# ArtsforLearning Online Curriculum

| Unit 3 **Everyday Heroes** | | Part 1 Learning | Unit 3: Lesson 5 |

Read Roberto Clemente: The Pride of the Pittsburgh Pirates Excerpt 6; Instruct on the Compositional Techniques

# Unit 3: Lesson 5
# Read Roberto Clemente: The Pride Of The Pittsburgh Pirates Excerpt 6; Instruct On The Compositional Techniques

## LITERACY OBJECTIVE

By the end of this lesson students will be able to use evidence from the text to determine if Clemente has the qualities of an everyday hero.

## LITERACY "I CAN" STATEMENT

"I can use evidence from the text to determine if Clemente has the qualities of an everyday hero."

## LESSON OVERVIEW

| Steps | Pacing: 30 Minutes |
|---|---|
| **Step 1:** Introduce Lesson 5 <br> **Step 2:** Students Move into Collage Communities <br> **Step 3:** Excerpt 6: Read, Take Notes, & Examine Clemente as an Everyday Hero | **10 Minutes** |
| **Step 4:** Reflect on Clemente - Is He a Candidate for an Everyday Hero? | **10 Minutes** |
| **Step 5:** Instruct on Compositional Technique: Overlapping Shapes <br> **Step 6:** Instruct on Compositional Technique: Going Off the Page | **10 Minutes** |

**Step 7:** Close Lesson 5 - Treasure Pile of Books

## STANDARDS ALIGNMENT

**TARGETED CCSS**

**Reading Standards**

**RI 3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI 3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**RI 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI 4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI 5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**Writing & Language**

**W 3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W 3.1a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**W 3.1b:** Provide reasons that support the opinion.

**W 3.1c:** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

**W 3.1d:** Provide a concluding statement or section.

**W 3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W 4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W 4.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**W 4.1b:** Provide reasons that are supported by facts and details.

**W 4.1c:** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

**W 4.1d:** Provide a concluding statement or section related to the opinion presented.

**W 4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W 5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W 5.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**W 5.1b:** Provide logically ordered reasons that are supported by facts and details.

**W 5.1c:** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

**W 5.1d:** Provide a concluding statement or section related to the opinion presented.

**W 5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**L 3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**L 3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

**L 3.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**L 3.5a:** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**L 3.5b:** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**L 4.4a:** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**L 4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L 4.5a:** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**L 4.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.

**L 5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 5.4:**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**L 5.4a:** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**L 5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L 5.5a:** Interpret figurative language, including similes and metaphors, in context.

**Speaking & Listening**

**SL 3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 3.1b:**  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL 3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL 3.1d:** Explain their own ideas and understanding in light of the discussion.

**SL 4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**SL 4.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL 4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL 5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL 5.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL 5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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**SECONDARY CCSS**

**Reading Standards**

**RI 3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI 3.6:** Distinguish their own point of view from that of the author of a text.

**RI 3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**RI 4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI 4.8:** Explain how an author uses reasons and evidence to support particular points in a text.

**RI 5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI 5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**Speaking & Listening**

**SL 3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL 3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL 3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**SL 4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points.

**SL 4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**SL 5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL: 5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## TEACHING RESOURCES

### A4L TEXTS

-*Roberto Clemente: Pride of the Pittsburgh Pirates* Excerpt 6

### A4L STUDENT NOTEBOOK

-Using Evidence to Determine if Roberto Clemente has the Qualities of an Everyday Hero: Excerpt 6

### CLASSROOM CHARTS

-Vocabulary Words and Icons: Lesson 5
-Art Terms Chart (Add terms as they are instructed)
-Collage Example: "The Blues" by Romare Bearden (from Romare Bearden: Collage of Memories, page 36)
-Collage Example: "Cotton" by Romare Bearden (from Romare Bearden: Collage of Memories, page 32)

### COLLAGE MATERIALS

9 x 6" collage board (just one to show students)

### LIFE & LEARNING SKILLS

Unit 3 includes the following Life & Learning Skills:

-Reflective thinking
-Creative problem-solving
-Critical and analytic thinking
-Collaboration Communication

**DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.

Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.

Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.

Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.

**LM LEVERAGING MOMENTS**

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with LM . Smaller leveraging moments also occur throughout the lessons.

# STEP 1: INTRODUCE LESSON 5

**Process:** Give an overview of the lesson objectives: Finish reading *Roberto Clemente: The Pride of the Pittsburgh Pirates* and reflect on Clemente as an everyday hero. Learn about the compositional techniques overlapping shapes and going off the page.

**ELL Support: Comprehensible Input**

Support ELL language development and comprehension by starting with a short vocabulary lesson using Vocabulary Snapshots to provide multi-sensory pre-learning for words that may be unfamiliar to culturally diverse students. Click here for a sample lesson plan. Recommended vocabulary from Roberto Clemente to pre-teach with Vocabulary Snapshots:

**EXCERPT 6**

- Trophies - Charities
- Earthquake - San Juan Airport
- Propellers


Sample Visual Icons for Roberto Clemente:



See Unit 3 Texts, pages 25-26 (students) and this resource page (teachers) for Vocabulary Snapshot activities for Roberto Clemente using these visual icons and more.

In addition, this resource page has a visual icon that goes with the compositional technique of overlapping:



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## ☀ DIFFERENTIATION OPTIONS: READING & TAKING NOTES

Select one of the options listed below or structure the reading in a way that appropriately meets students' needs and fosters engagement

ELL Support: For all options, allow ELLs to use native language and/or picture dictionaries as vocabulary and concept clarifiers. Students may also benefit from listening to a taped recording of the story to build understanding before reading and annotating on their own.

☀☀☀ Read aloud & guide whole class to take notes and draw conclusions for Excerpt 6.

☀☀ Students read independently or work in pairs/groups. After the excerpt, Collage Communities take notes or guide note taking as a class.

☀ Students work independently to read and take notes.

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**Suggested Dialogue**

**REFLECTING ON THE NARRATIVE BIOGRAPHY**

"Today, we are going to finish reading the narrative biography about Roberto Clemente and reflect on whether he has the qualities of an everyday hero. Then we'll learn more about collage in preparation for a full collage in our next lesson. By the end of today's lesson, you will be able to say, 'I can use evidence from the text to determine if Clemente has the qualities of an everyday hero'."

# STEP 2: STUDENTS MOVE INTO COLLAGE COMMUNITIES

**Process:** Guide students to take their pencils, Unit 3 Texts, and A4L Notebooks and move to sit with their Collage Communities.

# STEP 3: EXCERPT 6: READ, TAKE NOTES, & EXAMINE CLEMENTE AS AN EVERYDAY HERO

**Process:** Read Excerpt 6. Make decisions on how to structure the reading and note taking. See the menu below, Differentiation Options: Reading and Note Taking (top of lesson) for ways to scaffold the reading. Review the process for collecting evidence and making conclusions about Clemente. Engage in a discussion following note taking.

See this resource page, for Excerpt 6 icons.

**The three step process to examine Clemente as an everyday hero:**

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**STEP 1: STUDENTS TAKE NOTES ON WHAT THEY LEARNED ABOUT CLEMENTE**

Ask students, "What have you learned about Clemente from this text?" Guide students to underline or highlight evidence in the text, take notes by paraphrasing the text, recording in the "Evidence" column the specific information they learned.

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**STEP 2: STUDENTS IDENTIFY CLEMENTE'S PERSONAL QUALITIES**

Ask students, "Think about this evidence. What conclusions can you draw? What words can you use to describe the kind of person he was? What personal qualities did he have?" Guide students to use the

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evidence to draw conclusions and record those in the "Personal Qualities" column.

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**STEP 3: STUDENTS DETERMINE IMPORTANCE BASED ON THE PURPOSE FOR READING**

Ask students, "Let's take a step back and think: of all the interesting things we've learned, what will help us determine if Clemente is an everyday hero? Compare what you wrote in the 'Personal Qualities' column to the definition of an everyday hero and the Qualities of an Everyday Hero Chart. Do you see any similarities?" Guide students to circle qualities they think might make Clemente an everyday hero. Add to the Qualities of an Everyday Hero Chart.

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**SAMPLE CLASSROOM CHART: ART TERMS**

**Principles of Design:**

-Emphasis: making something stand out
-Contrast: the comparison of two differences
-Scale: the relationship between sizes - how big or small things are in relationship to each other

**Elements of Art:**

-Color: an aspect of how we see light, help us to tell otherwise identical objects apart
-Line: the path a point makes when moving in space
-Shape: created when a line meets itself; geometric or organic
-Texture: actual texture is the way something feels to the touch, implied texture creates the feeling of an object

**Compositional Techniques:**

-Overlapping shapes
-Going off the page
-Making piece big
-Placing a warm color next to a cool color

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# STEP 4: REFLECT ON CLEMENTE - IS HE A CANDIDATE FOR AN EVERYDAY HERO?

**Process:** Revisit the definition of an everyday hero. Guide a discussion to see, based on what students have learned so far, if Clemente is a strong candidate to be an everyday hero. Prepare students for additional research.

## Suggested Dialogue

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**EVALUATING IF ROBERTO CLEMENTE IS AN EVERYDAY HERO**

"Now that we have read the whole narrative biography about Roberto Clemente, let's discuss if we think he is a candidate for an everyday hero. The definition for an everyday hero is a real person that goes to great lengths to help people in unselfish ways. Based on this definition and the qualities we've identified, let's discuss. Pair-share if you think we have gathered enough evidence to say that Clemente is a strong candidate, and why. Support your ideas with evidence from the story and your own life experiences. Some of you may believe that certain qualities are more important than others - that's ok. (Students share.) Let's share out." (Whole-class discussion.)

"This is one phase in our research about Clemente. Roberto Clemente: The Pride of the Pittsburgh Pirates, by Jonah Winter, is just one story based on one author's point of view. Since Jonah Winters wrote the book with a poetic structure, he did not include very much information about Clemente's life. As the unit progresses, we'll read more to add to what we know and make sure we have made the right decision about Clemente."

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# STEP 5: INSTRUCT ON THE COMPOSITIONAL TECHNIQUE: OVERLAPPING SHAPES

**Process:** Prepare students to create visually dynamic collages in the next lesson by instructing on the compositional technique--overlapping shapes.

Guide students to look at a Romare Bearden collage called *The Blues*. Engage in a discussion about areas where Bearden has created emphasis by overlapping his shapes.

Record "overlapping shapes" and "making big shapes" on the Art Terms Chart posted in the classroom.

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**VISUAL DYNAMISM**

**Definition**
"Visual dynamism" is a term we will use throughout the unit to talk about what makes a piece of art interesting or appealing. Instead of saying, "That looks great!" or, "Make your collage look interesting," we will encourage students to create collages that are visually dynamic. When a piece of art is visually dynamic, it means the artist has achieved one or more of the principles of design through use of color, line, shape, texture, and compositional techniques.

**Teaching Tip**
Students need to be coached toward visually dynamic results. Compositional techniques are concrete tools to help students think about and use the elements of art and principles of design in order to achieve visually dynamic compositions. For example, placing warm colors next to cool colors to create contrast, using scale to create emphasis, or overlapping pieces can all help create visual dynamism.

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## COMPOSITIONAL TECHNIQUES

**Definition**
Compositional Techniques are techniques that will guide the student in the direction of achieving principles of art and will result in their compositions being visually dynamic. These techniques must be demonstrated.

**Teaching Tips**

**-Make the pieces big:** For Grades 3-5, every shape they cut out must be as big as two of their fingers put together. Encourage students to think in terms of big shapes that represent an idea, rather than fixating on cutting out small clothing or facial details.

**-Have pieces go off the edge of the page:** Students may tend to center everything in the middle of their page, leaving a white border-like space around the page. Breaking up this negative space creates more visual dynamism. "Visual dynamism" is a less subjective way to say, "interesting."

**-Overlapping shapes:** Students overlap shapes to create depth, emphasis, and provide a focal point.

**-Place a warm color next to a cool color:** This is one way to create contrast in a collage. Contrast is a way to create emphasis.

## PRINCIPLE OF ART: EMPHASIS

**Definition**
Emphasis is special attention or importance given to a particular area of an image.
Many techniques are used to create emphasis, including putting a cool color next to a warm color. This will make that area "stand out" and will draw the viewer to look in that direction. Hide this block...

**Teaching Tip: How this Unit uses Emphasis**
This unit teaches students to create emphasis by placing a warm color next to a cool color, by using overlapping shapes, and by putting different textures next to one another.

**Connecting Literacy & Art**
Emphasis is essential to students' demonstration of their understanding of what is important.

## Suggested Dialogue

**Transitioning To Collage**

"In our next lesson, you will have a chance to create a full collage on this collage board (hold up 9x6 collage board) that shows the key qualities that you believe may qualify Clemente as an everyday hero. You'll be drawing on everything we've read about him so far and so will need to show more than

you did in your practice collages. To help you create visually dynamic pieces that create emphasis, contrast or scale, we're going to learn two new techniques."

## INTRODUCING OVERLAPPING SHAPES USING *THE BLUES* BY ROMARE BEARDEN

"Let's look at a collage by Romare Bearden called "The Blues." Tell me what you notice about this collage. (Students respond.) Notice how Bearden uses all sorts of different pieces of paper to create the image. What else do you notice? (Students respond.) Notice how we can't see any of the white paper showing through. He has completely filled his page--there is no blank white space left over! In order to do this, Bearden had to glue some shapes over other shapes. Collage works well when artists overlap their shapes. This creates emphasis by drawing our eye to the area where the shapes are overlapping. If all our shapes were apart from one another, we would look all over the page, not really knowing which shapes were the most important to look at. There would be no emphasis. When an artist overlaps their shapes, it tells us as the viewers that we should pay attention to that area. Let's add "overlapping shapes" to our Art Terms Chart. (Write "overlapping shapes" on chart.) In our last lesson, we learned about scale and how making some pieces big can help to create a dynamic collage. Let's add making big shapes to our chart, too." (Write "making big shapes" on chart.)

## USING HANDS TO PRACTICE OVERLAPPING SHAPES

"Hold your hands out with your palms down. (If working with students who cannot physically participate in this exercise, have students direct the teacher's hands.) Start with your hands spread away from each other. Now bring them closer and closer together, until the sides of your hands are touching. Is this overlapping? (Students respond "no.") Now, stack your hands on top of one another so you can't see your bottom hand at all. This is called stacking, and completely covers the shape underneath. We don't want to overlap so much that we completely hide the paper underneath. Now show me overlapping hands, where I can see parts of both hands but they are still overlapping. (Students overlap their hands, leaving parts of both hands visible.) Good--that's overlapping!"

### Identifying Overlapping Shapes In *The Blues* By Romare Bearden

"Let's look at *The Blues* again. Pair-share with a partner, and show them a place where Bearden overlapped his shapes: a place where one piece of paper covered part of another piece of paper. (Students pair-share.) Now pair-share a place where Bearden has created emphasis. Remember, in a work of art or a story, emphasis is a place where the artist or author wants us to focus." (Students pair-share.)

"In an earlier lesson, we discovered how Bearden creates emphasis by placing a warm color next to a cool color. In this lesson, we're noticing how he creates emphasis by overlapping his shapes. Bearden is telling us to look closer at these areas because there is more 'going on'."

# STEP 6: INSTRUCT ON THE COMPOSITIONAL TECHNIQUE: GOING OFF THE PAGE

**Process:** Introduce students to the compositional technique--going off the page. Guide students to look at a collage by Romare Bearden called *Cotton*. Discuss with students how letting shapes go off the page can create depth and visual dynamism.

**Suggested Dialogue**

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**MAKING THE COLLAGES VISUALLY DYNAMIC**

"We'll now learn another technique that will help you make your collages visually dynamic. Let's look at the collage Cotton, by Romare Bearden. What do you notice about this collage? (Students respond.) Can you point to one area where Bearden made his shapes go off the page? In other words, where his shapes seem to get cut off by the outside edge of the page? (Students respond "The trees go off the page! The cotton plants.") Great observations. Can you show me where Romare Bearden does not let his shapes go off the page? (Students respond "The house and the hills.") By having the trees go off the page, it makes the trees look big, and by having the house not go off the page, it makes the house look smaller and farther away. This creates depth and visual dynamism in the collage."

"Let's add "going off the page" to our Art Terms Chart. (Write "going off the page" on chart.) When you create your collage in our next lesson, you will practice making your shapes go off the page and using overlapping shapes to create emphasis."

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# STEP 7: CLOSE LESSON 5--TREASURE PILE OF BOOKS

**Process:** Send students to the Treasure Pile of books to hunt for books about heroes and collage. Close the lesson with a "look forward" to the next lesson.

**Suggested Dialogue**

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**TREASURE PILE OF BOOKS AND COLLAGE**

"Has anybody noticed that I've been sneaking books into the Treasure Pile that are not about real people and everyday heroes? Anybody have an idea of why I've added those books?" (Students respond.)

"Right! These are all picture books where the illustrations were made from collage. So now when you go to the Treasure Pile, you can decide if you want to spend more time looking for heroes, or spend some time looking at these collage books, to get ideas for your own projects. See if you can find

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illustrations where you really like the way the artist has used the elements we've talked about: Texture, Color, and Shape. See if you can spy out what the artist was doing with these elements to create emphasis. You might be surprised at how much fun it is when you can say, 'Aha! I bet I know what this artist was thinking when he or she did that'!"

"And if you find a collage that you think has some great ways of using texture, color, and shape, or is a great example of scale and contrast, don't just keep it to yourself! Let us know! Write a card with the book title, page number, and what you liked about the collage. Then put it up here around the edges of our Everyday Heroes board. That way, if we need ideas for our own collages about Roberto Clemente, we can learn from what you've found in these books."

**LOOKING FORWARD**

"In our next lesson, we'll review all the elements of art and principles of design and compositional techniques then and apply them all to a complete collage."

**Performing The Closing Ritual (Optional)**

"To close our theater lessons, we'll appreciate our work and each other with a unified clap.
On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

**CONGRATULATIONS ON COMPLETING LESSON 5! YOU ARE NOW READY TO MOVE ONTO LESSON 6 OF UNIT 3.**

Is this Lesson Public or Members only?:
Members Only