UWM Lesson Plan Template  
(adapted from PSOA Art Education Area)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Emily Everson</th>
<th>Email:</th>
<th><a href="mailto:Eeverson@uwm.edu">Eeverson@uwm.edu</a></th>
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</thead>
<tbody>
<tr>
<td>Lesson Title:</td>
<td>Come Along on My Journey</td>
<td># of Sessions</td>
<td>3-5</td>
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<tr>
<td>Level/Grade/Age:</td>
<td>3rd - 5th</td>
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**BIG IDEA**
*(Describe how the big idea is important to this age group in relation to student assets and the content area):*

**Journey: Creating visual narrative to represent a personal journey**

The importance of journey is that everyone experiences it, whether it is a physical journey across the world or a personal journey into becoming who we are. We learn from our own journeys as we experience them, as well as from the telling of the journeys of others. As we reflect on our journeys we learn from the past and look to the future.

Art often strives to tell a story. Artists use visual narrative to present a story or personal journey. This can be done in a variety of ways- by creating a series of images to represent a journey or creating a single image that represents the journey in its entirety.

The journey that we witness in the book *A Different Pond* and the art work of both Jacob Lawrence and Jess X. Snow is relevant to current events surrounding immigration and may be a topic that hits close to home for many families in our community. It is a topic worth exploring to build stronger communities through shared stories and increased understanding of ourselves and others.

**OBJECTIVES AND NATIONAL STANDARDS:** [http://www.nationalartsstandards.org/](http://www.nationalartsstandards.org/)

<table>
<thead>
<tr>
<th>Art</th>
<th>Other Subjects</th>
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| **Creating**  
VA:Cr3.1.3  
Elaborate visual information by adding details in an artwork to enhance emerging meaning. | |
| VA:Cr1.1.4  
Brainstorm multiple approaches to a creative art or design problem. | |
### ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

<table>
<thead>
<tr>
<th>Academic Language to be Used:</th>
<th>Visual Literacy- symbolism, composition, emphasis; vocabulary; visual narrative</th>
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</thead>
<tbody>
<tr>
<td>Where academic language will be practiced (i.e. through writing, speaking, art making):</td>
<td>Through looking and talking about art, class discussion of artworks presented. Through creation of personal visual narrative.</td>
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### LANGUAGE FUNCTION USED THROUGHOUT LESSON:

<table>
<thead>
<tr>
<th>Type of Language Function:</th>
<th>Describe, analyze, interpret, reflect</th>
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<tbody>
<tr>
<td>Emphasis of Language Function (describe the main purpose of using this language function for your lesson):</td>
<td>Throughout read aloud class discussion of imagery and storyline students will describe what they see or hear and will analyze and reflect on meaning. Looking and talking about the artwork of Jacob Lawrence and Jess X. Snow, the students will describe what they see, analyze and interpret meaning, and reflect on the journeys presented through visual narrative.</td>
</tr>
</tbody>
</table>
Where language function will be practiced (i.e., through writing, speaking, art making):
Through discussion of read aloud.  
Through looking and talking about art, class discussion of artworks presented.  
Through creation of personal visual narrative.

UNIT or LESSON OVERVIEW:


The lesson begins with reading *A Different Pond* by Bao Phi, illustrated by Thi Bui. The story describes a young boy that wakes up early in the morning to go fishing with his father, not for recreation, but to provide dinner for their family that evening. The father teaches his son how to build a fire and fish for food, passing along life skills. The boy listens to and observes his father carefully, he learns of his father’s past life fishing and living near a different pond half way around the world. The boy has been given a peek into his family’s journey, broadening his world and gaining a greater appreciation for home and family.

Class discussion throughout and after read aloud will surround the idea of “journey,” with close observation of how it is conveyed through visual and textual information in the book.

Introduction of Jacob Lawrence’s *Migration Series* and Jess X. Snow’s animated poem, *Migration is Natural* as journeys presented as a visual narrative. Looking at the artwork, students will describe and interpret the visual information provided with focus on how the artist chose to represent journey using visual information to tell the story.

UNIT or LESSON DETAIL (*provide for each lesson session*):

Motivation/introduction:
- Read aloud and discussion: *A Different Pond*, written by Bao Phi & illustrated by Thi Bui.
- Introduction of Jacob Lawrence’s Migration Series, 60 panels documenting the movement of African Americans from the South to the North in the 1910s; published in 1941, funded by the WPA federal arts project. This body of work tells the story of a journey through a series of images, however many of the panels have the ability to stand alone as a single image that portrays a journey.
- Introduction of Jess X. Snow’s animated poem, *Migration is Natural* (if hyperlink does not work, copy and paste: [https://www.facebook.com/project1324/videos/1003859539746244/?t=0](https://www.facebook.com/project1324/videos/1003859539746244/?t=0))
- After watching the video discuss, what was her journey or family journey? As an animation, the visual narrative is told through a series of images, looking at animation stills “Migration Mamas” and
“Migration Constellation” discuss how Jess X. Snow created a visual narrative of her journey, what imagery was used to convey journey and the purpose of the journey?

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<th>Art Making:</th>
<th>Supplies: Watercolor paper, pencils, watercolor paints, fine tip sharpie</th>
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Teacher instruction:
Students will create a personal, visual narrative that represents a journey that they have experienced.

- Have students start brainstorming ideas in their sketchbooks, have them think about how they are going to present their journey- do they want to create their visual narrative through a single image or a series of panels as representative of their journey.
- Discuss artmaking vocabulary that was brought up throughout looking and talking about artworks- Emphasis, Composition, symbolism. How might the student incorporate these concepts into their visual narrative.
- Formative assessment done through one on one discussion of sketches, students will begin to narrow down their journey story and how they want to represent it.
- Midpoint gallery walk, have students take post-its or slips of paper and as they walk around write comments for their peers’ work, emphasize constructive criticism- what is working, make suggestions. Leave the notes at the table spot of the student so they can review and reflect.
- Demonstrate watercolor techniques over a pencil drawing- washes, resists, drybrush, glaze. Have anchor chart available as reference. Before students add watercolor paint to their drawings, in their sketchbooks practice the techniques demonstrated in class.
- Once paint is dry, (students should wait at least one class period to ensure paint is thoroughly dry- might want to demonstrate what happens when it is not), demonstrate outlining with fine tip sharpie as an optional addition to their visual narrative.
- Once visual narratives are complete Final gallery walk and discussion.

Objective:
- Students will demonstrate an understanding of how stories can be told visually.
- Students will demonstrate an awareness of how artists use color, line, composition and symbolism to tell a story.
- Students will create a visual narrative that tells a journey that they have experienced.
Students at work:

- Sketchbook: brainstorm journeys that you want to create, consider how you might use composition, emphasis, and/or symbolism to tell your story. Decide if your journey can be told in a single image or would be better represented in a series.
- Discuss your sketches with teacher (and possibly peers), what is working, is there anything that you are struggling to show, have you decided on the journey you want to create a visual narrative to represent.
- Finalize idea, draw final images on watercolor paper.
- Midpoint gallery walk, use post-its to give suggestions to peers.
- Practice watercolor techniques in sketchbook and determine how you want to use color in your image(s).
- Paint with Watercolors, allow for dry time if necessary (can utilize blow-dryer if need be).
- Use sharpie to add line and definition (optional).
- Final gallery walk and discussion, students will look for use of emphasis, composition, symbolism in the work and discuss.

- Closure: Final gallery walk and discussion, students will look for use of emphasis, composition, symbolism in the work, do the visual narrative tell the story of a journey?

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| **ADAPTATIONS:** | Change media of art making depending on knowledge of students’ strengths and needs, e.g.) younger children might have more success with the use of colored pencils or chalk pastels for color if watercolor techniques are a struggle.
- Flexibility in time spent on tasks depending on age/ability. |
| **RELEVANT THEORIES:** | Children in this age group still often draw symbolically despite the increasing concern for realism, while their increasing capacity for abstract thought allows for the introduction of visual metaphor (Rolund, C., 2006). The visual narrative of the artworks discussed in this lesson demonstrate visual metaphor or symbolism, using an image to suggest an idea or emotion beyond the specific image shown. Through class discussion of works and through creating their own visual narrative we can “deepen this understanding and prevent children’s concern for realism from dampening their creative spirit” (Rolund, p.13).
- Students of this age group tend to look to their peers for valued feedback. Elementary students are forming a self-identity, becoming more individualistic, as they navigate through social situations. “This increased social interest makes students more able to participate in group projects” (Charleroy, A, et al., p. 49). This lesson allows the student to express a personal journey that they feel has been important in forming their self- |
identity, while the gallery walks and student led class discussion supports their social development.

Reference:


### ASSESSMENTS:

**Initial (formal/informal):**
Through discussion of book and artworks informal assessment of students’ present knowledge around the topic of journey, visual narrative, symbolism. KWL chart for formal assessment.

**Progressive/Formative (formal/informal):**
Formal assessment will be done through one-on-one discussion of sketches, does the student show an understanding of visual narrative and how artists use symbolism, composition, and emphasis to tell the story visually. Midpoint gallery walk as an informal assessment of applied knowledge of terms discussed (visual narrative, symbolism, composition, emphasis)

**Final/Summative (formal/informal):**
The final gallery walk will function as an informal assessment on the students’ understanding and recognition of visual narrative, symbolism, composition, and emphasis shown in their work as well as class discussion of the work of their peers. Formal assessment through rubric, determining student knowledge and execution of the lesson objectives.

### EVIDENCE

- If you have implemented this lesson, please include reflections on how it went and/or samples of student work (artifacts).

### TEACHER REFLECTIONS ON IMPLEMENTATION

*Include student reactions, what worked/what didn’t work, how you would revise the lesson, etc.*
<table>
<thead>
<tr>
<th>STUDENT WORK SAMPLES (ARTIFACTS)</th>
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<td><em>May also be sent as a separate file</em></td>
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