

Modified Lesson Plan Format

Name: Tor Warren	Subject Area: Visual Arts
Grade Level: 8th	Length of Lesson: 90 minutes
Instructional Materials (list everything you need): <ul style="list-style-type: none">❖ <u>Boys of Steel: The Creators of Superman</u> Written by Marc Tyler Nobleman and Illustrated by Ross MacDonald❖ Papers for students❖ Misc. drawing utensils: colored pencils, markers, various pencils and crayons❖ Fashion Illustration Magazines and Superhero Design Books	
Common Core Standard: <p>6th VA:Re7.1.6 a. Identify and interpret works of art or design that reveal how people live around the world and what they value</p> <p>8th VA: Re7.1.8 a. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.</p> <p>Intermediate HS Levels VA:Re7.2.II a. Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.</p>	
Learning Target/Objectives: At the end of the lesson students will know and be able to do... <p>Students will be able to understand why characters are designed with specific features in mind.</p> <p>Students will be able to imagine solutions to their problems through art and character design.</p> <p>Students will be able to design their own characters with intentionality.</p>	
LEARNING PLAN <u>Step-by-Step Lesson Implementation.</u> Part 1: How will you introduce the lesson? <p style="text-align: right;"><i>10 minutes</i></p> <p>Laid out and ready for the students to peruse will be designs of superheroes as well as fashion magazines, with paper dolls and other customizable cutouts.</p> <p style="text-align: right;"><i>5 minutes</i></p> <p>"(Show the Superman logo) This symbol appears on a certain character that I think many of you will recognize... Think about superheroes, and comics, and who we talked about last week... Not Batman but...</p> <p>Superman! What do we know about Superman? He's super strong, he's an alien, and he has a secret identity.</p> <p>Superman was designed by two high school students, close to YOUR age. They were two classmates who were a little meek and shy, and struggled with making friends. Why do you think people like that would make a character like Superman?</p>	

Let's find out together! This book is about Superman's origins and where the idea originally came from..."

Part 2: During the Lesson

(What will you do after the opening introduction, what will you 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?

Questions for Understanding while Reading:

20 minutes

"This is the first page of the book. What do we see? Does this classroom look familiar? How does it look different?"

- "Notice how Jerry stands out in this picture. What are two ways the artist made sure you'd find him in this crowd?"

"Here we see Jerry's inspirations. Let's compare and contrast these figures as well. What do they have in common? What's different?"

- "How do they compare to what we saw of Jerry?"

"And now we have two new mysterious characters – two robbers, who the artist colors darkly and doesn't show their faces. Why do you think that is?"

- "This page is the first to have this much darkness. It wants to show us the cruelties of reality."
- "By not showing the faces, the robbers are not very humanized. They're more like shapes and shadows."

"Here we're introducing the second main character. Let's take some notes about what he looks like."

- "Also look at how the both of them are framed in the picture. One on this side, one on the other, so that when we hold the book up, they're reflecting each other like a mirror."

"As we're looking at the different character designs, I want you all to be thinking about how even though some of these drawings are based on real people, they've been re-imagined and drawn in a style like Superman's. That means that some things from the real people have been left out, and some things have been emphasized."

- "When you're looking at these drawings of Jerry and Joe, try to extrapolate, or imagine, what they might have looked like in real life."
- "Think about what features are prominent or important about them, and why the artist may have chosen to keep them in."

"In Jerry's dream, the very first idea of Superman came from him imagining himself. That's not a muscular man, that's just him in a business suit, right?"

- "Jerry designed a character that would live out his own dreams."
- "And as we'll see on the next pages, it wasn't just Jerry's dreams. Superman had something everyone could wish for."

"Why do you think Superman would be such an effective character for a country about to go to war?"

Part 3/After Reading/Continuing Instructional Section :

10 minutes

As a class, we will make a Tree or Bubble Map of inspirations that influenced his design. Some things to include: Doc Savage/Shadow/Tarzan, the Great Depression, wanting to fit in at school, pre-war efforts, belief in goodness, American, Masculinity. I'll prepare a slideshow of these images while we have a student write the map on the board.

40 minutes

Designed By, Illustrated By Project

1. Students will receive a piece of paper.
2. Students will then be asked to make a list of problems. These can be any scale: world-wide, personal, community-level, but they must be real. Then, students will circle the most compelling two that they feel strongly about. If they choose, they can circle more.
3. Students will then design a character based on solving these problems. The hints for how to solve these problems must be visually implemented into the character design. For instance, a character who was going to fight against World Hunger might have a chef's hat.
 - For each piece of the design that corresponds to a problem, students must draw and label what problem it affects and how.
4. The character must also have some piece of the original artist in them, whether it's their hair, clothing, or name.
5. After 20 minutes is up, we will share our drawings with the person next to us. Students will explain what the character's name is and what powers they have according to their design. Then students will switch designs.
6. Each student will then have 20 minutes to draw a comic based on the character they received, in which they solve the problems the heroes are equipped to stop.
7. We will have some more time at the end to share our comics. Each comic must have a title, including "[Hero's Name] designed by [Classmate], Illustrated by [Artist]."

Example "Problems" for Students:

- Global Warming
- Spelling
- Depression
- Poverty
- Can't run fast enough in gym class
- Violence
- School Stress
- Wardrobe Malfunction
- Hard of Hearing
- Housing
- Waiting for the bus
- Broken pencil tips
- Loneliness
- Have to go to the bathroom but the stall is full
- Forgetfulness
- Family Separation
- Disease
- Thirsty
- Low confidence

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. They can label these characters with their design pieces.

If a student is drawing quicker than the rest, it’s easy to ask them to add details to their design or the background of the character, or to add pages to their comic.

If a student is drawing slower than the rest, they can be asked to present their ideas as a draft to get started on their partner’s work, and then see how the work evolves.

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?)

5 minutes

At the end of the lesson, everyone will be asked to make a Tree Map or Bubble Map for the hero they created. If they want a challenge, they can make a map for a different character. These maps will be turned in to the teacher, and then shown with the hero comics.

Citation:

Bloom’s Taxonomy

Boys of Steel: The Creators of Superman Written by Marc Tyler Nobleman and Illustrated by Ross MacDonald

