

Lesson Two: New Takes on Batman

Objectives

1. Students will be able to compare different artists' use of a traditional comic book compositional device (cropping).
2. Students will be able to use information about an artist's background to support their interpretation of that artist's work.

Arizona Visual Arts Standards

RELATE: Artworlds: PO 206 & 306: Discuss how artworks reflect ideas, images, and symbols from the culture within which they were made.

RELATE: Meanings & Purposes: Po. 202 & 302: Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.

Common Core Standards

ELA-Literacy.CCRA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

ELA-Literacy.RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

ELA-Literacy.RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.

ELA-Literacy.CCRA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

ELA-Literacy.RST.6-8.1: Cite specific textual evidence to support analysis of science and technical texts.

ELA-Literacy.RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

ELA-Literacy.CCRA.R.9: Analyze how two or more texts [artworks] address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

ELA-Literacy.6-8.RH.9: Analyze the relationship between a primary and secondary source on the same topic.

ELA-Literacy.9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

ELA-Literacy.CCRA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

ELA-Literacy.WHST.6-8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELA-Literacy.WHST.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Preparation

Read and make copies of “Questor Questions: New Takes on a Familiar Superhero.”

Make arrangements for field trip to the TCA.

Before your visit, talk with assigned TCA docent, if possible. Provide the docent with a copy of “Questor Questions: New Takes on a Familiar Superhero” in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the center or whether any or all of the questions or ideas might be addressed during their tour.

Resources

[Questor Questions: New Takes on a Familiar Superhero \(pdf\)](#)

Activities

Guided Practice: Distribute “Questor Questions: New Takes on a Familiar Superhero” to all students and ask them to answer as many questions as they can during their tour. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for or travel back to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by your students during their tour. If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of discoveries they made about cropping in action comic strips in the exhibition using online *American Pop* Preview.

Vocabulary

popular culture
enhance
reinforce, reinforced
character, characteristics
contradicting integrity
gentility
reliable
consistency
masculinity
undervalued
transplanting

Art-Specific Vocabulary

material
processes
watercolors
embroider, embroidered, embroidery
cropping
style, stylistic
illustration
symmetrical composition
close-up
landscape

Assessment Checklist

Objective 1: Students will be able to compare different artists’ use of a traditional comic book compositional device (cropping).

____ Student completed COMPARE section of “Questor Questions: New Takes on a Familiar Superhero”

Objective 2: Students will be able to use information about an artist’s background to support their interpretation of that artist’s work.

____ Student responded to the INTERPRET questions on “Questor Questions: New Takes on a Familiar Superhero” using information from the LEARN section.