VAST LESSON PLAN #1

**By:** Kelly Ann Coughlin

**Title:** “Mother to Son”

**Grade Level:**  6

**Objective:** Students will be able to dissect the poem, “Mother to Son” finding a line or group of lines that best represents the tone of the poem.

Students will create a visual representation of their text in the form of a digital collage, using PowerPoint as a medium.

Students will compare and contrast their chosen lines and collage to artwork found on ArtStor.

Students will collect companion artwork that has a connection to their chosen lines or their overall collage composition.

**PA Standards:**

* R6.A.1.1.1: Identify and/or apply meaning of multiple-meaning words used in text.
* R6.A.1.6.1: Identify and/or analyze the author’s intended purpose of text.
* 1.4.6.A: Write poems, short stories, and plays.
* 1.6.6.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
* 9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
* 9.1.8.E: Communicate a unifying theme or point of view through the production of works in the arts.
* 9.3.8.E: Interpret and use various types of critical analysis in the arts and humanities.

**Materials and Resources Needed:**

* “Mother to Son”, the poem by Langston Hughes
* computer with access to ArtStor and PowerPoint

**Description of Lesson:**

**Introduction**~ What does it mean to be a good parent? What does it take to be a good mother? Students will do a quick-write to answer these prompts and then share their responses in a full-class discussion.

**Activity~** Students will be given “Mother to Son”, as we read the poem as a class. As we’re reading, students will highlight lines that they liked the most. We will then discuss the voice, tone, and theme of the poem. Students will share the lines that stuck out to them and why. Each student will choose one line to be used as the central text to a digital collage. Using PowerPoint, students will insert an image/s (found from the internet) as a background to their text. The images and text can be manipulated with color, shadow, etc...

**Conclusion~** After students share their collages, they will explore the website, Artstor, to find artwork that has something in common with their text, composition, theme, or style. They will collect and compile their selections to create a “Mother to Son” portfolio with their own collage/s and their selected pieces from Artstor to show how text can drive the creation of images.

VAST LESSON PLAN #2

**By:** Kelly Ann Coughlin

**Title:** “Oh the Places You’ll Go”

**Grade Level:**  8

**Objective:** Students will be able to brainstorm and discuss key words/adjectives that remind them of what it means to grow up.

Students will be able to critically assess and find the theme of individual images in a children’s book.

Students will be able to write their own poem based on the theme of growing up and changing using Dr. Seuss’s “Oh, the Places You’ll Go” as a touchstone text.

Students will create their own iMovie giving life to the words in their poem in a digital format

**PA Standards:**

* R8.A.1.1.1: Identify and/or apply meaning of multiple-meaning words used in text.
* R8.A.1.6.1: Identify and/or analyze the author’s intended purpose of text.
* 1.4.8.A: Write poems, short stories, and plays.
* 1.6.6.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.
* 9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
* 9.1.8.E: Communicate a unifying theme or point of view through the production of works in the arts.
* 9.3.8.E: Interpret and use various types of critical analysis in the arts and humanities.

**Materials & Resources Needed:**

* “Oh, the Places You’ll Go”
* computers and internet access
* iMovie

**Introduction**~ In small groups of 3 to 4, students will discuss the following question: What does it mean to grow up and change? Each group will generate a list of at least 15 adjectives/words/phrases that they associate with that question. Each group creates a collage on worlde.net and then shares their list/collage.

**Activity~** Working with that theme in mind, we will read the book, “Oh, the Places You’ll Go” by Dr. Seuss. Looking closely at the images and words, students will highlight the lines that resonate the most with them, looking particularly for the themes mentioned in their group sharing. They will also take note of the pages that speak to them about the theme of growing up. In groups, students will use highlighted lines and inspiring images to create their own, “Oh, the Places You’ll Go” poems. Students may use a similar rhyming style like Dr. Seuss or they may use their own free verse style. Each poem should reflect some theme of growing up.

**Conclusion~** When each group finishes their poem, they will create an iMovie of their completed and revised poem. They may use photos or images taken from the internet to bring their words to life. A mini film festival will follow where all movies can be celebrated.