would they make it look like a comic? What do you think?

*Part 3/After Reading/Continuing Instructional Section :*

1. Students will each receive a piece of paper and told to draw on it, whatever they decide. Each student will have one minute to draw. (Approx. 30 minutes)
2. When the time is up, they will pass the drawing to the next student to build off the original piece. They can contribute something large, or small, so long as it doesn't cover up the first drawing and is on the same side of the paper.
3. Once the drawings have gone all the way around the class, students will be asked to point out their favorite parts of the drawing which they did not specifically contribute.
4. Then we'll ask the class who contributed that part of the drawing. If students remember, they can raise their hands and talk about why they added it.
5. In groups, we'll launch into discussions based on the question:
  - a. "Who drew this picture?"
6. Students will then be tasked to add a credit line at the bottom of the piece of art to hang on the wall, for everyone to see.

**DIFFERENTIATION:**

This is the section where you can write how you will adapt the lesson for students who need specialized instruction. What is your “back-up plan” to be able to meet the students at their level? If it is too hard/too easy, how will you adapt it? For our purposes, do NOT have students who are advanced teach the struggling/striving students.

Some students are anxious or shy about sharing their art, in which case I will provide print outs of coloring book pages for them to edit and draw over.

Other students may be hesitant to have their classmates draw on their pictures. The idea of the warm up is to get them used to being less restrictive with their art, but if they still don't want to share their art they can assist in the credit-assigning.

Students also need to know each others' names for this project. Wearing nametags will help shyer or quieter students who don't know how to broach the subject.

**Closure (5 Minutes): How will you end the lesson to assure that students saw its meaning, purpose, and relevance? How will you know if they met the learning target? What will they do to show you what they learned? (Do not ask: Are there any questions?)**

The lesson will end with a gallery walk of all the pieces made and the credits beneath them. Students will organize the pieces by most credits to least. Silently we'll compare why some art had more names on it while some had less, and how it feels to look at them.

In a journal or sketchbook, students will write down their takeaways and have teachers look over them.

**Citation:**

Bloom's Taxonomy

[Bill the Boy Wonder: Secret Co-Creator of Batman](#). Written by Marc Tyler Nobleman and Illustrated by Ty Templeton

