

Literature and Language Arts Resource Package

Arts Integration Activity Ideas and Lesson Plans

Area 1: Activity Ideas

This is a sampling of ideas; additional activity ideas are available with the teacher tools included with individual videos in this resource package.

- ❖ Draw a picture of the Main Character in the novel.
- ❖ Write a grammar rules rap.
- ❖ Dance the eight parts of speech.
- ❖ Draw two portraits of the main character in a novel. The first should be the character at the beginning of the novel. The second to show how the character changed.
- ❖ Create a collage using favorite phrases and words from the novel.
- ❖ Encourage students to document visually the icons, shapes, and archetypes in their reading. This helps to give them the ability to understand how these images affect human culture. They can explore this further with using the icons, shapes and archetypes in their own writing.
- ❖ Create a musical score for a poem, or write an original poem and set it to music.
- ❖ Students can plan a visual portfolio to demonstrate work. Create a portfolio set to music or in a video presentation, create an original website, design a display, or any other artistic expression to show learning.

Area 2: Lesson Plans

This is a sampling of Arts Integration lesson plans available for this resource package; additional activity lesson plans are available with the teacher tools included with individual videos in this resource package.

Sample Lesson 1: Character Portrait

Type of Teacher Tool: Individual/Differentiation

Targeted Grade Level(s): 4-8, 9-12

©2019 Educate.Today

Targeted Curriculum Areas: Literature and Language Arts, Visual Arts

Learning Objectives:

The learner will:

1. create a portrait of the main character in a novel.
2. research how the main character changes in the novel.
3. develop a list of the physical attributes of the character at the age the character is depicted.

Featured National Standards:

English Language Arts Standards Literacy in History/Social Studies

1. CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

National Core Arts Standard Visual Art

1. VA:Cr2.3.7a

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information.

Additional State and National Standards related to the content of our videos listed below for this lesson are also provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. Use the following Educate.Today videos:

Literature 16: [The Setting of To Kill a Mockingbird—Comparing Monroeville to Maycomb](#)

Literature 17: Of Monroeville and Mockingbird—Setting and Character in “To Kill a Mockingbird”

Literature 44: The Setting of To Kill a Mockingbird—Comparing Monroeville to Maycomb

Literature 45: Discussing the Characters in To Kill a Mockingbird

Literature 50: Themes of Social Justice in “To Kill A Mockingbird”—Empathy, Perspective, Taking a Stand

Literature 51: Themes of Social Justice in “To Kill A Mockingbird”—Role Models, Defending Others, Criminal Justice

Theatre 79: A Scene from “To Kill a Mockingbird”—Scout and Miss Crawford

Theatre 80: A Scene from “To Kill a Mockingbird”—Scout and Atticus

©2019 Educate.Today

2. Paper, colored pencils, or pastels and paper for drawing the portrait.

Teacher Instructions:

1. Have the students view the videos.
2. Have the students select the character they want to draw.
3. List the physical characteristics of the character.
4. Have students list physical attributes of the character they found from research.
5. Have the students draw the selected character.

Extension Activity Options:

1. Create a Character portrait gallery and hang the portraits created.
2. Invite other classes to visit the portrait gallery.

Assessment/Evaluation Options:

1. On a scale of 1-10 rate the portrait on how well it recreates the physical attributes developed by the student research.
2. On a scale of 1-10 rate the portrait on how well the character is visually designed/artistically represented.

Sample Lesson 2: Expressing Understanding Through a Graphic Novel

Type of Teacher Tool: Whole Class and Individual Activity

Targeted Grade Level(s): 5-8, 9-12

Targeted Curriculum Areas: Visual Arts, Language Arts, curriculum area of chosen video

Learning Objectives:

The learner will:

1. select and organize visual images.
2. create a graphic novel that demonstrates an understanding of information learned.

National Standards:

Visual Art VA: Cr2.38A

Select, organize, and design images and words to make visually clear and compelling presentations

Additional applicable standards from other curriculum areas can be determined by the video(s) chosen for this activity. Those additional State and National Standards related to the content of our videos listed below for this lesson are provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. Any video(s) from the Literature and Language Arts Resource Package
2. Paper, colored pencils, or a digital tool (tablet, computer, phone)

Teacher Instructions:

1. Decide if you wish students to create their graphic novels from the same video(s) you show the class as a whole or if you wish students to independently view videos you have chosen.
2. Have the class as a whole or individual students watch and discuss the video from the Educate.Today web page where this Teacher Tool was found and any additional videos from the site you find applicable and appropriate to include in their study.
3. As they watch the video(s), have students take notes on:
 - a. interesting and/or important information they learn in the video.
 - b. people, places, objects in the videos that could become images in a graphic novel.
 - c. themes or conflicts they identify.
4. After viewing the video(s), students should look over their notes and begin to create a graphic novel that expresses what they learned. If you have chosen to do this as a whole class activity, students could be broken into small groups to create their graphic novel or could create them individually. Have them consider the following:

©2019 Educate.Today

- a. Characters in the graphic novel could be individuals and/or objects seen in the video or people created specifically for the play
 - b. Location for scenes in the graphic novel could be the location in the video, a location referred to in the video, or another appropriate location of the group's choice.
 - c. Dialogue the characters speak should include information learned in the video(s) that the group believes is vital to making sure others, who read their novel but have not watched the video(s), understand the important concepts, ideas, themes, etc. the students learned while watching the video(s).
 - d. The length of each graphic novel will vary depending on the video(s) selected and information shared.
5. Instruct the student(s) to sketch the images in the graphic novel and develop appropriate dialogue. Once they have determined the final order for the images in their novel, they can choose to put finished images and dialogue on individual sheets of paper or to fold paper into smaller parts and place images and dialogue in those smaller boxes.
 6. After the images are drawn instruct students to add language to each page/square as needed to complete their graphic novel.

Assessment/Evaluation Options:

1. Have students share their graphic novels with each other or turn in to you for evaluation and assessment.
2. Evaluate how well the graphic novel reflects the information students learned in the video(s).
3. Evaluate visual images on their clarity, appropriateness, and artistic expression by yourself or with the assistance of a visual arts teacher.
4. If this activity has been done individually in its entirety and you choose to have students evaluate each other's work, give students the opportunity to watch the video(s) associated with the graphic novel they will be evaluating.

Variation on the Assignment:

Use this activity with a unit plan on a chosen concept or subject and select different Educate.Today videos for students to watch that deal with that subject or concept. Once students complete their individual graphic novels, have them share with each other and create one class-wide graphic novel that incorporates elements of each student's individual novel into the finished class novel.

Extension Assignment:

1. Make copies of the novel and distribute to the class or with students in another class.
2. Share graphic novels with a professional artist to learn more about what it would take to actually create the product and successfully market it.