

imag'nation

LESSON PLANS



***THE ARRIVAL* BY SHAUN TAN**

MIDDLE GRADES PICTURE BOOK STUDY

Dear Educator:

The design and content of these Imagination Lesson Plans represent LCI's inquiry-based approach to teaching and learning. This approach develops in the learner the Capacities for Imaginative Learning*, defined outcomes for your students' work that align with the national Common Core Standards. The Capacities and Common Core Standards listed at the beginning of each Lesson Plan are the ones addressed in the plan.

Imagination Lesson Plans are initially rooted in the study of works of art and employ four main concepts: art-making, questioning, reflection, and contextual information and research. Each is based on a specific line of inquiry, which is a guiding question that gives the Lesson Plan its framework. Plans were developed for Elementary, Middle, and High School levels, and can easily be adapted for the specific grade you teach. They are intended for you to use as written or modified—used as a springboard for new ideas and further development, depending on your interest and curricular goals. You can complete the whole Lesson Plan in the course of several days, or spread it out over a number of weeks. As well, depending on the duration of your classroom period, any one lesson may be completed within a period or carried over to another day.

However you choose to adapt the lessons to your needs, we encourage you to conduct experiential lessons before you engage your students with the work of art; ask open-ended questions to guide students' noticings throughout the Lesson Plan; and teach further experiential lessons after you have viewed the work of art—the goal of these post-viewing lessons is to lead students to a synthesis that helps them acquire a deeper understanding. The Imagination Lesson Plans are designed to develop imaginative thinking abilities and creative actions that lead to innovative results for all students, and prepare students for greater in-depth learning in all subject areas.

We are eager to support imaginative learning in your classroom, and participate with you and your students in the joy of learning.

Sincerely

A handwritten signature in black ink, appearing to read "Scott Noppe-Brandon". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Scott Noppe-Brandon
Executive Director

**Please refer to the PDF of the Capacities that accompanies the lesson plans at www.lcinstitute.org.*

COMMON CORE STANDARDS ADDRESSED IN THESE LESSONS

NOTE: These connections to the Common Core Standards are based on the general 6-12 Standards. Identify the grade-specific Standard that is appropriate for your class that also relates to the general Standard numbers below.

Reading Standards for Literature

Key Ideas and Details

Standard 1

Standard 2

Standard 3

Craft and Structure

Standard 6

Integration of Knowledge and Ideas

Standard 7

Writing Standards

Text Types and Purposes

Standard 3

Production and Distribution

Standard 5

Speaking and Listening Standards

Comprehension and Collaboration

Standard 1

Standard 2

Presentation of Knowledge and Ideas

Standard 4

Standard 5

Work of Art: *The Arrival* by Shaun Tan. Scholastic Inc./Arthur A. Levine Books.
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Capacities for Imaginative Learning Addressed*

Noticing Deeply
Embodying
Questioning
Making Connections
Living with Ambiguity
Creating Meaning
Reflecting/Assessing

*For the definitions of the Capacities, refer to the PDF that accompanies this lesson plan.

Line of Inquiry*: How does Shaun Tan in *The Arrival* use fantastic landscapes and realistic drawings to portray feelings and events that accompany leaving one home to find another?

* A line of inquiry is an open, yet focused question that incorporates elements and concepts found in a specific work of art, and is related to the concerns of students and teachers. It invites questioning, guides our exploration throughout, and serves as the framework for constructing experiential lessons.

Goals: Students will:

- Gain a deeper understanding of the story *The Arrival* and how it was produced, by creating a well-crafted graphic story about leaving one home for another.
- Write well-developed paragraphs.
- Understand how to sequence drawings into beginning, middle, and end.
- Read stories aloud to other classmates.
- Work as a collaborative group.
- Differentiate between real and imaginary.

Materials:

Lesson 1

Construction paper
Markers
Collage materials
White paper

Lesson 3

Drawing pencils
White paper
Available copies of *The Arrival*.

Lesson 7

Collage materials

Drawing pencils

White paper

LESSONS BEFORE READING THE BOOK

LESSON 1. Scary/Welcoming Cities. What Do You Notice?

Give students markers, construction paper, and collage materials. Ask them to draw a set of lines that look scary, a set of lines that look welcoming.

In large group, ask volunteers to come to the front of the room, draw their line and explain why it looks scary or welcoming.

In pairs, ask them to create, through the use of collage and markers, an imaginary city that makes them feel scared. Ask the pairs to do a second drawing that makes them feel welcome. Have them exhibit their imaginary cities on the wall.

Do a “gallery walk.” (The students walk around the room and view all the collages as if they were viewing artworks in a gallery.)

In large group, ask the students:

- What did you notice in the drawings?
- What similarities did you see? What differences?

Keep the drawings posted on the wall.

LESSON 2. Writing About a Trip or Journey

Ask the students to remember a trip or a journey they took to a new place or destination. Have them write three paragraphs about the following:

- Where the trip started
- How they felt at the beginning of the trip
- Where the trip ended
- How they felt at the end of the trip
- What they did during the trip
- How they felt during the trip

Ask them to share with a partner what they wrote.

Partner tells the writer what he or she thinks the paragraphs say.

Partner asks the writer questions about what he or she does not understand.

Writer tells the partner what he or she thought the paragraphs meant.

Reverse the process.

Ask both writers to rewrite their paragraphs to be more in line with what they intended them to say.

Keep the paragraphs for Lesson 3.

LESSON 3. Creating Stories/Embodying Feelings

In groups of three, ask students to read their finished paragraphs out loud to one another.

Have them choose one group of paragraphs they would like to use as a basis for a book they are going to create as a group.

Ask one person in each group to create a pose with their body that shows how they feel near the beginning of the trip (first paragraph).

Ask one person in each group to create a pose with their body that shows how they feel near the middle of the trip (second paragraph).

Ask one person in each group to create a pose with their body that shows how they feel near the end of the trip (third paragraph).

Ask them to draw, with pencil and paper, a picture that happens at the time in the trip that they just represented with their bodies. (There should be some relationship between the picture and the pose.)

Ask them to organize the pictures to tell the story of the trip.

Save the pictures in the order of the stories for the next lesson.

LESSON 4. Creating Graphic Stories

Ask the students to go back to the imaginary cities they drew, and to pick at least one that they will include in the graphic story (story without words) they are now going to create.

Ask them to position their imaginary city collage(s) somewhere between the drawings they made in lesson three. Post these graphic stories on the wall, and ask the class to take a gallery walk.

Ask the large group what they notice about each group of pictures, and about what they notice about the “stories” as a whole. Where were the imaginary cities positioned in the story? Why do they think this is so? How were feelings represented? How were actions represented? What do they think each story says?

Record the responses on large sheets of paper that can be used for reference later on.

LESSON 5. Reading the Text

Hand out the books. Students, in pairs, should look at the books from cover to cover. Ask students:

- What did you notice about the book? (all questions following this are further probes).
- What questions do you have?
- Why do you think the book does not have any words?
- What do you notice about the order of the pictures?
- What is happening at the beginning of the book? What tells you that?
- What looks "real" in the book?
- What looks "imaginary"?
- Why do you think the author drew these pictures that way?
- Can you make any connections to events in your own lives? To other stories you have read? To events in the newspaper? To the stories you have just written?

What connections can students make to anything else you have taught in class so far? (The answers to this, and what you, the teacher, do with these answers depends on where you have been and where you are heading in your curriculum, and how the connections students make and the questions they have are related to where you want to go.)

- Does the book tell a story? If so, what do you think it is?

Ask them to provide evidence for what they think. The idea is to have students build their understandings based on what they have observed and heard and on what others have said they observed and heard. No one interpretation is wrong in itself, as long as the student can provide reasonable evidence.

LESSONS AFTER YOU HAVE READ AND DISCUSSED THE TEXT

LESSON 6. Expanding Graphic Stories

Ask the students: if they were to expand their group story to make it longer and more detailed, what would they add? Ask them to write their additions in a list format to be shared with the other members of their group.

Back in their groups of three, students should decide how they would expand their story to approximately ten pages.

With each student responsible for writing something that comes before and after the drawings they made in their visual stories, ask each group of students to create one whole story that would take up nine pages.

Ask each group to share its story with another group.

The partnering group tells the writers what they think the story says.

The partnering group asks the writers questions about what they do not understand.

The writers tell the partners what they thought the story meant.

Reverse the process.

Ask both groups of writers to rewrite their stories to be more in line with what they intended the story to say.

LESSON 7. Finishing the Graphic Stories

Ask each group to complete drawings and/or collages that would bring the graphic books they created to approximately ten pages.

Each person in the group should create the drawing/collage that represents the part of the story they just wrote.

Tell them their finished story will not have any words, so they must convey actions and feelings with pictures. Tell them they will not be judged on the quality of their artwork. These lessons are more about learning to tell a detailed story. [Note: One variation on this is that students include both words and pictures. It is up to you, as the teacher, to decide which option works best for your students.]

When they have finished, ask them to give their story a title and have someone in the group create a title page that lists the names of everyone in the group as authors.

LESSON 8. Celebrating the Work

Have a book celebration.

Have the groups share their books with each other.

Ask each group to respond to the books the other groups have created. They should write what the book was about, and a comment and a question for each story.

Whole-group discussion:

- What's the difference between a story with words and one without?

LESSON 9. Self-Assessment

Ask each student to complete a “what I learned...” statement.

Then have them write about the process they went through to create the group story.

What were the moments when they thought they learned the most? The least? Why?

Ask each student to assess him or herself using the rubrics* for the Capacities for Imaginative Learning, Grades 5-8.

*A PDF of the Rubrics accompanies this lesson plan at www.lcinstitute.org.



Shaun Tan

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